Science

Faculty of Science
School of Psychology

PSYC3341
Developmental Psychology

Semester 2, 2015

Table of Contents

Information about the Course 3
Staff Contact Details 3
Course Timetable 3
Aims of the Course 4
Student Learning Outcomes 4
Graduate Attributes 5
Rationale for the Inclusion of Content and Teaching Approach 6
Teaching Strategies 6
Course Schedule: Lectures 7
Course Schedule: Laboratory 7
Assessment 8
1. Expected Resources for Students 9
2. Course Evaluation & Development 9
3. Plagiarism & Academic Integrity 9

4. Administrative Matters 11

Information about the Course			
FACULTY	Science		
SCHOOL OR DEPARTMENT	Psychology		
COURSE CODE	PSYC3341		
COURSE NAME	Developmental Psychology		
SEMESTER	Semester 2	**YEAR**	2015
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. The course will review current methods, findings and theories relating to developmental change in a number of key areas of cognition, perception, memory, 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.		

Staff Contact Details				
COURSE COORDINATOR				
Name	**Phone**	**Email**	**Office**	**Contact Time & Availability**
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LECTURERS				
Name	**Phone**	**Email**	**Office**	**Contact Time & Availability**
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Associate Professor Branka Spehar	9385 1463	b.spehar@unsw.edu.au	Rm 715, Level 7 Mathews	Email to arrange an appointment
Professor Brett Hayes	9385 3713	b.hayes@unsw.edu.au	Rm 713, Level 7 Mathews	Email to arrange an appointment
TUTORS				
Name	**Email**			**Contact Time & Availability**
Shanta Dey	s.dey@psy.unsw.edu.au			Email to arrange an appointment
Katie Osborne Crowley	kosbornecrowley@unsw.edu.au			Email to arrange an appointment
Heidi Chng	heidi.chng@student.unsw.edu.au			Email to arrange an appointment

Course Timetable			
Component	**Day**	**Time**	**Location**
Lecture	Tuesday AND Thursday	2pm	MATHEWS D
Laboratory	Monday	9-11am	Mat 308 [Shanta Dey]
Laboratory	Monday	11-1pm	Mat 125 [Shanta Dey]
Laboratory	Tuesday	11-1pm	Mat 125 [Heidi Chng]
Laboratory	Wednesday	3-5pm	Mat 306 [Heidi Chng]
Laboratory	Thursday	12-2pm	Mat 107 [Katie Osborne-Crowley]

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, memory, 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 three primary goals. The first is to foster critical thinking and communication skills that are a critical part of being a developmental psychologist. You will have the opportunity to read and critically reflect on current research in developmental science in weekly summary/reaction papers, and share your reactions with peers in class. The second goal is to gain "hands on" experience in conducting research with young children. This will involve developing coding schemes, analysing, interpreting and presenting data both a group presentation and written methods/results sections. The third 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. Students will have the opportunity to work as a group to develop a project, present it to the class and receive feedback, before working individually to produce a written research proposal equivalent to an honours project proposal.

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.	Use information in an ethical manner.
	4.2.	Explain how prejudicial attitudes and discriminatory behaviours might exist in oneself and in others.
	4.3.	Exhibit a scientific attitude in critically thinking about, and learning about, behaviour, creative and pragmatic problem solving.
	4.4.	Evaluate psychologists' behaviour in psychological research in relation to the Australian Psychological Society Code of Ethics and the complementary Ethical Guidelines.
	4.5.	Promote evidence-based approaches to understanding and changing human behaviour
5. Developed effective communication skills in Psychology, including the ability to:	5.1.	Write effectively in a variety of formats (short summary/reaction papers, report sections, research proposals) and for a variety of purposes (e.g., informing, arguing, evaluating).
	5.2.	Demonstrate effective oral communication skills in various formats (e.g., group discussion, oral presentation).
	5.3.	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.
	5.4.	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.	Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society – including issues of atypical development and aging
	6.2.	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

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 & labs – assessed in two exams and a research proposal. Learning is directed towards forming an

* 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).

		advanced understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in multiple aspects of developmental psychology.
2. Research methods in psychology	3	Development of research proposal, and analysis of an 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. Weekly summary and reaction papers in response to recently published developmental science. 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	2	Ongoing discussion of the ethical issues surrounding research with children, 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 experimental work and research proposals. Development of in-class presentations 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 from peers.
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

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.

Teaching Strategies

1. Large group lectures with an emphasis on active student participation
2. Small group laboratories for hands-on-training in relevant methods of data coding and analysis, data interpretation, and ethical / contextual issues in developmental research. Teaching strategies include lab demonstrations, critical thinking exercises, collaborative group tasks, and oral presentations with detailed feedback

Course Schedule: Lectures			
Week	**Lecture Dates**	**Lecture Topic & Lecturer**	**Suggested Readings (see reading list for details)**
1.1	28-Jul	Course Introduction/Methods for studying early development (JR/BH)	NA
1.2	30-Jul	Prenatal development (JR)	Moore et al., (2015)
2.1	4-Aug	Brain development (JR)	Nelson et al., (2006)
2.2	6-Aug	Developmental Plasticity (JR)	Pascalis et al., (2014)
3.1	11-Aug	Early Experience (JR)	Marshall (2014)
3.2	13-Aug	Ecological Approach to perceptual development 1 (BS)	Bertenthal (1996) Gibson 1988 Werner (1956)
4.1	18-Aug	Ecological Approach to perceptual development 2 (BS)	
4.2	20-Aug	Separation and integration of sensory information 1 (BS)	Deroy & Spence (2013) Spector & Maurer (2009) Spence (2011)
5.1	25-Aug	Separation and integration of sensory information 2 (BS)	
5.2	27-Aug	Motor Development (JR)	Adolph & Tamis-Lemonda (2014)
6.1	1-Sep	Infant memory (JR)	Barr & Brito (2013)
6.2	3-Sep	Childhood Amnesia (BH)	Simcock & Hayne (2007)
7.1	8-Sep	**MID-SESSION QUIZ In Lecture time**	NA
7.2	10-Sep	Children's eye witness memory 1 (BH)	Ceci et al., (1987)
8.1	15-Sep	Children's eye witness memory 2 (BH)	
8.2	17-Sep	Understanding causality (BH)	Gopnik & Shultz (2004)
9.1	22-Sep	Naïve Biology (BH)	Slaughter & Lyons (2003)
9.2	24-Sep	Symbolic thought in childhood (BH)	DeLoache (2004)
MID SESSION BREAK			
10.1	6-Oct	Children's Theory of Mind 1 (BH)	Flavell (2004)
10.2	8-Oct	Children's Theory of Mind 2 (BH)	
11.1	13-Oct	Development of reasoning (BH)	Hayes et al., (2008)
11.2	15-Oct	Social Cognitive Development (JR)	Hamlin (2013)
12.1	20-Oct	Executive function (JR)	Diamond & Lee (2011)
12.2	22-Oct	Adolescence (JR)	Spear (2011)

Course Schedule: Laboratory

NOTE: There will be NO LABS held in Weeks 1, 2, 10 and 13. Laboratories in weeks 3-5 and 7-12 will last 90 minutes. Laboratories in Week 6 will last 2 hours

Week	Lab Content	Work due at the start of lab	Other assessment due
1	NO LABS	NA	
2	NO LABS	NA	
3	Reading with your "reviewer hat" on	NA	
4	Group work proposals	Summary/Reaction 1	
5	Group work proposals	Summary/Reaction 2	
6	Proposal presentations	Summary/Reaction 3	
7	Executive function exercise I	Summary/Reaction 4	Mid-session exam (20%)
8	Executive function exercise II	Executive function method	
9	How to do Peer Review	Executive function results	Proposal draft
Mid-session Break			
10	NO LABS	NA	Peer reviews (5%)
11	Proposal help	Summary/Reaction 5	
12	Developmental Trivia	Summary/Reaction 6	
13	NO LABS	NA	Final proposal/rejoinder (25%)

Assessment									
Assessment Task	**Weight**	**Word Limit**	**Learning Outcomes Assessed**	**Graduate Attributes Assessed**	**Date of**		**Feedback**		
					Release	**Submission**	**Who**	**When**	**How**
Weekly writing. Before each lab in Weeks 3-9 and 11-12 you will complete a short writing exercise. These exercises will require you to think critically about published work or practice writing short sections of an APA report. Each of the 8 pieces is worth 1% of your final grade. There is a 2% bonus for completing them all.	10%	NA	2, 3, 4, 5	2, 3, 4, 5	Due in labs within 15 minutes of the commencement of the class. ***No late submissions are accepted.***		Tutor	During labs Weeks 3-9, 11-12	Verbal
Midsession Quiz (multiple choice). This exam will test your factual knowledge of and critical reasoning skills related to lecture material, assigned readings, and lab content through the middle of Week 6. The number of questions per topic will be proportional to the number of lectures and labs on the topic.	20%	NA	1, 2, 5	1, 2, 5	The Midsession Exam will be held in Mathews D from 2-3pm, Tuesday 8 September, Week 7.		Tutor	22 September (marks on Moodle)	Marks via Moodle
Draft Research Proposal. Your proposal should include a short 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 outcomes. You will submit a draft for peer review in Week 9.	NA	1500 words	2, 3, 4, 5, 6	2, 3, 4, 5, 6	Week 6 Labs	24 September, 4pm Week 9	Peer	Week 11	Comments via Moodle
Peer Review. You will read and give constructive feedback on two proposal drafts from two of your peers. Peer review expectations will be discussed in Week 9 labs. The quality and usefulness of your feedback will graded by your tutor.	5%	2 x 500 words	2, 3, 4, 5, 6	2, 3, 4, 5, 6	Week 9 Labs	8 October, 4pm Week 10	Tutor	22 October from Moodle	Comments and marks via Moodle
Final Research Proposal and Rejoinder. You will integrate peer feedback and write a rejoinder before submitting your final proposal in Week 13. Your proposal is worth 20% and rejoinder is worth 5%.	25%	1500 words + 500 words	2, 3, 4, 5, 6	2, 3, 4, 5, 6	Week 6 Labs	29 October, 4pm Week 13	Tutor	12 November from Moodle	Comments and marks via Moodle
Final Exam (multiple choice and short response questions). The final exam will test your factual knowledge of and critical reasoning skills related to lecture material, assigned readings, and lab content from the middle of Week 6 onwards. The number of questions per topic will be proportional to the number of lectures and labs on the topic.	40%	NA	1, 2, 5	1, 2, 5	Exam Period	Exam Period	-	-	-

1. Expected Resources for Students	
TEXTBOOKS	There is no required text for this course
REQUIRED READINGS	A list of required reading for lectures and summary/reaction papers can be found on Moodle. Please use the library website (see subject guide link below) to find and download these papers.
RECOMMENDED INTERNET SITES	http://www.psy.unsw.edu.au/current-students/student-guide http://subjectguides.library.unsw.edu.au/psychology

2. 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.

3. 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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement.
- **Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- **Collusion:** Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes students providing their 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 and passing it off as your own, 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. This should not be confused with academic collaboration.
- **Inappropriate citation:** Citing sources which have not been read, without acknowledging the"secondary" source from which knowledge of them has been obtained.
- **Self-plagiarism:** "Self-plagiarism" occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as "recycling", "duplication", or "multiple submissions of research findings" without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

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: https://student.unsw.edu.au/plagiarism. They also hold workshops and can help students one-on-one. Helpful hints on how to paraphrase here. https://student.unsw.edu.au/paraphrasing-summarising-and-quoting

- **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://teaching.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

Important Notes on File-sharing Websites

There are some file-sharing websites around that specialise in buying and selling academic work to and from university students. Examples of such websites include but are not limited to:

☐ Course Hero;

☐ Nexus Notes;

☐ StudyMode; and

☐ Thinkswap.

You should be aware that you would be committing plagiarism if you download a piece of work from these websites and present it as your own either wholly or partially. If you upload your original work to these websites, and if another student downloads and presents it as their own either wholly or partially, you might be found guilty of collusion—even years after graduation.

Your work may be posted by others unbeknownst to you. The surest way to avoid putting yourself at risk is to take care to not share your work with another student. If you stumble across your work online, the School of Psychology recommends you take action to have it removed at the earliest opportunity. These file-sharing websites may also accept for purchase course materials, such as copies of lecture slides and lab handouts. By law, the copyright on course materials, developed by UNSW staff in the course of their employment, belongs to UNSW. It constitutes copyright infringement, if not plagiarism, to trade these materials.

Examples of plagiarism

Working together on a summary/reaction paper

Two friends who were both enrolled in PSYC3341 worked on a summary reaction paper together. They read and talked about the source article and worked together to decide which three reaction prompts to use. Although they wrote their responses separately using their own words, the ideas expressed were identical. When checking the reaction papers, the lecturer noticed the similarity of ideas and the students were found

guilty of collusion.

Copying and poor paraphrasing in a research proposal

In the literature review of their research proposal, a PSYC 3341 student cited several studies that were published in developmental psychology journals. When the proposal was submitted into Turnitin, it let the lecturer know that several ideas were *copied* directly from the original source articles, and other paragraphs were *poorly paraphrased* with just a word or two changed here and there. While the plagiarised paragraphs contained appropriate citations, the student had not paraphrased the ideas, and had not acknowledged that the words were not his own using quotations.

Copying research design

A PSYC3341 student submitted a research proposal in which she had used someone else's research design in her work, claiming that the experimental design was her own original idea. Passing off other's ideas as your own is a serious case of academic misconduct.

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

4. Administrative Matters

The *School of Psychology Student Guide*, available on http://www.psy.unsw.edu.au/current-students/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 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*.