Science

Faculty of Science
School of Psychology

PSYC3341
Developmental Psychology

Semester 2, 2014

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1. Information about the Course			
FACULTY	Science		
SCHOOL OR DEPARTMENT	Psychology		
COURSE CODE	PSYC3341		
COURSE NAME	Developmental Psychology		
SEMESTER	Semester 2	**YEAR**	2014
UNITS OF CREDIT	6	**LEVEL OF COURSE**	3
ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	PSYC2001, PSYC2061		
SUMMARY OF THE COURSE	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. Staff Contact Details

COURSE COORDINATOR

Name	Phone	Email	Office	Contact Time & Availability
Professor Brett Hayes	9385 3713	B.hayes@unsw.edu.au	Rm 713, Level 7 Mathews	Email to arrange an appointment

LECTURERS

Name	Phone	Email	Office	Contact Time & Availability
Professor Brett Hayes	AS ABOVE			
Associate Professor Branka Spehar	9385 3036	B.spehar@unsw.edu.au	Rm 715, Level 7 Mathews	Email to arrange an appointment
Dr. Eva Kimonis	9385 0376	E.kimonis@unsw.edu.au	Rm 1102, Level 11 Mathews	Email to arrange an appointment

TUTORS

Name	Phone	Email	Office	Contact Time & Availability
Ms. Alice Towler	_____	a.towler@unsw.edu.au	TBA	Email to arrange an appointment
Ms. Janice Liew	_____	j.liew@psy.unsw.edu.au	Room 1402, Level 14 Mathews	Email to arrange an appointment

3. Course Timetable

Component	Day	Time	Location
Lecture	Tuesday	3-4 pm	Biomed D
Lecture	Thursday	1-2pm	Mathews Theatre B
Laboratory	Monday	2-4 pm	Mathews 306
Laboratory	Monday	4-6 pm	Mathews 421
Laboratory	Tuesday	11 - 1 pm	Mathews 420
Laboratory	Wednesday	4 - 6 am	Mathews 421
Laboratory	Thursday	2 - 4 pm	Mathews 231

4. Aims of the Course

Lectures

This course deals with the scientific study of developmental change in human behaviour and thought. The lectures will 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. Emphasis will be placed on contemporary theories and approaches, and recent discoveries in the field. 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.

Lab course

The laboratory course has two primary goals. The first is to provide "hands on" experience in the conduct of research with young children. This will involve administering a series of structured tasks to young children, collating children's responses, analysing and interpreting the group data from children of different ages. The second goal is to train students in the necessary skills for the design of a research project that addresses an issue of current interest in developmental psychology.

5. Student Learning Outcomes

By the end of this course you will be able to:

1. A knowledge and understanding of psychology at an advanced level with regard to:	1.1. Developmental Psychology as a discipline and its major objectives 1.2. Major developmental milestones in human cognitive, perceptual, social, emotional and language development 1.3. The psychological, social and biological mechanisms that underpin developmental change in each of the above areas 1.4. Major themes and perspectives in contemporary Developmental Psychology 1.5. The ability to explain developmental phenomena using concepts, language and major theories drawn from Developmental Psychology.
2. An advanced knowledge of research methods in developmental psychology, enabling you to:	2.1. Describe, apply and evaluate different research methods used in Developmental Psychology. 2.2. Demonstrate practical skills in psychological research examining issues in human development 2.3. Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results. 2.4. Locate, evaluate and use information appropriately in the research process. 2.5. Use basic web-search, spreadsheet, and data analysis programs.
3. Developed advanced critical thinking skills in Psychology, enabling you to:	3.1. Apply knowledge of the scientific method in thinking about problems related to the development of behaviour and mental processes 3.2. Question claims about development that arise from myth, stereotype, pseudo-science or untested assumptions 3.3. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement. 3.4. Demonstrate a capacity for higher-order analysis, including the capacity to identify recurrent patterns in behaviour. 3.5. Evaluate the quality of information, including differentiating empirical evidence from speculation 3.6. Identify and evaluate the source and context of behaviour. 3.7. Recognise and defend against major fallacies in human thinking. 3.8. Evaluate issues and behaviour using different theoretical and methodological approaches. 3.9. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.

	3.10.	Demonstrate creative and pragmatic problem solving.
4. Developed an advanced appreciation of values in Psychology, including the ability to:	4.1. 4.2. 4.3. 4.4. 4.5.	Use information in an ethical manner. Explain how prejudicial attitudes and discriminatory behaviours might exist in oneself and in others. Exhibit a scientific attitude in critically thinking about, and learning about, behaviour, creative and pragmatic problem solving. Evaluate psychologists' behaviour in psychological research in relation to the Australian Psychological Society Code of Ethics and the complementary Ethical Guidelines. Promote evidence-based approaches to understanding and changing human behaviour
5. Developed effective communication skills in Psychology, including the ability to:	5.1. 5.2. 5.3. 5.4.	Write effectively in a variety of formats (short essays, research proposals) and for a variety of purposes (e.g., informing, arguing, evaluating). Demonstrate effective oral communication skills in various formats (e.g., group discussion, oral presentation). Demonstrate effective interpersonal communication skills including: listening accurately and actively; provide constructive feedback to others; adopt flexible techniques to communicate sensitively and effectively with diverse ethnic and cultural partners, including in the context of team-work. Collaborate effectively, demonstrating an ability to work with groups and to complete projects within reasonable timeframes in an ethical manner.
6. Come to understand and apply psychological principles derived from an understanding of developmental psychology in a broader framework, including the ability to:	6.1. 6.2.	Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society – including issues of atypical development and aging Apply psychological concepts, theories, and research findings to the formulation of better public policy and practice – including issues of educational programming and children's participation in the legal system

6. Graduate Attributes

School of Psychology Graduate Attributes*	**Level of Focus** 0 = No focus 1 = Minimal 2 = Minor 3 = Major	**Activities/Assessment**
1. Core knowledge and understanding	3	Participation in lectures & tutorials – assessed in two exams and research proposal. Learning is directed towards forming an advanced understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in multiple aspects of developmental psychology.

* The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

2. Research methods in psychology	3	Development of research proposal, and conduct of a supervised experiment with child participants employing a sound research design, data analysis and interpretation, and the appropriate use of technologies
3. Critical thinking skills	3	Critical analysis and interpretation of data from the in-class experiment. Development of research literature review for research proposal, showing use of critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to developmental change in behaviour and mental processes.
4. Values, research and professional ethics	3	Ongoing discussion of the ethical issues surrounding research with children, and the development of an experimental protocol to yield meaningful empirical evidence, showing a knowledge of the value of empirical evidence, tolerance of ambiguity during the search for greater understanding of behaviour and the ability to act ethically in the development of experiments in the field of human development
5. Communication skills	3	Collaboration in group work for research proposals. Development of in-class presentations of research proposals encouraging you to communicate effectively in a variety of contexts, both as presenter and critical audience. Written communication in the form of a final research proposal that incorporates feedback on the oral presentation.
6. Learning and application of psychology	3	Be able to apply psychological principles to broader issues derived from developmental psychology, including its role in understanding developmental disorders and the framing of policy and practice in educational and forensic domains

7. Rationale for the Inclusion of Content and Teaching Approach

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.

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.

8. Teaching Strategies

1. Large group lectures with an emphasis on active student participation
2. Small group laboratories for hand 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

9.1 Course Schedule: Lectures			
Week	**Lecture Dates**	**Lecture Topic & Lecturer**	**Suggested Readings**
1.1	July 29	Course Introduction and Methods for Study of Early Development **HAYES**	
1.2	July 31	Understanding causality **HAYES**	Siegler & Alibali (S&A) Chapter 10, pp. 360-363
2.1	August 5	Children's Theory of Mind 1 **HAYES**	S & A Chapter 9, pp. 305-330
2.2	August 7	Children's Theory of Mind 2 **HAYES**	
3.1	August 12	Naïve Biology **HAYES**	No set reading
3.2	August 14	Prenatal & Brain Development **KIMONIS**	TBA
4.1	August 19	Stress Effects on the Brain **KIMONIS**	TBA
4.2	August 21	Executive Functioning Part 1 **KIMONIS**	TBA
5.1	August 26	Executive Functioning Part 2 **KIMONIS**	TBA
5.2	August 28	Adolescent Brain Development **KIMONIS**	TBA
6.1	September 2	Temperament and Personality **KIMONIS**	TBA
6.2	September 4	**MID-SEMESTER QUIZ IN LECTURE- covers lecture and lab material from weeks 1-5**	
7.1	September 9	Symbolic thought in childhood **HAYES**	S&A, Chapter 8, pp. 297-301 Deloache (2004)
7.2	September 11	**TBA**	
8.1	September 16	Development of reasoning **HAYES**	Hayes, MacKinnon & Sweller (2008)
8.2	September 18	Childhood Amnesia **HAYES**	Simcock & Hayne (2003)
9.1	September 23	Children's eyewitness memory 1 **HAYES**	S&A Chapter 7, pp. 227-232
9.2	September 25	Children's eyewitness memory 2 **HAYES**	
SEMESTER BREAK			
10.1	October 7	Parenting and Parenting Styles **KIMONIS**	TBA
10.2	October 9	Developmental Psychopathology **KIMONIS**	TBA
11.1	October 14	Ecological Approach to Perceptual Development **SPEHAR**	S&A Chapter 5
11.2	October 16	Development of basic perceptual abilities **SPEHAR**	S&A Chapter 5
12.1	October 21	Development of perceptual organisation **SPEHAR**	S&A Chapter 5
12.2	October 23	Typical and atypical development of perceptual abilities **SPEHAR**	S&A Chapter 5

9.2 Course Schedule: Laboratory/Tutorial

NOTE: There will be NO LABS held in Weeks 1, 8 and 12. During Week 6 there will be no formal labs but tutors will be available for revision consultation during the normal lab hours. Laboratories in weeks 2-8 will last 90 minutes. Laboratories in Weeks 10-11 will last 2 hours

Week	Tutorial/Lab Content
1	***NO LABS***
2	• Planning for class experiment on "Children's theory of mind"
3	• Eliciting earliest memories Part 1 • Brain development video
4	• Eliciting earliest memories Part 2 • Return data for theory of mind lab to class
5	• Discussion of data for class experiment

6	• **NO LABS** – Tutors available for revision of lab content for mid-sem quiz in regular lab times
7	• Formation of groups for research proposals • Video on Eyewitness memories
8	**NO LABS** – Tutors available for consultation on group projects
9	• Group work on research proposals • Preparation for proposal presentations
MID SEMESTER BREAK	
10	Presentation of Research proposals 1 **2 hour laboratory**
11	Presentation of Research proposals 2 **2 hour laboratory**
12	**RESEARCH PROPOSAL DUE Thursday October 23, 4.30pm**

10. Assessment

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
Mid-semester quiz (covering lecture and laboratory material from weeks 1- 5	20%	1, 2, 3, 4, 6	1, 2, 3, 6	_____	Week 6 Lecture Thursday September 4	In lecture class (Mathews B)	Week 7	Written
Research Proposal (Oral presentation and written proposal)	40%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	Week 7	Week 12, Thursday October 23, 4.30pm	Tutor	In class (weeks 9-10) and Exam period	Verbal, Written
Final exam	40%	1, 2, 3, 4, 6	1, 2, 3, 6	Exam Period	Exam Period	----	----	----

11. Expected Resources for Students	
TEXTBOOKS	Siegler, R. S., & Alibali, M. W. (2005). *Children's Thinking, 4th edition*. Upper Saddle River, NJ: Pearson
COURSE MANUAL	Available via course website
REQUIRED READINGS	To be advised – Please check the course website for regular updates
RECOMMENDED INTERNET SITES	https://moodle.telt.unsw.edu.au http://www.srcd.org/

12. Course Evaluation & Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

13. Plagiarism & Academic Integrity

What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Where can I find out more information?

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**

  The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: www.lc.unsw.edu.au/plagiarism. They also hold workshops and can help students one-on-one.

- **How can Elise help me?**

  ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: http://subjectguides.library.unsw.edu.au/elise

- **What is Turnitin?**

  Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: http://telt.unsw.edu.au/turnitin.

What if plagiarism is found in my work?

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

www.unsw.edu.au/studentmisconductprocedures.pdf

Examples of plagiarism

Using the internet appropriately

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

Working together on a math assignment

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this lead to some student failing the assessment.

No referencing in an assessment

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

Copying design work

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

Further information and assistance

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

UNSW Learning Centre
Lower Ground Floor, North Wing, Chancellery Building
(C22 Kensington Campus – near Student Central)
www.lc.unsw.edu.au
Phone: 9385 2060
Email: learningcentre@unsw.edu.au

Opening Hours:
Monday to Thursday: 9am - 5pm and
Friday: 9am - 2.30pm

COFA Campus Learning Centre

Email: cofalearningcentre@unsw.edu.au **Phone:** 9385 0739

14. Administrative Matters

The *School of Psychology Student Guide*, available on http://www.psy.unsw.edu.au/sites/all/files/page_file_attachment/Psychology%20Student%20Guide%202014%20S2_0.pdf

contains School policies and procedures relevant for all students enrolled in undergraduate Psychology courses, such as:

- Attendance requirements;
- Assignment submissions and returns;
- Assessments;
- Special consideration in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.