

COURSE CONTENT

Course Code / Title	: HP2300 Developmental Psychology
Pre-requisites	: HP1000 + HP1100 or CS2008 (PSMA)
No. of AUs.	: 3
Contact Hours	: 39

Course Aims

This course aims to provide an overview of human development from conception through adolescence. You will be introduced to current research and methodology in the field of child psychology through learning about experiments and reading empirical articles. You will learn the major theories and empirical findings on topics such as normative cognitive, language, social and emotional development. The course forms part of the foundational training on psychological knowledge, research capability, theoretical reasoning, and critical thinking.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Describe human development from conception to adolescence, with reference to recent empirical research in the field of child psychology.
2. Identify, compare, contrast and evaluate theories, frameworks and evidence in developmental psychology.
3. Think critically, scientifically and apply understanding about research methodologies and scientific findings on child development.

Course Content

This course provides an overview of human development from conception through adolescence, including: Prenatal development, Perceptual and motor development, Cognitive development, Conceptual development, Language development, Socioemotional development, Moral development, Gender development.

Course Assessment

CA1	Two Quizzes	: 30%
CA2	Group Presentation	: 10%
CA3	Tutorial participation and online questionnaires	: 10%
	Final examination	: 50%

Total		100%

Reading and References

Textbook: Frank Keil (2014). *Developmental Psychology: The Growth of Mind and Behavior*.

Planned Weekly Schedule (subject to changes, if any)

Week	Topic	Course LO	Readings/ Activities
1	Lecture 1: Introduction and Methods	1, 2, 3	Textbook Ch. 1.
2	Lecture 2: Prenatal Development and the Newborn	1, 2, 3	Textbook Ch. 2.
2	Tutorial 1: Icebreakers, Housekeeping, Presentation Group Assignment	-	NIL
3	Lecture 3: Perceptual and Motor Development	1, 2, 3	Textbook Ch. 3, 4.
3	Tutorial 2: How to read a journal article, Infant perception review worksheet	2, 3	Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. <i>Psychological Science</i> , 16, 939—944.
4	Lecture 4: Infant Cognition, Cognitive Development I: Piaget's Theories	1, 2, 3	Textbook Ch. 5.
4	Tutorial 3: Piaget revisited worksheet. Giving developmentally appropriate directions.	2, 3	DeLoache, J. S., Miller, K. F., & Rosengren, K. S. (1997). The credible shrinking room: Very young children's performance with symbolic and nonsymbolic relations. <i>Psychological Science</i> , 8, 308—313.

5	Lecture 5: Quiz 1 Cognitive Development II: Piaget Revisited	1, 2, 3	Textbook Ch. 9, 10.
5	Tutorial 4: Reviewing students' questions from Quiz 1	2, 3	NIL
6	Lecture 6: Early Conceptual Development and Theory of Mind	1, 2, 3	Textbook Ch. 13.
6	Tutorial 5: Group Presentation and Article Discussion	2, 3	Baron-Cohen et al (1997). Another advanced test of theory of mind: Evidence from very high functioning adults with autism or Asperger syndrom. <i>J Child Psychol Psychiatry</i> , 38(7), 813—22.
7	Lecture 7: Preparations for Language, First Words and Sentences	1, 2, 3	Textbook Ch. 8.
7	Tutorial 6: Group Presentation and Article Discussion	2, 3	NIL
Recess Week: No Class			
8	Lecture 8: Attachment and Temperament	1, 2, 3	Textbook Ch. 6, 7.
8	Tutorial 7: Moral reasoning in infants	2, 3	Johnson, S. C., Dweck, C. S., & Chen, F. S. (2007). Evidence for infants' internal working models of attachment. <i>Psychological Science</i> , 18, 501—502.
9	Lecture 9: Moral Development and Early Emotional Development	1, 2, 3	Textbook Ch. 7, 12.

9	Tutorial 8: Group Presentation and Article Discussion	2, 3	NIL Hamlin, J. K., Wynn, K., Bloom, P. (2007). Social evaluation by preverbal infants. <i>Nature</i> , 450, 557–559. https://doi.org/10.1038/nature06288
10	Lecture 10: Quiz 2	1, 2, 3	NIL
10	Tutorial 9: Reviewing students' questions from Quiz 2	2, 3	NIL
11	Lecture 11: Achievement	1, 2, 3	Textbook Ch. 11.
11	Tutorial 10: Group Presentation and Article Discussion	2, 3	Bian, L., Leslie, S. J., & Cimpian, A. (2017). Gender stereotypes about intellectual ability emerge early and influence children's interests. <i>Science</i> , 355, 389–391.
12	Lecture 12: Social Development: Environmental Contexts and the Modern Family	1, 2, 3	Textbook Ch. 14.
12	Tutorial 11: Revision on short answer questions	2, 3	NIL
13	Lecture 13: Peer Relationships and Gender Development	1, 2, 3	Textbook Ch. 15.
13	Tutorial 12: Revision on essay questions	1, 2, 3	NIL