## PSYC3016: Developmental Psychology

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<thead>
<tr>
<th>Unit of Study Code:</th>
<th>PSYC3016</th>
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</table>
| Coordinator:        | Dr Micah Goldwater  
                      | Office: Room 336 Brennan MacCallum Building  
                      | E-mail: micah.goldwater@sydney.edu.au |
| Other Lecturing Staff: | Dr Caroline Moul  
                        | Office: Room 338 Brennan MacCallum Building  
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| Tutors:             | Dr Micah Goldwater  
                      | Office: Room 336 Brennan MacCallum Building  
                      | E-mail: micah.goldwater@sydney.edu.au  
                      | Dr Caroline Moul  
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                      | Kate Ridgway  
                      | E-mail: krid8331@uni.sydney.edu.au  
                      | Jaimie Northam  
                      | E-mail: jaimie.northam@sydney.edu.au |
| Format of Unit:     | Lectures: 2 x 1 hour/week x 13 weeks  
                      | Monday 2–3 pm Eastern Avenue Auditorium  
                      | Thursday 3–4 pm ABS Auditorium (B2010)  
                      | Tutorials: 1 x 2 hour/week x 10 weeks |
| Credit Point Value: | 6 Credit Points |
| Time Commitment:    | 4 hours face to face per week; Recommended additional 8 hours private study per week for reading, reviewing lecture and tutorial content, and working on written assessment (when appropriate).  
                      | Lecture attendance: Required. Audio recordings made of most lecture content and most slides posted online.  
                      | Tutorial attendance: Required. Attendance recorded. |
| 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). |
Completion of these assessments is compulsory to pass this unit. Students who fail to complete any of these components will receive an Absent Fail, regardless of their marks in other assessments.

Disruptions to your study

If your assessments are disrupted by illness or misadventure or unavoidable community commitments, apply for Special Consideration or Special Arrangements online here: http://sydney.edu.au/current_students/special_consideration/index.shtml

If you have (or develop) a continuing issue, register with Disability Services here: www.sydney.edu.au/disability

In this unit of study Simple Extensions are not granted. Apply formally for special consideration using the link above if you require any extension.

Assessment standards and criteria

The Integrative Essay Assignment is a compulsory assessment and must be:
- Within 5% of the word limit (2000 words, not including the abstract, citations, quotes, footnotes, and references list)
- On the correct topic, and in the correct format
- Written wholly by you for this assignment
Otherwise it will not be considered a serious attempt. Because this is a compulsory assessment requirement, if you do not submit a serious attempt at the Integrative Essay you will receive an AF (Absent fail) for PSYC3016.

Special Consideration
For this assessment a successful Special Consideration application will result in a reduction in late penalties only. If you are so badly affected that you are unable to submit a 2000 word assignment before the closing date of November 9th, you will have to complete an alternate assessment to avoid an Absent Fail for the semester.

Replacement Assessment
After the closing date, if you still have not completed and submitted an assignment, you must complete an alternate assignment. The alternate assignment will be due on Monday 27th November. Marks are usually not awarded for the alternate assignment, it is intended for students who submit an attempt which is not considered serious (e.g. wrong topic, too short, missing sections, plagiarised), or who forget to submit anything. This is a compulsory assessment, which is why a serious attempt is required to be eligible to receive any mark other than an AF (Absent Fail).
If however your Special Consideration application granted you an extension beyond the closing date of November 9th, and you hand in your assignment before the alternate assignment due date, then you will be able to receive marks

Late penalties
You will receive a penalty of 2% of the maximum value of the assignment (e.g. 2 marks / 100) for each day (or part thereof) it is late, up to the closing date of the assignment, after which no more submissions will be accepted.

The Tutorial Research Proposal Presentation:
From the tutorial in week 5 you will be able to begin preparing for your presentation in the tutorial in week 7. Every student will have 4 minutes to succinctly present a proposal for novel research that includes figures of predicted findings. Being succinct is imperative as you will be cutoff at 4 minutes exactly.

Special Consideration
For this assessment a successful Special Consideration application will result in an opportunity to present during your week 8 tutorial without any late penalties. If your special consideration extends beyond your week 8 tutorial, then you will do an alternative assignment of equal complexity, but will not present in a tutorial.

Replacement Assessment
If your approved special consideration application extends beyond your week 8 tutorial, you will instead complete a written research proposal of equivalent length, content, and substance.

Late penalties
If you miss your week 7 tutorial without an approved special consideration application granting you an extension, you will receive a 0 points for this assignment.

In PSYC3016 no minimum mark for any assessment automatically results in a fail. If your marks for all assessment tasks add up to 50 or more, you will pass the unit.

Academic Honesty
While the University is aware that the vast majority of students and staff act ethically and honestly, it is opposed to and will not tolerate academic dishonesty or plagiarism and will treat all allegations of dishonesty seriously.

All students are expected to be familiar and act in compliance with the relevant University policies, procedures and codes, which include:

- Academic Honesty in Coursework Policy 2015
- Academic Honesty Procedures 2016
- Code of Conduct for Students
- Research Code of Conduct 2013 (for honours and postgraduate dissertation units)

They can be accessed via the University's Policy Register: http://sydney.edu.au/policies (enter “Academic Honesty” in the search field).

Students should never use document-sharing sites and should be extremely wary of using online “tutor” services. Further information on academic honesty and the resources available to all students can be found on the Academic Integrity page of the University website: http://sydney.edu.au/elearning/student/EI/index.shtml

**Academic Dishonesty and Plagiarism**

*Academic dishonesty involves seeking unfair academic advantage or helping another student to do so.*

You may be found to have engaged in academic dishonesty if you:

- Resubmit (or “recycle”) work that you have already submitted for assessment in the same unit or in a different unit or previous attempt;
- Use assignment answers hosted on the internet, including those uploaded to document sharing websites by other students.
- Have someone else complete part or all of an assignment for you, or do this for another student.
- Except for legitimate group work purposes, providing assignment questions and answers to other students directly or through social media platforms or document (“notes”) sharing websites, including essays and written reports.
- Engage in examination misconduct, including using cheat notes or unapproved electronic devices (e.g., smartphones), copying from other students, discussing an exam with another person while it is in progress, or removing confidential examination papers from the examination venue.
- Engage in dishonest plagiarism.

*Plagiarism means presenting another person’s work as if it is your own without properly or adequately referencing the original source of the work.*

Plagiarism is using someone else’s ideas, words, formulas, methods, evidence, programming code, images, artworks, or musical creations without proper acknowledgement. If you use someone’s actual words you must use quotation marks as well as an appropriate reference. If you use someone’s ideas, formulas, methods, evidence, tables or images you must use a reference. You must not present someone’s artistic work, musical creation, programming code or any other form of intellectual property as your own. If referring to any of these, you must always present them as the work of their creator and reference in an appropriate way.

Plagiarism is always unacceptable, regardless of whether it is done intentionally or not. It is considered dishonest if done knowingly, with intent to deceive or if a reasonable person can see that the assignment contains more work copied from other sources than the student’s original work. The University understands that not all plagiarism is dishonest and provides students with opportunities to improve their academic writing, including their understanding of scholarly citation and referencing practices.

**Use of similarity detection software**

All written assignments submitted in this unit of study will be submitted to the similarity detecting software program known as Turnitin. Turnitin searches for matches between text in your written assessment task
and text sourced from the Internet, published works and assignments that have previously been submitted to Turnitin for analysis.

There will always be some degree of text-matching when using Turnitin. Text-matching may occur in use of direct quotations, technical terms and phrases, or the listing of bibliographic material. This does not mean you will automatically be accused of academic dishonesty or plagiarism, although Turnitin reports may be used as evidence in academic dishonesty and plagiarism decision-making processes.

Data collection

Note that your participation in this unit of study permits us to use your learning analytics to be used to improve your experience of learning.

eLearning/Blackboard access

You are required to be given access to the eLearning site for this Unit of Study from the beginning of the week before semester begins. This document, and in particular details about assessment due dates, weightings and closing dates, must be available on that eLearning site from that time, and changes will not be made to these details throughout semester except in exceptional circumstances.
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 perspectives that have come to dominate developmental research (e.g., Rationalism versus Empiricism), and students will also be introduced to a range of theoretical and research approaches in contemporary Developmental Science. These include: children’s affect, conceptual development, children’s thinking, social cognition, friendship, moral reasoning and behaviour, 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 educational contexts. 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 bring Developmental Psychology to life by contextualizing it within current social issues, ongoing debates and age-old questions of humanity. Tutorials will typically be approached as debates, in which students are asked to defend certain ideas or research. Tutorials will also include some practical exercises for which students will be expected to conduct observations of children in real-life and/or on video.

LEARNING OUTCOMES AMD GRADUATE QUALITIES

LEARNING OUTCOMES (WHAT YOU WILL LEARN IN THIS UNIT)

1. Knowledge of the history of the major theoretical approaches to child development.

2. An understanding of contemporary theories, how they advance the early approaches, and what they have maintained.

3. In-depth and nuanced understanding of how nature and nurture interact to produce developmental outcomes.

4. Skills in designing, conducting, interpreting experimental research in child development

5. Skills in critically evaluating research, theory, and their application.

6. An understanding of how basic research in child development informs applications outside the laboratory, such as in interventions to the family environment, the design of educational curricula and school structure, and to clinical practice.

UNIVERSITY OF SYDNEY GRADUATE QUALITIES.

The following student learning outcomes and their associated graduate qualities will be developed through lectures, tutorials and assessment activities in particular. The assessments target all the elements of the qualities.

1 Disciplinary Experience
You will develop a deep understanding of the patterns of child development, and the mechanisms that explain these patterns. This will entail a consideration of a broad literature focussing on both how the social environment shapes development, how genetic factors shape development, and how the action of children themselves shape their own environment and then further development. You will leave the class being able to explain both the latest theories and findings, and traditional philosophical approaches that founded this discipline early last century.

2 Broader skills
2a Critical thinking and problem solving
Key to this course is the consideration of how the design of an experiment, and how the data is analysed, licenses certain conclusions. The original researcher’s claims must be just taken as truth, but we will focus on when their conclusions are justified, and whether there are holes in their arguments. Examining the tight connections between method and interpretation is central to critical thinking in science, and more broadly.

2b Communication (oral and written)
There will be written assignments wherein complex patterns of data must be explained clearly and related to experimental hypotheses and methods. In addition, you will engage in open discussion and debate with your classmates. Effective communication of results of ideas is essential to the advancement of science.

3 Integrated, professional, ethical personal identity
Ethical research practices will be a consideration throughout. Often, the ideal experiments from a scientific perspective in developmental psychology cannot be done for ethical reasons. Careful consideration of how science is advanced while maintaining ethical conduct will be central to the course.

AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL (APAC) GRADUATE QUALITIES
This course aims to develop the graduate qualities 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 essays and the final examination.

1. Knowledge and Understanding of 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 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)

2. Research Methods in Developmental Psychology
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 interpret statistical analyses
iv. To be able to use basic web-search, word-processing and database 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; and interpret results

3. Critical Thinking Skills
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

4. Values
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.
v. Recognise and promote ethical practice in research
vi. Promote evidence-based approaches to understanding behaviour

5. Communication Skills in Developmental Psychology
Student learning outcomes:

i. Write effectively and persuasively in short or long essay format
ii. Develop written argumentation and critical skills
iii. Demonstrate effective oral communication skills in various contexts (e.g., debate, group discussion, presentation)
v. 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
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

SYLLABUS

Developmental Psychology (PSYC3016) covers a range of core topics which are centred on persistent questions concerning (i) the nature/existence of a priori (innate, non-experience dependent) knowledge, and (ii) the significance of experience. Developmental psychology is not, in and of itself, a discipline within Psychology. Rather, it is an approach to psychological science that is well suited to asking questions about the existence of, and nature of changes in, psychological processes, abilities or functions. It is also one of the main frameworks in which we examine how experiences (e.g., relationships, education, adverse experience, etc.) shape us. In PSYC3016 we will cover various core topics (below) and revisit some topics that you have encountered previously in Psychology at the University of Sydney.

Core Topics

1. Theories of developmental psychology: Arguments from philosophy
2. Behaviour genetics and psychological development: ‘Arguments’ from biology
3. Infant cognition: what is the nature of early appearing cognition?
4. Reasoning and concepts: exploring the nature of children’s thinking
5. Language development: covers the main theories of language acquisition
6. Effects of early experience on intellectual and emotional development
7. Development of social cognition and social information gathering
8. Moral development and behaviour
9. The development of affect and conduct disorders
## LECTURE AND TUTORIAL SCHEDULE 2017

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<tr>
<th>Wk</th>
<th>Lecture</th>
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<th>Tutorials</th>
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<tbody>
<tr>
<td>1</td>
<td>L1. 31 July</td>
<td>Introduction</td>
<td>Moul</td>
<td>NO TUTORIAL THIS WEEK</td>
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<td></td>
<td>L2. 3 Aug</td>
<td>Nature vs. Nurture</td>
<td>Moul</td>
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<td>2</td>
<td>L3. 7 Aug</td>
<td>Behaviour Genetics 1</td>
<td>Moul</td>
<td>NO TUTORIAL THIS WEEK</td>
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<td></td>
<td>L4. 10 Aug</td>
<td>Behaviour Genetics 2</td>
<td>Moul</td>
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<td>3</td>
<td>L5. 14 Aug</td>
<td>Theory 1</td>
<td>Goldwater</td>
<td>T1. Early experience I: It's in your genes!</td>
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<tr>
<td></td>
<td>L6. 17 Aug</td>
<td>Theory 2</td>
<td>Goldwater</td>
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<tr>
<td>4</td>
<td>L7. 21 Aug</td>
<td>Infant Cognition 1</td>
<td>Goldwater</td>
<td>T2. Early experience II: The early caregiving environment</td>
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<td></td>
<td>L8. 24 Aug</td>
<td>Infant cognition 2</td>
<td>Goldwater</td>
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<td>L10. 31 Aug</td>
<td>Reasoning &amp; concepts 2</td>
<td>Goldwater</td>
<td>Learning how to use an eye-tracker in developmental research</td>
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<td>6</td>
<td>L11. 4 Sept</td>
<td>Reasoning &amp; concepts 3</td>
<td>Goldwater</td>
<td>T4. Early experience III: Arrested or Accelerated development?</td>
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<td>L12. 7 Sept</td>
<td>Reasoning &amp; concepts 4</td>
<td>Goldwater</td>
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<td>7</td>
<td>L13. 11 Sept</td>
<td>Reasoning &amp; concepts 5</td>
<td>Goldwater</td>
<td>T5. In-tutorial Presentation</td>
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<tr>
<td></td>
<td>L14. 14 Sept</td>
<td>Language development 1</td>
<td>Goldwater</td>
<td>Proposing novel research with an eye-tracker</td>
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<td>8</td>
<td>L15. 18 Sept</td>
<td>Language development 2</td>
<td>Goldwater</td>
<td>T6. Cognitive development: Conceptual change</td>
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<td>L16. 21 Sept</td>
<td>Language development 3</td>
<td>Goldwater</td>
<td>Additional presentations</td>
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<td>Essay topic released</td>
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<tr>
<td>9</td>
<td>L0. 2 Oct</td>
<td>Labour Day Public Holiday</td>
<td>Moul</td>
<td>NO TUTORIAL THIS WEEK</td>
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<tr>
<td>10</td>
<td>L17. 5 Oct</td>
<td>Social cognition 1</td>
<td>Moul</td>
<td>T7. Early experience IV: Child abuse and neglect: The elephant in the room.</td>
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<td>L18. 9 Oct</td>
<td>Social cognition 2</td>
<td>Moul</td>
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<td></td>
<td>L19. 12 Oct</td>
<td>Social cognition 3</td>
<td>Moul</td>
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<td>11</td>
<td>L20. 16 Oct</td>
<td>Moral Development 1</td>
<td>Moul</td>
<td>T8. ADHD on trial? Is there really a disorder</td>
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<td>L21. 19 Oct</td>
<td>Moral Development 2</td>
<td>Moul</td>
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<td>12</td>
<td>L22. 23 Oct</td>
<td>Bullying and friendship</td>
<td>Moul</td>
<td>DUE: Essay (due before 11:59pm, Monday 23rd October)</td>
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<td></td>
<td>L23. 26 Oct</td>
<td>Affect and conduct 1</td>
<td>Moul</td>
<td>T9. Development gone wrong: Affect and conduct disorders</td>
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<tr>
<td></td>
<td>L25. 2 Nov.</td>
<td>Working with children: research and practice</td>
<td>Moul</td>
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<td>14</td>
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<td>STUVAC Note. You are expected to be here over the full examination period, we cannot re-schedule your examination. If you have a legitimate reason to reschedule your examination (e.g., jury duty, service) then make and application through the Faculty for Special Arrangements (<a href="http://sydney.edu.au/science/cstudent/ug/forms.shtml">http://sydney.edu.au/science/cstudent/ug/forms.shtml</a>)</td>
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<tr>
<td>15</td>
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<td>1st Week of Exams</td>
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<td>16</td>
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<td>2nd Week of Exams</td>
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Essential readings: These will be provided during the course of the semester through tutorials. Additional readings will be announced in lectures. You can check Sydney eLearning (Blackboard) or an updated reading list from week 4.