Developmental Psychology
(MSc Experimental Psychology)
928C8
15 Credits
Spring Term 2016

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 seminar.

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 psyoff@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 may be covered include: communication in infancy; attachment; temperament; theories of cognitive development; social cognition; gender development; adolescent development; language acquisition.

**MODULE LEARNING OUTCOMES**
By the end of the module, a successful student should:
1. Understand and demonstrate up-to-date knowledge of the major contemporary issues in developmental psychology
2. Understand the key concepts in developmental research
3. Appreciate the challenges of conducted developmental research
4. Gain experience in critiquing and reviewing journal articles written for a developmental psychology audience

**PRE-REQUISITES**
Developmental Psychology is a compulsory module for students in the MSc Experimental Psychology programme. The module material has been designed to be accessible for students who have not studied psychology previously.

**MODULE CONTACT INFORMATION**
The key contact for this module is the module convenor, Dr. Darya Gaysina

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<thead>
<tr>
<th>Name</th>
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**OFFICE HOURS**
Your module convenor will hold office hours each week on two different days. The other instructors will also hold regular office hours. 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.
Essential readings in addition to the textbook are available to download on Study Direct.

**TEACHING AND LEARNING**

Opportunities for teaching and learning on this module include:

1. Lectures  23 1hr lectures
2. Seminars  11 2hr seminars
3. Independent study

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

Lectures and seminars will be presented by members of faculty: Darya Gaysina (DG), Jessica Horst (JH), Dave Leavens (DL), Alison Pike (AP), and Adhip Rawal (AR).

**Lectures**

Lectures allow you to review the material you have already read before 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. To avoid disruption to the majority, please try to arrive at least 5 minutes before the start time of the lecture.

**Seminars**

There will be 11 2-hour seminars. Each lecturer will be leading the seminars that fit most closely with his or her research area and expertise. The goal of the seminars is to provide an opportunity for discussion—either for clarification or to “go beyond” the basic module material. As such, it is expected that these discussions will allow us to examine the material in more depth than in lectures. The seminars also aim to enhance your ability to think critically about developmental psychology and evaluate, summarize and connect contemporary topics within the field. You are expected to read the assigned readings **BEFORE** each seminar. You are encouraged to come to each seminar with questions and comments to share during the discussion about these readings.

**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 précising 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.
REFERENCES FOR LECTURES/SEMINARS
Readings for this module include a textbook (core reading) and articles/chapters (essential reading) for each lecture/seminar. All readings are on Study Direct, except the 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):

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

Essential reading (available on Study Direct):


ASSESSMENT
This module is assessed by means of:

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<th>Weighting for Total Mark</th>
<th>Weighing on Exam</th>
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<tr>
<td>Coursework Essay</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>85%</td>
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<td>20 multiple choice questions</td>
<td>20%</td>
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<tr>
<td>2 essays</td>
<td>80% (40% each)</td>
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100%

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

- submitting your work
- missing a deadline
- late penalties
- EC – Exceptional Circumstances (formerly known as MEC- mitigating evidence)
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

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

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

COURSEWORK ESSAYS

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:
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** (on course website):

3. Temperament

Questions to Ali Pike

How does child temperament relate to subsequent adjustment?

**Recommended readings to start with** (on course website):

E-submission for essay: Please consult your assessment deadlines timetable on Sussex Direct; [https://direct.sussex.ac.uk](https://direct.sussex.ac.uk)

**EXAMINATION**

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

**STUDENT EVALUATION**

All modules at Sussex are fully audited. You will be asked to complete an anonymous student evaluation form near the end of the term. The module convenor may also ask you to complete anonymous feedback forms via the module webpage on Study Direct. You may also comment on the module at any time, either to convenors or tutors, and you may do this directly or via some intermediary (e.g. a student representative). Module Evaluation summaries from the previous year are available on the school web pages. Reactions and responses to such student feedback will be reported back to students via student representatives (who attend school meetings). Your feedback is important and taken very seriously.