PSYC3016
Developmental Psychology 2012
COURSE OUTLINE

Unit of Study Code: PSYC3016

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Format of Unit:
2 x 1 hour lectures/week x 13 weeks
Monday 2 pm – 3 pm Bosch Lecture Theatre 4
Thursday 3 pm – 4 pm Bosch Lecture Theatre 4
1 x 2 hour tutorial/week x 10 weeks

Credit Point Value: 6 Credit Points

Prerequisites: Intermediate Psychology units including
PSYC (2013 or 2113) and at least one other Intermediate Psychology unit
from PSYC (2011 or 2111), (2012 or 2112) and (2014 or 2114).

Assessment:
Classwork: 45% of total mark for unit of study
Due 31st August: Short Essay Assignment
Length: 600 words, 10% of the total mark for unit of study
Due Week 7 in tutorial (10th to 13th September): Child Study Report data
5% of the total mark for unit of study
Due 8th October: Child Study Report
Length: 1600 words, 30% of the total mark for unit of study

Examination: 55% of total mark for unit of study
2-hour exam consisting of multiple-choice questions (25% of exam mark)
and two essay questions (75% of exam mark)

TEACHING AND LEARNING COMMITTEE POLICY: ALL written assessments must be submitted
online as well as in hard copy to allow implementation of plagiarism detection software.

Essential readings
These will be announced during the course of the semester

Recommended Reading:
Miller, P.H. (2011) Theories of Developmental Psychology (5th Ed.)
NY: Worth Publishers. (Earlier editions would also be useful)
Unit of study general description:

PSYC 3016 examines our understanding of human psychological development, focusing on selected issues and empirical traditions within the discipline of Developmental Psychology. Students are expected to gain an understanding of the theoretical influences that have come to dominate developmental research, and students will also be introduced to a range of theoretical and research approaches in contemporary Developmental Psychology. These include: attachment, gender role and identity, moral reasoning and behaviour, self-understanding and self-worth, social cognition, and the role of genetic and environmental influences on development. The course will also consider applications of developmental research and theory in developmental psychopathology and in children’s experience of the legal system, as well as exploring children’s experience of art, literature and drama. Students are expected to gain knowledge of, and develop a critical approach to, the analysis of current research and theoretical issues in these areas.

The tutorial program will include practical exercises where students will be expected to conduct observations of children in real-life and/or on video, and plan appropriate methods to collect developmental data. Students will be required to collect data on a young child for the Child Study Report.

Unit outline

1. Development of emotional attachments
2. Development of gender role and gender identity
3. Cognitive development: The Piagetian tradition; Vygotsky; Information Processing
4. Effects of early experience on intellectual and emotional development
5. Behaviour genetics and psychological development
6. Moral development
7. Development of self-understanding and self-worth
8. Development of social cognition
9. Developmental psychopathology
10. The child in the legal system
11. Art, literature and drama in childhood
12. Theories of developmental psychology

Teaching outcomes

Graduate Attributes and Student Learning Outcomes for PSYC 3016

This course aims to develop the graduate attributes associated with the scientist-practitioner model, which forms the basis for training of psychologists in Australia and internationally. Graduate attributes describe the generic skills, abilities and qualities that university students should acquire. The School of Psychology is committed to providing an environment that promotes specific skills that are relevant to careers in psychology, as well as more general skills that will be useful beyond psychology. The following attributes and learning outcomes will be developed through lectures and tutorials, and assessed in the Child Study Report and the final examination.

1. Knowledge and Understanding of Developmental Psychology

Display basic knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in Developmental Psychology

Student learning outcomes: The ability to describe and evaluate:

i. The major issues and controversies that distinguish various theoretical approaches to theory and research concerning development in in a range of domains.

ii. The application of theory and research to real-world problems and experiences (e.g., understanding early manifestations of psychopathology and risk; management and assistance of children in the legal system)
2: Research Methods in Developmental Psychology
Understand, apply and evaluate basic research methods in Developmental Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

*Student learning outcomes:*
  i. To develop a critical understanding of the major methods of research
  ii. To critically assess the major research findings in these areas.
  iii. To conduct and interpret statistical analyses.
  iv. To be able to use basic web-search, word-processing, database, and data analysis programs.
  v. To develop the ability to 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; and write research reports.

3: Critical Thinking Skills
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach

*Student learning outcomes:*
  i. Develop an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement
  ii. Evaluate the quality of information, including differentiating empirical evidence from speculation
  iii. Evaluate issues and behaviour using different theoretical and methodological approaches
  iv. Use reasoning and evidence to recognise, develop, defend, and criticise arguments

4: Values
Value empirical evidence; act ethically and professionally; understand sociocultural diversity

*Student learning outcomes:*
  i. Recognise and respect social, cultural, linguistic, spiritual and gender diversity
  ii. Use information ethically (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication)
  iii. Understand that prejudicial attitudes and discriminatory behaviours might exist in self and others.
  iv. Recognise and promote ethical practice in research.
  v. Promote evidence-based approaches to understanding behaviour.

5: Communication Skills in Developmental Psychology
Communicate effectively in a variety of formats and in a variety of contexts

*Student learning outcomes:*
  i. Ability to write a standard research report using American Psychological Association (APA) structure and formatting conventions.
  ii. Write effectively in a variety of formats (e.g., essays, research proposals, reports) and purposes (e.g., informing, arguing).
  iii. Demonstrate effective oral communication skills in various contexts (e.g., debate, group discussion, presentation).
  iv. Collaborate effectively (work with groups to complete projects within reasonable time frames; manage conflicts appropriately and ethically)

6: Learning and the Application of Developmental Psychology
Understand and apply psychological principles to personal and social issues.

*Student learning outcomes:*
  i. Awareness of the applications of developmental theories and research
  ii. Ability to apply psychological concepts, theories, and research to solve problems in everyday life and in society.
INFORMATION PROVIDED BY THE UNIVERSITY OF SYDNEY LIBRARY
http://sydney.edu.au/library

The University of Sydney Library is a distributed system of 14 libraries with a collection of over 5 million items. Fisher Library is located on Eastern Avenue, Camperdown Campus. Fisher Library has the most resources relevant to Psychology. Matthew Davis is your Psychology Faculty Liaison Librarian. You can find him at Badham Library Ground Floor, Badham Building Science Rd, Camperdown Campus. You can phone him on 93513629 or email at library.psychology@sydney.edu.au

Psychology books in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection. Most of the required and recommended items will be here. Details of items required can be located in the catalogue.
http://opac.library.usyd.edu.au/search/r

Psychology Guide: Includes links to Psychology databases, internet resources, information on tests and more.
http://libguides.library.usyd.edu.au/psychology

You can also enrol in free research, database and EndNote training classes on this site.

Finding items on your reading lists

Your reading lists will contain different styles of citations, depending on the type of publication. The link below will take you to help on finding items on your reading list.
# Lecture and Tutorial Schedule 2012

<table>
<thead>
<tr>
<th>Wk</th>
<th>Lecture/Date</th>
<th>Lecture</th>
<th>Lecturer</th>
<th>Tutorials</th>
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<tbody>
<tr>
<td>1</td>
<td>1. 30 July</td>
<td>Theory 1: What is developmental psychology?</td>
<td>de Rosnay</td>
<td>NO TUTORIAL THIS WEEK</td>
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<tr>
<td></td>
<td>2. 2 Aug</td>
<td>Attachment 1</td>
<td>Howie</td>
<td></td>
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| 2  | 3. 6 Aug     | Attachment 2/ | Howie | 1. Introduction  
|    |             | Gender Role & Identity 1 | | 2. Methods and Testing: an Overview  
| 4  | 5. 13 Aug    | Cognitive Development 1 | Howie | 3. Discussion of Child Study Report  
| 6  | 9 Aug        | Gender Role & Identity 2 | Howie | **Short essay question available**  
| 7  | 13 Aug       | Cognitive Development 1 | Howie | Due 31st August |
| 8  | 16 Aug       | Cognitive Development 2 | Howie | |
| 9  | 20 Aug       | Cognitive Development 3 | Howie | |
| 10 | 23 Aug       | Cognitive Development 4 | Howie | |
| 5  | 27 Aug       | Early Experience 1 | Howie | Early Experience I:  
| 10 | 30 Aug       | Early Experience 2 | Howie | Influences on cognitive development  
|    |              |             |          | Video: “Early Enrichment”  
|    |              |             |          | **Short essay due 31 August** |
| 6  | 3 Sept       | Behaviour Genetics 1: | de Rosnay | Early Experience II:  
| 12 | 6 Sept       | The data is in! | | The early caregiving environment and  
|    |              |             | de Rosnay | maternal depression  
|    |              |             |          | **Child study data due in tutorial** |
| 7  | 13 Sept      | Moral Development 1: | de Rosnay | Early Experience III:  
| 14 | 13 Sept      | The sentimentalist tradition | | Getting a handle on genes and  
|    |              |             | de Rosnay | experience … at the same time!  
|    |              |             |          | **Child study data due in tutorial** |
| 8  | 15 Sept      | Moral Development 3: | de Rosnay | Child Study Report:  
| 16 | 17 Sept      | traits and intentions | | Present data and discuss  
| 16 | 20 Sept      | Moral Development 4: | de Rosnay | |
| 9  | - 1 Oct      | NO LECTURE: Public Holiday | | |
| 10 | 4 Oct        | Social Cognition & Developmental Psychopathology 1 | Begeer | |
| 11 | 8 Oct        | Social Cognition & Developmental Psychopathology 2 | Begeer | |
| 11 | 11 Oct       | Social Cognition & Developmental Psychopathology 3 | Begeer | |
| 12 | 15 Oct       | Child & the Legal System 1 | Howie | Children’s Testimony:  
| 21 | 18 Oct       | Child & the Legal System 2 | Howie | Discuss research paper and case study  
| 12 | 22 Oct       | Child & the Legal System 3 | Howie | ADHD on Trial:  
| 23 | 25 Oct       | Self-understanding & Self-worth | de Rosnay | Is there really a disorder?  
| 13 | 24 Oct       | Art, Literature and Drama in childhood | de Rosnay | Theories in Developmental Psychology:  
| 25 | 1 Nov        | Wrap-up | de Rosnay | Wrapping up and taking stock  

**Mid Semester Break**
Academic Dishonesty and Plagiarism

1. It is your responsibility to know what academic dishonesty and plagiarism are. Here is the link to the University’s policy:


Make sure that you understand what counts as academic dishonesty and the various types of plagiarism. The Library’s http://www.library.usyd.edu.au/skills/ ‘Plagiarism and Academic Honesty’ program will help.

2. Note that:

i) the School of Psychology will penalise all submitted work that is plagiarised.

ii) Students should note that all assignments (including group projects) will be run through similarity detecting software. This software detects similarities between (a) your assignment and both print and online sources, and (b) assignments submitted by other students, from both current and previous years. If similarities are found, they will be investigated so as to determine the nature of the plagiarism. See Part 5 of the University's policy.

Avoiding plagiarism – key points

• Plagiarism is a serious offence and may result in failure in the course. Even where students are completing an exercise together, each student must submit separate written work. Incorporation of any material from another student’s assignment is regarded as plagiarism.

• In writing essays or reports to meet coursework requirements, you should use your own words. In some contexts (e.g., theoretical research) it is appropriate to use an occasional quotation. This should be indicated in the conventional way by enclosing the passage within quotation marks and by providing a precise (page number) reference for the source of the quote. In many contexts, especially reports of empirical work, quotations are best avoided.

• “Using your own words” means that you should not borrow from the writing of others – whether from fellow students or published authors. For example, it is not acceptable to base an essay on text from various sources that you have then edited to some degree – even if you cite these sources. First of all, there is the ethical issue arising from the dishonesty of presenting as your own work something which is essentially the work of others. In addition, there are good educational reasons for avoiding this, even where you feel that someone else has expressed some idea far more clearly than you could. One reason is that you must learn to express yourself clearly in writing; like most other skills, this only comes with practice. Another, is the failure to understand information or ideas at all thoroughly if all you have done is reproduce (with some editing) what someone else has written about the topic.

• When you express in your own words what you have learned from various sources, you should cite each source. The standard convention for most written work in psychology is to list references at the end of your essay or report, rather than, for example, to use footnotes. To express some idea without giving a citation implies

• University of Sydney – Syllabus of Senior Psychology 3, 2012 that it is your own idea. Therefore, if it is in fact an idea obtained from someone else, this needs to be acknowledged. Listing a set of sources implies that you have read them all. Therefore, you should list as references only those you have actually read. If you are depending on a secondary source, then make this clear, e.g., ... salivary conditioning (Pavlov, 1927; cited in Mazur, 1998).

• The points made here also apply to non-textual material. For example, graphs or tables of data included in a report should be your own work and not copied from others. Very occasionally you may need to ‘quote’ a figure from some other source; if you do so, you should make its origin quite clear.

• In general, avoid letting other students use your work for any kind of assessment. On the rare occasion where this may be appropriate, make sure that the other student acknowledges your contribution as the original author.

• In some cultures, students show their respect for a teacher by copying what the teacher has said or written. In Australian University education, copying a teacher (even if paraphrasing) is plagiarism if the source is not cited.