USC

C O U R S E O U T L I N E

PSY203 Introduction to Human Development

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2021 | Semester 1

USC Sunshine Coast
USC Moreton Bay

`ON CAMPUS` Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1.   What is this course about?

1.1. Description

In this course you will cover the major theoretical and methodological approaches in the study of human development. Utilising a chronological approach, you will learn about prenatal development, infancy, childhood, adolescence, and adulthood. In doing so, you will learn about the physical, cognitive, social, personality, emotional, and moral development across the lifespan. The major life issues, milestones, and transitions from conception to death will be explored.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – Live online lecture for timetabling	1hr	Week 1	13 times
Tutorial/Workshop – On campus workshop - 2 hours	2hrs	Week 2	12 times

1.3. Course Topics

Developmental theories; developmental research; infancy, childhood, adolesence, adulthood, ageing, death and dying.

2.   What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3.   What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Understand and explain the theories that underpin the study of human development	Creative and critical thinker
2 Critically analyse issues and research conducted in developmental psychology	Creative and critical thinker
3 Demonstrate a clear and concise argument that is supported by psychological research, alone and with peers.	Empowered

5. Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

PSY100 and PSY101

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early feedback on your progress will be available in two ways. First, the online quizzes will show you the level of knowledge required to understand the topics of human development. As these commence in Week 2, you will gain early guide to the content of the course and your progress in this area. Second, you will receive peer feedback on your preparation for the essay in Week 4 in class, where you will work with your peers to ensure that you have understood the scope, theoretical framework, and research literature about the essay topic.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	30%	N/A	Throughout teaching period (refer to Format)	Online Assignment Submission
All	2	Essay	Individual	40%	1800 words	Refer to Format	Online Assignment Submission
All	3	Artefact - Creative, and Oral	Group	30%	5 to 6 minutes (video vignettes).	Refer to Format	Online Assignment Submission

All - Assessment Task 1: Weekly online quizzes

GOAL:	To assess your learning about Human Development through multiple-choice questions. You will complete the online quizzes to demonstrate and apply your knowledge to factual, applied and conceptual questions.
PRODUCT:	Quiz/zes
FORMAT:	Online quiz, multiple choice questions. There are 10 quizzes, each worth 3%. The quizzes will be held at the end of Weeks 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12 and will be based on Kail and Cavanaugh textbook chapters appropriate to that week of the course. You will be advised in Week 1 of the specific times when the quizzes will be open for completion.

CRITERIA:	No.		Learning Outcome assessed
	1	Accuracy of responses	1
	2	Knowledge and comprehension of related course content	1
	3	Recognition and application of theories within various contexts	1
	4	Assessment Criteria are yet to be mapped to the course learning outcomes	1 2 3

All - Assessment Task 2: Essay

GOAL:	The goal of this assessment is to communicate your understanding of a topic in developmental psychology in an academic and formal way, using current research literature to analyse the essay question.
PRODUCT:	Essay
FORMAT:	Submit: Week 9. The word count is a maximum of 1800 words and includes any headings and in-text citations (in and out of brackets), but not the title page, abstract, or reference list. Include the word count on your title page. Please note that the calculation of word counts can vary between courses and you should ensure that you are aware of any differences. In Week 4, your draft plan for the essay will be peer reviewed in your tutorial/workshop. This formative assessment will help you to prepare for the essay, by considering the scope of the essay, the relevant developmental theory, the points that you wish to make about the topic, and the conclusions of the essay. You will be provided with an essay topic in Week 1 and asked to critically analyse current research in human development on the topic. Further information will be provided on Blackboard at that time.

CRITERIA:	No.		Learning Outcome assessed
	1	Abstract - Informative and concise summary of the purpose and content of the essay	3
	2	Essay - Situation of essay in topic area, definition of key terms, and direction of essay	1 3
	3	Essay - Identification and use of appropriate developmental theory	1
	4	Essay - Extent and relevance of current experimental research applied in the essay	2
	5	Essay - Correctness and accuracy of relevant information that is without omission	3
	6	Essay - Evidence of critical analysis of the research literature and demonstration of original thinking	2
	7	Essay - Structure and cohesion of argument established throughout the essay	3
	8	Essay - Careful and accurate use of APA referencing and style	3
	9	Essay - Use of formal, academic language	3

All - Assessment Task 3: Video vignettes on the Lifespan

GOAL:	The goal of this assessment is to communicate your understanding of Developmental Psychology by producing two short video vignettes on two stages in the lifespan: adolescence and older adulthood.
PRODUCT:	Artefact - Creative, and Oral
FORMAT:	Submit: Weeks 7 and 13. Time will be allocated in the weekly workshops for you to develop your ideas for the video vignettes on these lifestages. You will work in groups on the video vignettes and each student is expected to be actively involved in their conception and production. Video vignettes It is expected that the video vignettes will be between 5 and 6 minutes in length and will be presented in class in Week 7 (on adolescence) and Week 13 (on older age). You can base your video vignettes on your own or someone else's (e.g., family, friends, or someone famous) experiences. Please ensure that the file formats (e.g., MP4) can be shown on the university's computer system. Students with Apple-Mac computers must ensure that they have suitable cables to connect to the USC system. Further details will be available in Blackboard in Week 1.

CRITERIA:	No.		Learning Outcome assessed
	1	The video vignettes (Part A) - Content is thoughtful, engaging, and interesting	3
	2	The video vignettes (Part A) - Content is appropriate for the developmental stage under consideration	1
	3	The video vignettes (Part A) - Vignette utilises an appropriate developmental theory and relevant research literature to frame the content	1
	4	The video vignettes (Part A) - Content demonstrates critical analysis of situations and individual experiences	2
	5	Use of formal, academic language, and APA referencing and style	3

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Robert V. Kail,John C. Cavanaugh	2018	Human Development: A Life-Span View	Cengage Learning

8.2. Specific requirements

N/A

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au