



PSYC12010 *Introduction to Human Development*

Term 1 - 2019

Profile information current as at 07/05/2024 12:32 am

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 will introduce you to the characteristics and processes of human development across the lifespan 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 across diverse contexts and culture. 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 - 2019

- Adelaide
- Bundaberg
- Online
- Rockhampton
- Townsville

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 Have your say feedback

Feedback

Students enjoyed the incorporation of 'real-world' examples to assist with theoretical understanding.

Recommendation

Maintain inclusion of 'real-world' examples and include more in-depth exploration of textbook case scenarios.

Feedback from Have you say feedback

Feedback

On campus tutors supported learning experience.

Recommendation

On campus tutors are currently being trialled on a number of campuses. To further facilitate this, discussions with those campus tutors who had a higher number of engaged students may assist in engaging students on those campuses that had lower numbers.

Unit Learning Outcomes

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

1. Identify and describe key developmental characteristics and changes within each of the major stages of the lifespan
2. Apply and demonstrate understanding of the theories, concepts and methods in the field of developmental science
3. Critically analyse social, historical and cultural lifespan perspectives that influence developmental changes and concerns across diverse contexts and cultures.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
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
1 - Communication	•	•	
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

Life Span Human Development

Second Australian and New Zealand Edition (2016)

Authors: Carol K. Sigelman, Elizabeth A. Rider and Linda De George-Walker

Cengage Learning

South Melbourne, Victoria, Australia

ISBN: 9780170262170

Binding: Hardcover

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Supplementary

Publication Manual of the American Psychological Association (APA)

Edition: 6th

American Psychological Association.

ISBN: 1433805618

Binding: Paperback

Additional Textbook Information

The second edition of Sigelman is recommended for Term 1, 2019. To purchase your copy, please contact the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

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

Sheree Wallis Unit Coordinator

s.wallis@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Life Span Human Development	Chp 1 and pages 431 to 436 of Chp 12	Lecture

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Theories of Human Development	Chp 2 and additional readings on Moodle.	Lecture and Tutorial - combined ALL ONLINE QUIZZES OPEN THIS WEEK
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Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Genes, Environment, and the Beginnings of Life	Chp 3	Lecture and Tutorial - combined

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Physical Growth, Motor Development, and Health	Chp 4	Lecture and Tutorial - combined

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive Development	Chp 5	Lecture QUIZ 1 CLOSSES FRIDAY AT 5:00PM (AEST)

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week - No scheduled classes or activities		

Week 6 - 22 Apr 2019

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

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Intelligence and Creativity	Chp 7	Lecture

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Language and Education	Chp 8	Lecture

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Self and Personality	Chp 9	Lecture will include discussion about exam this week QUIZ 2 CLOSSES FRIDAY 5:00PM (AEST) Written Assessment: Essay Due: Week 9 Monday (13 May 2019) 9:00 am AEST

Week 10 - 20 May 2019

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

Week 11 - 27 May 2019

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

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Death and Dying

Chp 13

Lecture

Online Quiz(zes) Due: Week 12
Friday (7 June 2019) 5:00 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Online Quiz(zes)

Assessment Type

Online Quiz(zes)

Task Description

This assessment task comprises of three (3) quizzes to be completed and submitted online via the unit's Moodle site. **All three quizzes will open on the same day** (Monday, week 2) to allow students to work ahead of the schedule if they wish.

However, each quiz will close at different times throughout the term as detailed below, and in your weekly schedule.

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.**

Quiz 1 - Assesses topics 1 to 4

Quiz 2 - Assesses topics 5 to 8

Quiz 3 - Assesses topics 9 to 12

Number of Quizzes

3

Frequency of Quizzes

Other

Assessment Due Date

Week 12 Friday (7 June 2019) 5:00 pm AEST

Quiz 1 closes Friday of Wk 5 at 5pm (AEST). Quiz 2 closes Friday of Wk 9 at 5pm (AEST). Quiz 3 closes Friday of Wk 12 at 5pm (AEST).

Return Date to Students

Week 12 Friday (7 June 2019)

Quiz total marks will be returned to students immediately after each quiz is submitted. Marks/responses 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's Moodle site.

Learning Outcomes Assessed

- Identify and describe key developmental characteristics and changes within each of the major stages of the

- lifespan
- Apply and demonstrate understanding of the theories, concepts and methods in the field of developmental science

Graduate Attributes

- Problem Solving
- Information Literacy

2 Written Assessment: Essay

Assessment Type

Written Assessment

Task Description

For this assessment task, students will prepare an essay that focuses on a selected topic and 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 essay 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 the concern to *optimise* development.

It is expected that the **bioecological model and** relevant elements of a **lifespan perspective** (e.g. A lifespan developmental model of health) / **or model** (e.g. Attachment; Transactional Model of Family Influence) will be integrated within the essay.

The essay length is 1,800 (minimum) to 2,200 (maximum) words. The word count includes everything in your submission **except** the Title page, Abstract, and Reference List. Tables and any figures or bullet points that might be used within the essay will all contribute to the word count.

The report topic choices and further task details will be available from the Assessment 2 Information Sheet on the unit's Moodle site.

Assessment Due Date

Week 9 Monday (13 May 2019) 9:00 am AEST

Essay to be uploaded through the Assessment portal on Moodle

Return Date to Students

Week 12 Friday (7 June 2019)

Feedback and grades will be uploaded through the Assessment portal on Moodle

Weighting

40%

Assessment Criteria

The following aspects of the written assessment will be marked using a rubric which provides detailed criteria for performance at each grade level. The marking rubric will be available from the Assessment 2 Information Sheet on the Unit's 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 (6th ed.) referencing / presentation style / word count (5 marks)

This report will receive a total mark out of 40 and also has an overall Unit weighting of 40%.

Referencing Style

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

Submission

Online

Submission Instructions

Essay to be uploaded through the Assessment portal on Moodle

Learning Outcomes Assessed

- Apply and demonstrate understanding of the theories, concepts and methods in the field of developmental science
- Critically analyse social, historical and cultural lifespan perspectives that influence developmental changes and concerns across diverse contexts and cultures.

Graduate Attributes

- Communication
- Critical Thinking
- Cross Cultural Competence

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

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