



# Course Outline

PSYC3341

Developmental Psychology

School of Psychology

Faculty of Science

T2, 2020

## 1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Professor Brett Hayes	<a href="mailto:b.hayes@unsw.edu.au">b.hayes@unsw.edu.au</a>	By appointment Mathews 713	Email
Lecturers	Associate Professor Jenny Richmond	<a href="mailto:j.richmond@unsw.edu.au">j.richmond@unsw.edu.au</a>	By appointment Mathews 707	Email 9385 3036
	Professor Branka Spehar	<a href="mailto:b.spehar@unsw.edu.au">b.spehar@unsw.edu.au</a>	By appointment Mathews 715	Email 9385 1463
Tutors	Belinda Xie	<a href="mailto:belinda.xie@unsw.edu.au">belinda.xie@unsw.edu.au</a>	By appointment	Email
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	Ashneeta Prasad	<a href="mailto:Ashneeta.prasad@unsw.edu.au">Ashneeta.prasad@unsw.edu.au</a>	By appointment	Email

## 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>
<b>Lectures</b>	2 hours per week online with <b>Asynchronous Presentation</b> . The two online lectures for each week will usually be made available early in each Term week (eg by Tuesday)  <b>Please Note:</b> There will be two non-compulsory online review sessions scheduled at 2-3pm on Friday 12/06/20 and 17/07/20. During these online sessions students will be able to ask questions about any of Professor Hayes' course material
<b>Lab classes</b>	Please consult online timetable for lab classes. Lab classes will be scheduled

### 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.

## 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 via online recordings that will be distributed via Moodle. There will also be two non-compulsory online review sessions scheduled at 2-3pm on Friday 12/06/20 and 17/07/20. During these online sessions students will be able to ask questions about any of Professor Hayes' course material.

The tutorials/practicals are conducted on line via Blackboard Collaborate Ultra in small groups for training in relevant methods of data collection and analysis, data interpretation, and ethical / contextual issues in developmental research. Teaching strategies include online tutorial demonstrations, critical thinking exercises, 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.

Tutorial attendance is compulsory to ensure students are consistently working towards achieving the foundational graduate competencies required by the APAC Accreditation Standards. These Accreditation Standards are incorporated in Program and Course Learning Outcomes. Attendance is monitored for tutorials and labs. You should make sure your name has been marked on the class roll for each class you attend. Failure to meet these specified attendance requirements may result in course failure. Explanations for an occasional absence from a class or requests for permission to be absent from a class should be discussed with the lecturer/tutor, and where applicable, accompanied by a medical certificate.

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 be administered online 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 Equitable Learning 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

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Each week this course typically consists of 2 hours of online lecture material, and 1 hour of online modules. In weeks 3-5 and 7-9 there will be a 2 hour online laboratory class. **Students can only attend the laboratory class in which they are enrolled.** Students are expected to take an additional 5 hours each week of self-determined study to complete assessments, readings, and exam preparation.

Week (week starting)	Lecture topics	Lab class topics	Online modules	Self-determined activities
<b>Week 1</b> 01/06/2020	1) Children's Theory of Mind 1 (BH) 2) Children's Theory of Mind 2 (BH)	NO LABORATORY	<ul style="list-style-type: none"> <li>Weekly review quiz</li> </ul>	
<b>Week 2</b> 8/06/2020	1) Children's understanding of causality (BH) 2) Childhood Amnesia (BH)	MONDAY – QUEENS BIRTHDAY  NO LABORATORY	<ul style="list-style-type: none"> <li>Weekly review quiz</li> <li><b>ONLINE LAB TASK:</b> Eliciting earliest memories Part 1</li> <li><b>ONLINE REVIEW Q&amp;A with PROFESSOR HAYES (FRIDAY, 12/06/20, 2-3PM EST)</b></li> </ul>	
<b>Week 3</b> 15/06/2020	1) Prenatal & Brain Development (JR) 2) Developmental Plasticity (JR)	<ul style="list-style-type: none"> <li>Planning for class experiment on "Children's theory of mind (ToM)" (Data collection voluntary)</li> <li>Formation of groups for research proposals</li> </ul>	<ul style="list-style-type: none"> <li>Weekly review quiz</li> <li><b>ONLINE LAB TASK:</b> Eliciting earliest memories Part 2</li> </ul>	Administer Early memories questionnaire to adult volunteer
<b>Week 4</b> 22/06/2020	1) Early experience (JR) 2) Infant Memory (JR)	<ul style="list-style-type: none"> <li>Return data for theory of mind lab to class</li> <li>Voluntary data discussion</li> <li>Group work on research proposals</li> </ul>	<ul style="list-style-type: none"> <li>Weekly review quiz</li> <li><b>EARLY TERM QUIZ (DURING FRIDAY LECTURE TIME)</b></li> </ul>	
<b>Week 5</b> 29/06/2020	1) Children's eyewitness memory 1: Eyewitness Suggestibility (BH) 2) Children's eyewitness memory 2: Improving children's eyewitness memory (BH)	<ul style="list-style-type: none"> <li>Group work on research proposals: Research design and analysis</li> <li>Giving effective presentations</li> </ul>	<ul style="list-style-type: none"> <li>Weekly review quiz</li> </ul>	Group work on research proposals
<b>FLEXIBILITY WEEK 6</b>				
<b>Week 7</b> 13/07/2020	1) Symbol Use (BH) 2) Development of Reasoning (BH)	NO LABORATORY  SUBMIT RECORDED GROUP PRESENTATION	<ul style="list-style-type: none"> <li>Weekly review quiz</li> <li><b>ONLINE REVIEW Q&amp;A with PROFESSOR HAYES (FRIDAY, 17/07/20, 2-3PM EST)</b></li> </ul>	Group work on research proposals
<b>Week 8</b> 20/07/2020	1) Motor Development (JR) 2) Social-Cognitive Development (JR)	Review Group Projects – Part 1	<ul style="list-style-type: none"> <li>Weekly review quiz</li> </ul>	Incorporate feedback into research proposal



<b>Week 9</b> 27/07/2020	1) Executive Function (JR) 2) Adolescence (JR)	Review Group Projects – Part 2	<ul style="list-style-type: none"> <li>Weekly review quiz</li> </ul>	Incorporate feedback into research proposal
<b>Week 10</b> 03/08/2020	1) Perceptual Development 1 (BS) 2) Perceptual Development 2 (BS)	NO LABORATORY Report Submission	<ul style="list-style-type: none"> <li>Weekly review quiz</li> <li>Supporting materials for Perceptual Development</li> </ul>	
<b>Study period</b> 08/08/2020				Exam preparation
<b>Exam period</b> 11/08/2020				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> Online Early-term quiz	45 minutes	15%	/30	Friday June 26, 2-3pm (AUS Eastern Standard Time), Week 4
<b>Assessment 2:</b> Research Proposal	1500 words (+/- 10% for word count)	40%	/100	Wednesday, August 5 Week 10 (midnight AUS Eastern Standard Time deadline)
<b>Assessment 3:</b> Online Final exam	2 hours	45%	/100	Exam period

**Assessment 1:** *Early-term quiz* (covering lectures from Weeks 1-3 inclusive – including the ONLINE lecture on “Children’s Understanding of Biology” and ONLINE Lab Task “Eliciting early memories”). Online Multiple-choice exam administered via Moodle. 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; 1500 words +/- 10% of word length). 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 class colleagues and tutor on your oral presentation (which will be provided in your laboratory classes in Weeks 8-9. Submitted via Turnitin.

**Assessment 3:** There will be a 2-hour on line examination held 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. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party 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. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see <https://student.unsw.edu.au/special-consideration>.

**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 7th 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>

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:

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

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

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

## **9. Additional support for students**

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- 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>
- Equitable Learning Services: <https://student.unsw.edu.au/els>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>