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### PSYX 330.01: Child Development

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**Child Development  
PSYX 330 (Section 01)  
Fall 2018**

**Course Location and Time**

FOR 206

Tuesdays and Thursdays 12:30 – 1:50pm

**Instructor Information**

Instructor: Dr. Paul Silverman

Phone: 406-240-1173

Email: [paul.silverman@umontana.edu](mailto:paul.silverman@umontana.edu)

Office: Skaggs 366

Office hours: Tuesdays and Thursdays 11:30-12:20; Tuesdays 2-3pm

[Department of Psychology website](#)

**Required Text**

Berger, K.S. (2018). *Developing Person Through Childhood and Adolescence*, 11th edition. NY,NY: Macmillan.

The loose-leaf version of this book can be purchased at the UM Bookstore. You may also order the e-book version directly from the publisher.

**Course Overview**

If we want to be good parents, teachers or counselors, it is essential that we understand how children and adolescents behave, think and feel- and how they grow. This course is designed to introduce you to research results and theories of psychological development from birth through adolescence. A major goal of the course is to enable you to understand the relationships between developmental theories, research and practice. Consequently, many topics will include discussion of all three areas. Typically, lectures will emphasize theories of development. Textbook readings will focus on various developmental phenomena and their implications. Be aware that in this class the **lectures are designed to complement the material you read and do not duplicate it.** Class lecture notes will be available to you at the on-line course website. I strongly encourage you to print these out (or bring them to class on an electronic device) AND to add your own notes from lecture to the printout.

There are many parents and professionals who work with children and adolescents and who have had no formal education in developmental psychology, but who have a "knack" and are good at what they do. Conversely, one or two courses in the psychology of development do not guarantee that a student will be a good parent or professional. Apart from a few useful facts, what you learn in this course will benefit you as a practitioner only to the extent that you internalize what you see and hear. Turning class-learned knowledge into personal habits of action is a difficult enterprise, and perhaps the most important challenge facing the application-oriented student. To help you down the road of transforming abstract knowledge into concrete action and experience, you will be asked to do three short research/review writing projects. The first project is designed to give you experience using one of the data collection methods typical of research in developmental psychology. The second involves observing and/or interacting with children or adolescents in order to formulate or test a hypothesis. The third project provides you with the opportunity of addressing a practical problem using the "tools"

that developmental psychology offers you. Instructions for these projects are provided on the class website.

## Course Objectives

1. Understand basic scientific knowledge, terminology, research results and theories of developmental psychology from birth through adolescence.
2. Understand normal development and its variations in the areas of cognition, socio-emotional and physical development from birth through adolescence.
3. Understand relationships between scientific research and practical applications in the area of child and adolescent development.
4. Understand scientific research methods in developmental psychology.
5. Acquire critical thinking skills in interpreting research in developmental psychology.
6. Acquire individual insights about human development based on personal experiences and/or observations of others.
7. Analyze current issues and controversies in child and adolescent development.

## Human and Family Development Minor

The material covered in this course constitutes a synopsis of an interdisciplinary minor offered at UM. If you wish to find out more about the minor in [Human and Family Development](#) as well as a list of current course available.

## Moodle

This syllabus, an updated record of your grades, a class participation discussion forum, and instructions for the writing projects (as well as other important material) is available to you on the “Moodle” class website. You may access this by going to the UM home page, clicking the UM Online tab, and logging in using your UM NetID and password. Technical assistance is available to you via [UM IT Support](#) or [umonline-help@umontana.edu](mailto:umonline-help@umontana.edu) or 406-243-4999.

## Course Organization/Attendance

Class meetings will follow a lecture format for the most part. However, questions and discussions will be enthusiastically welcomed! You are expected to read the assigned textbook chapters and master concepts presented in lectures, demonstrations, videos, and the text. Daily attendance is strongly recommended.

## Grading

Grades will be determined from performance on:

- Five tests (135 points each): 675 points
- Research Methods Project: 100 points
- Research Topic Project: 100 points
- Application Project: 100 points
- Class Participation: 25 points
- Total: 1,000 points

Tests are designed to assess course objectives 1 through 4. Projects assess course objectives 3 through 7. Your course grade will correspond to total points as follows: A = 900-1000; B = 800-899; C = 700-799; D = 600-699; F = 0-599; Pass = 600-1000; Fail = 0-599.

## **Exams**

Tests will be multiple choice. Each will take approximately one class period. Make-up tests will be arranged only for reasons of illness or previously excused absence. Usually about half of the test questions will be based on lectures; the other half on the textbook. Lecture material typically emphasizes theories and does not coincide closely with readings. Prior to each test an updated review which highlights topics covered on the test will be posted on the Moodle class website. You will need 5 scantron cards, one for each test. These can be purchased at the UM Bookstore and are labeled "Pearson NCS Test Sheet 50/50." They are light blue on one side; light green on the other, with room for 50 items on each side (the actual tests will contain approximately 40 to 45 items). You will also need to bring a No. 2 pencil to fill out each card.

## **Projects**

The projects are research or problem-solving activities which you will select from the lists in the project instructions, and are to be written as brief papers. Project instructions, samples of past projects, and detailed grading criteria for each project are available to you on the Moodle class website. Although each paper is short, be sure to treat it as a formal academic composition. For each day that a project is late, five points will be deducted from the final grade, and no project will be accepted after one week from the due date unless prior arrangements are made with me.

## **Class Participation**

Class participation will be graded using a formal system. Using the Moodle website, click on "Forum," read messages, and leave your own message. Your message should include a brief question or comment based on one of the assigned chapters, lectures, or discussions for the week. It may also consist of a response to another student's question or comment, or a question directed to Dr. Silverman (your topic line should read "Silverman"). You are required to participate on the Forum an average of at least once per week (at least 15 times). In order to encourage you to spread your submissions throughout the semester, during the last 2 weeks of class meetings (November 22- December 6) only 2 submissions will be counted. You will receive credit for your participation, pro-rated to a possible 25 points. I will respond to some comments or questions through the Discussion Board and will also present some for in-class discussion.

## **Extra Credit**

No extra credit is available in this course.

## **Course Guidelines and Policies**

### **Academic Honesty**

All students must practice academic honesty. Academic honesty is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#). Some students are not aware of what plagiarism is and do not know that it is unethical. Plagiarism is the presentation of another person's ideas or writing as one's own. In this class, both plagiarism and cheating on tests and papers will result, at minimum, in the assignment of an "F" to the test or paper and the deduction of 100 points from the final grade. I reserve the right to assign an "F" for the course if either occurs.

### Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work you and Disability Services to provide an appropriate modification.

### Course Questions/Issues

If you find that you have questions about the material covered, or problems in any other aspect of the course, I urge you to meet with me or with a TA assigned to the class.

### University Drop Dates and Deadlines

For more information on deadlines and drop dates, please go to [Registrar's Office Deadlines](#).

### Course Schedule

Date	Topic
Aug. 28	Course Orientation; History of Childhood
Aug. 30	History of Childhood
Sept. 4	History of Childhood; Research Methods;
Sept. 6	Gene-Environment Interactions
<b>Sept 11</b>	<b>TEST 1, Chapters 1-3;</b> Piaget's Theory of Cognitive Development Overview
Sept. 13	Piaget's Theory of Cognitive Development-Infancy
Sept 18	Cognitive Development: Other Theories
Sept 20	Early Language Acquisition
Sept. 25	Bowlby's Attachment Theory
Sept 27	Bowlby's Attachment Theory
<b>Oct 2</b>	<b>TEST 2, Chapters 4-7 The First Two Years</b>
<b>Oct 4</b>	<b>RESEARCH METHODS PROJECT DUE</b> Piaget—Early and Middle Childhood
Oct 9	Piaget—Early and Middle Childhood; Vygotsky
Oct 11	Learning Theories Applied to Development
Oct. 16	Learning Theories Applied to Development;
Oct 18	Parental Styles
<b>Oct 23</b>	<b>TEST 3, Chapters 8-10 Early Childhood</b>
Oct 25	Intelligence, Giftedness, and Creativity
Oct 30	Erikson's Theory of Identity Development- childhood
Nov. 1	<b>RESEARCH TOPICS PROJECTS DUE</b> Moral Development:
Nov. 6	Election Day, No Class
Nov. 8	Divorce Effects
<b>Nov. 13</b>	<b>TEST 4, Chapters 11-13 Middle Childhood</b>
Nov.15	Abstract Thinking;
Nov. 20	Abstract Thinking
<b>Nov. 22</b>	<b>Thanksgiving Break; No Class</b>
Nov. 29	<b>APPLICATION PROJECT DUE</b>

<b>Date</b>	<b>Topic</b>
	Gender Identity
Dec. 4	Developmental Evolutionary Psychology
Dec. 6	Developmental Evolutionary Psychology
<b>Dec. 14 (Thursday 10:20-12:10)</b>	<b>TEST 5, Chapters 14-16 Adolescence</b>

NOTE: The schedule and procedures in this course are subject to change in the event of extenuating circumstances. Changes will be announced in class and posted on the course website.