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Spring 2-1-2019

PSYX 330.50: Child Development

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PSYX 330 – Developmental Psychology – Spring 2019

Instructor Information

Instructor: Ashlyn Kincaid

Email: ashlyn.kincaid@umontana.edu

Office hours: By Appointment

Required Text

The Developing Person Through Childhood and Adolescence, 9th Edition – Kathleen Stassen Berger

- Hard copy or electronic is fine

Course Overview

The development of an individual is a never-ending process. This course is not only about children and adolescence, but also each one of our own lives and development. This course will focus on developmental theories, research, and practice derived from scientific study. This course will take a chronological approach exploring the physical, cognitive, and socio-emotional areas at each stage of development.

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 areas of child and adolescent development.
4. Acquire critical thinking skills in interpreting research in developmental psychology.

Course Assignments & Grading Criteria

Assignments for this class include quizzes, discussions, and assignments.

Quizzes

- There will be one quiz every other week covering one chapter. You will be allowed 45 minutes to complete each quiz. Each will be comprised of 30 questions and will be worth a total of 30 points.
- Quizzes are multiple-choice.
- They are NOT cumulative.
- Anything from readings, assignments, and slides may appear on Quizzes.
- All quizzes must be taken. There will be no makeup quizzes.
- Your lowest quiz will be dropped at the end of the semester!
- Quizzes will be administered via Moodle. Please note the following:
 - No late Quizzes will be accepted, regardless of computer problems.
 - Quizzes will be available for 5 days (Sunday-Friday), due by 11:55 PM on the Friday of the week that they are due. Once started, you will have 45 minutes to complete a Quiz. Make sure you do not start the quiz until you are ready to finish it in one sitting!
 - Although Quizzes are open book and open note, keep in mind that the 45 timeframe is for reading the quiz questions and responding. It is recommended that you study before the test, as there will not be enough time to look up each answer.
 - You are expected to take the Quiz on your own.

Discussions

Successful participation in the discussion forums requires consistent and detailed participation. Grades are based on:

1. Completing the requirements of posting 1 original response to the prompt and 2 relies on a peer's post.
2. The post quality.

Full credit requires posting 3 times and having high-quality content for each discussion. The week runs Sunday through Friday night. **You must make your first post of the week by 11:55 pm on Tuesday for full points.**

Discussion post grading: Each discussion is worth 30 total points. The first 20 points are awarded for acceptable discussion contributions (three total) by the deadline. The remaining 10 points are awarded for quality which includes the first post being submitted by 11:55 on Tuesday. (First post by Tuesday is required for the full 10 quality points).

<u>QUALITY GRADING</u>		
Students must make detailed and thoughtful posts that reflect an appropriate application of emerging knowledge and vocabulary in the topic area. Each post must add value to the discussion and be related to the required readings for the week. Below are additional details of the quality of posts will be graded.	Proficient	10 pts
	Approaching Proficient	7 pts
	Unacceptable	5 pts

Proficient: Your contributions demonstrate a confidence in the materials assigned. Your responses might integrate multiple views and/or show strong analysis and reflection on topics and other student's posts. You provide evidence that you are reading the assigned materials and other student postings and are responding accordingly, bringing out interesting interpretations. Your responses build on the ideas of other participants and dig deeper into assignment questions or issues. You know the facts and can analyze them, apply them to real-life scenarios and handle conceptual ideas. It is highly unlikely that you could get full credit in less than two paragraphs.

Approaching Proficiency: You have meaningful interaction with other participants' postings. Posts that state, "I agree" or "I disagree" and include a detailed explanation of what is disagreed or agreed upon and why or introduce a perspective or concept that adds to the discussion. However, you may have rambling, lengthy posts with no clear point, your writing has a lack of clarity and comprehension, or there are considerable typos and grammatical errors. You answer questions asked by me or other students but do not expand upon your response or you answer questions based only on your opinion, rather than on research or proper evidence.

Unacceptable: You will receive little credit in the week's discussion by just showing up and making trivial comments, without adding any new thought to the discussion. If your post is in the unacceptable range I will private reply to you with helpful critiques and ideas to improve in the next discussion.

Zero points: No participation gets a "0." If you are not in the discussion, you do not earn any points. Comments such as "I agree" or other one-sentence responses will result in zero points. Copying and pasting from a website without providing your own substantial insight is also a zero point post- even if

you have properly cited your sources. This assignment is an assessment of **your** understanding of the information covered in this class. Copying and pasting from websites does not demonstrate a working knowledge of the material.

Assignments: Research in the News

There will be 4 Research in the News assignments worth 50 points each. The focus is on analyzing how well 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 the original articles and media reports, are on Moodle (see Research in the News).

Course Grading

Your final grade for the course will consist of scores on quizzes, discussion posts, and the Research in the News assignments. Your final grade is the percentage of the total points earned divided by total possible points.

The following chart breaks down the points for each assignment type.

Criteria	Possible points
Quizzes (8, at 30 pts each)	240 points possible
Discussion Participation (8, at 20 pts each)	160 points possible
Discussion Post Quality (8, at 10 pts each)	80 points possible
4 Research in the New Assignments (50 points each)	200 points possible
Total Points	680 points possible

The following chart shows the Grade scale for the Final Course grade.

Final Course Grade	# Points	Percentage
A	612-680	90% - 100%
B	544-611	80% – 89%
C	476-543	70% – 79%
D	408-475	60% – 69%
F	0 – 407	< 59%

Course Policies and Guidelines

Announcements

Students are responsible for reading all announcements. These may include changes in policy, due dates, or assignments requirements. Announcements are posted in the announcements section of the course or are directly emailed to the students.

Technology Policies

Please contact UM Online if you experience technical difficulties. *You are responsible for having working technology or finding alternatives if needed. Technological issues will not be accepted as reasons for late or incomplete work.*

Assignment Due Dates, Late Work, and Make-up Work: Assignments are due on Fridays by 11:55 pm MST.

I do not accept late work as you have five days to complete all quizzes and assignments. There is one opportunity for extra credit and your lowest quiz will also be dropped.

A make-up quiz 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 quiz– family holiday, friend/relative wedding, etc. – are NOT approved excuses.

A quiz missed for reasons other than the university-approved reasons will result in a quiz grade of zero. All decisions regarding make-up exams are at the discretion of the professor. Discussions cannot be made up for any reason, due to the nature of a discussion and it being difficult/impossible to engage in a discussion if the discussion is over.

Grades of Incomplete

Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted.

Academic Misconduct

All students must practice academic honesty. Academic misconduct 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](#).

Plagiarism

The Student Conduct Code discusses plagiarism. However, it is a serious offense worth re-mentioning. This course requires students to adhere to APA format when citing, paraphrasing or referencing sources. If you have plagiarized, either intentionally or accidentally, you will receive a zero on the entire assignment. If you plagiarize a second time, you will fail the course.

Netiquette

Students must engage in proper “netiquette” or “network etiquette”. This is a professional and mannerly way of communicating with others in the online medium. Failure to engage in proper netiquette will result in earning a zero for each assignment where an incident has occurred.

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 with you and Disability Services to provide an appropriate modification.

Dropping/Adding/Changing grade option

Please refer to the [Registrar’s Office webpage](#) for information and policies.

Course Schedule *subject to change

Units	Readings Due	Assignments & Discussions Due	Quizzes
Welcome/ Week 1 (1/10 – 1/18)	<ul style="list-style-type: none"> ● Syllabus ● Netiquette Guidelines ● Chapter 1 ● Chapter 1 Slides 	Welcome Discussion (Extra Credit) Discussion #1	Quiz 1
Week 2 (1/20 – 1/25) Theories	<ul style="list-style-type: none"> ● Chapter 2 ● Chapter 2 Slides 	Discussion #2	
Week 3 (1/27-2/1) Heredity and Environment	<ul style="list-style-type: none"> ● Chapter 3 ● Chapter 3 Slides ● Pro Sex selection ● Against Sex Selection 		Quiz #2
Week 4 (2/3- 2/8) Prenatal Development and Birth	<ul style="list-style-type: none"> ● Chapter 4 ● Chapter 4 Slides 	Discussion #3	
Week 5 (2/10 – 2/15) The First Two Years: Biosocial Development	<ul style="list-style-type: none"> ● Chapter 5 ● Chapter 5 Slides ● Breastfeeding in Public article 	Research in the News (Due: 2/15)	Quiz #3
Week 6 (2/17 – 2/22) The First Two Years: Cognitive Development	<ul style="list-style-type: none"> ● Chapter 6 ● Chapter 6 Slides 	Discussion #4	
Week 7 (2/27 – 3/1) The First Two Years: Psychosocial Development	<ul style="list-style-type: none"> ● Chapter 7 ● Chapter 7 Slides 	Research in the News (Due 2/22)	Quiz #4
Week 8 (3/3 – 3/8) Early Childhood: Biosocial Development	<ul style="list-style-type: none"> ● Chapter 8 ● Chapter 8 Slides 	Discussion #5	
Week 9 (3/10 - 3/15) Early Childhood: Cognitive Development	<ul style="list-style-type: none"> ● Chapter 9 ● Chapter 9 Slides 	Research in the News (Due: 3/15)	Quiz #5
Week 10 (3/17 - 3/22) Early Childhood: Psychosocial Development	<ul style="list-style-type: none"> ● Chapter 10 ● Chapter 10 Slides ● Genderbread person 	Discussion #6	Quiz #6
Week 11 (3/24 – 3/29) SPRING BREAK			
Week 12 (3/31 – 4/5) Middle Childhood: Biosocial Development Middle Childhood: Cognitive Development	<ul style="list-style-type: none"> ● Chapter 11 ● Chapter 11 Slides ● Chapter 12 ● Chapter 12 Slides 	Discussion #7	
Week 13 (4/7-4/12) Middle Childhood: Psychosocial Development	<ul style="list-style-type: none"> ● Chapter 13 ● Chapter 13 Slides 	Research in the News (Due 4/12)	Quiz #7
Week 14 (4/14-4/19) Adolescence	<ul style="list-style-type: none"> ● Chapter 14 ● Chapter 14 Slides 	Week 14 Discussion	

Units	Readings Due	Assignments & Discussions Due	Quizzes
Week 15 (4/21- 4/26) Adolescence	<ul style="list-style-type: none">● Chapter 15-16● Chapter 15-16 Slides		Quiz #8