



Course Outline

PSYC3341

Developmental Psychology

School of Psychology

Faculty of Science

T2, 2022

1. Staff

| Position | Name | Email | Consultation times and locations | Contact Details |
|-----------------|------------------------------------|--|----------------------------------|-----------------|
| Course Convenor | Professor Brett Hayes | b.hayes@unsw.edu.au | By appointment Mathews 713 | Email |
| Lecturers | Associate Professor Jenny Richmond | j.richmond@unsw.edu.au | By appointment Mathews 707 | Email |
| | Professor Branka Spehar | b.spehar@unsw.edu.au | By appointment Mathews 715 | Email |
| Tutors | Spriha Goswami | spriha.goswami@unsw.edu.au | In class OR Email | Email |
| | James Lian | j.lian@student.unsw.edu.au | In class OR Email | Email |
| | Tayla McCutcheon | tayla.mccutcheon@student.unsw.edu.au | In class OR Email | Email |

2. Course information

Units of credit: 6

Pre-requisite(s): PSYC2001, PSYC2061

Teaching times / locations: [PSYC3341 Timetable](#)

Lectures

2 hours per week online. Lectures by BH will be presented synchronously (i.e. Live via Blackboard Collaborate during scheduled lectures slots). Lectures by JR and BS will be pre-recorded. BS will run synchronous Q&A sessions during scheduled lectures slots. Pre-recorded lectures are shown in **BOLD RED** in the lecture timetable.

Lecture Times

Monday 3-4pm AUS EST
Wednesday 2-3pm AUS EST

PLEASE NOTE THAT THE EARLY-TERM QUIZ WILL BE HELD DURING THE MONDAY 3-4 LECTURE SLOT IN WEEK 4 (20/06). ALL ENROLLED STUDENTS MUST ATTEND

Lab classes

Please consult online timetable for lab classes. Most scheduled lab classes will require in-person attendance on campus. *The exception is Tuesday 4-6 which will be held online.*

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

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 will be conducted online as **synchronous online presentations using Blackboard Collaborate Ultra**.

Most tutorials/laboratories will be run on campus and require in-person attendance. The exception is Tuesday 4-6 which will be conducted via Blackboard Collaborate Ultra. Laboratory classes will involve 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 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.

This course will have an invigilated exam held on UNSW's Kensington campus. The exam will be conducted on Inspira, an online assessment platform.

A requirement for this exam is that you come to your exam with a fully charged laptop.

If you are completing this course online as a remote student the UNSW Exams Team will contact you to arrange an online invigilated exam monitored by UNSW staff, via Zoom. You will need a working camera and microphone on your laptop and will be required to have your camera on for the entire duration of the exam.

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

Each week this course typically consists of 2 hours of online lecture material, and 1 hour of online modules. In weeks 2, 4-5 and 7-8 there will be a 2-hour laboratory class. Pre-recorded lectures are shown in **BOLD RED** in the lecture timetable. Laboratory classes are run either in live on-campus mode or online. **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 + (start date) | Lecture topics | Lab class topics | Online modules | Self-determined activities |
|----------------------------|--|---|--|--|
| Week 1 (30/05) | 1) Children's Theory of Mind 1 (BH) 2) Children's Theory of Mind 2 (BH) | NO LABORATORY | <ul style="list-style-type: none"> Weekly review quiz | |
| Week 2 (6/06) | 1) Brain Development (JR) 2) Developmental Plasticity (JR) | <ul style="list-style-type: none"> Class experiment on "Children's theory of mind (ToM)" Formation of groups for Research proposals | <ul style="list-style-type: none"> Weekly review quiz ONLINE LAB TASK: Eliciting earliest memories Part 1 | Administer Early memories questionnaire to adult volunteer |
| Week 3 (13/06) | MONDAY PUBLIC HOLIDAY 1) Pre-Recorded – Children's understanding of causality (BH) 2) Childhood Amnesia (BH) | <ul style="list-style-type: none"> NO LABS | <ul style="list-style-type: none"> Weekly review quiz ONLINE LAB TASK: Eliciting earliest memories Part 2 | Test/observe child in ToM task |
| Week 4 (20/06) | 1) EARLY TERM QUIZ (MONDAY 3-4PM LECTURE) 2) Early experience (JR) 3) Memory flexibility (JR) | <ul style="list-style-type: none"> Complete class experiment on "Children's Theory of Mind" Group work on research proposals | <ul style="list-style-type: none"> Weekly review quiz | Group work on research proposals |
| Week 5 (27/06) | 1) Children's Eyewitness Memory 1: (BH) 2) Children's Eyewitness Memory 2: (BH) | <ul style="list-style-type: none"> Group work on research proposals Giving effective presentations | <ul style="list-style-type: none"> Weekly review quiz | Group work on research proposals |
| FLEXIBILITY WEEK 6 | | | | |
| Week 7 (11/07) | 1) Locomotor development (JR) 2) Social cognition (JR) | Group Project Presentations – Part 1 | <ul style="list-style-type: none"> Weekly review quiz | Incorporate feedback into proposal |
| Week 8 (18/07) | 1) Symbol Use (BH) 2) Development of Reasoning (BH) | Group Project Presentations – Part 2 | <ul style="list-style-type: none"> Weekly review quiz | Incorporate feedback into proposal |
| Week 9 25/07) | 1) Executive function (JR) 2) Adolescence (JR) | NO LABS Research Proposal Submission | <ul style="list-style-type: none"> Weekly review quiz | Incorporate feedback into proposal |
| Week 10 (1/08) | 1) Ecological Approach to Perceptual Development 1 (BS) + Q&A during lecture hour 2) Ecological Approach to Perceptual Development 2 (BS) + Q&A during lecture hour | NO LABORATORY | <ul style="list-style-type: none"> Weekly review quiz | |

5. Assessment

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 |
|---|-------------------------------------|--------|------|---|
| Assessment 1: Online Early-term quiz (via Moodle) | 45 minutes | 15% | /30 | Monday June 20, 3pm-4pm (AUS Eastern Standard Time), Week 4 |
| Assessment 2: Research Proposal | 1500 words (+/- 10% for word count) | 40% | /100 | Thursday, July 28, Week 9 (11.59pm AUS Eastern Standard Time deadline) submitted via Turnitin |
| Assessment 3: Final exam (on UNSW campus invigilated via Inspira OR remote with online invigilation) | 2 hours | 45% | /100 | Exam period |

Assessment 1: *Early-term quiz* (covering 4 lectures from Weeks 1-3 and Week 2 laboratory). 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 7-8). **Submitted via Turnitin by Thursday July, 28.**

Assessment 3: There will be a 2-hour examination held during the University examination period (time TBA). Short-essay questions. 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. **IMPORTANT: Most students will be required to sit the exam on UNSW campus and will complete the exam using the INSPERA system. Remote students will compete the exam online using INSPERA, with online invigilation.**

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: (see: [Psychology Student Guide](#) for further details)

Please note that (unless Special Consideration is granted or there is a time extension as part of an ELP), UNSW has now implemented a university-wide standard late submission penalty of:

- 5% per day, for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline. For more information on the policy see: <https://www.unsw.edu.au/content/dam/pdfs/governance/policy/2022-01-policies/assessmentimplementationprocedure.pdf>

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 (6th 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.¹ 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>

¹ 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

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

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
- 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

- 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>