



**UNSW**  
SYDNEY

## Course Outline

PSYC3341

Developmental Psychology

School of Psychology

Faculty of Science

T2, 2019

# 1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Prof. Brett Hayes	<a href="mailto:b.hayes@unsw.edu.au">b.hayes@unsw.edu.au</a>	By appointment Mathews 713	Email
Lecturer				
Tutor				

## 2. Course information

<b>Units of credit:</b>	6
<b>Pre-requisite(s):</b>	PSYC2001, PSYC2061
<b>Teaching times and locations:</b>	<a href="#">PSYC3341 Timetable</a>

### 2.1 Course summary

This course deals with the scientific study of developmental change in human behaviour and thought. The main emphasis will be on development over the early part of the lifespan (infancy and childhood) but the course will also examine adolescence and late adulthood. The course will review current methods, findings and theories relating to developmental change in a number of key areas of cognition, perception, language, social interaction and emotion. Emphasis will be placed on contemporary theories and approaches, and recent discoveries in the field. The clinical, educational and forensic implications of these discoveries will be examined.

### 2.2 Course aims

The overall aim of this course is to present an advanced-level coverage of current methods, findings and theories relating to developmental change in a number of key areas of cognition, perception, language, social interaction and emotion. The lectures will also examine the implications of basic research on human development for understanding developmental disorders (e.g. autism), for educational practice and forensic issues such as the role of child witnesses in court proceedings. The practicals will provide "hands on" experience in the conduct of research with young children and train students in the necessary skills for the design of a research project.

## 2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Demonstrate an advanced knowledge and understanding of major objectives, concepts, biopsychosocial mechanisms, theoretical perspectives and phenomena in Developmental Psychology.
2. Apply an advanced knowledge of research methods in Developmental Psychology enabling you to design and conduct studies in human development.
3. Demonstrate advanced critical thinking skills, enabling you to evaluate empirical research in Developmental Psychology.
4. Demonstrate an advanced appreciation of values and professional ethics in research.
5. Demonstrate effective teamwork and scientific communication skills.
6. Understand and apply knowledge of human development across the lifespan in order to solve problems and to formulate better policy and practice in education and the legal system.

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## 2.4 Relationship between course and program learning outcomes and assessments

Program Learning Outcomes							
CLO	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	Assessment
1.	Lectures, tutorials/practicals, online modules, group project	Lectures, tutorials/practicals, online modules, group project					Early-term exam, Research proposal, Final exam
2.	Lectures, tutorials/practicals, online modules, group project	Lectures, tutorials/practicals, online modules, group project		Tutorials/practicals, Group project	Tutorials/practicals, Group project	Tutorials/practicals, Group project	Early-term exam, Research proposal, Final exam
3.	Lectures, tutorials/practicals, online modules, group project	Lectures, tutorials/practicals, online modules, group project	Lectures, tutorials/practicals, online modules, group project	Tutorials/practicals, Group project	Tutorials/practicals, Group project	Tutorials/practicals, Group project	Early-term exam, Research proposal, Final exam
4.	Lectures, tutorials/practicals, online modules, group project			Lectures, tutorials/practicals, online modules, group project			Early-term exam, Research proposal, Final exam
5.					Tutorials/practicals, online modules, group project		Research proposal
6.	Lectures, tutorials/practicals, online modules, group project					Lectures, tutorials/practicals, online modules, group project	Early-term exam, Research proposal, Final exam

## 3. Strategies and approaches to learning

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### 3.1 Learning and teaching activities

This course follows on, and assumes knowledge, from PSYC2061 Social and Developmental Psychology. This course is complementary to PSYC3211 Cognitive Science in the sense that both courses provide an advanced perspective on issues concerned with human cognition and memory. This course provides an excellent preparation for the study of human development at Honours level.

The lecture and laboratory topics have been selected because they provide a good sampling of issues of current scientific interest in the field of human development and because many of the findings in these areas have important practical implications for public policy, the clinical and forensic assessment of children, and the design of effective educational or instructional programs.

The lectures are conducted in a large group with an emphasis on active student participation. The tutorials/practicals are conducted in small groups for hands on training in relevant methods of data collection and analysis, data interpretation, and ethical / contextual issues in developmental research. Teaching strategies include tutorial demonstrations, critical thinking exercises, role plays, collaborative group tasks, computer simulations and oral presentations with detailed feedback.

Formative topic revision quizzes are available for students that provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on in future content.

### 3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide.

All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

The final exam for this course will take place on campus during the UNSW examinations period. Students should not arrange travel during the UNSW exam period until the date of the final exam has been released. Students who arrange travel prior to the release of the final exam date will not be granted consideration in the event they are scheduled to be out of country when the final exam is to occur. This is especially important for study abroad students – do not arrange travel home until the final exam date has been released.

Students registered with Disability Support Services must contact the course co-ordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

## 4. Course schedule and structure

Each week this course typically consists of 2 hours of lecture material, 2 hours of face to face tutorials, and 1 hours of online modules. Students are expected to take an additional 6 hours each week of self-determined study to complete assessments, readings, and exam preparation.

Week	Lecture topic/s	Tutorial/lab topics	Online modules	Self-determined activities
<b>Week 1</b> 03/06/2019	Children's Theory of Mind (2 lectures)	NO LABORATORY	<ul style="list-style-type: none"> <li>Weekly review quiz</li> </ul>	
<b>Week 2</b> 10/06/2019	1) Understanding Causality 2) Prenatal Development	Planning for class experiment on "Children's theory of mind (ToM)"	<ul style="list-style-type: none"> <li>Online lecture: Children's understanding of Biology</li> <li>Weekly review quiz</li> </ul>	Work in pairs to administer ToM task to a volunteer child
<b>Week 3</b> 17/06/2019	1) Brain Development 2) Developmental Plasticity	<ul style="list-style-type: none"> <li>Eliciting earliest memories Part 1</li> <li>Formation of groups for research proposals</li> <li>Return data for theory of mind lab to class</li> </ul>	<ul style="list-style-type: none"> <li>Weekly review quiz</li> </ul>	Administer Early memories questionnaire to adult volunteer
<b>Week 4</b> 24/06/2019	1) Early experience 2) Infant Memory	<ul style="list-style-type: none"> <li>Discussion of data for theory of mind class experiment</li> <li>Eliciting earliest memories Part 2</li> <li>Group work on research proposals</li> </ul>	<ul style="list-style-type: none"> <li>Weekly review quiz</li> </ul>	Group work on research proposals
<b>Week 5</b> 01/07/2019	1) Childhood Amnesia 2) Development of symbol use	<b>EARLY TERM QUIZ</b>	<ul style="list-style-type: none"> <li>Weekly review quiz</li> </ul>	Group work on research proposals
<b>Week 6</b> 08/07/2019	Children's eyewitness memory (2 lectures)	<ul style="list-style-type: none"> <li>Group work on research proposals</li> </ul>	<ul style="list-style-type: none"> <li>Weekly review quiz</li> </ul>	Group work on research proposals

		<ul style="list-style-type: none"> <li>• Experimental design and analysis discussion</li> <li>• Giving effective presentations</li> </ul>		
<b>Week 7</b> 15/07/2019	1) Development of Reasoning 2) Motor Development	Presentation of Group Research Proposals 1	<ul style="list-style-type: none"> <li>• Weekly review quiz</li> <li>• Online lecture: Moral Development</li> </ul>	Incorporate feedback into research proposal
<b>Week 8</b> 22/07/2019	1) Social-Cognitive Development 2) Executive Function	Presentation of Group Research Proposals 2	<ul style="list-style-type: none"> <li>• Weekly review quiz</li> </ul>	Incorporate feedback into research proposal
<b>Week 9</b> 29/07/2019	1) Adolescence 2) Ecological Approach to perceptual Development	Final discussion of projects and Report writing	<ul style="list-style-type: none"> <li>• Weekly review quiz</li> </ul>	
<b>Week 10</b> 05/08/2019	1) Development of multisensory integration 2) Typical and atypical perceptual development	NO LABORATORY	<ul style="list-style-type: none"> <li>• Weekly review quiz</li> </ul>	
<b>Study period</b> 13/08/2019				Exam preparation
<b>Exam period</b> 16/08/2019				Exam preparation

## 5. Assessment

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### 5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
<b>Assessment 1:</b> Early-term quiz	45 minutes	15%	/30	
<b>Assessment 2:</b> Research Proposal	1500 words	40%	/100	
<b>Assessment 3:</b> Final exam	2 hours	45%	/100	Exam period

**Assessment 1:** Early-term quiz (covering lectures from Weeks 1-3 inclusive – including ONLINE lecture on “children’s Understanding of Biology”). This exam will test your factual knowledge of and critical reasoning skills related to lecture material, assigned readings, and lab content.

**Assessment 2:** Final Individual Research Proposal (written proposal). Your proposal should include a literature review highlighting the gap that your study aims to fill. It should also include a clear description of your aims and hypotheses, along with a description of your methodology and expected outcomes. You should integrate feedback from your oral presentation.

**Assessment 3:** There will be a 2-hour examination held on campus during the University examination period (time and location TBA). No student should organise travel during this period until the final examination schedule has been released and the date of the exam is known. Further details regarding the exact time and location of the exam will be released on myUNSW as they become available.

**UNSW grading system:** <https://student.unsw.edu.au/grades>

**UNSW assessment policy:** <https://student.unsw.edu.au/assessment>

### 5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

### 5.3 Submission of assessment tasks

**Research Proposal:** In accordance with UNSW Assessment Policy written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

**Late penalties:** deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)).

**Special Consideration:** Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Special consideration applications must be submitted to Student Central within 3 working days of the assessment due date along with a physical copy of the supporting documentation. Students who have experienced significant illness or misadventure during

the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration (see - <https://student.unsw.edu.au/special-consideration>). In the case of take-home assessment tasks, misadventure must occur for at least 3 consecutive days during the assessment period. If approved, students may be given an extended due date to complete take-home assessments, or an alternative assessment may be set.

**Alternative assessments:** will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

**Supplementary examinations:** will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

## 5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Early-term exam	10 days from due date	Lecturers	Online	Moodle
Research Proposal	10 days from due date	Tutor	Online	Moodle
Final exam	N/A	N/A	N/A	N/A

## 6. Academic integrity, referencing and plagiarism

The APA (6<sup>th</sup> edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

[APA 6th edition.](#)

**Referencing** is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.<sup>1</sup> At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

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<sup>1</sup> International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

## 7. Readings and resources

<b>Textbook</b>	There is no set text for this course. In most weeks lecturers will set readings that will be available via Moodle
<b>Course information</b>	Available on Moodle
<b>Required readings</b>	<ul style="list-style-type: none"><li>To be advised – Please check the course website for regular updates</li><li><a href="#">School of Psychology Student Guide</a>.</li></ul>
<b>Recommended internet sites</b>	<a href="#">UNSW Library</a> <a href="#">UNSW Learning Centre</a> <a href="#">ELISE</a> <a href="#">Turnitin</a> <a href="#">Student Code of Conduct</a> <a href="#">Policy concerning academic honesty</a> <a href="#">Email policy</a> <a href="#">UNSW Anti-racism policy statement</a> <a href="#">UNSW Equity and Diversity policy statement</a> <a href="#">UNSW Equal opportunity in education policy statement</a>

## 8. Administrative matters

The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

## 9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>

- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>

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