



## UNSW Course Outline

# PSYC3341 Developmental Psychology - 2024

Published on the 12 May 2024

## General Course Information

Course Code : PSYC3341

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Science

Academic Unit : School of Psychology

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

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). 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. The course will be delivered via weekly lectures and face-to-face tutorials, where there is an opportunity for students to interact with teaching staff and ask questions. Tutorials will include an opportunity for students to work collaboratively to generate a proposal for new research in the area of Developmental Psychology.

## 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 tutorials 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. This course provides a good foundation for students interested in pursuing further study or careers in child development, cognitive psychology, social psychology or human perception.

## Relationship to Other Courses

This course presents advanced-level treatment of Developmental Psychology. It follows on, and assumes knowledge, from PSYC2061 Social and Developmental Psychology

## Course Learning Outcomes

| Course Learning Outcomes   |
|--|
| CL01 : Analyse issues, objectives, concepts, perspectives and phenomena in Developmental Psychology with reference to the psychological mechanisms that underpin developmental change. |
| CL02 : Design studies in human development by applying advanced research methods in Developmental Psychology.  |
| CL03 : Evaluate the strengths and weaknesses of current and proposed empirical research studies in the area of Developmental Psychology.   |
| CL04 : Collaborate within a group to locate and synthesize relevant scientific literature and design a research proposal.  |
| CL05 : Evaluate examples of how research in Developmental Psychology has been used to solve problems and formulate better policy and practice in education and the legal system.       |

| Course Learning Outcomes   | Assessment Item  |
|--|--|
| CLO1 : Analyse issues, objectives, concepts, perspectives and phenomena in Developmental Psychology with reference to the psychological mechanisms that underpin developmental change. | <ul style="list-style-type: none"> <li>• Early-term quiz</li> <li>• Research Proposal</li> <li>• Final Exam</li> </ul> |
| CLO2 : Design studies in human development by applying advanced research methods in Developmental Psychology.  | <ul style="list-style-type: none"> <li>• Research Proposal</li> </ul>  |
| CLO3 : Evaluate the strengths and weaknesses of current and proposed empirical research studies in the area of Developmental Psychology.   | <ul style="list-style-type: none"> <li>• Early-term quiz</li> <li>• Final Exam</li> <li>• Research Proposal</li> </ul> |
| CLO4 : Collaborate within a group to locate and synthesize relevant scientific literature and design a research proposal.  | <ul style="list-style-type: none"> <li>• Research Proposal</li> </ul>  |
| CLO5 : Evaluate examples of how research in Developmental Psychology has been used to solve problems and formulate better policy and practice in education and the legal system.       | <ul style="list-style-type: none"> <li>• Early-term quiz</li> <li>• Final Exam</li> </ul>                              |

## Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

## Assessments

### Assessment Structure

| Assessment Item   | Weight | Relevant Dates  |
|---|--------|---|
| Early-term quiz<br>Assessment Format: Individual                                    | 15%    | Start Date: Not Applicable<br>Due Date: Week 5: 24 June - 30 June |
| Research Proposal<br>Assessment Format: Individual<br>Short Extension: Yes (2 days) | 40%    | Start Date: Not Applicable<br>Due Date: 30/07/2024 11:59 PM       |
| Final Exam<br>Assessment Format: Individual   | 45%    | Start Date: Not Applicable<br>Due Date: Not Applicable            |

## Assessment Details

### Early-term quiz

#### Assessment Overview

This multiple-choice quiz will test your factual knowledge of, and critical reasoning skills related to lecture material, assigned readings, and tutorial content. The focus will be on the lecture and

tutorial content presented in the early part of term. It will be administered in Week 4. Students will receive feedback online on their exam performance within 10 working days of the test.

### Course Learning Outcomes

- CL01 : Analyse issues, objectives, concepts, perspectives and phenomena in Developmental Psychology with reference to the psychological mechanisms that underpin developmental change.
- CL03 : Evaluate the strengths and weaknesses of current and proposed empirical research studies in the area of Developmental Psychology.
- CL05 : Evaluate examples of how research in Developmental Psychology has been used to solve problems and formulate better policy and practice in education and the legal system.

### Assignment submission Turnitin type

Not Applicable

## **Research Proposal**

### Assessment Overview

The research proposal aims to enhance your skills in applying your understanding of developmental science in the design of a research study. You will select a research topic from a list provided by your tutor. You will be assigned to groups working on similar topics to collaborate on searching the relevant scientific literature and brainstorming ideas for the proposal. Groups will present their ideas in class and receive feedback from the tutor and other students.

Based on this feedback, each student will then write their own individual research proposal and submit this for assessment (40%). Work on the proposal will take place in weeks 3-9 inclusive and the proposal is due in Week 10.

Students will receive a mark and written feedback via Turnitin on their proposal within 10 working days of submission.

### Course Learning Outcomes

- CL01 : Analyse issues, objectives, concepts, perspectives and phenomena in Developmental Psychology with reference to the psychological mechanisms that underpin developmental change.
- CL02 : Design studies in human development by applying advanced research methods in Developmental Psychology.
- CL03 : Evaluate the strengths and weaknesses of current and proposed empirical research studies in the area of Developmental Psychology.
- CL04 : Collaborate within a group to locate and synthesize relevant scientific literature and design a research proposal.

### Assessment Length

1500 words plus or minus 10%

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Final Exam

### Assessment Overview

The exam will test your understanding of current methods, findings and theories relating to human psychological development that were covered in lectures and tutorials.

The exam format will typically be essay/long answer questions. It will be 2-hours in duration during the University examination period (time and location TBA). You should not 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 as they become available.

Feedback will be in the form of a mark indicating overall exam performance. Further feedback may be available through inquiry with the course convenor.

### Course Learning Outcomes

- CL01 : Analyse issues, objectives, concepts, perspectives and phenomena in Developmental Psychology with reference to the psychological mechanisms that underpin developmental change.
- CL03 : Evaluate the strengths and weaknesses of current and proposed empirical research studies in the area of Developmental Psychology.
- CL05 : Evaluate examples of how research in Developmental Psychology has been used to solve problems and formulate better policy and practice in education and the legal system.

### Assignment submission Turnitin type

Not Applicable

## General Assessment Information

**Special Consideration:** Students who experience circumstances outside of their control that prevent them from completing an assessment task by the assigned due date due can apply for Special Consideration. Special Consideration applications should include a medical certificate or other documentation and be submitted within 3 days of the sitting/due date.

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam

or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Once your application has been assessed, you will be contacted via your student email address and advised of the official outcome. If the special consideration application is approved, you may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>.

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

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

All course assessments have been designed and implemented in accordance with [UNSW Assessment Policy](#).

The APA (7<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](#).

### **Grading Basis**

Standard

### **Requirements to pass course**

Students must complete all assessment tasks and obtain a weighted composite mark of 50 or more

# Course Schedule

| Teaching Week/Module         | Activity Type   | Content  |
|------------------------------|-----------------|--|
| Week 1 : 27 May - 2 June     | Lecture         | Children's Theory of Mind Part 1 (BH)  |
|                              | Lecture         | Children's Theory of Mind (Part 2)   |
|                              | Online Activity | Weekly review quiz   |
| Week 2 : 3 June - 9 June     | Lecture         | Children's use of symbols (BH)   |
|                              | Lecture         | Childhood Amnesia (BH)   |
|                              | Laboratory      | <ul style="list-style-type: none"> <li>• Class experiment on "Children's theory of mind (ToM)"</li> <li>• Introduction to Group Research Proposal</li> <li>• Formation of groups for Research proposals</li> </ul> |
|                              | Online Activity | Weekly review quiz   |
| Week 3 : 10 June - 16 June   | Lecture         | Brain Development (JR)   |
|                              | Lecture         | Developmental Plasticity (JR)  |
|                              | Laboratory      | <ul style="list-style-type: none"> <li>• Research Proposal Preparation: Developing a Rationale and Hypothesis</li> <li>• Group work on research proposals</li> </ul>   |
|                              | Online Activity | Weekly review quiz   |
| Week 4 : 17 June - 23 June   | Lecture         | Early experience and deprivation (JR)  |
|                              | Lecture         | Flexibility in infant memory (JR)  |
|                              | Laboratory      | <ul style="list-style-type: none"> <li>• Research Proposal Preparation: Variables, and Methodology</li> <li>• Group work on research proposals</li> <li>• Giving effective presentations</li> </ul>                |
|                              | Online Activity | Weekly review quiz   |
| Week 5 : 24 June - 30 June   | Lecture         | Locomotor Development (JR)   |
|                              | Lecture         | Social-cognitive Development (JR)  |
|                              | Laboratory      | <ul style="list-style-type: none"> <li>• MID TERM QUIZ</li> <li>• Research Proposal Preparation: Analyses and Results</li> <li>• Group work on research proposals</li> </ul>                                       |
|                              | Online Activity | Weekly review quiz   |
| Week 6 : 1 July - 7 July     | Other           | FLEXIBILITY WEEK - NO CLASSES  |
| Week 7 : 8 July - 14 July    | Lecture         | Children's eyewitness memory Part 1 (BH)   |
|                              | Lecture         | Children's eyewitness memory Part 2 (BH)   |
|                              | Laboratory      | Group Project Presentations  |
|                              | Online Activity | Weekly review quiz   |
| Week 8 : 15 July - 21 July   | Lecture         | Development of reasoning (BH)  |
|                              | Lecture         | What is childhood for? (BH)  |
|                              | Laboratory      | Research Proposal Preparation: Writing and Referencing   |
|                              | Online Activity | Weekly review quiz   |
| Week 9 : 22 July - 28 July   | Lecture         | Development of decision-making (CS)  |
|                              | Lecture         | Risk-taking (CS)   |
|                              | Online Activity | Weekly review quiz   |
| Week 10 : 29 July - 4 August | Lecture         | Ecological Approach to Perceptual Development Part 1 (BS)  |
|                              | Lecture         | Ecological Approach to Perceptual Development Part 2 (BS)  |
|                              | Online Activity | Weekly review quiz   |

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

Each week this course typically consists of 2 hours of lectures, and 1 hour of online modules. In weeks 2,3,4,5,7 and 8 there will be a 2-hour laboratory class. Students can only attend the laboratory class in which they are enrolled.

## Course Resources

### Prescribed Resources

Set readings will be made available on a weekly basis through the course Moodle website

### Recommended Resources

As suggested in the course Moodle website

### Additional Costs

No additional costs

## Course Evaluation and Development

We gather student feedback via myExperience. This feedback is distributed to course lecturers and tutors, with the goal of continual course improvement.

For example, previous students provided feedback that they were not given enough information about the content of the final exam. We responded by providing a detailed written guide to exam content and preparation.

## Staff Details

| Position | Name             | Email | Location                            | Phone | Availability      | Equitable Learning Services Contact | Primary Contact |
|----------|------------------|-------|-------------------------------------|-------|-------------------|-------------------------------------|-----------------|
| Convenor | Brett Hayes      |       | Room 713, Level 7 Mathews Building  |       | Contact via email | Yes                                 | Yes             |
| Lecturer | Jenny Richmond   |       | Room 707, Level 7, Mathews Building |       | Via email         | No                                  | No              |
|          | Branka Spehar    |       | Room 715, Level 7 Mathews Building  |       | Via email         | No                                  | No              |
|          | Christin Schulte |       | Room 712, Level 7 Mathews Building  |       | Via email         | No                                  | No              |
| Tutor    | Jaimie Lee       |       |                                     |       | Via email         | No                                  | No              |
|          | Samuel Vigouroux |       |                                     |       | Via email         | No                                  | No              |
|          | Annabelle Hudson |       |                                     |       | Via email         | No                                  | No              |
|          | Zoe Little       |       |                                     |       | Via email         | No                                  | No              |



# Other Useful Information

## Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

## Academic Honesty and Plagiarism

**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. 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, plagiarism and the use of AI in assessments can be located at:

- The [Current Students site](#),
- The [ELISE training site](#), and
- The [Use of AI for assessments](#) site.

The Student Conduct and Integrity Unit provides further resources to assist you to understand

your conduct obligations as a student: <https://student.unsw.edu.au/conduct>

## Submission of Assessment Tasks

### Penalty for Late Submissions

UNSW has a 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.

***Any variations to the above will be explicitly stated in the Course Outline for a given course or assessment task.***

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

### Special Consideration

If circumstances prevent you from attending/completing an assessment task, you must officially apply for special consideration, usually within 3 days of the sitting date/due date. You can apply by logging onto myUNSW and following the link in the My Student Profile Tab. Medical documentation or other documentation explaining your absence must be submitted with your application. Once your application has been assessed, you will be contacted via your student email address to be advised of the official outcome and any actions that need to be taken from there. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## Faculty-specific Information

### Additional support for students

- [The Current Students Gateway](#)
- [Student Support](#)
- [Academic Skills and Support](#)
- [Student Wellbeing, Health and Safety](#)
- [Equitable Learning Services](#)
- [UNSW IT Service Centre](#)
- Science EDI Student [Initiatives](#), [Offerings](#) and [Guidelines](#)