PSYC12010 *Introduction to Human Development*
Term 1 - 2017

All details in this unit profile for PSYC12010 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit introduces students to the characteristics and processes of human development throughout the entire lifespan and within the physical, cognitive and psychosocial developmental domains. The theoretical perspectives and concepts that guide thinking and study in the field of developmental science are introduced. A key emphasis throughout the unit is that developmental changes are the result of the complex interplay between nature (genetic endowment, biological influences and maturation) and nurture (environmental influences, experiences and learning). Both the universalities and diversities in human development are explored. The unit is designed to facilitate a critical and applied understanding of theory and research in the field of developmental science.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

PSYC11008 and PSYC11009
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 1 - 2017

- Bundaberg
- Distance
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Online Quiz(zes)**
Weighting: 30%
2. **Written Assessment**
Weighting: 40%
3. **Examination**
Weighting: 30%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Course evaluation scores

Feedback

Students appreciated the ease of navigation of the Moodle site

Recommendation

Retain READ, WATCH, PRACTICE headings or similar clear instructions on Moodle site

Action

This weekly approach to the set up of the Unit's moodle page was kept and continues to provide students with very clear instruction as to what is required of them each week.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. describe the key developmental characteristics and changes within each of the major stages of the lifespan.
2. describe the areas and processes of development within the physical, cognitive and psychosocial domains.
3. discuss and evaluate the theories, concepts and methods in the field of developmental science.
4. discuss and evaluate social, historical and cultural considerations that influence developmental change and the study of developmental science.
5. discuss and apply bioecological perspectives to explain developmental changes and concerns.
6. apply theory, concepts and research findings from the field of developmental science to the tasks of describing, explaining and proposing how to optimise human development.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ∘ Introductory Level • Intermediate Level • Graduate Level ∘ Professional Level ∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Online Quiz(zes) - 30%	•	•	•	•	•	•
2 - Written Assessment - 40%	•	•	•	•	•	•
3 - Examination - 30%	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	∘	∘	∘	∘	∘	∘

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
2 - Problem Solving					•	•
3 - Critical Thinking			•	•	•	•
4 - Information Literacy						
5 - Team Work						
6 - Information Technology Competence						
7 - Cross Cultural Competence			•	•	•	•
8 - Ethical practice			•	•		•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 30%			•				•			
2 - Written Assessment - 40%	•	•	•	•		•	•	•		
3 - Examination - 30%	•		•				•			

Textbooks and Resources

Textbooks
PSYC12010

Prescribed

Lifespan Human Development
Edition: 2nd Ed. (2015)
Authors: Sigelman, C., Rider, E. & De George Walker, L.
Cengage Learning
South Melbourne , Vic , Australia
ISBN: 9780170262170
Binding: Hardcover

Additional Textbook Information
Optional student resources CourseMate and SearchMe! are automatically bundled with new textbook purchases. Those who purchase second hand textbooks without these resources may purchase these resources separately by directly contacting the publisher Cengage.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Word processing software (e.g. Microsoft Word)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Doreen Canoy Unit Coordinator
d.canoy@cqu.edu.au
Bradley Smith Unit Coordinator
b.p.smith@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Life Span Human Development	Textbook: Chapters 1 & 12 pp. 431-436	Lecture and Tutorial

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theories of Human Development	Textbook: Chapter 2	Lecture and Tutorial **Quizzes 1, 2 & 3 open Monday 13 March 2017 8:00AM AEST**

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Genes, Environment, and the Beginnings of Life	Textbook: Chapter 3	Lecture and Tutorial

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Physical Growth, Motor Development, and Health	Textbook Chapter: 4	Lecture and Tutorial

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive Development	Textbook: Chapter 5	Lecture **ITEMS DUE:** **QUIZ 1 Closes Friday 7 April 2017 5:00PM AEST**

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
No scheduled classes or activities.		

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Information Processing: Perception, Attention, and Memory	Textbook: Chapter 6	Lecture

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Intelligence and Creativity	Textbook: Chapter 7	Lecture

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Language and Education	Textbook: Chapter 8	Lecture

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Self and Personality	Textbook: Chapter 9	Lecture - this will include discussion about Exam **ITEMS DUE:** **Written Assessment (Report): Due Monday 8 May 2017 5:00PM AEST** **QUIZ 2 Closes Friday 12 May 2017 5:00PM AEST** **Report** Due: Week 9 Monday (8 May 2017) 5:00 pm AEST

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Social Cognition and Moral Development	Textbook: Chapter 10	Lecture

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Social Relationships and Attachment	Textbook: Chapter 11	Lecture

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Death and Dying	Textbook: Chapter 13	Lecture **ITEMS DUE:** **QUIZ 3 Closes 2 June 2017 Friday 5:00PM AEST**

Review/Exam Week - 05 Jun 2017		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Exam Week - 12 Jun 2017		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Assessment Tasks

1 Online Quizzes

Assessment Type
Online Quiz(zes)

Task Description
This assessment task comprises three (3) quizzes to be completed and submitted online via the unit Moodle site.
QUIZ 1 assesses topics 1 to 4; QUIZ 2 assesses topics 5 to 8; and QUIZ 3 assesses topics 9 to 12.
Each quiz will consist of 40 questions (10 questions per topic), with a maximum of 120 minutes in which to complete each quiz. The quiz questions will be in multiple choice format. *Only one attempt per quiz is permitted.*
All three quizzes have the same opening date (Monday, Week 2) to allow students to work ahead of the schedule if they wish. The three quizzes each are due (close) at different times throughout the term as detailed below.
Further information about the format/conditions and administration of the quizzes is provided in the Information Sheet for Assessment Task 1 available from the unit Moodle site.

Number of Quizzes
3

Frequency of Quizzes
Other

Assessment Due Date

QUIZ 1 due/closes Friday of Week 5 at 5:00pm AEST. QUIZ 2 due/closes Friday of Week 9 at 5:00pm AEST. QUIZ 3 due/closes Friday of Week 12 at 5:00pm AEST.

Return Date to Students

Quiz total marks will be returned to students immediately after each quiz is submitted. Marks for each quiz question will be available after each quiz closes.

Weighting
30%

Assessment Criteria
For each quiz, one (1) mark will be awarded for each quiz question answered correctly, and there will be no negative marking penalty for incorrect answers.
Each quiz is marked out of 40 and weighted at 10% of the final unit grade.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
All quizzes are to be completed and submitted on the unit Moodle site.

Learning Outcomes Assessed

- describe the key developmental characteristics and changes within each of the major stages of the lifespan.
- describe the areas and processes of development within the physical, cognitive and psychosocial domains.
- discuss and evaluate the theories, concepts and methods in the field of developmental science.
- discuss and evaluate social, historical and cultural considerations that influence developmental change and the study of developmental science.
- discuss and apply bioecological perspectives to explain developmental changes and concerns.
- apply theory, concepts and research findings from the field of developmental science to the tasks of describing, explaining and proposing how to optimise human development.

Graduate Attributes

- Critical Thinking
- Cross Cultural Competence

2 Report

Assessment Type
Written Assessment

Task Description
For this assessment task, students will prepare a 1750 word report that focuses on a selected topic around the three main goals of the study of lifespan developmental science—to *describe, explain*, and *optimise* human development across the lifespan.
More specifically, in the report students will *describe* a developmental concern and the implications; *explain* the causes and origins of the concern; and then provide broad recommendations about how to prevent or respond to the concern to *optimise* development.
It is expected that the *bioecological model* and relevant elements of a *modern lifespan perspective* will be integrated throughout the report.
The report topic choices and further task details will be available from the Information Sheet for Assessment Task 2 on the unit Moodle site.

Assessment Due Date
Week 9 Monday (8 May 2017) 5:00 pm AEST

Return Date to Students
Week 12 Friday (2 June 2017)

Weighting
40%

Assessment Criteria
The following aspects of the report will be marked using a rubric which provides detailed criteria for performance at each grade level for each aspect. The marking rubric will be available from the Information Sheet for Assessment Task 2 on the unit Moodle site.

1. Part A: Introduction & Background (10 marks)
2. Part B: Origins and Causes (10 marks)
3. Part C: Recommendations (10 marks)
4. Quality of literacy and written communication skills (5 marks)
5. Adherence to APA referencing/ presentation style (5 marks)

The report will receive a total mark out of 40.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
The report is to be submitted to the Assignments submission area of the unit Moodle site.

Learning Outcomes Assessed

- describe the key developmental characteristics and changes within each of the major stages of the lifespan.
- describe the areas and processes of development within the physical, cognitive and psychosocial domains.
- discuss and evaluate the theories, concepts and methods in the field of developmental science.
- discuss and evaluate social, historical and cultural considerations that influence developmental change and the study of developmental science.
- discuss and apply bioecological perspectives to explain developmental changes and concerns.
- apply theory, concepts and research findings from the field of developmental science to the tasks of describing, explaining and proposing how to optimise human development.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
30%

Length
180 minutes

Exam Conditions
Closed Book.

Materials
No calculators permitted
Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem