PSYC3064 Advanced Developmental Psychology
Second Semester, 2020-2021

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Lectures                                                                    Tutorials
Tuesday  4:30-6:20pm     CPD-LG.09  Tuesday  12:30-2:20pm     CPD-2.19

Course Objectives
This course aims to help students with basic knowledge of developmental psychology to develop a more advanced understanding of some major conceptual and methodological issues in relation to a selection of important topics in the field. Throughout the course, students are expected to participate actively in class discussions and to evaluate the research literature critically. Students will apply their subject knowledge to develop a sound research proposal.

Learning Outcomes
1. To become more knowledgeable of various research designs and methods commonly employed by psychologists to study developmental phenomena.
2. To develop a sound research proposal to answer research questions of interest, and to communicate the proposed research ideas to an academic audience.
3. To gain insights into some of the key issues facing researchers through evaluating own and others’ research works/plans.

Pre-requisite
PSYC2009 (Life-span Developmental Psychology)
PSYC1004 (Introduction to Quantitative Methods in Psychology)
<table>
<thead>
<tr>
<th>Lecture (+Discussion)</th>
<th>Date</th>
<th>Topic (see Appendix for required readings)</th>
<th>Tutorial</th>
<th>Topic</th>
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| 1                    | 19 Jan | Family I  
  – Attachment                          |          |       |
| 2                    | 26 Jan | Family II  
  – New Family Forms                    | T1       | *Live online tutorial:  
  Orientation and writing a research proposal I |
| 3                    | 2 Feb  | Gender I  
  – Early Influences and Differences     | T2       | *Pre-recorded tutorial:  
  Writing a research proposal II |
| 4                    | 9 Feb  | Gender II  
  – Consequences of Play                  | T3       | *Pre-recorded tutorial:  
  Writing a research proposal III |
|                      |       | 16 Feb – No Class – Lunar New Year        |          |       |
| 5                    | 23 Feb | Developmental Psychopathology I  
  – Autism                                   | T4       | ^Live tutorial: Writing a research proposal IV |
| 6                    | 2 Mar  | Developmental Psychopathology II  
  – Mental Health                           | T5       | */^Optional pre-reading week consultation |
|                      |       | 9 Mar – No Class – Reading Week           |          |       |
|                      |       | 16 Mar – No Class – University Holiday    |          |       |
| 7                    | 23 Mar | Unseen Quiz                                 | T6       | */^Individual proposal feedback |
| 8                    | 30 Mar | Proposal Presentations                       | T6       | */^Individual proposal feedback |
|                      |       | 6 Apr – No Class – Easter                   |          |       |
| 9                    | 13 Apr | Proposal Presentations                       | T6       | */^Individual proposal feedback |
| 10                   | 20 Apr | Proposal Presentations                       | T6       | */^Individual proposal feedback |
| 11                   | 27 Apr | Proposal Presentations                       | T6       | */^Individual proposal feedback |

(* = online class; ^ = face-to-face class)
ASSESSMENT

**Research Proposal (40%): Draft (15%) + Final Proposal (25%)**

Please choose a topic in developmental psychology and write a feasible research proposal. The draft/final proposal should include the following sections:

A. **Introduction**: a theoretical analysis and a review of prior research findings should be offered, and research gaps and the significance of the chosen research questions should be highlighted.

B. **Method**: detailed explanations and justifications of the chosen research design, procedures, and measures should be provided.

C. **Predicted Results and Discussion**: predictions should be justified, a data analysis plan should be presented, and how different patterns of findings may be interpreted should be explained.

D. **References**: a list of all relevant references that were used/read should be provided.

E. **Appendices**: all relevant research materials should be attached (e.g., interview protocols, descriptions of test items, graphs/tables/diagrams).

The research proposal should be around 10 to 15 pages (excluding the References and Appendices Sections), double-spaced, and written in APA format. You should submit both hard and soft copies of the draft and the final proposal; the hard copies should be submitted to your tutor and the soft copies should be submitted to Moodle. **The draft is due on 19 March 2021 (5pm)** and the **final proposal is due on 7 May 2021 (5pm)**. Neither the draft nor the final proposal will be accepted/assessed, if the work is submitted one week after the due date.

Regarding late submissions, for each day after the due date, 10% of the assignment grade will be deducted. Submission time is based on the time when the soft copy was submitted to Moodle.

The draft/final proposal will be graded according to the following criteria:

- ✓ Knowledge of existing research findings and methods (20%)
- ✓ Insights into existing research findings and methods (25%)
- ✓ Research questions and methods proposed (25%)
- ✓ Clarity and coherence of arguments (15%)
- ✓ Writing and style (15%)
- ✓ See separate document for detailed grading criteria

You will schedule an individual meeting with your tutor to receive individual feedback on your proposal draft (both on paper and verbally) **during the week BEFORE your individual proposal presentation** (so that all the students will have roughly equal amounts of time for presentation preparation). For the final proposal, you will receive individual feedback on paper or in meeting within one month of submitting the final work.
**Individual Project Presentation (20%)**

Each student will present their proposal in poster format and answer questions from the class in Lectures 8 to 11. Immediate teacher and peer feedback will be given on paper. The order of presentation, as well as more information about the format of the presentation, will be discussed in the tutorials.

Assessment criteria: please see a separate document (Proposal Presentation Feedback Form) on Moodle

**Class Participation (20%): Pre-Lecture Reflections (10%) + Lecture Discussions (10%)**

You are required to read the assigned papers each week before coming to the lecture. For Lectures 1 to 6, you will write a short reflection (10%) based on what you read that week and submit it to Moodle before class (due 24 hours before the lecture). No late submission will be accepted. Please bring a hard or soft copy of your reflection to the lecture as well so that we can discuss in class. The reflection (no more than 100 words) should include questions and/or comments regarding the assigned papers. For each lecture, the grade of your reflection will be available on Moodle within one week after the lecture, and you can contact your tutor for more comments. Another 10% of the course mark will be based on your participation in and contribution to discussions during lectures.

Assessment criteria:

A grade: Reflections and discussions that show an advanced understanding of the materials. They consistently entail a high level of insight, creativity, and/or critical thinking.

B grade: Reflections and discussions that demonstrate a good understanding of the materials and at times show some insight, creativity, and/or critical thinking.

C grade: Reflections and discussions that illustrate a fragmented understanding of the materials.

D grade or below: No reflections submitted or no evidence of even completing the readings.

**Unseen Quiz (10%)**

The unseen quiz will take place on 23 March 2021 from 4:30 pm to 6:20 pm. You will read a new journal article and write a critical review on it. Unless there are exceptional circumstances, no student will be allowed to take the quiz early and there will be no make-up quiz.

Assessment criteria and a sample quiz: see separate documents on Moodle

**Tutorial Participation (10%)**

The first tutorial will be an orientation and give you a brief idea on how to get started when planning a research study. In the second and third tutorials, you will learn how to write a proposal using the materials posted on Moodle. You are highly encouraged to contact your tutor if you have any questions. In the fourth tutorial, your tutor will show you sample proposals (written by students in previous cohorts) and discuss with you ways to improve the writings. Please pay attention to announcements on Moodle for the arrangements.
ACADEMIC HONESTY

Academic dishonesty will not be tolerated. Any student who engages in any form of academic dishonesty (e.g., cheating on exams, plagiarism, self-plagiarism, interfering with grading, falsification and fabrication of data in any academic exercise etc.) will receive a grade of F on the component(s) of assessment concerned or in this course and will be reported to the Department/Faculty Office/University Disciplinary Committee for further disciplinary action. There will be no exceptions. If you are not sure what constitutes the academic offense of plagiarism, checkout the webpage at https://tl.hku.hk/plagiarism/. Department of Psychology has formulated departmental polies/guidelines on student misconduct. Visit the website at https://psychology.hku.hk/useful-information-to-current-students/ for more information.

PLAGIARISM

A softcopy is required for the assignment of article critique. The softcopy will be checked for plagiarism against database of articles, books, webpages, and essays submitted by students at HKU and other universities. No credit will be given for an assignment that contains plagiarised materials. Further penalties may also be applied. These penalties may include a zero mark for the course. Plagiarism will also be reported to the Department / Faculty Office / University Disciplinary Committee for consideration of possible disciplinary action. If you are not sure what constitutes the academic offence of plagiarism, checkout the webpage at http://www.hku.hk/plagiarism. Please note that if you reuse any material previously submitted for another course without proper acknowledgement that also constitutes plagiarism, although you are the author of the original work. This is called self-plagiarism.

READINGS

All assigned papers are available on Moodle. For weeks where readings are required (see Appendix), please read the assigned papers and bring them to class for discussion. No textbook is required for this course. References to other relevant articles will be provided on lecture handouts.

APPENDIX – REQUIRED READINGS

Lecture/Discussion 1 (19 Jan): Family I – Attachment

A Classic Study:

A Recent Study:

A Brief Review:

Lecture/Discussion 2 (26 Jan): Family II – New Family Forms

A Classic Study:

A Recent Study:

A Brief Review:

Lecture/Discussion 3 (2 Feb): Gender I – Early Influences and Differences

A Classic Study:

A Recent Study:

A Brief Review:
Lecture/Discussion 4 (9 Feb): Gender II – Consequences of Play

A Classic Study:

A Recent Study:

A Brief Review:

Lecture/Discussion 5 (23 Feb): Developmental Psychopathology I – Autism

A Classic Study:

A Recent Study:

A Brief Review:

Lecture/Discussion 6 (2 Mar): Developmental Psychopathology II – Mental Health

A Classic Study:

A Recent Study:

A Brief Review: