

Fall 9-1-2018

## PSYX 330.02: Child Development

Rachel L. Severson

*University of Montana, Missoula*, [rachel.severson@umontana.edu](mailto:rachel.severson@umontana.edu)

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

---

### Recommended Citation

Severson, Rachel L., "PSYX 330.02: Child Development" (2018). *Syllabi*. 8343.  
<https://scholarworks.umt.edu/syllabi/8343>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

# PSYX 330: DEVELOPMENTAL PSYCHOLOGY

University of Montana  
Fall 2018 (3 credits)

## COURSE INFORMATION

- *Day:* Monday, Wednesday, & Friday
- *Time:* 1-1:50pm
- *Location:* TBD
- *Website:* [Moodle](https://moodle.umt.edu)  
(<https://moodle.umt.edu>)

## INSTRUCTORS

### PROF. RACHEL SEVERSON, PH.D.

- *Email:* [rachel.severson@umontana.edu](mailto:rachel.severson@umontana.edu)
- *Office:* Skaggs 371
- *Office hours:* Monday & Wednesday  
2:00-3:30pm, and by appointment

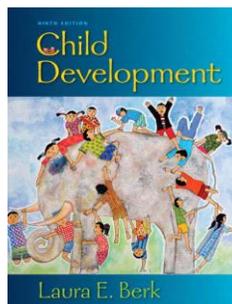
### TEACHING ASSISTANT: JULIA

#### CAMERON

- *Email:* [julia.cameron@umontana.edu](mailto:julia.cameron@umontana.edu)
- *Office:* Skaggs 368
- *Office hours:* Tuesday & Thursday  
12:30-2:00pm, and by appointment

## WHAT IS THIS COURSE ABOUT?

This 3-credit course provides an overview of the major theories and empirical findings fundamental to Developmental Psychology, with an emphasis on the biological, cognitive, and social-emotional aspects of development from prenatal through adolescence.



## MATERIALS: WHAT DO YOU NEED?

Berk, L. E. (2013). *Child Development (9<sup>th</sup> Ed.)*. Boston: Pearson.

Textbook options:

- Purchase (book or eBook)
- Rent
- On reserve in Mansfield Library

## WHAT ARE WE TRYING TO ACHIEVE?

At the completion of this course, you should understand and be able to think critically about:

- Major theories and principles of developmental science.
- Basic research methods used.
- Prenatal developmental and the newborn period.
- Developmental trends in physical, cognitive, and social/emotional development.
- Biological, social, institutional, and cultural factors that may affect development.

- Societal/cultural issues related to development
- Interpretation and implications of research in Developmental Psychology.

## OPPORTUNITIES TO EARN POINTS

| Activity                    | % of Grade  | Date                                  |
|-----------------------------|-------------|---------------------------------------|
| <b>Exams</b>                | <b>70%*</b> |                                       |
| <i>Exam 1</i>               | 20%         | Fri., Sep. 21                         |
| <i>Exam 2</i>               | 20%         | Mon., Oct. 22                         |
| <i>Exam 3</i>               | 20%         | Fri., Nov. 9                          |
| <i>Exam 4</i>               | 20%         | Wed., Dec. 12 (1:10 - 3:10pm)         |
| <b>Research in the News</b> | <b>15%</b>  | Due: Sun., Nov. 4 by 11:55pm (Moodle) |
| <b>Class Activities</b>     | <b>15%</b>  | Throughout semester                   |
| <b>Total</b>                | <b>100%</b> |                                       |

### EXAMS (70%)

The exams will focus on the material presented in lectures. The exams are not cumulative (i.e., each covers material since the previous exam). However, because later material builds on earlier material, later exams will assume knowledge of earlier material. The exam format will be approximately 80% multiple-choice questions and about 20% short-answer questions.

\*The four exams count toward your grade as follows:

- (1) Your 3 highest scores will each count as a full exam (each worth 20% of final grade)
- (2) Your lowest score will count only half as much (10% of final grade)

### RESEARCH IN THE NEWS (15%)

How well does the media report research in Developmental Psychology? Do they accurately represent the results and implications of a study? For this assignment, you will (1) read a media

report of research in the field of Developmental Psychology, (2) read the original research article, and (3) analyze how accurately (or inaccurately) the media reported on the study. Detailed instructions for this assignment, including a selection of media reports to choose from, are on Moodle (see Research in the News).

### CLASS ACTIVITIES (15%)

Throughout the semester we will have several low-stakes class activities (credit/no credit). As a way to explore ideas and develop a better understanding of the material, these activities may include small group or class discussions, short responses, and low-stakes writing activities. These are “class” activities insofar that they will be given and turned in during class. Although these activities will primarily take place in class, some may also involve some outside of class activities and/or reading/writing.

---

## EXTRA CREDIT

Earn up to a **maximum of 3% toward your final grade** through these two options (either one or a combination of both). **Deadline:** Extra credit will be accepted through the last day of regular class.

1. **Research Participation:** Participate in research in the Department of Psychology. Each 30 minutes of research participation is worth 0.5% (e.g., 0.5 hours = 0.5%; 1.0 hour = 1%, etc.).
  - To register, please see to the [Department of Psychology's SONA information](http://hs.umt.edu/psychology/undergraduates/sona.php) (<http://hs.umt.edu/psychology/undergraduates/sona.php>)
  - To sign up for studies, please go directly to the [SONA log-in](https://umontana.sona-systems.com) (<https://umontana.sona-systems.com>). To receive credit in this course, **select PSYX 330 as the course** when you sign up for a study.
2. **Article Summary:** Summarize an article reviewing research on a topic in developmental psychology. Each article summary is worth 1% of extra credit and will be graded as Satisfactory/Unsatisfactory. Write a 1-2 typed page summary of a pre-selected article. *Detailed instructions and articles for the Extra Credit Article Summary can be found on Moodle (under Extra Credit).*

## WHAT IF I MISS AN EXAM OR SUBMIT AN ASSIGNMENT LATE?

### MAKE-UP EXAMS

The exam dates in this syllabus are non-negotiable. If you have a conflict with one or more of the exam dates due to personal commitments, you should consider taking the class a different semester. A make-up exam may be offered **ONLY** for UNIVERSITY-APPROVED REASONS:

- Medical emergency (verified by a medical professional)
- Family emergency (verified by the Dean of Students Office)
- Participation in University-sponsored activities (verified in advance)
- Military service or mandatory public service

Other reasons for a missed exam – family holiday, friend/relative wedding, etc. – are NOT approved excuses.

*An exam missed for reasons other than the university-approved reasons will result in an exam grade of zero. All decisions regarding make-up exams are at the discretion of the*

professor. Grades will be posted and exams will be reviewed in class a few days after each exam. Once the answers have been reviewed in class, all students who have not yet taken that exam receive a zero on it.

Therefore, you should contact me as soon as possible – preferably **BEFORE** the exam – if you will miss an exam due to the above university-approved reasons.

### LATE ASSIGNMENTS

Late assignments will be accepted but will lose 10% from the grade per 24 hours, including weekends. For example, a late assignment submitted to Moodle within 24 hours following the deadline will lose 10% (even if it is just 1 minute late), then an additional 10% 24 hours later, and so forth. I encourage you to submit your work on time so you don't needlessly lose points. *Note that Class Activities that take place "in class" cannot be made-up (or turned in late).* Also, because extra credit article summaries are optional, they will not be accepted late (not to mention they are due at the last possible moment ☺).

## A FINAL NOTE ON ETHICAL CONDUCT

*Don't Cheat. Don't Plagiarize. It's Not Worth It.*

**ACADEMIC MISCONDUCT** is taken seriously and is unacceptable. Please review the UM [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php) ([http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)). "The Student Conduct Code at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community." **This code and procedures apply to this course.** All work for this class must reflect your own work. As specified in the Student Conduct Code, academic misconduct includes, but is not limited to:

- *Plagiarism*: representing someone else's work (words, ideas, data, materials) as your own.
- *Misconduct during an examination or academic exercise*: Copying from another student's paper/exam, giving information to another student, consulting unauthorized materials.
- *Submitting false information*: Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.

**THE CONSEQUENCES** are more severe than you may think...

Academic misconduct will result in a zero for that exam or assignment and the incident will be reported to the Dean of Students and the Dean of the College of Humanities and Sciences to be dealt with in accordance with UM Student Conduct Code. *It is your responsibility to know the Student Conduct Code.*

## COURSE FORMAT: HOW IS THE COURSE ORGANIZED?

### LECTURE

The lectures will complement the course readings – generally about 80% of the lecture material will follow the textbook. So, it is in your best interest to attend lecture and complete the readings. The most effective learning generally occurs in an interactive environment, so please speak up at any point if something is unclear or if you have a comment relevant to the topic at hand. The lecture schedule on the last page is subject to change. Changes will be announced in class and posted on Moodle. If there is a discrepancy between the printed schedule and the schedule on Moodle, we will follow the schedule on Moodle.

### MOODLE

Announcements, lecture outlines, assignments, and grades will be posted on the course [Moodle](https://moodle.umt.edu) (<https://moodle.umt.edu>) site. Lecture outlines will be posted before class.

### RESPECTFUL PRACTICES

In order for the classroom environment to be conducive to learning, I ask the following of you:

- Laptops are permitted; we will also have a “Laptop Free Zone.”
- Please turn your mobile phone to silent before entering class.
- Please avoid coming to class late and leaving early. If you do need to arrive late or leave early, please sit close to the door and enter/exit quietly.
- Please do not sleep in class or work on other activities (e.g., text, facebook, games, email, etc.).

### ATTENDANCE

While attendance in lectures is not required, you are strongly encouraged to attend class. *If you miss a lecture* you are responsible for obtaining missed notes and important announcements from another student.

### ACADEMIC ACCOMMODATION

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](http://umt.edu/dss) ([umt.edu/dss](http://umt.edu/dss)). 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 with you and Disability Services to provide an appropriate modification.

### FINAL EXAM HARDSHIP

Students may seek relief from writing more than two final examinations during the same day. Students scheduled for more than two final examinations on one day may contact the instructor to request/arrange for an alternate testing time during the final examination week. If satisfactory arrangements cannot be made, the student should seek the assistance of his or her dean.

### SPECIAL DISPENSATION

The scheduled assignments/exams and the grading system in this course apply to all students equally. *Sometimes a student will ask for special dispensation (e.g., changing a due date or test date) or an additional opportunity to earn more points (e.g. re-take a test or do other extra credit assignments). My answer will always be “No” because I do not make concessions or provide opportunities for some students that are not also provided to all other students in the course.*

### GRADING SCALE

Final grades are based on the following scale:

| Grade | Percent  | Grade | Percent      |
|-------|----------|-------|--------------|
| A     | 93-100%  | C     | 73-76.9%     |
| A-    | 90-92.9% | C-    | 70-72.9%     |
| B+    | 87-89.9% | D+    | 67-69.9%     |
| B     | 83-86.9% | D     | 63-66.9%     |
| B-    | 80-82.9% | D-    | 60-62.9%     |
| C+    | 77-79.9% | F     | 59.9% & less |

**LECTURE SCHEDULE**

| <b>Week</b>   | <b>Date</b> | <b>Topic</b>   | <b>Reading</b>               | <b>Notes</b>   |
|---------------|-------------|--|------------------------------|--|
| <b>1</b>      | M 8/27      | Course Overview  | Ch. 1                        |  |
|               | W 8/29      | Introduction to Field of Child                                       |                              |  |
|               | F 8/31      | Development  |                              |  |
| <b>2</b>      | M 9/3       | <b>Labor Day – NO CLASS</b>  | Ch. 2                        |  |
|               | W 9/5       | Research Methods   |                              |  |
|               | F 9/7       |  |                              |  |
| <b>3</b>      | M 9/10      | Genetics, Prenatal Development, and Birth                            | Ch. 3                        |  |
|               | W 9/12      |  |                              |  |
|               | F 9/14      |  |                              |  |
| <b>4</b>      | M 9/17      | Threats to Prenatal Development,                                     | Ch. 3                        |  |
|               | W 9/19      | Film: <i>Ghost in Your Genes</i>                                     |                              |  |
|               | F 9/21      | <b>Exam 1 (Ch. 1, 2, 3)</b>  |                              |  |
| <b>5</b>      | M 9/24      | Infancy: Early Learning, Perception & Motor Development              | Ch. 4                        | <b>Film Reaction</b> <i>Ghost in Your Genes</i> due Friday 9/28 @ 11:55pm (Moodle)   |
|               | W 9/26      |  |                              |  |
|               | F 9/28      |  |                              |  |
| <b>6</b>      | M 10/1      | Biological (Physical) Development, Film: <i>Let's Talk About Sex</i> | Ch. 5                        |  |
|               | W 10/3      |  |                              |  |
|               | F 10/5      |  |                              |  |
| <b>7</b>      | M 10/8      | Cognitive Development Theories                                       | Ch. 6 & 7                    | <b>Film Reaction</b> <i>Let's Talk About Sex</i> due Friday 10/12 @ 11:55pm (Moodle) |
|               | W 10/10     |  |                              |  |
|               | F 10/12     |  |                              |  |
| <b>8</b>      | M 10/15     | <i>Research in the News</i> Workshop I                               | Research in the News Article |  |
|               | W 10/17     | <b>NO CLASS (Research in the News)</b>                               |                              |  |
|               | F 10/19     | <i>Research in the News</i> Workshop II                              |                              |  |
| <b>9</b>      | M 10/22     | Language Development   | Ch. 9                        |  |
|               | W 10/24     |  |                              |  |
|               | F 10/26     |  |                              |  |
| <b>10</b>     | M 10/29     | Emotional Development, Attachment                                    | Ch. 10                       | <b>Research in the News</b> paper due Sunday 11/4 @ 11:55pm (Moodle)                 |
|               | W 10/31     |  |                              |  |
|               | F 11/2      |  |                              |  |
| <b>11</b>     | M 11/5      | Social Development   | Supplement on Moodle         |  |
|               | W 11/7      |  |                              |  |
|               | F 11/9      | <b>Exam 3 (Ch. 9, 10, supplement)</b>                                |                              |  |
| <b>12</b>     | M 11/12     | <b>Veteran's Day – NO CLASS</b>                                      | Ch. 11                       |  |
|               | W 11/14     | Understanding Self & Others  |                              |  |
|               | F 11/16     |  |                              |  |
| <b>13</b>     | M 11/19     | Understanding Self & Others (cont.)                                  |                              |  |
|               | W 11/21     | <b>Thanksgiving Holiday – NO CLASS</b>                               |                              |  |
|               | F 11/23     | <b>Thanksgiving Holiday – NO CLASS</b>                               |                              |  |
| <b>14</b>     | M 11/26     | Moral Development, Gender Development, Film <i>Play Again</i>        | Ch. 12 & 13                  |  |
|               | W 11/28     |  |                              |  |
|               | F 11/30     |  |                              |  |
| <b>15</b>     | M 12/3      | Brief Topics in Child Development                                    |                              | <b>Film Reaction</b> <i>Play Again</i> due Friday 12/7 @ 11:55pm (Moodle)            |
|               | W 12/5      |  |                              |  |
|               | F 12/7      |  |                              |  |
| <b>Finals</b> | W 12/12     | <b>Exam 4 (Ch. 11, 12, 13) 1:10-3:10pm</b>                           |                              |  |