



**UNIVERSITY OF SUSSEX  
SCHOOL OF PSYCHOLOGY**

**Developmental Psychology  
(2<sup>nd</sup> year)  
C8546  
15 Credits  
Spring Term 2017**

**Module Convenor: Dr Darya Gaysina**

**NOTE: Most of the questions you need answers to about this module are in this document. Please read it fully and carefully before your first lecture.**

NOTE: This document concerns the structure and content of the module. If you have questions about procedures, please consult the School of Psychology Administration Office in Pev1 2A13 or via [psychology@sussex.ac.uk](mailto:psychology@sussex.ac.uk)

## MODULE STRUCTURE, AIMS AND OBJECTIVES

This module provides students with a basic grounding in developmental psychology from birth through adolescence. Examples of topics that are going to be covered include: communication in infancy; attachment; temperament; socio-emotional development; language acquisition; gender development; adolescent development.

## MODULE LEARNING OUTCOMES

By the end of the module, a successful student should be able to:

1. Understand key developmental psychology theory.
2. Critique empirical studies concerning child development.
3. Analyse literature to evaluate developmental theory and practice

## PRE-REQUISITES

The prerequisite for this module is 'Psychology of Childhood and Adolescence' (C8813).

## MODULE CONTACT INFORMATION

The key contact for this module is the module convenor, Dr Darya Gaysina

	<b>Email</b>	<b>Phone</b>	<b>Office Location</b>
Dr Darya Gaysina	D.Gaysina@sussex.ac.uk	01273 877975	Pevensey 1, 2C8
Dr Jessica Horst	Jessica@sussex.ac.uk	01273 873084	Pevensey 1, 1C9
Dr Dave Leavens	Davidl@sussex.ac.uk	01273 678526	Pevensey 2, 4B3
Dr Bonamy Oliver	Bonamy.Oliver@sussex.ac.uk	01273 877052	Pevensey 1, 1C8
Dr Alison Pike	Alisonp@sussex.ac.uk	01273 877288	Pevensey 1, 2B25
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## FEEDBACK SESSIONS

Your module convenor will hold feedback sessions each week on two different days. The other instructors will also hold regular feedback sessions. Look online for when these will be. You are welcome to come discuss ANYTHING module related. You may also email to make an appointment for a specific time.

## STUDY DIRECT

You are encouraged to access module materials and use the module forum in Study Direct. This is the best way to share ideas amongst your fellow students and ask questions about the module. Please use **Study Direct** to ask questions about the module rather than email whenever possible. Please do use email if you have a personal issue to discuss with one of the instructors (e.g., disability, exceptional circumstances, etc). If you email a lecturer or tutor, please specify which class you are in (many instructors are teaching more than one module at a time). The module convenor will answer questions posted on Study Direct **within 48 hours** for most of the duration of the module, with more frequent answers leading up to the coursework deadline and exams.

## TEACHING AND LEARNING

Opportunities for teaching and learning on this module include:

1. Lectures 23 1hr lectures
2. Seminars 6 1hr seminars
3. Independent study

Please see your timetable on Sussex Direct for details of when and where your lectures and seminars will be held.

### Lectures

Lectures will be presented by members of faculty: Darya Gaysina (DG), Jessica Horst (JH), Dave Leavens (DL), Bonamy Oliver (BO), Alison Pike (AP), and Adhip Rawal (AR). To avoid disruption to the majority, please try to arrive at least 5 minutes before the start time of the lecture. You are expected to read the assigned readings **BEFORE** each lecture. The lecturers aim to illustrate the nature of developmental psychology as a science and to present a critical approach to understanding and evaluating research. Lectures will generally go beyond the essential reading by providing additional background, a review of key concepts and issues and sometimes by using multi-media tools (e.g., video) to help you to learn about and understand the material.

### Seminars

Each seminar will cover a different topic. **You are expected to attend all seminars!** Like lectures, seminars will go beyond the essential reading. During your seminars you may be expected to critically evaluate research and brainstorm on possible developmental experimental designs. The skills you learn from these seminars should help you later conduct research on your own during your third year—even if your project is not in the developmental area!

### Independent Study

The difference between studying at university and study you may have done previously is that at university the emphasis is on you finding out things for yourself. Not everything you will need to know will be covered in the classroom. You need to become familiar with the material you are guided towards, but you also need to learn to ‘manipulate’ that material: apply it to new domains, compare and contrast across topics, synthesise it, evaluate it, consider its relevance to issues of interest to you, supplement it, etc. This can only be done by being interested and working hard because you want to. Finally, note that independent study is study you engage in outside of formal contact hours with faculty and tutors, but it does not have to be solitary. You should note that all the study skills advice in existence suggests that straightforward ‘absorption’ of material (i.e., reading, listening, rote-learning and memorising) should take up about 20% of learning time. The other 80% should come from ‘interrogating’ that information (e.g., looking for links, attempting to summarise and synthesise, looking for strengths and weaknesses and possible improvements, etc.).

It is **CRUCIAL** for you to understand that formal examination on this module will be based on material covered in the lectures, seminars, **and** your “essential reading.” Lectures and seminars do **NOT** attempt to ‘cover’ all such material. That is, formal contact hours are **NOT** intended to provide an alternative to you learning the material in your essential reading. Any attempt to rely solely on learning material presented in lectures and seminars will severely restrict your ability to do well during formal assessment of this module. Lectures and seminars are intended to fulfil functions other than repeating or précisising material covered in the essential readings.

## MODULE TIMETABLE

For the timetable of lectures and seminars, please see **Study Direct**. Please, note that some last minute changes are possible, for which you will be notified.

## READING LIST FOR LECTURES/SEMINARS

Readings for this module include textbooks (core and additional reading) and articles/chapters (essential reading) for each lecture/seminar. All readings are available via Study Direct, except the core textbook (Siegler et al.). You will need to download (and print) the readings from the module website or find the material in the library.

**Core Textbook** (same as the textbook used in Psychology of Childhood and Adolescence):  
Siegler R., DeLoache, J., Eisenberg, N., & Saffran, J. (2014). *How Children Develop, 4<sup>th</sup> Edition*. New York: Worth Publishers.

**Additional Textbooks** (available at the library or via the library website):

Berk, L. E. (2006). *Child Development*. Boston: Allyn & Bacon.

Smith P. K., Cowie H., & Blades M. (2007). *Understanding Children's Development, 4<sup>th</sup> Edition*. Oxford, England: Blackwell.

Sroufe, A. J. (1996). *Emotional Development: The organisation of emotional life in the early years*. Cambridge University Press. (Available as e-book through the library website).

**Essential reading** (available on Study Direct):

Akhtar, N., Jipson, J. & Callanan, M. A. (2001). Learning Words Through Overhearing. *Child Development, 72* (2), 416-430.

Butterworth, G. (2001). Joint visual attention in infancy. In J. G. Bremner & A. Fogel (Eds.), *Blackwell handbook of infant development* (pp. 213 – 240). Oxford, England: Blackwell.

Cirelli, L.K., Einarson, K.M., & Trainor, L. J. (2014). Interpersonal synchrony increases prosocial behaviour in infants. *Developmental Science, 17*, 1003-1011.

deVries, M. W. (1984). Temperament and infant mortality among the Masai of East Africa. *American Journal of Psychiatry, 141*, 1189-1194.

Hagell, A. (2012). *Changing Adolescence: Social Trends and Mental Health*. Hamlin, J. K., Wynn, K. & Bloom, P. (2007). Social evaluation in preverbal infants. *Nature*. Vol 450(7169), pp. 557-559.

Haworth CM, Wright MJ, Luciano M, Martin NG, de Geus EJ, et al. (2010). The heritability of general cognitive ability increases linearly from childhood to young adulthood. *Molecular Psychiatry, 15*(11):1112-1120.

Leavens, D. A., Hopkins, W. D., & Bard, K. A. (2008). The heterochronic origins of explicit reference. In J. Zlatev, T. Racine, C. Sinha, & E. Itkonen (Eds.), *The shared mind: Perspectives on intersubjectivity* (pp. 187-214). Amsterdam: John Benjamins.

Leavens, D. A., Reamer, L. A., Mareno, M. C., Russell, J. L., Wilson, D., Schapiro, S. J., & Hopkins, W. D. (2015). Distal communication by chimpanzees (Pan troglodytes): Evidence for common ground? *Child Development, 86*, 1623-1638.

Lock, A. (2001). Preverbal communication. In J. G. Bremner & A. Fogel (Eds.), *Blackwell handbook of infant development* (pp. 379–403). Oxford, England: Blackwell.

Messer, D., & Collis, G. (1999). Early interaction and cognitive skills: Implications for the acquisition of culture. In A. Lock & C. R. Peters (Eds.), *Handbook of human symbolic evolution* (pp. 432-468). Hove, U.K.: Blackwell Publishers.

Murray, L. (1997). Postpartum depression and child development. *Psychological Medicine, 27*, 253-260.

- Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. M. (2013). *Behavioral Genetics, 6th Ed.* New York: Worth Publishers. Chapter 8. The Interplay between Genes and Environment, pp.105-127.
- Rothbart, M. K. (2011). *Becoming Who We Are: Temperament and Personality in Development.* New York: The Guilford Press.
- deVries, M. W. (1984). Temperament and infant mortality among the Masai of East Africa. *American Journal of Psychiatry*, 141, 1189-1194.
- Tronick, E., & Beeghly, M. (2011). Infants' meaning-making and the development of mental health problems. *American Psychologist*, 66, 107-119.
- van der Goot, M. H., Tomasello, M., & Liszkowski, U. (2014). Differences in the nonverbal requests of Great Apes and human infants. *Child Development*, 85, 444-455.

## ASSESSMENT

This module is assessed by means of:

	Weighting for Total Mark	Weighing on Exam
Coursework Essay	30%	
Final Unseen Exam	70%	
40 multiple choice questions		40%
10 open ended questions		30%
1 essay question		30%
	100%	

## ASSESSMENT INFORMATION

Assessments deadlines and methods of submission can be found on your assessment timetable via Sussex Direct.

Information on the following can be found at the link below:

- Submitting your work
- Missing a deadline
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

<http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

A variety of assessment modes are used to develop and test different types of knowledge, skills and aptitudes. The assessment modes have been approved to test the course and module learning outcomes. Written submissions usually form an integral part of assessment at all levels. Written submissions include essays, reports, logs etc as appropriate to the module and the skills that you are being expected to develop. Examinations usually focus more on your ability to use your knowledge of the subject, rather than simply testing your memory for facts. Feedback is provided to support you in future assessments.

Unseen examinations are typically used to assess your level of knowledge and/or understanding of the discipline without the support of textbooks, notes or internet resources, unless these have been specifically permitted by the examination rubric. For students registered with the Student Support Unit an alternative mode may be approved as a Reasonable adjustment with the Student Support Unit.

However, when, in accordance with the academic judgement of the School, where an unseen exam has been approved for a module to assess competence standards, learning outcomes and any accreditation requirements, an alternative mode may not be approved as a Reasonable Adjustment for a student registered with the Student Support Unit. If you have any concerns, please discuss these with the Student Support Unit, who will liaise with the school.

## **EXAMINATION**

Examination details are displayed on the exam notice board on the Pevensey 1 upper mezzanine and on Sussex Direct.

### **Essay Topics (choose one):**

#### **1. Intentional Communication**

Questions to David Leavens

Based on your review of the scientific evidence, is pointing a biologically based gesture that is unique to humans?

#### **Recommended readings to start with:**

Leavens, D. A., Hopkins, W. D., & Bard, K. A. (2005). Understanding the point of chimpanzee pointing: Epigenesis and ecological validity. *Current Directions in Psychological Science*, 14, 185-189.

Povinelli, D.J., & Davis, D.R. (1994), 'Differences between chimpanzees (*Pan troglodytes*) and humans (*Homo sapiens*) in the resting state of the index finger: Implications for pointing', *Journal of Comparative Psychology*, 108, pp. 134-139.

Tomasello, M., Carpenter, M., & Liszkowski, U. (2007). A new look at infant pointing. *Child Development*, 78, 705–722.

#### **2. Language**

Questions to Jessica Horst

What is required for a child to learn a new word? How can you test that a child has really learned a new word?

#### **Recommended readings to start with:**

Bion, R. A. H., Borovsky, A., & Fernald, A. (2013). Fast mapping, slow learning: Disambiguation of novel word-object mappings in relation to vocabulary learning at 18, 24, and 30 months. *Cognition* 126, 39–53.

Horst, J. S., Scott, E. J., and Pollard, J. P. (2010). The role of competition in word learning via referent selection. *Developmental Science*, 13, 706–713.

Munro, N., Baker, E., McGregor, K., Docking, K. & Arciuli, J. (2012). Why word learning is not fast. *Frontiers in Psychology* 3(41).

#### **3. Temperament**

Questions to Ali Pike

How does child temperament relate to subsequent adjustment?

#### **Recommended readings to start with:**

Shiner, R. L., Buss, K. A., McClowry, S. G., Putnam, S. P., Saudino, K. S., & Zentner, M. (2012). What Is Temperament Now? Assessing Progress in Temperament Research on the Twenty- Fifth Anniversary of Goldsmith et al. (1987). *Child Development Perspectives*, 6, 436-444.

Putnam, S. P. & Stifter, C. A. (2005). Behavioral approach-inhibition in toddlers: Prediction from infancy, positive and negative affective components, and relations with behavior problems. *Child Development*, 76, 212-226.

Caspi, A., Harrington, H., Milne, B., Arnell, J. W., Theodore, R. F., & Moffitt, T. E. (2003). Children's behavioral styles at age 3 are linked to their adult personality traits at age 26. *Journal of Personality*, 71, 495-514.

## **ATTENDANCE, ABSENCE AND ENGAGEMENT**

You are expected to be 'in attendance' at the University for the full duration of the published term dates for your course of study. That means you should be regularly attending lectures, seminars, labs etc. and committing time to your studies to be in a position to comply with academic and administrative expectations.

**The university has an 80% attendance policy in place, so it's really important that you let us know if you are ill or cannot attend classes so that we can register this as a notified absence.**

**If you are unable to attend your seminars or workshops, you need to send an email to [psychologyabsence@sussex.ac.uk](mailto:psychologyabsence@sussex.ac.uk) setting out the following information:**

- Seminar(s) / workshop(s) that you will be absent from (list all of them)
- Tutor name
- Brief reason for absence

**Please see the following link for further information:**

**<http://www.sussex.ac.uk/psychology/internal/students/attendance>**

## **STUDENT EVALUATION**

The module convenor will create opportunities for you to provide feedback (online, on paper, and/or in person) on your experience of the module during the term. In addition, you will be asked to complete an online course evaluation questionnaire at the end of every term, and this will provide an opportunity for you to comment on each module as well as the course overall.