



The University of Southern Queensland

Course specification

Description: Developmental Psychology						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
PSY	2030	44408	2, 2005	EXT	1.00	Toowoomba

Academic group:	FOSCI
Academic org:	FOS005
Student contribution band:	1
ASCED code:	090701

STAFFING

Examiner: Kerry Gruber Vella

Moderator: Tony Machin

REQUISITES

Pre-requisite: USQ69100 or PSY1010

RATIONALE

A life-span developmental perspective is an important component of the discipline of psychology and provides a background understanding of human functioning which must be considered by researchers and practitioners working in all areas of the discipline.

SYNOPSIS

The three goals of developmental psychology are to describe, explain, and optimise human development. This course aims to provide students with the knowledge necessary to achieve these goals. This course takes a life-span approach, introducing students to essential theories and methodologies employed in developmental study, as well as the characteristics and major developmental tasks of individuals at each phase of the life span: prenatal, birth, infancy, toddlerhood, childhood, adolescence, adulthood and the final phase of dying and death.

OBJECTIVES

On completion of this course, students will be able to demonstrate:

1. an understanding of the importance of studying development over the life span;
2. an understanding of the meaning and importance of age, and important concepts and themes in the study of development;
3. an understanding of the goals of life-span developmental psychology;
4. knowledge of the major research methods and research designs used in the study of life-span development;
5. knowledge of the theories of life-span development, and the major theorists;
6. knowledge of the basic principles and processes of heredity;
7. knowledge of prenatal development, and the birth process;

8. knowledge of important aspects of the biological, cognitive, personality and social development of infants;
9. knowledge of the development of language during the toddler years;
10. knowledge of important aspects of cognitive and social development during the early childhood years;
11. knowledge of important aspects of social, emotional and cognitive development during the middle childhood years;
12. knowledge of important aspects of the physical, cognitive, social and personality development of adolescents, as well as the formation of identity;
13. knowledge of development during the early adult years, through love and work;
14. knowledge of career and social development during the middle adult years;
15. knowledge of important aspects of biological, cognitive, social and personality development during the late adult years;
16. an understanding of death as the final phase in life.

TOPICS

	Description	Weighting (%)
1.	Introduction to life-span developmental psychology.	5.00
2.	Methods, research designs, theories, and unifying themes in the study of life-span development.	5.00
3.	Heredity and development, development before birth, and the birth process.	10.00
4.	Biological, cognitive, personality and social development during infancy.	10.00
5.	Development of language during the toddler years.	5.00
6.	Cognitive and social development during early childhood.	10.00
7.	Social development in middle childhood.	10.00
8.	Emotional and cognitive development in middle childhood.	5.00
9.	Physical and cognitive development during adolescence.	5.00
10.	Social and personality development, and development of identity, during adolescence.	10.00
11.	Early adulthood: Developing through love and work.	5.00
12.	Career and social development during middle adulthood.	10.00
13.	Biological, cognitive, social and personality development during the late adult years.	5.00
14.	Death as the final phase in life.	5.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone

+61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Peterson, C 2004, *Looking forward through the lifespan: Developmental psychology*, 4th edn, Prentice Hall, Sydney.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

There are a number of useful references on child and life-span development in the USQ library.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	70.00
Directed Study	60.00
Examinations	3.00
Private Study	35.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ACTIVITY BOOK 1	15.00	15.00	15 Aug 2005
ACTIVITY BOOK 2	20.00	20.00	07 Oct 2005
3 HOUR CLOSED EXAM	65.00	65.00	END S2 (see note 1)

NOTES

1. Examination dates will be available during the semester. Please refer to the examination timetable when published.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then a penalty of 25% of the total marks available for the assignment will apply depending on how many days late the assignment is submitted.
- 4 Requirements for student to be awarded a passing grade in the course:

To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by: (i) satisfactorily completing the examination and assignments; and (ii) obtaining at least 50% of the total weighted marks available for all summative assessment items.

- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- 6 Examination information:
In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.
- 7 Examination period when Deferred/Supplementary examinations will be held:
Any Deferred or Supplementary examinations for this course will be held during the examination period at the end of the semester of the next offering of this course.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 9 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.
- 10 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.
- 11 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 12 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 13 The Faculty will NOT accept submission of assignments by facsimile.
- 14 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 15 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.
- 16 Students will require access to e-mail and internet access to USQConnect for this course.