



PSYC12010 *Introduction to Human Development*

Term 3 - 2021

Profile information current as at 05/05/2024 12:17 pm

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

24 credit points which must include PSYC11008 or 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 3 - 2021

- Online

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. **Take Home Exam**

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 Student feedback

Feedback

Students enjoyed the interactive workshop style of the unit but requested a workbook to record their responses and use as a study aid.

Recommendation

Continue use of workshops as the class delivery modality, and develop a workbook to accompany the workshops.

Feedback from Student feedback

Feedback

On-campus students commented that they enjoyed the use of Huddle Spaces over the use of lecture or tutorial rooms.

Recommendation

Request that the unit continues to be timetabled in Huddle Spaces for on-campus delivery.

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 - Take Home Exam - 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 - Take Home Exam - 30%	•		•	•						

Textbooks and Resources

Textbooks

PSYC12010

Prescribed

Life Span Human Development

3rd Australian and New Zealand edition (2019)

Authors: Sigelman, C. K., De George, L., Cunial, K., & Rider, E. A.

Cengage Learning Australia

Melbourne, Victoria, Australia

ISBN: 9780170415910

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Cassy Dittman Unit Coordinator

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Schedule

Week 1 - 08 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Life Span Human Development: Definitions, Issues and Theory	Chapter 1 (pp. 1-15) and Chapter 2	

Week 2 - 15 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
The Science of Life Span Human Development	Chapter 1 (pp. 15-43)	

Week 3 - 22 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
The Interplay of Genetics and the Environment	Chapter 3 (pp. 97-120)	Quiz 1 opens Friday at 9.00am [AEST]

Week 4 - 29 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Physical Growth and Development	Chapter 3 (pp. 120-146) and Chapter 4	

Vacation Week - 06 Dec 2021

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

Week 5 - 13 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Brain and Cognition	Chapter 5	Quiz 1 closes Friday 5:00pm [AEST]

Week 6 - 20 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Sensory-Perception, Attention and Memory	Chapter 6	

Vacation Week - 27 Dec 2021

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

Week 7 - 03 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Language Development and Education	Chapter 8	Quiz 2 opens Friday at 9.00am [AEST]

Week 8 - 10 Jan 2022

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

Week 9 - 17 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Personality, Self and Gender	Chapter 9	Quiz 2 closes Friday 5:00pm [AEST]

Week 10 - 24 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Quiz 3 opens Friday 9.00am [AEST]
Relationships Across the Lifespan	Chapter 11	Written Assessment (40%) Due: Week 10 Monday (24 Jan 2022) 9:00 am AEST

Week 11 - 31 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Developmental Psychopathology	Chapter 12	

Week 12 - 07 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic
Death and Dying	Chapter 13	Quiz 3 closes Friday 5.00pm [AEST]

Exam Week - 14 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Take Home Test (30%) Due: Exam Week Monday (14 Feb 2022) 9:00 am AEST

Assessment Tasks

1 Online Quiz(zes) (30%)

Assessment Type

Online Quiz(zes)

Task Description

This assessment task comprises three (3) quizzes to be completed and submitted online via the PSYC12010 Moodle site. Each quiz contains 40 multiple-choice questions (10 questions per topic). You will have 120 minutes (2 hours) to complete each quiz. Only one attempt per quiz is permitted.

Each quiz will be open for 2 weeks. Details of content and opening and closing dates are detailed below:

- Quiz 1 assesses topics 1 to 4. It opens Friday of Week 3 at 9.00am (AEST) and closes Friday of Week 5 at 5.00pm (AEST).
- Quiz 2 assesses topics 5 to 8. It opens Friday of Week 7 at 9.00am (AEST) and closes Friday of Week 9 at 5.00pm (AEST).
- Quiz 3 assesses topics 9 to 12. It opens Friday of Week 10 at 9.00am (AEST) and closes Friday of Week 12 at 5.00pm (AEST).

Number of Quizzes

3

Frequency of Quizzes

Other

Assessment Due Date

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

Return Date to Students

Quiz total marks will be returned to students immediately after each quiz is submitted. Feedback 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.
- There is 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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

All quizzes are to be completed and submitted on the PSYC12010 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 (40%)

Assessment Type

Written Assessment

Task Description

This assessment task involves the preparation of a research proposal to investigate a topic within lifespan developmental psychology. The research proposal should be consistent with the three main goals of the study of lifespan developmental science - to describe, explain, and optimise human development across the lifespan.

Students will be required to select a research question on a topic in developmental psychology from two possible research questions. Students then need to design either a cross-sectional or longitudinal study to address the question based on their review of relevant literature and theory. Students should consider the major methods for studying development and select methodology that will provide information or data to answer the research question. Students should also consider the significance of their proposed research project in terms of its practical importance to the community or society as well as its scientific contribution to existing theory and research in the chosen topic area.

The research proposal should comprise the following 5 sections: Background/literature review; Project aims and hypotheses; Methodology; Significance and Ethical considerations.

The research proposal length is 1,350 (minimum) to 1,650 (maximum) words. The word count includes everything in your submission except the Title page and Reference list. Tables and any figures or bullet points that might be used within the proposal will all contribute to the word count.

The research proposal topic choices and further task details will be discussed in class and available from the Assessment Tile on the PSYC12010 Moodle site.

Assessment Due Date

Week 10 Monday (24 Jan 2022) 9:00 am AEST

Return Date to Students

Exam Week Monday (14 Feb 2022)

Feedback and grades will be made available on Moodle.

Weighting

40%

Assessment Criteria

The following aspects of the written assessment will be marked using a rubric that provides detailed criteria for performance at each grade level. The marking rubric will be available from the Assessment 2 Information on the PSYC12010 Moodle site.

1. Background and literature review (10 marks)
2. Aims and hypotheses (5 marks)
3. Significance (4 marks)
4. Methodology (10 marks)
5. Ethical considerations (4 marks)
6. Quality of written communication skills, presentation style and adherence to word count (5 marks)
7. Adherence to APA (7th ed.) referencing style (2 marks)

The research proposal will receive a total mark out of 40 and also has an overall weighting of 40%.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit via the Moodle assessment submission portal.

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

3 Take Home Test (30%)

Assessment Type

Take Home Exam

Task Description

- The Take-Home Test will comprise 3 questions, each requiring a 'long answer' written response (approx. 500-600 words for each response).
- The instructions and test questions will be released on the PSYC12010 Moodle site on **Friday, 11th February at 9.00am (AEST)**.
- You will have the weekend to complete the test and submit it via Moodle through the designated submission portal.
- The test response is due **Monday, 14th February at 9.00am (AEST)**.

Please organise your schedules now so that you will be available to complete the test between the 11th and 14th February. Early access to the test will not be permissible under any circumstances. If you are unable to complete the test during the allocated time period, you will need to apply for an extension through Moodle ahead of the release date and attach documentary evidence for the need for an extension. A later test period will be negotiated, and you will be given a different but equivalent set of test questions to complete under the same conditions.

Assessment Due Date

Exam Week Monday (14 Feb 2022) 9:00 am AEST

Return Date to Students

Grades will be released via Moodle approximately 2 weeks after submission.

Weighting

30%

Assessment Criteria

Each question is worth 10 marks. Marks for each question will be based on the following criteria:

- 9 to 10 marks: a comprehensive and well-written response in which 90-100% of possible answer points are included.
- 7 to 8 marks: a good response in which 70-80% of possible answer points are included.
- 5 to 6 marks: an adequate response in which 50-60% of possible answer points are included.
- 3 to 4 marks: a limited response in which 30-40% of possible answer points are included.
- 1 to 2 marks: a very poor response in which 10-20% of possible answer points are included.
- 0 marks: no response or irrelevant response.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Write the response to each question in a word document and submit via the Moodle assessment submission portal.

Learning Outcomes Assessed

- Identify and describe key developmental characteristics and changes within each of the major stages of the lifespan
- Critically analyse social, historical and cultural lifespan perspectives that influence developmental changes and concerns across diverse contexts and cultures.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

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