

<b>Course Code</b>	HP2300
<b>Course Title</b>	Developmental Psychology
<b>Pre-requisites</b>	HP1000 Introduction to Psychology HP1100 Fundamentals of Social Science Research
<b>No of AUs</b>	3 AUs

### 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 this course, you (as a student) would 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.

### Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual
1. Final Examination	1, 2, 3	Competence	50%	Individual
2. CA1: Two Quizzes	1, 2, 3	Competence	30% (15% each)	Individual
3. CA2: Group Presentation	1, 2, 3	Competence, Communication, Character, Creativity	10%	Team
4. CA3: Tutorial participation and online questionnaires	1, 2, 3	Communication, Character, Civic-Mindedness	10%	Individual
<b>Total</b>			<b>100%</b>	

### Formative feedback

You will be given feedback on continuous assessment items during tutorials (worksheets) and for the quizzes.

### Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Lecture	You will <i>acquire content knowledge</i> about human development, with reference to recent empirical research in the field of child psychology, <i>describe common methodologies and landmark findings</i> in child research, including <i>major criticisms</i> leveled at related studies, <i>relate course content to meaningful outcomes in the real world</i> . This approach is especially effective for ILOs 1, 2, and 3 because lecture focus on theoretical reasoning, specific knowledge of empirical studies, application of such knowledge, and relevance of such knowledge to daily life.
Collaborative learning activities	With the help of small groups in tutorials and group projects, you will have a chance to learn collaboratively and develop the skills it requires. This approach is effective for ILOs 1, 2, 3 because you will be presented with various kinds of problems that put your theoretical reasoning, specific knowledge of developmental psychology, and application of such knowledge to test. To do well, you have to take advantage of team effort such as integrating the views of everyone on the team or borrowing their expertise for different tasks. Tutorials are aligned to learning outcomes 2 and 3. <ul style="list-style-type: none"><li>• <b>[Describe]:</b> Students engage in collaborative learning. Group members work together to <i>communicate the content of an assigned journal article</i> to an audience in an effective manner.</li><li>• <b>[Describe]:</b> Students <i>gain exposure to diverse methodologies and findings</i> in various domains of child research, as a complement to content knowledge acquired in lectures.</li><li>• <b>[Evaluate, apply]:</b> Students are required to prepare comments and answer questions related to <i>critical evaluations</i> and <i>applied value</i> of the research.</li><li>• <b>[Apply]:</b> Students are encouraged to <i>draw links between class content, empirical research and real-world implications</i>.</li></ul>
Individual Assignments	Individual assignments are aligned to learning outcomes 2 and 3. <ul style="list-style-type: none"><li>• <b>[Evaluate]:</b> Students <i>reflect on the effective use of online questionnaires as a research tool</i> from the perspective of a participant.</li><li>• <b>[Evaluate, apply]:</b> Students <i>explain the importance</i> of a research study, in terms of its <i>scientific rigor</i> and <i>practical implications</i>.</li></ul>

### Reading and References

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

### Course Policies and Student Responsibilities

### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all lectures, quizzes and tutorials punctually, participate in all tutorial discussions and activities, and take and submit scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements for lessons you have missed. Constructive contributions derive from coming to class well-prepared, with questions and suggestions based on the readings and the lectures.

### (2) Absenteeism

- **Quizzes & Exams:** Please check the course schedule for quizzes and exam dates. If you will be taking a leave of absence (e.g., represent NTU in competition overseas, etc), please let the instructor know AT LEAST 7 DAYS BEFORE the quiz or exam to arrange for an alternative testing date. There are no other provisions for make-up quizzes and exams. In case of illness, please provide documentation for the absence (e.g., M.C) or you will get ZERO. For the Final Exam, documentation is to be submitted to the university.

### (3) Schedule for the Semester

Although I do not anticipate any major deviations from the schedule, all information is subject to change. I will give you plenty of notice when there are changes or additions to the schedule.

## Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

## Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	<b>Lecture 1:</b> Introduction and Methods	1, 2, 3	Textbook Ch. 1.
2	<b>Lecture 2:</b> Prenatal Development and the Newborn	1, 2, 3	Textbook Ch. 2.
2	<b>Tutorial 1:</b> Icebreakers, Housekeeping, Presentation Group Assignment	-	NIL
3	<b>Lecture 3:</b> Perceptual and Motor Development	1, 2, 3	Textbook Ch. 3, 4.
3	<b>Tutorial 2:</b> How to read a journal article, Infant perception review worksheet	2, 3	Duckworth, A. L., & Seligman, M. E. P. (2005). <b>Self-discipline outdoes IQ</b>

			<b>in predicting academic performance of adolescents.</b> <i>Psychological Science, 16, 939—944.</i>
4	<b>Lecture 4:</b> Infant Cognition, Cognitive Development I: Piaget's Theories	1, 2, 3	Textbook Ch. 5.
4	<b>Tutorial 3:</b> Piaget revisited worksheet. Giving developmentally appropriate directions.	2, 3	DeLoache, J. S., Miller, K. F., & Rosengren, K. S. (1997). <b>The credible shrinking room: Very young children's performance with symbolic and nonsymbolic relations.</b> <i>Psychological Science, 8, 308—313.</i>
5	<b>Lecture 5:</b> <b>Quiz 1</b> Cognitive Development II: Piaget Revisited	1, 2, 3	Textbook Ch. 9, 10.
5	<b>Tutorial 4:</b> Reviewing students' questions from Quiz 1	2, 3	NIL
6	<b>Lecture 6:</b> Early Conceptual Development and Theory of Mind	1, 2, 3	Textbook Ch. 13.
6	<b>Tutorial 5:</b> Group Presentation and Article Discussion	2, 3	Baron-Cohen et al (1997). <b>Another advanced test of theory of mind: Evidence from very high functioning adults with autism or Asperger syndrom.</b> <i>J Child Psychol Psychiatry, 38(7), 813—22.</i>
7	<b>Lecture 7:</b> Preparations for Language, First Words and Sentences	1, 2, 3	Textbook Ch. 8.
7	<b>Tutorial 6:</b> Group Presentation and Article Discussion	2, 3	NIL
<b>Recess Week: No Class</b>			
8	<b>Lecture 8:</b> Attachment and Temperament	1, 2, 3	Textbook Ch. 6, 7.
8	<b>Tutorial 7:</b> Moral reasoning in infants	2, 3	Johnson, S. C., Dweck, C. S., & Chen, F. S. (2007). <b>Evidence for infants' internal working models of attachment.</b> <i>Psychological Science, 18, 501—502.</i>

9	<b>Lecture 9:</b> Moral Development and Early Emotional Development	1, 2, 3	Textbook Ch. 7, 12.
9	<b>Tutorial 8:</b> Group Presentation and Article Discussion	2, 3	NIL Hamlin, J. K., Wynn, K., Bloom, P. (2007). <b>Social evaluation by preverbal infants.</b> <i>Nature</i> , 450, 557—559. <a href="https://doi.org/10.1038/nature06288">https://doi.org/10.1038/nature06288</a>
10	<b>Lecture 10: Quiz 2</b>	1, 2, 3	NIL
10	<b>Tutorial 9:</b> Reviewing students' questions from Quiz 2	2, 3	NIL
11	<b>Lecture 11:</b> Achievement	1, 2, 3	Textbook Ch. 11.
11	<b>Tutorial 10:</b> Group Presentation and Article Discussion	2, 3	Bian, L., Leslie, S. J., & Cimpian, A. (2017). <b>Gender stereotypes about intellectual ability emerge early and influence children's interests.</b> <i>Science</i> , 355, 389–391.
12	<b>Lecture 12:</b> Social Development: Environmental Contexts and the Modern Family	1, 2, 3	Textbook Ch. 14.
12	<b>Tutorial 11:</b> Revision on short answer questions	2, 3	NIL
13	<b>Lecture 13:</b> Peer Relationships and Gender Development	1, 2, 3	Textbook Ch. 15.
13	<b>Tutorial 12:</b> Revision on essay questions	1, 2, 3	NIL