



FACULTY OF HUMANITIES AND SOCIAL SCIENCE

DEPARTMENT OF PSYCHOLOGY

STUDENT GUIDE

YEAR: 2024

Module Title	Development Psychology – Early Childhood
Module Code	1PSY231
Module Credit Value	16
Level of study	2
Notional Hours	160
NQF Level	6
Lecturer(s)	Ms. Charity Phumzile Mthembu
Full Title of the Programme the Module belongs to	ABDEG1 (B.A.)



UNIVERSITY OF
ZULULAND

First semester 2024

Dear Student

Welcome to Module 1PSY231: Developmental Psychology – Early Childhood

Welcome to the module, Developmental Psychology in the Department of Psychology, Faculty of Arts. Please make sure that you are registered for this module by checking to see if your name appears on the class list.

The course outline is also available on Moodle for your reference. It is **essential that you register for this course on Moodle in the first week of the Semester.** Kindly note that, it is your responsibility to ensure that you are registered on Moodle). You will not be able to complete the requirements for this course without access to Moodle. Please upload a photo of yourself on Moodle as this will facilitate our process of communication. The course outline is a binding agreement between yourselves and the lecturer. Please read it carefully. *This Course outline represents a contract between the lecturer and student stipulating the requirements for each course: its aims, learning outcomes, course requirements and assessment.*

Rules for this module are stipulated in the Course Outline document. Please ensure that you are familiar with the content. Once you are registered on Moodle it constitutes this agreement. The student has to take responsibility to register themselves on Moodle. If you have any problems, you need to contact the administration department. The lecturer is unable to register a student on Moodle.

We will elect a class representative during the first lecture. Please attend this very important lecture.

During the module there will be **SEVERAL essays, class tests and quizzes (on Moodle). All these activities will count towards your DP assessment mark.**

This course introduces the study of human growth and development. Emphasis is on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

Hope you enjoy the course and I wish you all the best in the second semester.

(i) Lecturer's contact details

Contact : 082 082 5005

E-mail: MthembuCP@unizulu.ac.za

Office: Room 805 Building HSS (KwaDlangezwa Campus)

Consultation times

Days of the week	Times	Venues
<i>NB: Consultation times will be communicate via Moodley and WhatsApp.</i>		

(ii) Tutor's contact details

Contact : NA

E-mail :

Consultation times

Days of the week	Times	Venues
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(iii) Departmental secretary

Contact : 035 902 6055

E-mail : NgemaNN@unizulu.ac.za

ROLES AND RESPONSIBILITIES

a) LECTURER

Lecturer's expectations

Students are expected to attend lectures and be actively involved in class activities. You are encouraged to critically engage with the material and participate in class discussions. Respect your lecturers and fellow students. It is your responsibility to enquire about material that you do not understand. It is also expected to complete tasks on or prior to the allocated times. The use of cell phones during lectures will not be tolerated and you will be asked to leave the room as it is a distraction to the lecture on the whole. Recording devices will not be allowed without prior written agreement.

(b) THE STUDENT

students will work both as individuals and teams/groups . Full attendance of lessons is very important for this module and learners will have to interact with the lecturer from the beginning so that fruitful results are obtained by the end of the Semester.

- *There will be several assessments set for the module either in a form of class tests or written assignments such as essays and /or practical reports. You will be expected to hand them in before or on the due date.*
- *Acknowledge all sources in your work and use proper referencing methods. Plagiarism is a criminal offense.*
- *Class participation & activities*

- *Group/Teamwork responsibilities*
- *Participate in learner evaluation of the lecturer, of the module, etc.*
- *Engage in self-directed learning*
- *Identify your learning style*
- **Please ensure that you familiarise yourself with the university calendar.**
- **Nb. Ensure that you are familiar with all the related policies and rules of study as a registered student.**

(c) STUDENT SUPPORT AVAILABLE

- *Tutorials*
- *Library*

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Learning Component

MODULE PURPOSE

The purpose of this module is to equip the student to understand Developmental Psychology across lifespan, from conception till death. Students will be given the opportunity to acquire the knowledge required to understand the fundamentals of human development.

MODULE OUTCOMES

On completion, the student will be able to:

- Construct and interpret a historical overview of developmental psychology.
- Interpret evidence interpreted through typical research methods used to understand human development.
- Explain, evaluate, and debate the major psychological theories as they apply for human development.
- Investigate, apply, and analyse the formulation of change that occurs through physical, cognitive and socioemotional factors as people evolve from conception to death.

LEARNING UNIT BREAKDOWN

1PSY231- DEVELOPMENT PSYCHOLOGY: EARLY DEVELOPMENT		
		Topic
Section 1	PART 1: Prenatal development. Infancy. Early childhood.	Introduction to Developmental Psychology
Section 2		Biological Foundations
Section 3		Tools for Exploring the World: Physical, Perceptual, and Motor Development
Section 4		The emergence of Thought & Language: Cognitive Development in Infancy & Early Childhood
Section 5		Entering the Social World: Socioemotional Development in Infancy & Early Childhood
Section 6	PART 2: School-age children and adolescents	Cognitive & Physical Development in Middle Childhood
Section 7		Socioemotional Development in Middle Childhood
Section 8		Physical and cognitive Development in Adolescence
Section 9		Socioemotional Development in Adolescence

Laboratory Work / Practical Work / Experiential Learning

Nil of note at level 2.

Arrangements for self-study

The activities with relation to notional hours will be as below:

SELF-STUDY	NOTIONAL HOURS
Lecture related	10
LMS	20
Assignments	20
Assessments	25
TOTAL	75

Arrangements for e-learning

Learners will be encouraged to work online and complete online tasks (e.g. Quizzes, tests, assignment submissions and online presentations). Online task allocation and timeframes will be made with in reason of loadshedding.

ASSESSMENT PROCEDURES

Assessment is an on-going evaluation process aimed at understanding and improving student learning by measuring the learning outcome.

There will be two formal tests, which will count for 30% of your DP. There will be ONE written assignments, which will count 20% of your DP and several class presentations making up 25%.

Final assessment is the exam and your year mark will be 50% DP and 50% Exam Mark.

PROPOSED WEIGHTS OF ASSESSMENT ACTIVITIES

See the Table below for the weightings of the assignment and the two tests.

ASSESSMENT	%
Quizzes	25
Class Test/s	50
Written Assignments	25
TOTAL	100

Please familiarise yourself with the policy of the University with regards to disputes:

Specific provisions in the 2017 General Calendar deal with Assessment. These are Rules G9 (7) and (8) respectively:

1. “A student who has missed an assessment with valid reasons (illness with an acceptable doctor’s note specifying nature and duration of illness; family circumstances, such as death of close relative – with evidence) as described in Rule G13 shall have 14 days to submit evidence and be given a re-assessment. Once 14 days has lapsed, no representation regarding a missed assessment shall be entertained.

2. “A student shall have 14 days after the official publication of their DP/ Full Period Mark to query such mark. Once 14 days has lapsed, no representation regarding a DP/ Full Period Mark shall be entertained.

TUTORIALS

This course has no formal tutorials. Please see the lecturer should you feel you need extra help.

ASSESSMENT CRITERIA

CLASS	Learning Outcomes	Assessment Criteria	Assessment Methods
Week 1	A comprehensive understanding of the diverse topics in developmental psychology, theory, methods and research in the topic	<ul style="list-style-type: none"> Define human development. Explain the role of biological, psychological, and sociocultural forces in the life cycle. Compare and contrast the learning approach with the cognitive-developmental approach. 	Class tests Quizzes Individual assignment
Week 2	Basic knowledge of human development and biological foundations.	<ul style="list-style-type: none"> Explain biological foundations of development as well as deficits before and during pregnancy. 	Group assignment
Week 3	The stages of development of infants.	<ul style="list-style-type: none"> Explaining and describing the physical, perceptual and motor development of the newborn infant. 	
Week 4	An in-depth knowledge and understanding of the different theories of development	<ul style="list-style-type: none"> Evaluate the comprehensiveness of the three theories of cognitive development: Piaget, Vygotsky, and information processing? 	
Week 5	Socioemotional factors in infancy and early childhood, emerging emotions, interaction and gender roles and identity	<ul style="list-style-type: none"> Identify socioemotional factors in infancy and early childhood, emerging emotions, interaction and gender roles and identity. 	

Week 6	Cognitive and physical development in Middle Childhood.	<ul style="list-style-type: none"> Evaluate and outline cognitive and physical development in Middle Childhood 	
Week 7	Psychological factors that contribute towards socioemotional development in Middle Childhood	<ul style="list-style-type: none"> Describe the psychological factors that contribute towards socioemotional development in Middle Childhood 	
Week 8	Physical and cognitive development during Middle Childhood.	<ul style="list-style-type: none"> Describe the physical and cognitive development during Middle Childhood. 	
Week 9	Social and emotional development during adolescence.	<ul style="list-style-type: none"> Assess the factors that lead people to develop socially and emotionally during adolescence. 	

GUIDELINES FOR PRESENTING ASSIGNMENTS

GENERAL

Arial is the official font chosen by the university. Use 12 Point font, 1.5 line spacing unless stated otherwise by the lecture. A4 size pages. Use the university approved assignment cover page. DO NOT PUSH **ANY** ASSIGNMENTS UNDER MY DOOR.

REFERENCING STYLE

Only the APA referencing styles may be used in the writing of tasks. Visit www.apastyle.org. You are encouraged to familiarise yourself with referencing style.

ASSIGNMENT COVER SHEET

Please see attached at the back. A digital copy will also be placed on Moodle.

ASSIGNMENTS

- Assignments should be uploaded to Moodle in .doc (Word) or .pdf format, where it will be checked for plagiarism as well as other assignments in the class. Plagiarism is unacceptable and viewed harshly by all in the academic world.
- Start early in order to meet the deadline for submission for each assignment. Assignments handed in **later than 24 hours** after the submission date **will be subjected to a penalty of -5% per day unless accompanied by a doctor's note at the time of submission.**
- Students should use the assignment submission cover sheet that is annexed on this document for all written assignments as well as the rubric. These will be completed on the sheets provided by the lecturer. Any submitted without the Senate approved cover sheet will be penalised by -5%.
- ASSIGNMENT TOPIC:
 - Current affairs will be discussed in class. You will be expected to read journal articles and related resources and present your findings for assessment purposes.

COPYRIGHT AND PLAGIARISM

The University rules regarding plagiarism will be strictly adhered to in this module.

PRESCRIBED READINGS, AND ADDITIONAL (RECOMMENDED) READINGS

Please note that reading material will appear on the Moodle Platform during the course of this module. Any material posted on Moodle will be in the scope for tests and the exam and **it is essential** for students to familiarise themselves with such readings.

Prescribed textbook for 2024:

Kail, R.V., Cavanaugh, J.C., & Muller, J. (2019). *Human Development: A Lifespan View*. Great Britain: Cengage Learning.

(Alternatively, other versions of the prescribed text may be substituted if the content is the same.)

Supplemented reading:

- BC Campus (Canada), open.bccampus.ca/find-open-textbooks (free)
- Bookboon bookboon.com/en/textbooks-ebooks (free)
- Bookshare www.bookshare.org/cms (free download for people with print disabilities)
- Open Stax openstaxcollege.org/books — Available formats: free PDF download; read online; read epub; low cost print copy (under \$50, in most cases)
- Saylor Media Library saylor.longsight.com has links to free online articles, books, and presentations .

STUDENT SUPPORT

Students who demonstrate poor performance, will be identified early on the basis of the Formative Exercises. Such students will be invited for private consultations with the lecturer and asked to submit additional work, depending on need. Students will also be asked to form study/support groups. Such groups may consult the lecturer on problems arising during their meetings. If problems concerning the class as a whole are detected, a special 'catch-up' class may be conducted on an *ad hoc basis*.

Students who experience personal problems that affect their academic performance such as relationship issues or family problems, are advised to go for counselling offered by the student support unit next to the ATMs on campus. Students do not have to pay upfront for these services. Students are also advised to support each other and report students who need support to the relevant structures on campus; e.g. peer support group, campus security, campus clinic, and student counselling centre, depending on the presenting problem. Academic issues to be discussed with a lecturer individually, or through the class representative.

CLASS RULES

Class attendance is pivotal and a register will be taken at every lecture. Be punctual for the lectures.

Avoid leaving the before the lecturer has dismissed the class.

Respect for both lecturers and your classmates is of utmost importance, therefore you should:

- a. Avoid activities which are disruptive in class.
- b. Avoid personal conversations.
- c. Keep your cell phone switched off for the duration of the lecture.
- d. It is your duty to indicate if you have a question or a comment regarding the lecture or course.

RECORDING OF LECTURES

Prior consent must be obtained from the lecturer. If permission is granted, the recorded material cannot be used word-for-word (*verbatim*) in your essays and tests. Use paraphrasing instead. If the material is used *verbatim*, it constitutes plagiarism.

GUIDELINES FOR LEARNERS

- This Learner Guide contains important information relevant to the module. Please read through it carefully and ensure you have a thorough understanding of what is expected of you for this module.
Only typed assignments will be accepted and these are to be submitted online on Moodle with the result of the plagiarism test from Turnitin. No handwritten and hand-delivered assignments will be accepted.
- Assignments submitted after the due date and time will be penalised.
- The following resources are available on Moodle:
 - Readings;
 - Quizzes;
 - URLs;
 - Announcements;
 - Tasks and activities.
- Consultation bookings can be done via WhatsApp or email.



FINAL%

**FACULTY OF ARTS
DEPARTMENT OF PSYCHOLOGY
ASSIGNMENT COVER SHEET**

MODULE TITLE		
MODULE CODE		
ASSIGNMENT TOPIC		
NAME OF LECTURER		
DUE DATE		
NON - PLAGIARISM DECLARATION		
<p>I know that plagiarism means taking and using the ideas, writings, works or inventions of another as if they were one's own. I know that plagiarism not only includes verbatim copying, but also the extensive use of another person's ideas without proper acknowledgement (which includes the proper use of quotation marks). I know that plagiarism covers this sort of use of material found in textual sources and from the Internet. I acknowledge and understand that plagiarism is wrong. I understand that my research must be accurately referenced. I have followed the rules and conventions concerning referencing, citation and the use of quotations as set out in the Departmental Guide. This assignment is my own work, or my group's own unique group assignment. I acknowledge that copying someone else's assignment, or part of it, is wrong, and that submitting identical work to others constitutes a form of plagiarism. I have not allowed, nor will I in the future allow, anyone to copy my work with the intention of passing it off as their own work. By signing this cover sheet, I agree that I have read and understood the above. I acknowledge that should it be found to be higher than the acceptable similarity percentage, I may receive 0 (ZERO) for my assignment.</p>		
STUDENT NAME	STUDENT NO	SIGNATURE
LECTURER'S REMARKS		

Addendum B

Assignment Rubric				
1	FORM	Allocation	Marks	Total
	Cover	2		
	Table of Contents	2		
	Introduction	2		
	Headings	2		
	Conclusion	2		
	References	2		12
2	FORMAT			
	Consistent font	2		
	Consistent spacing	2		
	Use of bullets and subheadings	2		
	Justified	2		8
3	Referencing			
	References	2		
	Correct APA format	2		
	Intext	2		
	Corresponding intext and reference list	2		8
4	Content			
	Own words	4		
	Argument well structured	4		
	Good language skills	4		12
5	Plagiarism Score			
	< 24	10		10
	25 - 40	-5		
	41 - 65	-10		
	65 - 85	-15		
	>86	ZERO FOR WHOLE ASSIGNMENT		
TOTAL				50