Developmental Psychology
2nd Year
C8546
15 Credits
Spring Term 2015

Module Convenor: Dr. Jessica S. Horst

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 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 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. Jessica Horst.

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>Office Location</th>
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<tbody>
<tr>
<td>Dr Anna Franklin</td>
<td><a href="mailto:Anna.Franklin@sussex.ac.uk">Anna.Franklin@sussex.ac.uk</a></td>
<td>01273 678885</td>
<td>Pevensey 1, 2b8</td>
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<td>Dr Draya Gaysina</td>
<td><a href="mailto:D.Gaysina@sussex.ac.uk">D.Gaysina@sussex.ac.uk</a></td>
<td>01273 877975</td>
<td>Pevensey 1, 2c8</td>
</tr>
<tr>
<td>Dr Jessica Horst</td>
<td><a href="mailto:Jessica@sussex.ac.uk">Jessica@sussex.ac.uk</a></td>
<td>01273 873084</td>
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</tr>
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<td>Pevensey 2, 4b3</td>
</tr>
<tr>
<td>Dr Alison Pike</td>
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<td>Pevensey 1, 2b25</td>
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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 than email. Please do use email if you have a personal issue to discuss with one of the instructors (e.g., disability, mitigating 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 once daily 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 weeks 1-13 (only 1 in week 9)
2. Seminars 6 1hr seminars weeks 2,4,5,6,7 and 9.
3. Independent study

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

Lectures
There will be 23 1-hour lectures on this module, 2 each week except week 9, when we will have a guest lecture about careers and employability. The lectures will be presented by four members of faculty: Anna Franklin, Jessica Horst, Dave Leavens and Alison Pike. To avoid disruption to the majority, please try to arrive at least 5 minutes before the start time of the lecture (see lecture attendance etiquette in Psychology programme handbook).

Lectures allow you to learn about the material from an expert and should supplement your independent study. Lectures allow you to review the material you have already read **BEFORE each lecture**. The lectures 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. Some of the content from the lectures will only be available to you during the lecture, therefore, you are expected to attend each lecture.

Seminars
There will be 6 1-hour seminars (see your module timetable). Each hour of seminar will cover a different topic. **You are expected to attend each seminar.**

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 or want 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. Thus, study because you want to learn and stop when you have answers to your own satisfaction for the questions you care about. 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
It is **CRUCIAL** for you to understand that formal examination on this module will be based on material covered in the lectures and seminars and your “essential reading.” Lectures and seminars will **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 readings. 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.

**BOOKS AND READINGS**
Readings for this class include a textbook and articles/chapters available via the module website. You will need to download (and print) the readings from the module website or find the material in the library.

**Textbook** (same as the textbook used in Child and Adolescent Development):

**Essential Readings** (PDFs of all essential readings are on the module website):
*A full list is available at the end of this handbook.*

**Recommended Readings** (available at the library or via the library website):

**ASSESSMENT**
This module is assessed by means of:

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<tr>
<th>Weighting for Total Mark</th>
<th>Weighing on Exam</th>
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<tbody>
<tr>
<td>Coursework Essay</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>70%</td>
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<td>40 multiple choice questions</td>
<td>40%</td>
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<tr>
<td>Short answer questions</td>
<td>30%</td>
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<td>1 essay</td>
<td>30%</td>
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<td>100%</td>
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**COURSEWORK ESSAYS**
Assessment criteria are given at:
[http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment](http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment)

Appropriately completing and submitting formally assessed work is your responsibility. If you are in any doubt about the rules concerning submissions check with the school office.
Essay Topics (choose 1):

1. **Language**
   Questions to Jessica Horst
   Relevant Lectures: Week 4

   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):

2. **Temperament**
   Questions to Ali Pike
   Relevant Lectures: Week 5

   How does child temperament relate to subsequent adjustment?

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

3. **Face Perception**
   Questions to Anna Franklin
   Relevant Lectures: Week 6

   It has been claimed that ‘experience plays a crucial role in the development of face processing’ (Kelly, Quinn, Slater, Lee, Ge & Pascalis, 2007, p. 1084). To what extent is experience necessary for face processing? Support your argument with empirical evidence.

   **Recommended readings to start with:**

**Submission Deadlines**
Two copies of your essay must be submitted to the Psychology School office before the deadline. Please consult your assessment deadlines timetable on Sussex Direct: [https://direct.sussex.ac.uk](https://direct.sussex.ac.uk)
In line with University regulations, every effort will be made to ensure that one marked copy of each essay is returned with feedback within 15 working days of the relevant submission deadline. You will be informed by the school office when work is ready to collect.

**Late Submissions and Mitigating Evidence**  
What happens if I miss an assessment deadline?

Where applicable you may still submit the assessment within 7 days of the published deadline. This will incur a penalty, as follows:

- Work submitted up to 24 hours late shall incur a penalty deduction of 5 percentage points (not 5% of the actual mark).
- Work submitted after 24 hours and up to 7 days late shall incur a penalty deduction of 10 percentage points (not 10% of the actual mark)
- No work shall be accepted after the 7 day penalty period has elapsed

For any piece of late work where the student wishes to claim mitigating circumstances or impairment a MEC claim needs to be completed and submitted to the Student Life Centre.

Please access the links for further information.

- [http://www.sussex.ac.uk/studentlifecentre/mitigation](http://www.sussex.ac.uk/studentlifecentre/mitigation)
- [http://www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks](http://www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks)

**Plagiarism and Collusion**  
Plagiarism is the use, without acknowledgement, of the intellectual work of other people and the act of representing the ideas or discoveries of another as one’s own written work submitted for assessment.

Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others.

Information on how to avoid plagiarism and collusion can be found here;

- [http://www.sussex.ac.uk/s3/?id=33](http://www.sussex.ac.uk/s3/?id=33)
- [http://www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks](http://www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks)

**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.

REFERENCES FOR ESSENTIAL READINGS:
**MODULE SCHEDULE**

All readings are *essential readings*. All readings are on Study Direct except the textbook (Siegler et al.).

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<tr>
<th>Wk</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Lec./Sem.</th>
<th>Reading</th>
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<tr>
<td>1</td>
<td>Introduction &amp; Developmental Methods: Prenatal Development</td>
<td>Jessica</td>
<td>Lecture</td>
<td>Siegler et al., pp.41-70 (Ch2)</td>
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<td>2</td>
<td>Newborns &amp; Reflexes</td>
<td>Dave</td>
<td>Lecture</td>
<td>Siegler et al., pp.70-81 (Ch2) &amp; pp. 190-2, Box 5.3 (p. 194) (Ch5)</td>
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<td></td>
<td>Intersubjectivity</td>
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<td>Lecture</td>
<td>Siegler et al., pp.161-2 (Ch4) Messer &amp; Collins, 1999</td>
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<td><strong>Critical Thinking</strong></td>
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<td>Seminar</td>
<td>Hamlin et al., 2007</td>
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<td>Intentional Communication</td>
<td>Jessica</td>
<td>Lecture</td>
<td>Lock, 2001</td>
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<td>Motor Development</td>
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<td>Lecture</td>
<td>Siegler et al. pp. 192-199 (Ch5)</td>
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<td>4</td>
<td>Language Acquisition 1 + 2</td>
<td>Jessica</td>
<td>Lectures</td>
<td>Siegler et al. Ch6</td>
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<td><em>Learning through Overhearing</em></td>
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<td>Seminar</td>
<td>Akhtar, Jipson &amp; Callanan, 2001</td>
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<td>5</td>
<td>Temperament 1 + 2</td>
<td>Ali</td>
<td>Lectures</td>
<td>Rothbart, 2011 (Ch2,4,8,10), e-book</td>
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<td><strong>Temperament</strong></td>
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<td>Seminar</td>
<td>Stams et al., 2002</td>
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<td>6</td>
<td>Infant Perception 1 + 2</td>
<td>Anna</td>
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<td>Siegler et al., pp. 175-190</td>
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<td><em>Infant Eye-Tracking</em></td>
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<td>7</td>
<td>Categorisation 1 + 2</td>
<td>Anna</td>
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<td>Siegler et al. pp. 259-266 (Ch7)</td>
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<td><em>Design a Study</em></td>
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<td>Seminar</td>
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<td>8</td>
<td>Behavioural Genetics 1 + 2</td>
<td>Darya</td>
<td>Lectures</td>
<td>Siegler et al. (Ch3) Plomin, &amp; Spinath, 2004 Kovas, &amp; Plomin, 2006 Plomin et al., 2013 (Ch 8)</td>
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<td>Behavioural Genetics 3</td>
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<td>Seminar</td>
<td>Haworth et al., 2010 Turkheimer, et al., 2003</td>
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<td>9</td>
<td>Guest Lecture: Claire Ward from Careers and Employability Centre</td>
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<td>Lecture</td>
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<td>Siegler et al. pp. 288-293 (Ch7) Siegler et al. pp. 332-337 (Ch8)</td>
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<td>Gender 1 + 2</td>
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<td>Lectures</td>
<td>Siegler et al. Ch15</td>
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<td>12</td>
<td>Easter Break</td>
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<td>13</td>
<td>Adolescence</td>
<td>Ali</td>
<td>Lecture</td>
<td>Hagell, 2012 (Ch5)</td>
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<td></td>
<td><strong>Exam Revision Q&amp;A</strong></td>
<td>Jessica</td>
<td>Lecture</td>
<td>Bring your own questions!</td>
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