

**The Hong Kong University of Science and
Technology Division of Social Science
SOSC2990 Developmental
Psychology Fall Semester, 2022**

Lecturer	Teaching Assistant
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Lecture Time: Wed, Fri 4:30-5:50am

Venue: LTG

Course Description

This course introduces students to developmental theory and research across the lifespan and explores the interaction of heredity and environment from conception through death. In addition, the impact of sociocultural contexts (culture, gender, socioeconomic status, race, and ethnicity, etc.) on physical, cognitive, and psychosocial development will be considered throughout the semester. Students should complete the course with a deeper understanding of key theories, research methods, and research findings on human development.

Prerequisite

SOSC1960 Discovering Mind and Behavior or SOSC1980 Psychology of Personal Growth

Intended Learning Outcomes (ILOs):

Upon successful completion of this course, you are expected to:

1. Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, empirical findings, and historical trends related to developmental psychology.
2. Describe how developmental theories and concepts can be applied in evaluating and solving human problems related to a variety of issues, for examples, parenting, education, close relationships, and mental health.
3. Identify specific socio-cultural contexts (e.g., culture, society, ethnicity, religion, gender, etc.), the ways these influence human growth and development, and how socially responsible behaviors can be informed by these factors.
4. Demonstrate scientific reasoning and problem-solving and describe common research methods within developmental psychology including longitudinal, cross-sectional, and cohort-sequential research.
5. Demonstrate competence in writing and in oral and interpersonal skills in activities and assignments related to lifespan development in context.

Required Textbook

Berger, K.S. (2016). Invitation to the life span. (4th ed.) NY: Worth Publishers.

- Additional readings may be assigned throughout the semester. Please be sure to read them prior to class as they may be used for in-class work and discussions.

Assessment Scheme	Weighting	ILOs
Class Participation	20%	#1, #2, #3, #4, #5
Exams		
Midterm	20%	#1, #2, #3, #4, #5
Final	20%	
Group Project		
Presentation	15%	
Take-home Kit	20%	#1, #2, #3, #4, #5
Peer review	5%	

1. Class Participation (20%)

- You are expected to attend every class. The Class Participation are gained through **10** in-class activities and group discussions. Each class participation takes up **2%** to the final score.

2. Exams (20% + 20%, total 40%)

- Two exams will be administered to test your understanding of course materials. Exams are multiple-choice and True/False questions, and non-cumulative. Each exam counts for 20% and covers all materials in lectures and required readings (the relevant chapters will appear on the last page of the lecture handouts).
- Supplementary readings are also listed in the lecture note but they will **NOT** be included in the exams. These readings are useful for a deeper understanding in the course contents.
- Midterm exam is scheduled on **Oct. 7** and covers topics from **Chapter 1-4**. Final exam is scheduled on **Nov. 30** and covers topics from **Chapter 5-10**.
- Arrive on time for the exams as no additional time will be given for students arriving late.
- No make-up exams will be given to students who are absent from the examination unless students can provide validated medical reasons. You should notify me (through email) about your absence by attaching your official medical certificate within 24 hours of the original exam date if you wish to arrange for a make-up exam. All make-up exams will **ONLY** be in the form of essay questions.

3. Group Project (40%)

- You are required to give a presentation in a group of 5 for 20 minutes (including a 5-minute Q&A) on a topic.
- Based on what you have learned in this course, you are expected to develop a psychoeducation project on **ONE** developmental psychology concept/theory (e.g., conservation task, egocentrism, object permanence, parenting styles,

etc.). The purpose of this project is to promote developmental psychology by educating the public about theoretical concepts and apply what you have learned in lectures and textbook to real-life experiences.

- Groups will be formed during class time on **Sep 16**. You may find your groupmates in class and submit the group name list after class. For those who fail to form groups or absent on **Sep 16**, we will assign a group for you.
- Your project's topic will be assigned by drawing lots in Week.

Academic Integrity

You should observe the University's policies regarding academic integrity (<https://registry.hkust.edu.hk/resource-library/regulations-student-conduct-and-academic-integrity>). Academic dishonesty such as plagiarism and cheating would result in a reduction of scores or even a failing grade in the course. We will investigate every suspected case of plagiarism and report the confirmed case to Division of Social Science for further review or action. Make sure you understand academic honesty.

Some Notes

- **Course Communication Platform** – All lecture materials and announcements will be posted on CANVAS. Be sure to check CANVAS frequently for any updated news
- **Interaction in class** – I believe interactions (both verbal and non-verbal) between the lecturer and the students (and among students) are one of the key ingredients to an optimal learning experience. Your active participations in class discussion or activities will not only enhance your learning, but also motivate the teaching team to do better!
- **Lecture slides** – Lecture slides will be posted to CANVAS before each class, but the contents will be a bit different from the displayed slides as I hope to encourage you to take your own notes. Note-taking facilitates your reflection and assimilation of the lecture contents.
- **Modifications to the Syllabus** - I reserve the right to modify the syllabus in response to your needs and unforeseen circumstances. Any changes in the syllabus will be announced in class and posted as announcements on Blackboard. Please be aware that you are responsible for keeping up-to-date with all course announcements.
- **Penalties** – Score deduction applies to any assignments over the word limit. Detailed can be found in the assignment guidelines.
- **Late submission** – For any group assignment, the group leader will do the submission. Submissions received less than 5 hours after the deadline will not be penalized. No submissions will be accepted after 5pm HKT on the due date.
- **Communication** – Please expect that your emails will be responded to during weekdays 10am to 6pm HKT.
- **Your feedback** – Your opinions about the course are very valuable to help me improve the course. Feel free to drop by to talk to me. A course evaluation will also be held at the end of the course.
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Teaching Schedule

Week	Date	Topic	Chapters & Task
1	Sep 2	Introduction	Chapter 1
2	Sep 7	Research in Lifespan Development & Theories of Development	Chapter 1
	Sep 9	Genes and Prenatal Development	Chapter 2
3	Sep 14	The First Two Years: Body and Mind	Chapter 3
	Sep 16		Group formed (Sep16)
4	Sep 21	The First Two Years: Body and Mind	Chapter 3 & Supplemental Material
	Sep 23	The First Two Years: Psychosocial Development	Chapter 4
5	Sep 28		
	Sep 30		
6	Oct 5	Documentary + Group Discussion	
	Oct 7	Midterm Exam (covers Chapters 1-4)	
7	Oct 12	Early Childhood: Brain and Body	Chapter 5
	Oct 14		
8	Oct 19	Early Childhood: Psychosocial Development	Chapter 6
	Oct 21	Early Childhood: Psychosocial Development (continued)	Chapter 6
9	Oct 26	Middle childhood	Chapter 7
	Oct 28	Middle childhood	Chapter 8
10	Nov 2	Guest Lecture	
	Nov 4	Adolescence	Chapter 9 & 10
11	Nov 9	Group Project Clinic	
	Nov 11	Emerging Adulthood, Adulthood & Late Adult hood	Chapter 11-15
12	Nov 16	Group Presentations	
	Nov 18		
13	Nov 23		
	Nov 25		Take-home kit due Peer evaluation
14	Nov 30		Final Exam (covers Chapters 5-10)