



# PSY 235

## Developmental Psychology

S3 Day 2016

*Department of Psychology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Tutor

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Tutor

Andy Hall

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Unit Convenor

Frances Houwing

[frances.houwing@mq.edu.au](mailto:frances.houwing@mq.edu.au)

Lecturer

Cathy McMahon

[cathy.mcmahon@mq.edu.au](mailto:cathy.mcmahon@mq.edu.au)

Credit points

3

Prerequisites

[(PSY104(P) and PSY105(P)) and (STAT122(P) or STAT170(P) or STAT171(P) or PSY122(P))] or [admission to GDipPsych] or [((PSY104(P) and PSY122(P)) or PSYC104(P))] and (admission to BA-PsychLLB or GradCertSpComm or GradDipSpComm or DipSphComm)] or [(PSYC104(P) and PSYC105(P)) or [PSY104(P) and PSYC105(P) and STAT170(P)] or [PSYC104(P) and PSY105(P) and STAT170(P)]

Corequisites

Co-badged status

### Unit description

This unit involves the study of how humans grow and change across the life span from conception until death. The unit consolidates and extends topics introduced in the developmental section of PSYC105. We explore developmental continuities and changes that are normative and common to most people, but also ways in which people differ from one another. In particular we focus on theories that seek to explain development and the extent to which development is influenced by genes, the physical environment, social relationships, and the context in which the individual lives. We survey major theories, research findings, and contemporary issues in physical, cognitive, social-emotional, and personality development across the life span. The tutorial sessions complement the lectures and focus on developmental research methodologies and practical applications of developmental theory.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

**Knowledge:** Recall, recognise and describe key concepts of the major developmental theories.

**Understanding:** Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood

**Application:** Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan.

**Research Skills and Critical Analysis:** Collect, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.

**Academic writing:** Clearly present a line of argument using a concise and clear academic writing style

## Assessment Tasks

Name	Weighting	Due
<a href="#">Quiz</a>	10%	Midnight on 4/01/2017
<a href="#">Literature Review</a>	40%	Midnight on 10/01/17
<a href="#">Final Examination</a>	50%	Examination Period

## Quiz

Due: **Midnight on 4/01/2017**

Weighting: **10%**

This quiz is "open book" and is a low-risk introductory assessment task to ensure you engage with lecture and tutorial material during the early weeks. You will receive feedback on your performance once the quiz closes for all students. The quiz is done from home, or the library, not in class. Once you log on you have 45 minutes to complete the 20 multiple choice questions, in that session. That means you can't log in, have a look, log-out and come back to the quiz. Orders of questions and responses are randomised, so your quiz will not look the same as your friend's quiz.

The Quiz covers material from Modules 1 and 2 and includes material on theories covered in Chapter 1 of the Text book. Material on Child Emotion Regulation, Attachment and Temperament (Module 3) is not included.

On successful completion you will be able to:

- Knowledge: Recall, recognise and describe key concepts of the major developmental theories.

## Literature Review

Due: **Midnight on 10/01/17**

Weighting: **40%**

This assessment task assesses **research, integration, critical analysis and academic writing skills**. You will receive a detailed handout regarding this assessment task and guidance in lectures and tutorials about how to approach it.

**Formatting:** Your literature review should be in 12-point font (Times New Roman), double-spaced, with standard margins of 2.54 centimetres. **You do not need to include an Abstract with your literature review.** The use of subheadings is optional.

**Use the topic number and brief title (e.g., topic title) as your title. You must submit your review to Turnitin according to the topic title.**

**Referencing:** You are expected to reference your work according to the style of the APA Publication Manual (6th edition). There are copies in the library and an abridged version is included at the end of the custom text 3rd edition. A useful tip regarding references is to model your referencing on a recent (2015, 2016) article from an APA publication e.g., Developmental Psychology, Child Development. The 6th edition has introduced a convention of including digital object identifiers (DOI) in the reference if one is assigned. If no DOI is assigned, and you retrieved it online, include the home URL page for the journal in the reference. Use this format: Retrieved from <http://www.xxxxxx>

**How to submit your Literature Review:** You must submit electronically through "Turnitin" on

the iLearn site. Essays are marked by topic, rather than by tutorial group, **so it is very important that you submit your review to the correct topic title on turnitin**. You do not need to submit a hard copy. You will receive feedback via Gradebook aligned with the rubric you have been given regarding standards against which your work is assessed.

**Late penalties:** Penalties will be levied for late submission of an assignment.

**The penalty for late submissions** will be a percentage of the maximum mark (5%) for every day late. Reports submitted after midnight on the due date (10th January 2017) will be deemed late.

**Word length penalties** are calculated as 5% of the maximum mark for every 100 words over the word limit. **The word limit is 1500 words (excluding your reference list)**. There is no penalty up to 1599 words. If your review is between 1600 and 1699 words the penalty will be 5% x 40 = 2 marks, if your review is between 1700 and 1799 words the penalty = 4 marks etc. Turnitin provides a word-count, with references included (so do not rely on this word count).

**Extensions: The staff in the student centre will make all decisions regarding extensions.** Ordinarily, no extensions of time for submission of written work will be granted since ample time for preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this in writing through [ask.mq.edu.au](mailto:ask.mq.edu.au) with supporting documentary evidence (such as medical certificate, counsellor note, or similar). **Neither individual tutors, markers, nor the course convener will grant extensions. All requests for extensions must be made prior to the due date for the assignment.** If an extension is granted, the approval email must be forwarded to [frances.houwing@mq.edu.au](mailto:frances.houwing@mq.edu.au) with the subject line PSY 235 Extension granted.

On successful completion you will be able to:

- Understanding: Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood
- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan.
- Research Skills and Critical Analysis: Collect, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.
- Academic writing: Clearly present a line of argument using a concise and clear academic writing style

## Final Examination

Due: **Examination Period**

Weighting: **50%**

This test assesses knowledge, understanding and application of unit content, including lecture

and tutorial content.

On successful completion you will be able to:

- Knowledge: Recall, recognise and describe key concepts of the major developmental theories.
- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan.

## Delivery and Resources

The unit is comprised of iLectures and tutorials.

iLectures: 13 x 2-hour lectures to be completed over the 5-week course. iLecture recordings are available through iLearn.

Tutorials: 1 x 2-hour tutorial each week (Thursdays: 8/12/16, 15/12/16, 5/01/17, 12/01/17, 19/01/17). Tutorial attendance is compulsory. **Students are required to attend 4 out of the 5 tutorials (80% attendance) to pass this course.** Attendance is strongly encouraged for all five tutorials as the format is interactive, material covered in class discussions is examinable, and the classes and content are not recorded. In many of the tutorials, we will use videotaped stimulus material to discuss theoretical and methodological issues.

***The timetable for classes can be found on the University website***

**at:** <https://timetables.mq.edu.au/2016/>

Managing Classes: Changes to all units can be done on-line via eStudent. After week 2, no further changes will be entertained unless supporting documentation about the reason for changing is provided and there is space in the tutorial at time you wish to change into. All requests for change after the last day should be directed to Frances Houwing.

**Prescribed text:** The textbook has been custom designed by Associate Professor Catherine McMahon for this course and includes material from two Australian textbooks as well as excerpts from a chapter in a North American textbook. All three source texts are published by Pearson Custom Publishing.

**PSY 235 Developmental Psychology 3rd Edition: A Macquarie Custom Book is available in the bookshop.** See the Unit Schedule for full details of relevant sections.

### Authors of content in the custom book

White, F., Hayes, B., Livesey, D. (2013). Developmental Psychology from Infancy to Adulthood. (3rd edition). Sydney: Pearson Australia.

Peterson, C. (2010). Looking Forward through the Lifespan (5th ed.). Sydney: Pearson Australia.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcome

- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan.

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan.
- Research Skills and Critical Analysis: Collect, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.
- Academic writing: Clearly present a line of argument using a concise and clear academic writing style

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue



knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcome**

- Academic writing: Clearly present a line of argument using a concise and clear academic writing style

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Knowledge: Recall, recognise and describe key concepts of the major developmental theories.
- Understanding: Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood
- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan.

## **Assessment tasks**

- Quiz
- Literature Review
- Final Examination

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Understanding: Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood
- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan.
- Research Skills and Critical Analysis: Collect, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.
- Academic writing: Clearly present a line of argument using a concise and clear academic writing style

## Assessment tasks

- Literature Review
- Final Examination

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan.
- Research Skills and Critical Analysis: Collect, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.

## Assessment task

- Literature Review

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Understanding: Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood
- Research Skills and Critical Analysis: Collect, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.
- Academic writing: Clearly present a line of argument using a concise and clear academic writing style

## Assessment task

- Literature Review

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcome

- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan.

## Changes since First Published

Date	Description
30/11/2016	In the 'General Information', making it clear who the Unit convenor is.