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Fall 9-1-2018

# PSYX 230.01C: Developmental Psychology

Eve M. Lahti

*University of Montana, Missoula*

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**The University of Montana, Missoula College**  
**PSYX 230, Section 01C, CRN 74664, 3 CR, Fall 2018**  
**DEVELOPMENTAL PSYCHOLOGY: LIFESPAN**  
**COURSE SYLLABUS**

**I. CONTACT INFORMATION**

- **Professor:** Eve Lahti, M.A.
- **Office:** MC 427
- **Phone:** 243-7824—can leave message with Administrative Assistant Su Mollenhoff
- **Class Time:** TR 12:30pm-1:50pm
- **Class Location:** MC 234
- **Office Hours:**
  - Wed: 12:00pm-2:00pm
  - Thurs: 2:00pm-3:00pm
  - By appointment
- **Email:** [eve1.lahti@umontana.edu](mailto:eve1.lahti@umontana.edu) *\*BEST way to reach me*
  - Please email from your **student account only** (i.e., umconnect). I will not respond otherwise.
  - **In the subject line of every email**, please indicate the current course, section, and your purpose. **Ex: Psyx 230, Sect 01C, Exam 1 Question.**
  - If you do NOT follow the above format, there may be a delay in my response. However, my commitment is to respond to emails within 24 hours (no later than 36) when received Mon– Fri.  
**Please expect delays on weekends or holidays.**

**II. PREREQUISITE:**

**Introductory Psychology, Psyx 100S**, or equivalent transfer introductory psychology course is a requirement for all students wishing to take this course. You must have completed an introductory psychology with a C- or better grade in order to be admitted to the class. Concurrent enrollment (i.e. both at the same time) with this course and Introductory Psychology will not satisfy the prerequisite requirement.

**III. COURSE DESCRIPTION:**

Human development is an incredibly complex process that grows out of the interaction between a changing person and a changing world throughout the lifespan. This course will introduce you to major theories of human development and show you how they guide researchers and others to analyze “real life” issues that developing persons face across the lifespan, from infancy through death. This course will strive to help you to appreciate that the best advice about such matters as enriching environments for infants, raising children, working with troubled adolescents and elder care is based on research reports rather than on armchair speculation. This course will provide opportunities to explore current scientific knowledge and theories, including both classic and contemporary research concerned with understanding developmental processes. One of the goals of this class will be to teach you to examine your own personal insights based on personal experiences and observations of others using the knowledge and techniques learned throughout the semester. It is important to remember that critical thinking and mastery of the course content as presented in the text, exercises, and assigned projects is crucial to your success in this class.

**IV. LEARNING OUTCOMES:**

At the end of the semester, students will:

- 1). Describe development throughout the lifespan, including biosocial, cognitive, and psychosocial, as an ongoing set of processes, involving both continuity and change, by giving examples from the literature.
- 2). Analyze different developmental events across lifespan from observations using the perspectives of the major theories of development: cognitive, learning, humanistic, and psychoanalytic, and recognize those theories when used by others to analyze events.
- 3). Explain how research contributes to the understanding of development. Evaluate and use

- research findings to investigate a topic of interest.
- 4). Recall important developmental concepts and be able to recognize and apply these concepts in various situations. Emphasis is on application rather than memorization of concepts and theories, therefore critical thinking is stressed.

## V. REQUIRED MATERIALS

### 1. Text and Supplement (REVEL):

- The text you need is **Berk, L. E. (2018). *Exploring Lifespan Development* (4th ed.). Boston, MA: Pearson.**
- You also need access to the text’s supplement, “**REVEL.**”
  - Our publisher, Pearson, developed REVEL to provide audio and visual versions of the text, chapter objectives, study plans, practice tests, videos, simulations, and many other study materials!
- To purchase access to REVEL, which includes the online text:
  1. **Visit this link**, which is unique to our Psyx 230 section:  
<https://console.pearson.com/enrollment/blhq3z>
  2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.
  3. Choose your course under 'My Courses' and choose an access option: redeem an access code IF you got one from a book store or purchase access online. **There is a 14-day free trial if you are waiting for financial aid.**
  4. What you should know:
    - Bookmark <https://console.pearson.com> to easily access your **TEXTBOOK & materials.**
    - Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.
    - Contact your professor if you lose the invite link.
    - **Do NOT lose your password!**

### 2. You also need access to **Moodle:**

- This course is managed (i.e. gradebook, Exams) through Moodle. To access Moodle, go to <http://umonline.umt.edu/> and click the “Moodle NetID Login” button.
- It is recommended that you use the internet browser, **Firefox**, to run Moodle.
- Given that the majority of your grading criteria (Exams & Papers) are to be submitted in an online format, **it is expected that you have consistent access to a computer and reliable internet access.**
- Technical difficulties will NOT be an acceptable excuse for late work.

## VI. ASSESSMENT OF STUDENT LEARNING GOALS & OBJECTIVES

- Your grade in this class is based on the following criteria:

<b>1.</b>	<b>5 Exams (100 points each)</b>	<b>500</b>
<b>2.</b>	<b>2 Applied Written Assignments</b>	<b>300</b>
<b>3.</b>	<b>Attendance/Class Participation</b>	<b>200</b>
<b>TOTAL POSSIBLE</b>		<b>1,000</b>

- This class can only be taken in traditional mode; you are not able to switch to credit/no credit. Final grades are based on the +/- system. Traditional rounding rules apply (i.e. .5 and above are rounded up and less than .5 are not rounded). The breakdown is as follows:

93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	< 60%	F

### 1. **Exams:**

- All exams are administered online through **Moodle**.
- There are **5 exams** in this course. Each exam covers several chapters.
- You have **1 chance** to take the exam; they are **not timed**.
- Exams are open book and open notes. However, it will not be sufficient to just know where to find the information or just *memorize* information. The exam questions will be **applied** and **conceptual** in nature, rather than factual recall (or rote memorization); thus, you will need to *understand* the content, too.
- You must take the exams **independently**. Taking the exam with anyone else is a violation of the Student Conduct Code. See the “Student Conduct Code” section below for more information and an explanation of sanctions for violations.
- Cell phones, iPads (and other tablets) and pagers **MUST** not be used during exams.
- **Please take careful note** of when Exams open and when they close. The days and times are in the course calendar on the syllabus.
- **NO LATE EXAMS WILL BE ACCEPTED!**
- I will **not** make **alternative arrangements** to give any exams early due to travel plans, school projects, or requirements in other courses you may be taking. Plan accordingly.

### 2. **Applied Written Assignments:**

- You have **2 written assignments** worth **300 points total**.
  - The first paper is 100 points, and the 2<sup>nd</sup> is a high stakes assignment for 200 points.
  - Proper use of APA Format is expected in all writing assignments.
- **Writing Rubric and Other Writing Resources to improve scientific college level writing are currently available in Moodle.**
- **Instructions will be available in Moodle on the dates specified in the Course Calendar below.**

### 3. **Attendance/Participation:**

- You have **200 points total** that can be earned for **Attendance and Participation**
- **Attendance** – your success in this class greatly depends on your attendance, therefore daily attendance is **strongly** recommended and will be taken. *\*Note: If any class is particularly short on students, the instructor reserves the right to reward (or not) those students in attendance of said class with extra points.*
- **Reading** – your success in this class greatly depends on your reading of the materials ahead of time and being prepared for class also, therefore you should come to class having pre-read the chapter(s) we will be discussing.
- **Participation** – will be graded using a formal system. One day each week (to be assigned) you are expected to submit a 4x6 card to me at the start of class (4x6 cards will be provided by your Professor, please do not buy them). On this card you should include your name, the date, and a brief question or comment based on one of the assigned chapters or lectures for the week OR other topic when announced.

## VII. **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS.

- **Missoula College students:** Call (406) 243-2243 for an appointment.
- **Mountain campus students:** Contact DSS at (406) 243-2243 or via email, [DSS](#).

I will work with you and DSS to provide reasonable modifications. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. In addition, **the student must provide**

**DSS documentation before the assignment is due** so reasonable accommodations can be made. For more information, please consult [DSS](#).

## VIII. LATE and MAKE-UP WORK POLICY:

- **LATE or MAKE-UP WORK WILL NOT BE ACCEPTED. HOWEVER,** according to the UM's [Academic Policies and Procedures](#), under "Class Attendance/Absence Policy," I **MAY** excuse **brief** and **occasional** absences for the following reasons:
  1. an illness or injury
  2. a family emergency
  3. religious observance
  4. participation in a university sponsored activity
  5. military service
- If you miss an assignment, exam or participation points due to one of these exceptions, **valid documentation MUST be provided** in order to make it up.
  - Please consult me on what "valid documentation" entails.
  - You have **48 hours after the missed assignment's due date** to **notify me** so that we can arrange for you to make-up the work or turn it in late.
  - Please be aware, **I strictly enforce this policy and WILL REQUIRE documentation.**

**\*\*\*IMPORTANT:** Technical issues are NOT considered valid excuses for turning work in late or failing to complete an assignment. Moodle and REVEL can be accessed from any computer with internet access. If you experience technical problems, you have the option of using a computer at the libraries or at the computer labs on the Missoula College or Mountain Campuses. You can also use a colleague's computer, go to the public library, café, etc... **It is your responsibility to have consistent and reliable internet access so you can submit your assignments on time.** It is in your best interest to be organized, plan ahead, and do NOT procrastinate.

## IX. DROP POLICY

According to UM's [Academic Policies and Procedures](#), beginning the **46<sup>th</sup> instructional day** of the semester through the last regular class day before Finals Week, students may drop courses only by petition that requires approval from the instructor, advisor, and dean. Note that not all petitions are approved and documented justification is required. Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student's control. Instructors and advisors have the right to indicate that they do not recommend the drop. A WP or WF will appear on the transcript. A \$10 fee applies. For more information on important dates, see [Important Dates and Deadlines](#).

## X. INCOMPLETE POLICY

A grade of Incomplete (I) is a rarity, but may be given when, *in the opinion of the instructor*, there is a reasonable probability that students can complete the course without retaking it and **only** under exceptional circumstances. The incomplete is not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor (see UM's [Academic Policies and Procedures](#)).

## XI. ACADEMIC INTEGRITY & THE STUDENT CONDUCT CODE (PLEASE READ CAREFULLY)

All students must practice academic honesty. All students need to be familiar with the Student Conduct Code. The Student Conduct Code, which can be found here, [Student Conduct Code](#), will be strictly enforced in this class. Specifically, **cheating in any form will not be tolerated.** You are not allowed to collaborate on any exam, assignment or discussion with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, etc... Thus, all **ASSIGNMENTS** and **PAPERS MUST** be completed **INDEPENDENTLY**, unless otherwise stated in the instructions (e.g. group projects) or when students seek services from the Writing Center or tutoring, etc.... all **EXAMS** must also be completed **INDEPENDENTLY**, unless accommodations have been approved by your instructor. **Plagiarism or cheating** will result in FAILURE (that is, a zero or an "F") on the exam, assignment, or discussion, **at minimum.**

and it will be reported to Department Chair and/or the Dean. **The instructor reserves the right to assign an “F” for the course if cheating or plagiarism does occur. Additionally, you are subject to University sanctions, suspension or expulsion.**

If you do not know what plagiarism is, you can review the sections about Plagiarism on Moodle, visit the [Writing Center](#) at the Mountain campus (Liberal Arts 144, 243-2266), the [Mansfield Library](#) (243-6866), or contact Missoula College’s [Learning Center](#) (243-7826).

## **XII. CLASSROOM ETIQUETTE**

- **Be respectful** - at times, we will be discussing sensitive and embarrassing topics
  - Please be respectful to all members of the class, as well as to the instructor.
  - This is to be a **positive, supportive** environment so students can feel comfortable as they ask questions, make mistakes, and learn.
  - It is OK to disagree, but be **courteous**. Remember there is a difference between constructive criticism and being rude. Please do not bully, intimidate, threaten, curse or demean those you disagree with.
- **Cell Phones/Pagers/ IPods (and other tablets)** - if the cell phone/pager is NOT emergency related, **turn them off. If the cell phone interferes with the process of class, you may be asked to leave the class.**
  - If there is a reason to keep your cell phone active, place on vibrate.
  - If you receive a call, please leave the classroom **quietly** to take the message.
  - Cell Phones, pagers, IPods (and other tablets) **must** be turned off when taking exams, the only exception is if you are using it solely to access the textbook.

## **XIII. ONLINE PRIVACY POLICY**

- **Discussing your grades in the open discussion forum is not allowed.** Grades are a confidential matter. No one has access to them except you and your instructor.
- **Email me if you have questions about your grades.** I will be happy to discuss my justification and rationale with you. Of course, errors are made sometimes. Feel free to just ask!

NOTE: Your professor reserves the right to modify syllabi and assignments as needed based on faculty, student, and/or environmental circumstances. If changes are made to the syllabus, amended copies will be dated and made available to the class.

**Psyx 230, Sect 01C, Fall Semester 2018 Course Calendar**

\*All times are in Mountain Standard Times

WEEK	READ	Lecture Topic/Assignments	DATE POSTED	DUE DATES
1 Mon 8/27 - Sun 9/02	• Welcome • Chp 1	• Course Overview (Syllabus) • History, Theory, and Research Strategies		
2 Mon 9/03 - Sun 9/09	• Chp 2	• Genetic and Environmental Foundations <b>1. Applied Written Assignment #1: Requirements Discussed</b> *****Mon 9/03-Labor Day:	<b>1. TUES 9/04 in class</b> No Classes, Offices Closed***	<b>1. SUN 9/30 at 11:55pm</b>
3 Mon 9/10 - Sun 9/16	• Chp 3	• Prenatal Development, Birth, and the Newborn Baby <b>&gt;&gt;&gt;&gt;EXAM #1 (Chps 1-3)&lt;&lt;&lt;&lt;</b>	<b>&lt;&lt;FRI 9/14 at 10:00am&gt;&gt;</b>	<b>&gt;MON 9/17 at 11:55pm&lt;&lt;</b>
4 Mon 9/17 - Sun 9/23	• Chp 4	• Physical and Cognitive Development in Infancy and Toddlerhood		
5 Mon 9/24 - Sun 9/30	• Chp 5	• Cognitive Devt in Infancy and Toddlerhood <b>1. Applied Written Assignment #1: TV Viewing Log &amp; PAPER Due</b>		<b>1. SUN 9/30 at 11:55pm</b>
6 Mon 10/01 - Sun 10/07	• Chp 6	• Emotional and Social Development in Infancy and Toddlerhood <b>&gt;&gt;&gt;&gt;EXAM #2 (Chps 4-6)&lt;&lt;&lt;&lt;</b>	<b>&lt;&lt;FRI 10/05 at 10:00am&gt;&gt;</b>	<b>&gt;MON 10/08 at 11:55pm&lt;</b>
7 Mon 10/08 - Sun 10/14	• Chps 7/8	• Physical and Cognitive Development in Early Childhood (EC) • Emotional and Social Development in EC		
8 Mon 10/15 - Sun 10/21	• Chp 9	• Physical and Cognitive Development in Middle Childhood (MC) <b>1. Applied Written Assignment #2: Requirements Discussed</b>	<b>1. TUES 10/16 in class</b>	<b>1. SUN 11/11 at 11:55pm</b>
9 Mon 10/22 - Sun 10/28	• Chp 10	• Emotional and Social Development in MC <b>&gt;&gt;&gt;&gt;EXAM #3 (Chps 7-10)&lt;&lt;&lt;&lt;</b>	<b>&lt;&lt;FRI 10/26 at 10:00am&gt;&gt;</b>	<b>&gt;MON 10/29 at 11:55pm&lt;</b>

WEEK	READ	Assignments	DATE POSTED	DUE DATES
10 Mon 10/29 - Sun 11/04	• Chps 11/12	• Physical, Cognitive, Emotional and Social Development in Adolescence		
11 Mon 11/05 - Sun 11/11	• Chp 13	• Physical and Cognitive Development in Early Adulthood (EA) <b>1. Applied Written Assignment #2: Interview Notes &amp; PAPER Due</b> *****Tues 11/06-Election Day:	No Classes, Offices Clo3sed***	<b>1. SUN 11/11 at 11:55pm</b>
12 Mon 11/12 - Sun 11/18	• Chp 14	• Emotional and Social Development in EA *****Mon 11/12-Veteran's Day:	No Classes, Offices Closed***	
13 Mon 11/19 - Sun 11/25	• Chp 15	• Physical and Cognitive Development in Middle Adulthood (MA) ***Wed 11/21: Travel Day: ***Thur 11/22- Fri 11/23: Thanksgiving	No Classes*** Break: No Classes, Offices Closed**	
14 Mon 11/26 - Sun 12/02	• Chps 16/17	• Emotional and Social Development in MA • Physical and Cognitive Development in Late Adulthood (LA)		
15 Mon 12/03 - Sun 12/09	• Chps 19/18	• Death, Dying, and Bereavement • Emotional and Social Development in LA	***Fri 12/07-Last Day of Classes** *12/08-12/09-Study/Reading Days*	
16 Mon 12/10 - Fri 12/14	<b>FINALS WEEK</b>	<b>&gt;&gt;&gt;&gt;EXAM #5 (Chps 15-19)&lt;&lt;&lt;&lt;</b>	<b>&lt;MON 12/10 at 10:00am&gt;</b>	<b>THUR 12/13 at 11:55pm&lt;</b>