

SS3710: PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Psychology of Childhood and Adolescence

Subject Code

SS - Social and Behavioural Sciences

Course Number

3710

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SS1101 Basic Psychology or SS2023 Basic Psychology I

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Upon completion of this course, students will achieve a holistic understanding of the characteristics, core issues and concerns, and special needs during childhood and adolescence and be able to apply ecological theory in analyses of real cases. This course also aims at developing a constructive view and attitude towards the dynamics between individuals and the environment.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Gain an overview of development during childhood and adolescence. Describe milestones and characteristics during the courses and their implications for development.	40		x	
2	Analyze the effects of various ecological systems (e.g., family, school, peer, media, etc.) on behaviours and phenomena during childhood and adolescence.	35		x	
3	Identify and evaluate variations in the development in real life situations (including cross-cultural and/or multi-cultural issues, gender differences, and socioeconomic status); portray individual differences and the underlying factors including biological, psychological, and social ones.	25	x	x	

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Introducing theoretical perspectives to the understanding of development through childhood to adolescence. Real life examples will be given wherever appropriate.	1, 2

2	Group discussions/ observations	Students will be in groups of 4-6 throughout the course, for group discussions and observations (video and real life situations); an inquiry-based learning approach will be adopted to enhance students' competence in applying the theories to analyze real-life problems through self-discovery.	1, 2, 3	
3	Group Presentation	Students will report selected topics and lead discussions on the topic in class. It can deepen students' learning and promote a more positive learning attitude towards the subject matters.	1, 2, 3	
4	Video Demonstration	Video materials will be used to demonstrate interesting issues and phenomena related to child and adolescent development. Students are required to reflect on and analyze the cases with the knowledge that they learn from the lectures.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Quiz	1, 2, 3	35	
2	Group presentation	1, 2, 3	20	
3	Case analysis paper	1, 2, 3	30	
4	Tutorial	1, 2, 3	15	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Quiz

Criterion

Familiarity with the literature; understanding and application of the concepts and theories

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

2. Group presentation

Criterion

Familiarity with the literature; original and critical thinking; collaboration and coordination

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

3. Case analysis paper

Criterion

Familiarity with the literature; original and critical thinking; Writing skills

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

4. Tutorial

Criterion

Participation in the activities; understanding and application of the concepts and theories; original and critical thinking

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III Other Information

Keyword Syllabus

Cognitive Development, Language Development, Children's drawings; Social and Personality Development; Physical development; Gender issues, Vocational choices, Love and Sex; Parenting; Siblings, Peer relationships, Friendships, School bullying and Educational practices; and Children with Special Needs; Media and Technology.

Reading List

Compulsory Readings

Title	
1	Berns, R. (2016). <i>Child, family, school, community: socialization and support</i> (10th ed.). Belmont, CA: Wadsworth/Cengage Learning.

Additional Readings

Title	
1	Balter, L., & Tamis-LeMonda, C. S. (Eds.). (2006). <i>Child psychology: A handbook of contemporary issues</i> (2nd ed.). New York: Psychology Press.
2	Berk, L. E. (2009). <i>Child development</i> (8th ed.). Boston: Allyn & Bacon/Pearson.
3	Bremner, G., & Fogel, A. (Eds.). (2001). <i>Blackwell handbook of infant development</i> . Oxford, UK: Blackwell.
4	Damon, W., & Lerner, R. M. (Series Eds.). (2006). <i>Handbook of child psychology, Vols. 1-4.</i> (6th ed.). New York: Wiley.
5	Lerner, R. M., & Steinberg, L. (Eds.). (2004). <i>Handbook of adolescent psychology</i> (2nd ed.). Hoboken, NJ: Wiley.
6	Rice, F. P., & Dolgin, K. G. (2008). <i>The adolescent: Development, relationships, and culture</i> (12th ed.). Boston: Pearson/Allyn and Bacon.
7	Shaffer, D. R., & Kipp, K. (2010). <i>Developmental psychology: Childhood and adolescence</i> (8th ed.). Belmont, Calif.: Thomson Wadsworth.
8	Adolescence (Libra)
9	Child Development (S.R.C.D.)
10	Developmental Psychology (A.P.A.)
11	Developmental Review (Academic Press)
12	Journal of Adolescent Research (Sage)
13	Journal of Research on Adolescence (Erlbaum)