

Course Title: Developmental psychology

Course code: PSY360/560

Term and year: Spring 2022

Day and time: Tuesday 14:45 - 17:30

Instructor: Dr Luca Cilibrasi

Instructor contact: Luca.Cilibrasi@ff.cuni.cz

Consultation hours: by appointment

Credits US/ECTS	3/6	Level	Advanced
Length	15 weeks	Prerequisite	None
Contact hours	42 hours	Course type	HSC, HUM elective

1. Course Description

This course aims at introducing students to the main topics in child development and to the main approaches to the study of developmental psychology. The course covers the main aspects of childhood cognitive development from birth to primary school, such as social and emotional development, linguistic development and the creation and storage of memories.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Understand the main steps in the development of a child
- Master the main theories regarding child development
- Analyze critically scientific literature attaining to child development
- Hold an informed conversation on the topic of child development

3. Reading Material

Required Materials

- Textbook: Goswami, U. (2010). The Wiley-Blackwell handbook of childhood cognitive development. Wiley-Blackwell. London. (selected chapters)

Recommended Materials

- Additional readings will be provided by the instructor during the semester.

4. Teaching methodology

Each session consists of an interactive lecture, in which the instructor presents the topic and discusses with the students research findings related with that topic. Classes contains both lecture-like parts and more discussion focused parts. Videos of children and babies that exemplify phenomena discussed in class may be played during the seminar. Students will also be asked to completed small exercises in the last 20 minutes of each class.

5. Course Schedule

Date	Class Agenda
Session 1	<p>Topic: Social cognition and the origins of empathy</p> <p>Description: This session introduces the fundamental steps in the development of social cognition, focusing particularly on children’s ability to feel empathy and their ability to imagine the mind of others (theory of mind).</p> <p>Reading: Chapter 2 of the textbook</p> <p>Assignments/deadlines: none</p>
Session 2	<p>Topic: Social cognition and social motivations in infancy</p> <p>Description: This session introduces the development of social motivations in infancy and later in childhood, explaining how children develop a personality and how this guides their behavior around other people.</p> <p>Reading: Chapter 4 of the textbook</p> <p>Assignments/deadlines: none</p>
Session 3	<p>Topic: Born to categorize</p> <p>Description: This session introduces some of the general cognitive skills that infants adopt to make sense of the world, particularly their ability to form categories starting from the (complex) stimuli they receive.</p> <p>Reading: Chapter 5 of the textbook</p> <p>Assignments/deadlines: none</p>
Session 4	<p>Topic: Early word learning</p> <p>Description: This session introduces the fundamental steps in the learning of the first words, and particularly explains how meaning is stored and conceptualized in early stages of development.</p> <p>Reading: Chapter 7 of the textbook</p> <p>Assignments/deadlines: none</p>
Session 5	<p>Topic: Language development</p> <p>Description: This session describes the development of language, from the combination of few words at age two to the complex sentences produced by children when they enter primary school.</p> <p>Reading: Chapter 9 of the textbook</p> <p>Assignments/deadlines: none</p>
Session 6	<p>Topic: Pretend play and cognitive development</p> <p>Description: This session discusses the role of pretend play in cognitive development, meaning the ability to children to imagine and impersonate alternative situations, and how this forms a practice for their actual future experiences.</p> <p>Reading: Chapter 11 of the textbook</p> <p>Assignments/deadlines: none</p>
Session 7	<p>Topic: Recap and midterm</p> <p>Description: This session consists of a recap of the first 6 weeks, followed by an in-class midterm test</p> <p>Reading: None</p> <p>Assignments/deadlines: the midterm test will take place during this session</p>
	<p>Mid-term break</p>
Session 8	<p>Topic: The development of moral reasoning</p> <p>Description: This session discusses the development of moral reasoning, connecting it to the major steps children undergo during development and the role of altruism in their moral thinking.</p> <p>Reading: Chapter 16 of the textbook</p>

	Assignments/deadlines:
Session 9	<p>Topic: Reading development and dyslexia</p> <p>Description: This section presents the steps children undergo when learning to read in primary school, and the patterns observed in children who experience severe difficulties in this process.</p> <p>Reading: Chapter 20 of the textbook</p> <p>Assignments/deadlines: group presentation (each week a different group)</p>
Session 10	<p>Topic: Children’s understanding of mathematics</p> <p>Description: This section presents the steps in the development of mathematical thinking in children, going from intuitive mathematics in toddlers to symbolic mathematics in primary school.</p> <p>Reading: Chapter 21 of the textbook</p> <p>Assignments/deadlines: group presentation (each week a different group)</p>
Session 11	<p>Topic: Language and cognition: evidence from disordered language</p> <p>Description: This session discusses the association and dissociation between language and other domains of cognition, with particular reference to the data obtained from language disorders.</p> <p>Reading: Chapter 23 of the textbook</p> <p>Assignments/deadlines: group presentation (each week a different group)</p>
Session 12	<p>Topic: Piaget’s theory</p> <p>Description: This session presents the tenets in the theory of Piaget, one of the fathers of developmental psychology, and it looks at how the principles he proposed connect with modern experimental research on children.</p> <p>Reading: Chapter 25 of the textbook</p> <p>Assignments/deadlines: group presentation (each week a different group)</p>
Session 13	<p>Topic: Vygotsky’s theory</p> <p>Description: This session discusses the main concepts proposed by Vygotsky, one the main figures in the study of child development, and particularly his contribution to the modern study of child-parent proximity.</p> <p>Reading: Chapter 26 of the textbook</p> <p>Assignments/deadlines: group presentation (each week a different group)</p>
Session 14	<p>Topic: Recap and final test</p> <p>Description: This session consists of a recap of the topics presented in weeks 8 to 13, followed by an in-class final test</p> <p>Reading: None</p> <p>Assignments/deadlines: The final test will take place during this session</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation	42	20%	Hold an informed conversation on the topic of child development	1,2,3

Presentation	28	20%	Analyze critically scientific literature attaining to child development	1,2,3
Midterm	30	20%	Understand the main steps in the development of a child Master the main theories regarding child development	1,2,3
Final	30	20%	Understand the main steps in the development of a child Master the main theories regarding child development	1,2,3
Essay	20	20%	Be able to explore a topic related to child development and present in essay-form	1,2,3
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Assignment 1: Class-participation

Assessment breakdown

Assessed area	Percentage
Verbal skills (presence, timeliness, and preparedness, active engagement in discussion)	50
Argumentation (positive, constructive contribution to discussions and presentations, and the application of relevant course concepts)	50

Assignment 2: Midterm

Assessment breakdown

Assessed area	Percentage
Knowledge of the topics	50
Ability to explain ideas succinctly	50

Assignment 3: Final test

Assessment breakdown

Assessed area	Percentage
Knowledge of the topics	50
Ability to explain ideas succinctly	50

Assignment 4: Presentation

Assessment breakdown

Assessed area	Percentage
Ability to present information to an audience (structure, content & relevance, style & clarity)	33
Graphic presentation skills	33
Understanding of scientific papers	33

Assignment 5: Essay

Assessment breakdown

Assessed area	Percentage
Knowledge of the topic chosen	25
Ability to expand on that specific topic	25
Understanding of the scientific literature	25
Writing skills (structure, content & relevance, style & clarity and grammatical accuracy)	25

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the

student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student's Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95–100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90–94	
B+	87–89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83–86	
B–	80–82	
C+	77–79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73–76	
C–	70–72	
D+	65–69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60–64	
F	0–59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Dr Luca Cilibrasi

Date: 30-09-2021

Approved by:

Date: