

Course Code	HP4232
Course Title	Development of Self-Regulation
Pre-requisites	1. HP1000 Introduction to Psychology, 2. HP1100 Fundamentals of Social Science Research, 3. And one of the following 2000 level courses HP2300 Developmental Psychology, HP2400 Social Psychology, or HP2600 Cognitive Psychology
No of AUs	4

Course Aims

This course provides students with an advanced introduction to empirical findings, methods, and theoretical perspectives on the development of self-regulation. The general goals of this course are to obtain essential knowledge in the field and develop a scientific approach to the field. If you are interested in developmental psychology, educational psychology, and self-regulation, or if you plan to work with children and adolescents, or plan to promote self-regulation in the future, this course will benefit you.

Intended Learning Outcomes (ILO)

By the end of the course, you are supposed to:

1. explain essential concepts, important studies, and major theories in the field of the development of self-regulation;
2. apply a scientific approach to the field, including identifying problems, forming hypotheses, reviewing and criticizing the literature, examining and evaluating evidences, as well as suggesting solutions; and
3. design a primary study to examine developmental phenomena related to self-regulation.

Course Content

Topics such as the development of executive function and emotion regulation will be reviewed. General developmental trajectories as well as individual differences will be covered. Both biological and environmental impacts, including genetic disposition, parental practices, socio-economic status, and culture, on the development of self-regulation will be discussed. Additionally, developmental disorders related to self-regulation will be introduced.

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual
1. Final Paper	1, 2, 3	Communication, Creativity & Competence. Communication is a significant aspect of the assignment as students develop their writing skills. Creativity is encouraged as students synthesize and critically think about	50%; 20% for in-class presentation and 30% for the final report	Individual

		research findings relevant to any topic of their choice that is related to cognitive development. Competence is enhanced through the emphasis on setting self-imposed deadlines and the process of conducting literature research and reviews as well as research design individually. Civic-mindedness is highlighted as students consider basic research findings in an applied way.		
2. Continuous Assessment 1 (CA1): Class presentation	1. 2. 3	Communication, Creativity Competence, Civic-mindedness	30%	Individual
3. Continuous Assessment 2 (CA2): Class participation	1, 2, 3	This component has the potential to engage all of the 5Cs of NTU's education framework. It provides students with knowledge about a more specialized area of psychological research, while encouraging interactive-team based learning.	20%	Team
Total			100%	

Formative feedback

Feedback is central to this course.

You are encouraged to discuss with the instructor about their chosen topics for the final paper in advance. You will receive both written and in-class verbal feedback from me about the final presentations before submitting the final report. You will also receive digital copies of the final report with feedback on the contents. Additionally, you will receive formative feedback through verbal feedback through in-class discussion. You will receive summative group feedback on the quiz following the completion of the quiz.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminar	The class will be conducted in a manner that combines elements of both a lecture and seminar. This approach supports you in achieving the learning outcomes by encouraging individual learning as well as interactive, team-

based learning involving discussions. Both the lecture material and discussions aim to encourage you to think critically about cognitive development from multi-disciplinary perspectives and to scrutinize both the contributions and limitations of the existing research.

Reading and References

There is no textbook for this course.

Readings will be posted on the course website. These readings may change slightly during the course based on student interests and the recent development of the field.

Course Policies and Student Responsibilities

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

Appeal for an extension without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

As psychology students, the guidelines of the American Psychological Association on referencing and citation are expected to be followed (see APA Publication Manual, 6th edition for the detail).

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	ILO	Readings/ Activities
1	Introduction; Self	1.2.3.	-
2	Theories on Self-Regulation	1.2.3.	Lecture reading (Fox & Riconscente, 2008; Nigg, 2017)

3	Willpower	1.2.3.	Lecture reading (Mischel & Ayduk, 2004) Student presentation: (Cassotti, Aïte, Osmont, Houdé, & Borst, 2014; Mischel & Ebbesen, 1970; Scheres, Tontsch, Thoeny, & Sumiya, 2014)
4	Attention network and effortful control	1.2.3.	Lecture reading (Posner & Rothbart, 2007) Student presentation: (Kochanska & Knaack, 2003; Rueda et al., 2004; Sali, Anderson, Yantis, & Rosch, 2017)
5	Executive function	1.2.3.	Lecture reading (Diamond, 2013) Student presentation: (De Luca, Wood, Anderson, & al., 2010; Hongwanishkul, Happaney, Lee, & Zelazo, 2005; Rosenthal et al., 2013)
6	Emotion regulation	1.2.3.	Lecture reading (Eisenberg, Spinrad, & Eggum, 2010) Student presentation: (Cole, Dennis, Smith-Simon, & Cohen, 2009; Silvers et al., 2012; Suveg & Zeman, 2004)
7	Goal and motivation	1.2.3.	Lecture reading (Ryan & Deci, 2015) Student presentation: (Dickson & Moberly, 2013; Klahr & Robinson, 1981; Vansteenkiste, Timmermans, Lens, Soenens, & Van den Broeck, 2008)

8	Language, symbol, representation, and bilingualism	1.2.3.	Lecture reading (Duncan & Tarulli, 2009) Student presentation: (Carlson, Davis, & Leach, 2005; Day & Smith, 2013; Poarch & Bialystok, 2015)
9	Gene, parenting, culture, and family income	1.2.3.	Lecture reading: (Friedman et al., 2008) Student presentation: (Raver, Blair, & Willoughby, 2013; Talwar, Carlson, & Lee, 2011; von Suchodoletz, Trommsdorff, & Heikamp, 2011)
10	Implications and developmental disorders related to self-regulation	1.2.3.	Lecture reading: (Rothbart & Posner, 2015) Student presentation: Learning and academic context (Blair, Ursache, Greenberg, & Vernon-Feagans, 2015) Stress coping (Campbell et al., 2009) Resilience (Buckner, Mezzacappa, & Beardslee, 2003; Flouri, Midouhas, & Joshi, 2014)
11	On the improvement of self-regulation	1.2.3.	Lecture reading: (Berkman, Graham, & Fisher, 2012; Lim & Qu, 2017) Student presentation: Learning (Cleary & Zimmerman, 2004) Depression (Kauer, Reid, & al., 2012) Substance abuse (Kumpfer, Alvarado, Tait, & Turner, 2002)
12	Individual presentation1	1.2.3.	-

13	Individual presentation2	1.2.3.	-
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