

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Psychology of Childhood and Adolescence
Course Code:	SS3710
Course Duration:	1 Semester
Credit Units:	3 credits
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	SS1101 Basic Psychology or SS2023 Basic Psychology I
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. 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.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Gain an overview of development during childhood and adolescence. Describe milestones and characteristics during the courses and their implications for development.	40%		✓	
2.	Analyze the effects of various ecological systems (e.g., family, school, peer, media, etc.) on behaviours and phenomena during childhood and adolescence.	35%		✓	
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%	✓	✓	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
Lecture	Introducing theoretical perspectives to the understanding of development through childhood to adolescence. Real life examples will be given wherever appropriate.	√	√					
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.	√	√	√				
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.	√	√	√				
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.	√	√	√				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3					
Continuous Assessment: <u>100</u> %								
Quiz	√	√	√				35%	
Group presentation	√	√	√				20%	
Case analysis paper	√	√	√				30%	
Tutorial	√	√	√				15%	
Examination: _____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Quiz	Familiarity with the literature; understanding and application of the concepts and theories	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
2. Group presentation	Familiarity with the literature; original and critical thinking; collaboration and coordination	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
3. Case analysis paper	Familiarity with the literature; original and critical thinking; Writing skills	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable	Student who is profiting from the university experience; understanding of the subject; ability to	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of

		grasp of subject matter; evidence of extensive knowledge base.	understanding of issues; evidence of familiarity with literature.	develop solutions to simple problems in the material.		literature.
4. Tutorial	Participation in the activities; understanding and application of the concepts and theories; original and critical thinking	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Berns, R. (2007). Child, family, school, community: Socialization and support (7th ed.). Belmont, CA: Thomson/Wadsworth.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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