

Liverpool John Moores University

Title: DEVELOPMENTAL PSYCHOLOGY 2
Status: Definitive
Code: **5001PSYSCI** (113639)
Version Start Date: 01-08-2011

Owning School/Faculty: Natural Sciences & Psychology
Teaching School/Faculty: Natural Sciences & Psychology

Team	Leader
Anne-Marie Adams	Y

Academic Level: FHEQ5
Credit Value: 12.00
Total Delivered Hours: 22.00
Total Learning Hours: 120
Private Study: 98

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	20.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Exam	AS1	written paper	100.0	2.00

Aims

- 1. To describe the basic components of language and evaluate different theories of language development.*
- 2. To examine the relationship between cognition and emotions, both primary and secondary within a developmental context.*
- 3. To discuss the skills underlying how children learn to read and to consider how proposed cognitive precursors of these skills may facilitate reading development. Also to compare and contrast theories of cognitive deficits proposed to underlie developmental reading impairment, with specific regard to children diagnosed as dyslexic.*
- 4. To illustrate the development of the ability to appreciate other's mental states. To*

explore the proposal that this ability is impaired in children diagnosed as autistic and contrast it with other accounts of this disability.

Learning Outcomes

After completing the module the student should be able to:

- 1 Compare and contrast different theories of language development.
- 2 Clarify the nature of the relationship between cognition and emotional development.
- 3 Show an appreciation of the significance of proposed cognitive precursors of reading skills and the advantages they may offer children learning to read, and also to evaluate conflicting theories of the nature of the cognitive deficits underlying developmental reading disorders.
- 4 Demonstrate an understanding of the way in which the ability to appreciate other's mental states may develop and discuss the evidence that this ability is impaired in children diagnosed as autistic including comparison with alternative accounts.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

EXAM	1	2	3	4
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Outline Syllabus

Emotional development and its relationship with cognition. Theoretical accounts of language development and the evidence on which these are based. The nature of writing systems and the cognitive skills they require including developmental cognitive precursors to reading development. Theories of the cognitive deficits underlying developmental disorders of reading (developmental dyslexia). The development of a Theory of Mind and its relationship to autism.

Learning Activities

Lecture attendance supported by directed independent reading.

References

Course Material	Book
Author	Barnes, P.
Publishing Year	1995
Title	Personal, social and emotional development of children.
Subtitle	
Edition	
Publisher	Oxford: Blackwell in association with Open University

	Press.
ISBN	

Course Material	Book
Author	Ellis, A. W.
Publishing Year	1993
Title	Reading, writing and dyslexia:
Subtitle	A cognitive analysis
Edition	2nd
Publisher	Hove, UK: Lawrence Erlbaum.
ISBN	

Course Material	Book
Author	Pinker, S.
Publishing Year	1994
Title	The language instinct.
Subtitle	
Edition	
Publisher	London: Penguin.
ISBN	

Course Material	Book
Author	Smith, P.K., Cowie, H. & Blades, M.
Publishing Year	2003
Title	Understanding Children's Development
Subtitle	
Edition	3rd
Publisher	Oxford: Blackwell
ISBN	

Course Material	Book
Author	Berryman, J. C. Smyth, P.K. Taylor, A., Lamont, A. Joiner, R.
Publishing Year	2002
Title	Developmental Psychology and You
Subtitle	
Edition	2nd
Publisher	Oxford: Blackwell
ISBN	

Course Material	Book
Author	Frith, U.
Publishing Year	2003
Title	Autism: Explaining the enigma
Subtitle	
Edition	
Publisher	Oxford: Blackwell

ISBN	
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Notes

Building on the knowledge gained in PSYAP1014 or PSYAP1023 this module will introduce further issues of current debate in developmental psychology. It provides a comprehensive descriptive base and opportunity for critical analyses of both theory and research in each of the topics studied; emotional development and its links with cognition, language development, reading development and acquiring a 'theory of mind'.