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## IMPORTANT DATES FOR PSYCHOLOGY 1001

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day for late enrolments in Psychology 1001</td>
<td>Check with your Faculty</td>
</tr>
<tr>
<td>Last day for withdrawal from Psychology 1001 without penalty</td>
<td>Check with your Faculty</td>
</tr>
<tr>
<td>Last day to request an essay as an alternative to participation in research</td>
<td>Thursday of Week 5, 2(^{nd}) April</td>
</tr>
<tr>
<td>First Online Quiz (1 of 6)</td>
<td>Week 3, Week beginning 16(^{th}) March</td>
</tr>
<tr>
<td>Due DATE and TIME of ESSAY</td>
<td>Online BEFORE 4pm, Wednesday 29(^{th}) April</td>
</tr>
<tr>
<td>Last DATE and TIME for 10-point penalty with late submission of essays without extensions</td>
<td>Online BEFORE 4pm on Wednesday 6(^{th}) May (Week 9)</td>
</tr>
<tr>
<td>Last DATE and TIME for 20-point penalty with late submission of essays without extensions</td>
<td>Online BEFORE 4pm on Wednesday 13(^{rd}) May (Week 10)</td>
</tr>
<tr>
<td>Last DATE and TIME for 30-point penalty with late submission of essays without extensions. Essays without extensions submitted after this time will not receive a mark.</td>
<td>Online BEFORE 4pm on Wednesday 20(^{th}) May (Week 11)</td>
</tr>
<tr>
<td>Last possible DATE and TIME for submission of essays (with or without extensions)</td>
<td>Online BEFORE 4pm Friday 27(^{th}) May (Week 12)</td>
</tr>
<tr>
<td>Last Online Quiz (6 of 6)</td>
<td>Week 12, Week beginning 25(^{th}) May</td>
</tr>
<tr>
<td>Last day for participation in research</td>
<td>Friday of STUVAC, 12(^{th}) June</td>
</tr>
<tr>
<td>Last day to contest SONA Credits or Penalties</td>
<td>Friday 19(^{th}) June</td>
</tr>
<tr>
<td>Last day for requests to sit supplementary exam (due to sickness/misadventure)</td>
<td>One week after the date of the final exam</td>
</tr>
<tr>
<td>Final day for any submission to do with Psychology 1001 for 2015 (Due date of Alternate Essay)</td>
<td>Monday 29(^{th}) June</td>
</tr>
</tbody>
</table>
WELCOME AND INTRODUCTION

Welcome to the School of Psychology at the University of Sydney. Our Junior Psychology units of study aim to provide you with a solid grounding in the diverse subject of Psychology.

The first part of this manual contains a comprehensive explanation of the course, its components and its important rules. If you enrol in PSYC1001 you need to understand these important regulations, particularly those related to due dates, plagiarism and special consideration. The second half of this manual contains materials related to tutorials, and so you should bring it to every tutorial.

Appendix A (at the end of this manual) gives a summary of how students performed in this same course a year ago, and the advice they wanted to give you as you begin this course.

PSYC1001 at the University of Sydney is one of the largest university courses in Australia. For this reason, it is essential that as a student you understand that it is your responsibility to understand the way this course works. Start by reading the first part of this manual. There is a quiz on Blackboard (called “PSYC1001 BASICS”), which has a few questions on the most important rules and advice. Until you complete that quiz with a score of 100%, lecture overheads, assessments and tutorial information are completely hidden on Blackboard. It’s always disappointing to receive emails from students saying they cannot see the lecture overheads and do not know what is going on – emails like that tell us that students do not read this manual - not even this first page of the manual (and that’s why we have such a quiz).

Key student responsibilities:

- **EMAIL**
  - Check your university email address regularly (or have it redirected to an address you do check). Important reminders and messages are often sent to your uni email, and it is your responsibility to check for them.
  - Always use your university email when contacting tutors, administrators, or lecturers. Do not expect sensitive information to be sent to other accounts (e.g., hotmail, gmail).
  - Begin any email by addressing the recipient formally. Do not expect a reply if you call someone “Hey” and/or do not even sign off with your own name.
- Set reminders for yourself about the due date of the major assignment, and the availability dates of quizzes. Do not expect to be reminded.
- Take responsibility for your computing. Computers are used to complete online quizzes, sign up for studies, complete pre-tutorial work and submit assignments. Allow plenty of time just in case networks go down or your computer stops working. Have a backup plan – e.g., you can always complete your computing at a lab at university. There is no point blaming anyone except yourself if you leave things to the last minute and something goes wrong or takes longer than expected.
- Do not plagiarise. Plagiarism is basically cheating by copying written material either from a friend, a reading, or the Internet. (See the section on PLAGIARISM).
- Do not skip course content. Go to all your lectures and tutorials. You are expected to attend 80% of all lectures and tutorials.
- If you suffer an unexpected misadventure, which may affect assessment performance, apply for special consideration within five working days of the due date of the assignment or exam. If you suffer from continuous issues, which may affect any aspect of your university experience, register with Disability Services NOW (See the section DISRUPTIONS TO YOUR STUDY).
- Read the first part of this manual to understand the rules and regulations and ask about anything that is not clear.

Dr Caleb Owens, First Year Director
WHERE YOU CAN GET MORE INFORMATION

There are a number of people who can help you with enquiries or concerns you have relating to Psychology.

THE PSYCHOLOGY COUNTER

<table>
<thead>
<tr>
<th>Location:</th>
<th>Ground Floor, Brennan MacCallum Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>02 9351 7327</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:psychology.firstyear@sydney.edu.au">psychology.firstyear@sydney.edu.au</a></td>
</tr>
<tr>
<td>Opening:</td>
<td>12:30pm- 4:00pm Monday–Friday during semester.</td>
</tr>
<tr>
<td></td>
<td>12:30pm- 2:30pm Monday–Friday during exams and holidays.</td>
</tr>
</tbody>
</table>

Enquiries about administrative matters should be directed to the Psychology counter. The Administrative Officer will answer emails containing enquiries that are specific to the student, but may not answer requests for information that has been made readily available on the Web pages, handouts or in this manual. It is your responsibility to access the information provided for you.

THE PSYCHOLOGY 1 CO-ORDINATORS

The First Year Director is Dr Caleb Owens. His office is in the Brennan MacCallum Building, Room 453, and his telephone number is 9351 7523. His email address is: caleb.owens@sydney.edu.au. Caleb is also your ‘Science and Statistics’ lecturer for the first half of semester, so you can always talk to him after any of those lectures as well.

The Undergraduate Coordinator is Dr Fiona Hibberd. Her office is in the Brennan MacCallum Building, Room 451, and her telephone number is 9351 2867. Her email address is: fiona.hibberd@sydney.edu.au

If you have a question, start by looking for the answer in this manual, look on Blackboard, or ask your tutor.

YOUR TUTORS

In your first tutorial (in Week 2) you will meet your tutor, who will give you their contact details, and their weekly consultation hours. One of your tutor’s responsibilities is to help you with any difficulties that you are having with the content of the course. Usually these issues can be addressed in your tutorial. Otherwise, you may see your tutor during their consultation time. Take advantage of the relationship you have with your tutor and others in your tutorial, as tutorials are your one opportunity in such a large course to discuss the material presented to you.

It is reasonable to expect your tutor to:

- Answer specific questions you have about content or direct you to resources which can help you.
- Answer specific questions you have about how the course works or direct you to resources which can help you.
- Discuss the major assignment or your approach to it, in person, verbally, and at length, in tutorial time or consultation time.

It is unreasonable to expect your tutor to:

- Re-explain an entire tutorial or tutorial topic (or lecture topic).
- Respond to long emails concerning content with any more than one or two sentences clarifying a point.
- Fill you in on tutorials you missed, either because you were ill or started the course late.
- Respond instantly to emails sent over a weekend or late at night.
Tutors CANNOT do these things under any circumstances:

- Look at anything you have written for your assignment (shown as a hardcopy or via email) and provide you with feedback or guidance. Your writing is your own work. You can of course verbally describe your approach to your tutor and they may offer advice, but do not show them any writing. Refer to the later section on PLAGIARISM in this manual.
- Give you an extension on any due date (see section on SPECIAL CONSIDERATION).
- Accept any assignment submission via email.
- Give you permission to change into their tutorial.

THE PSYC1001 ELEARNING WEBSITE

Information relating to lectures and tutorials will be available on the PSYC1001 eLearning site. (logon to: http://elearning.sydney.edu.au). Printed versions of this manual were finalized in February, so the latest information about this course will always be on this eLearning site. Note that it is your responsibility to ensure you have access to a computer, network, and browser which works with all aspects of the eLearning website. Firefox is recommended (IE, Safari and Chrome have caused issues in the past), and cookies must be turned on. Note that as already mentioned, many parts of the eLearning site are hidden until specific quizzes are completed (with full marks).

<table>
<thead>
<tr>
<th>Unlock Quiz</th>
<th>Purpose</th>
<th>Unlocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC1001 Basics</td>
<td>Demonstrate you understand basic information about the course</td>
<td>Lecture Materials, Tutorial Materials, Online Quizzes, Research Participation, Final Exam, Videos, Plagiarism Quiz</td>
</tr>
<tr>
<td>PSYC1001 Writing and Plagiarism Quiz</td>
<td>Demonstrate you understand what plagiarism is and how to avoid it</td>
<td>Essay Question and Materials, Essay FAQ, Submit your essay here folder, Policy Acknowledgement Quiz, Alternate Essay</td>
</tr>
<tr>
<td>PSYC1001 Essay assignment: Policy Acknowledgement</td>
<td>Records your agreement to submission procedures, university policies and a statement that your essay consists of your own words unless indicated (Functions like signing a coversheet)</td>
<td>PSYC1001 Essay assignment (ONLINE SUBMISSION) PSYC1001 Alternate Essay assignment (ONLINE SUBMISSION)</td>
</tr>
</tbody>
</table>

Note importantly, if you unlock a section of the eLearning website, DO NOT re-attempt the same quiz again, because if you do, the sections will be hidden again. (Starting a quiz then quickly quitting will give you a score of 0). You will need to complete the quiz again with a perfect score to reveal the sections again. This does not apply to the Writing and Plagiarism Quiz which you can always return to, to refresh your understanding.

TEXTBOOKS

The only purchasable resource we require you to have access to in PSYC1001 (and PSYC1002) is the “PSYKTREK” CD-ROM.

PSYKTREK Version 3.0 (or 3.1) and Version 2.0 are almost identical and all are fine.

If you have a PC with a CD-ROM drive the PSYCTREK CD-ROM will be available from the Co-op bookshop for $49.95.

If you have MAC or a PC with no CD-ROM drive, the Co-op bookshop also sells online access to PSYKTREK for the same price. Your receipt should contain the code you need to access the materials; no one else will know this code.

Ensure you purchase what is best for you (CD or online pass) because they are two separate
products and one cannot be exchanged for another. WAIT UNTIL SEMESTER BEGINS if you are unsure.

Your tutor can also show you how to access PSYKTREK from the tutorial room computers.

Note that PSYKTREK is used in both PSYC1001 and PSYC1002. There are no other required or recommended resources for PSYC1001 or PSYC1002 you can buy.

READINGS

A list of readings for different areas of Psychology 1001 is provided in the Section of this Manual titled: PSYCHOLOGY 1001 SYLLABUS. Most readings will be available online, either via direct web links or via the University of Sydney Library. To find most of them, go to the Sydney University website, then the library website, then the catalogue, then search under Unit of Study for PSYC1001.

STRUCTURE OF PSYCHOLOGY 1001

Each week you must attend three 1-hour lectures (starting in Week 1), and one 1-hour tutorial (starting in Week 2). You will also be required to complete a pre-tutorial component BEFORE most tutorials, which will take about 1-hour on average.

LECTURE SERIES

Each lecture is repeated multiple times (by the same lecturer) across several days. You only need to go to each of the three lectures streams once per week (i.e. three lectures per week, three different topics per week). To ensure you attend the correct three lectures, consult your timetable on MyUni and stick to it. Be sure to note the different locations because several times per week there are two PSYC1001 lectures happening at the same time in different lecture halls.

The underlying timetable has been constructed to prevent overcrowding as best we can. You can attempt to change your timetable on MyUni yourself, but if you find that the times you want are not available that means they are full. Do not attend a lecture you have not been assigned to. Overcrowding is dangerous. Do not sit or stand in an aisle or doorway in any lecture hall at any time. If you believe that a situation has become dangerous, let the lecturer know immediately and the lecture will be suspended or cancelled. Because of these concerns, you should not ask a lecturer if you can attend another lecture time – overcrowding is dangerous.

Altogether you will receive lectures on six separate topics throughout semester. If you are getting three topics per week, that means midway through semester (around Weeks 7/8) the topics will change to three new ones. The Table below shows which areas are taught, and for how many weeks of Semester. You will not necessarily receive your lectures in this order, but you should receive a lecture from each stream every week. The name and office location of the staff member responsible for teaching each area is also given in the Table.
PSYC1001 lectures are given in the Wallace Theatre or Footbridge Theatre. Please check your timetable for allocated times and locations.

<table>
<thead>
<tr>
<th>STREAM</th>
<th>Topic (Number of lectures)</th>
<th>Lecturer</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Introduction (1)</td>
<td>Caleb Owens</td>
<td>BM453</td>
</tr>
<tr>
<td></td>
<td>Science and Statistics (6)</td>
<td>Caleb Owens</td>
<td>BM453</td>
</tr>
<tr>
<td></td>
<td>Forensic Psychology (6)</td>
<td>Helen Paterson</td>
<td>BM439</td>
</tr>
<tr>
<td>B</td>
<td>Personality (6)</td>
<td>Niko Tiliopoulos</td>
<td>BM448</td>
</tr>
<tr>
<td></td>
<td>Social Psychology (7)</td>
<td>Eileen Chu</td>
<td>GT468</td>
</tr>
<tr>
<td>C</td>
<td>Emotion (6)</td>
<td>Celine Van Golde</td>
<td>GT464</td>
</tr>
<tr>
<td></td>
<td>Developmental (6)</td>
<td>Micah Goldwater</td>
<td>BM342</td>
</tr>
<tr>
<td></td>
<td>Exam Preparation (1)</td>
<td>Caleb Owens</td>
<td>BM453</td>
</tr>
</tbody>
</table>

Office location key: BM - Brennan MacCallum (opposite Manning Bar); GT- Griffith Taylor Building (connected to BM)

LECTURE MATERIALS

Lecturers will direct you to required, assessable readings and recommended readings during their lectures and as part of their lecture materials.

Most lecturers provide PowerPoint outlines for their lectures on the Psychology 1001 Blackboard website. Lecturers have different practices and opinions about the ways you should use the outlines. Each lecturer will tell you in their first lecture whether they will provide outlines and, if they will, what they will be and whether they will put them up before or after the relevant lecture.

The PowerPoint outlines should not be regarded as a replacement for attending the lectures. You are unlikely to obtain all the information you need to proceed in psychology (or to pass your exams) from the outlines alone. They are usually just the overheads that will be used – usually a few hundred words per lecture, whereas a lecturer will say 6,000-10,000 words in the same time. Also, you are likely to understand the material better when you hear someone explain it and take your own notes.

The audio of lectures is usually recorded by a central system operating outside the School of Psychology. The link is usually on the left menu of the Blackboard site under “Lecture Recordings” (once unlocked). Sometimes the recordings do not work at all, sometimes the quality is not great, and because of the way we stream lectures, what is actually said on the recordings may not correspond precisely to your allocated lecture timetable. You should therefore see these recordings as a possible backup if you miss a lecture every now and again, or as a revision tool. Do not rely on recordings to replace lecture attendance. We cannot guarantee the reliability or quality of the recordings and you will never see certain copyrighted materials presented by lecturers (because these are excluded from the online outlines).
WHAT IS A LECTURE?

Despite lectures happening everywhere at University, rarely does anyone tell you what you are supposed to be doing during one. As a result, too many students treat lectures like television shows – even to the extent that they talk to each other as if no one is looking, and look genuinely shocked when a lecturer stops and points them out. Many students also simply stare at the lecturer, occasionally looking down at their printout of the upcoming overheads!? (For what reason? To check that the lecturer is saying the right thing in the right order?).

A lecture is a presentation which attempts to make the knowledge you need to know easier to digest. The knowledge you need to know is most likely already in textbook chapters or the set readings; the lecturer pulls the key points out of those and tries to help you understand them, often by explaining them in different ways, and offering examples. Since many of our lecturers try very hard to make their lectures entertaining and interesting, many students miss the fact that this is done to help them understand the important material they need to be studying. An entertaining lecture should not be judged as a standalone event, but for many students, it is the only time during the week they will come into contact with the course material. These students may never read any set readings, and come exam time they will revise lecture overheads at most, and even send lecturers odd emails asking if they should even read a suggested reference.

Because a lecture highlights the knowledge at the centre of the course, experienced university students know that they need to prepare for lectures before, take notes during, and reflect on the content afterwards. To these students the knowledge is out there in the world, and while the lecturer is the best guide for them to get it, they are certainly not the only source of good information. The lecturer is fallible, and what they say needs to be checked against knowledge recorded in the world (and questioned if there is a mismatch). Before a lecture, you should prepare with a relevant reading (a book chapter, or journal article, or even YouTube video), or find your own (e.g., by looking up key terms in Wikipedia). During a lecture you can then compare what you already understand or partially understand with what you are hearing – and rather than writing down a dull summary of what the lecturer is saying – you will be able to write down what you understand about the topic based on all your learning. This is why it often makes no sense to ask whether a suggested reading is assessable – it was suggested because it is yet another perspective on the course content you need to learn – experienced students already read it before the lecture and even take notes on it to contribute to their lecture notes.

Another important strategy experienced students will use, is to carefully pay attention to the various parts of the content the lecturer is emphasising. This is usually impossible to tell from overheads, because a lecturer may linger for ten minutes on one slide, but quickly skip over others (and even apologise that they are not relevant). If you have a good sense of the key points the lecturer is trying to teach you, then when you refer to other materials after the lecture, you will be able to see which parts require more of your effort to understand. If a set reference or reading does not overlap with lectures, it is not unreasonable to ask: “The second half of the Bloggs (1998) paper was about something you did not talk about, do we need to know that?”. The lecturer could respond: “Absolutely, I just didn’t have time to cover it in lectures”, or “No not really, that second study could never be replicated and is most likely junk”.

While it might seem ambitious to have first year students prepare for each lecture and be constantly creating notes synthesizing information from what they’ve read with what they’re hearing: certainly some students can do it, this is what you should be aiming for, and at least we can tell you how things are supposed to work. Many of you may still be in ‘High School mode’ waiting to be drip-fed the ‘complete truth’ about any given topic, but it is time to start moving away from that style of learning.
## TUTORIAL PROGRAM

You will need to attend one tutorial each week except Week 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Begins on Monday</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2nd March</td>
<td>No tutorial</td>
</tr>
<tr>
<td>2</td>
<td>9th March</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td>3</td>
<td>16th March</td>
<td>The science of psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 1 Online this week</td>
</tr>
<tr>
<td>4</td>
<td>23rd March</td>
<td>Writing and referencing in APA format</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete the Writing and Plagiarism quiz before class</td>
</tr>
<tr>
<td>5*</td>
<td>30th March</td>
<td>Emotion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 2 Online this week</td>
</tr>
<tr>
<td>Mid-Semester Break</td>
<td>Friday 3rd April to Friday 10th April (Inclusive)</td>
<td>No Tutorial</td>
</tr>
<tr>
<td>6</td>
<td>13th April</td>
<td>Essay writing exemplars</td>
</tr>
<tr>
<td>7</td>
<td>20th April</td>
<td>Research Design</td>
</tr>
<tr>
<td>8</td>
<td>27th April</td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essay Due this week <strong>BEFORE</strong> 4pm Wednesday 29th April</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 3 Online this week</td>
</tr>
<tr>
<td>9</td>
<td>4th May</td>
<td>Personality</td>
</tr>
<tr>
<td>10</td>
<td>11th May</td>
<td>Social Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 4 Online this week</td>
</tr>
<tr>
<td>11</td>
<td>18th May</td>
<td>Human Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 5 Online this week</td>
</tr>
<tr>
<td>12</td>
<td>25th May</td>
<td>Forensic Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 6 Online this week</td>
</tr>
<tr>
<td>13</td>
<td>1st June</td>
<td>Essay feedback and exam preparation</td>
</tr>
<tr>
<td><strong>StuVac</strong></td>
<td>8th June to 12th June</td>
<td>No tutorial</td>
</tr>
<tr>
<td><strong>Exam Period</strong></td>
<td>15th June – 27th June</td>
<td>No tutorial</td>
</tr>
</tbody>
</table>

*Good Friday Public Holiday this week.

NOTE: Tutorials are not held on Public Holidays. If your tutorial falls on the Public Holiday, please go to another tutorial session. Ask the tutor before the tutorial if you can sit in; and avoid times adjacent to lectures if you want a seat.

## LOCATION

All tutorials are held in the Psychology tutorial rooms on level 4 of the Old Teacher’s College. The Old Teacher’s College is down the hill from Manning Bar, on the same side of the road, then climb up to the top floor, level 4, then you will find the Psychology tutorial rooms in the North-Western corner, or just keep walking around the top floor until you see them. There are THREE tutorial rooms, so check your timetable so that you go to the right one.
TUTORIAL TIMES

The timetable that you download via the MyUni website will tell you the time and location of your tutorial. If you wish to change the time of your tutorial please note that the process is different at different times of the semester:

Until the end of Week 1:

If you need to change your tutorial class, first you must attempt this through the University Timetable Unit: [http://web.timetable.usyd.edu.au/firstTimeGuide.jsp](http://web.timetable.usyd.edu.au/firstTimeGuide.jsp)

From Week 2:

Students can no longer change their timetable via the online system or the Timetabling Unit office. Only the School of Psychology can assist with this. The procedure to do so is:

1. Check the tutorials times for each Unit of Study on the list of classes at the Psychology Counter (Brennan-MacCallum room 325)
2. If there is room in the class you want to move to AND your timetable is free at that time, the psychology admin staff may be able to help you move to that class.
3. Note some classes will be listed as FULL or OVER. The ONLY way to change into a FULL or OVER class is to find a “swap”:
   (i) Check the tutorial times of the Unit
   (ii) Use the “tutorial swaps” discussion forum on your Unit of Study Blackboard site to find another student willing to swap their tutorial with you
   (iii) BOTH students must come to the Psychology Counter (Brennan-MacCallum room 325; open 12:30-4:00pm) and complete the swap together with the student admin staff

Please note that:

- Changes from Week 2 must be made in person. No requests will be actioned over the telephone or by email.
- Any change made to your timetable is likely to result in one or more of your classes being automatically reallocated. You cannot choose to keep some classes the same while moving others.
- You cannot revert to a previous timetable.

It is highly inadvisable to change tutorial classes after Week 3 of the semester, because this is likely to impact your participation in class assessment components.

If you are unable to attend your timetabled tutorial regularly due to timetable clashes or other commitments, it is strongly advised that you withdraw from the unit (or withdraw from another unit, which would then allow you to attend psychology tutorials), or you may fail the unit of study automatically.

Please also note that your assigned tutorial determines who will mark your major assignment.
WHAT IS A TUTORIAL?

A tutorial is not intended to be a lesson where your tutor is a high school teacher and you sit passively while having facts explained to you. Tutors and tutorials exist to assist you to learn course material and develop general skills such as verbal explanation and presentation, or critical thinking. To get the most out of your tutorial, PREPARE BEFOREHAND. Some of your less structured university courses will assume this for tutorials, but in first year psychology we give you structured PRE-TUTORIAL exercises for most tutorials.

In the past few years we have noticed an increasing number of students turning up to tutorials having done absolutely no preparation – sometimes entire tutorials of students arrive expecting a high school style of teaching of material that they should have already read up on. There is no excuse for sitting in a tutorial unable to answer the most basic questions your tutor asks you about the content. Tutorials are important in very large courses because it is an opportunity for you to interact actively with other students, your tutor, and the material itself. The more active you are in contributing to the tutorial, the more you and your colleagues will gain from it. Students often complain at the end of semester that "my tutor never managed to get through all the material". That is often an inappropriate complaint, because you and your colleagues are as much a part of the tutorial as your tutor is. If tutorials are slow because no one is contributing, and everyone waits for the tutor to answer each question, it is not really the tutor’s fault is it?

Since the basis of tutorials should be a useful discussion, don’t be too obsessed with getting through all the questions in the manual anyway – their main purpose is often to inspire discussion. If you feel you missed something important, you can always ask your tutor later – or attempt to steer the discussion in that direction yourself.

Expected of tutors in PSYC1001 tutorials:

- Prepare for each tutorial and have a good grasp of the main concepts.
- Arrive on time (5min past the hour).
- Inspire and guide discussion on tutorial and lecture content.
- Answer specific questions on content and the nature of the course.

Expected of students in PSYC1001 tutorials:

- Attend the correct tutorial.
- Complete all pre-tutorial work.
- Contribute to the discussion.
- Arrive on time (5 minutes past the hour)
- Give the tutorial your full attention (turn off all electronic devices unless you are taking notes on them).
- Respect all other students and the tutor.
- Adhere to the Student Code of Conduct.
- Make reasonable demands of tutors (see earlier section YOUR TUTORS).
ATTENDANCE

You are expected to attend 80% of all timetabled activities. It is our view that students who attend less than 80% will struggle to pass the Unit. Poor attendance cannot form the basis of a Special Consideration claim. Lecture attendance cannot be replaced by reviewing audio recordings and incomplete overheads – these are intended for revision purposes only (or an occasional unplanned absence). Tutorial attendance cannot be made up for by private study and tutorials can never be recorded. If you believe you have a good reason why you are absent, hold on to your documentation/evidence of the cause, as attendance records may later be used to make decisions about issues like continued enrolment, scholarships, discontinue not fail cases, show cause and plagiarism cases. There is no need to lodge Special Consideration applications for attendance because attendance and participation are not assessable components of PSYC1001. Note however that if you are absent from timetabled activities for a great deal of the semester, you may be advised to withdraw or discontinue regardless of the causes.

If you are unable to attend your timetabled tutorials and lectures regularly due to timetable clashes or other commitments, you should withdraw from the PSYC1001 (or withdraw from another Unit, which would then allow you to attend psychology lectures and tutorials).

If you have taken on so many other commitments that you have very few options, study at Sydney University may not be for you. We are a bricks and mortar campus, and most courses are designed for students to attend. That is why you will not be accommodated if you choose not to attend or cannot attend. Some APAC accredited Psychology courses are designed to be online only (see: http://www.psychologycouncil.org.au/). The deadline for withdrawing from this unit of study can be found here: http://sydney.edu.au/science/dates.shtml#variation

IF YOU ENROL IN THE COURSE LATE

If you choose to enrol in PSYC1001 late, you need to understand you have already missed lectures and tutorials. Enrolling in tutorials, being added to eLearning (for Blackboard access), and being added to SONA, may take a further week or so and you may miss some assessed quizzes. If you understand that it was your choice to start late, then you’ll understand it is your responsibility to accept that you have missed out on certain things, and you will need to catch up. The best way to get up to speed is to read this manual carefully, and as soon as you have eLearning access to complete and read everything you find. Do not expect tutors and lecturers to ‘send you material’ or ‘catch you up’, you can do that yourself via the eLearning site.
ASSESSMENT

There are four main components of assessment for Psychology 1001: an assignment (1000 word essay), 6 online tutorial quizzes, research participation, and a final examination. The following table shows what percentage of your final mark will be contributed to by each component.

Note importantly: If you do not complete a serious attempt on either of the compulsory components, you will receive an Absent Fail grade for the entire course.

<table>
<thead>
<tr>
<th>What?</th>
<th>When due?</th>
<th>% Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Components</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment (Essay)</td>
<td>Online <strong>before</strong> 4pm on Wednesday 29th April</td>
<td>25%</td>
</tr>
<tr>
<td>Exam</td>
<td>During exam period at the end of semester</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Optional Components</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Tutorial Quizzes (total of 6)</td>
<td>Throughout semester, from Weeks 3-12</td>
<td>5%</td>
</tr>
<tr>
<td>5 hours of Research Participation</td>
<td>Throughout semester. Sign-up online using SONA</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Your final mark is given on a scale from 0 to 100.

- 85 and above = High Distinction
- 75-84 = Distinction
- 65-74 = Credit
- 50-64 = Pass
- 49 and below = Fail

Note that in the Faculty of Science there is no “Pass conceded” or “Concessional Pass” category. If you receive 49 or less then you have failed.

Your final mark will be available on the MyUni website. A minimum result of 50% in BOTH PSYC1001 and PSYC1002 is required to progress to Psychology 2 units of study. A breakdown of your individual marks for each assessable course component will be displayed on Blackboard after the final exam.

ASSIGNMENT: ESSAY (25% IN TOTAL)

For Psychology 1001 you must write a 1000 word APA formatted essay (with ~150 word abstract). The essay topic will be released on Blackboard during Week 3, and your essay is due online before 4pm on Wednesday 29th April, giving you around six weeks. Tutorials in Weeks 4 and 6 are dedicated to instructing you on how to write an essay in the correct psychology format, and associated with those tutorials on Blackboard is a large number of supporting materials.

Understand the due date and time

Every time you see the due date and time mentioned, it says “**BEFORE** 4pm Wednesday 29th April”. Think of the due date and time as the time at which you need to have finished submitting your essay online.

Metaphorically speaking, the due date and time, is the time your plane takes off. You need to be sitting on the plane by then, which means you needed to allow a lot of extra time to get to the airport, check in your luggage, go through customs, and get to the boarding gate. If you arrive at an airport five minutes before your plane is due to take off, you will miss your plane. If that
happens you can throw a fit, and keep yelling “a deadline is a deadline”, but other passengers who understand the process will raise eyebrows at your ignorance. Here is precisely what you need to do before the due date and time.

- Complete the “Writing and Plagiarism Quiz” with full marks (if you are struggling with a question, ask your tutor in your next tutorial) to unlock the Assignment folder for the essay question and submission folder
- Write your essay
- Save your essay as a single word or PDF document. Check that the single file includes the abstract, the body of the essay, and the references list
- In the submission folder in Blackboard, complete the “PSYC1001 Essay assignment: Policy Acknowledgement” quiz with full marks – the submission link then becomes visible
- Read through and agree to the Turnitin terms and conditions (Note that the Turnitin software runs from a different website so there may be quite a wait at this point – and if it stops working altogether, your browser or network may not be suitable)
- Upload your essay file
- Put your tutor’s name as the TITLE of the assignment (you may need to go searching for your tutors’ name in MyGrades)
- Carefully check through every single page of your upload document to ensure it is the correct file, and includes all the sections. Only when you are sure that it is ready for your tutor to mark should you press CONFIRM
- After the upload completes, go back and click on VIEW, to see what you have just submitted, and also to print a PDF receipt (printer icon in the bottom left)

All these steps need to be completed before 4pm on the due date. You can see that there is a lot that could go wrong, and a lot of little things which together take a lot of time to get through. So the strongest advice we can give to is to begin attempting to submit the evening before your due date at the absolute latest. If you are not successful, you can start by swapping browsers (Generally FIREFOX works best as a browser, whereas SAFARI, CHROME and Internet Explorer cause all kinds of issues), then swapping computers (it could be your anti-virus software) or swapping networks (e.g. computer lab firewall). If you still cannot submit by the end of the evening before, you can always come in to University the next day and seek direct assistance.

It is your responsibility to have finished submitting before the due time passes. Under no circumstances should you send your assignment to anyone else (e.g. email it to a tutor) and ask them to submit on your behalf. If you do ignore all the advice offered and only begin your first attempt to submit a few minutes from the deadline, accept that it was you who took the risk and you who will take responsibility for the consequences. It is puzzling to read emails written by 40+ year old lecturers to 18 year old students explaining that the internet is unreliable and sometimes slow. If you do finish your submission after the due time, penalties do apply:
### PENALTIES APPLYING TO THE SUBMISSION OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of uploaded document incorrect (it should be your tutor’s first and last name only e.g., Joe Bloggs)</td>
<td>-5 marks (/100)</td>
</tr>
<tr>
<td>Assignment submitted between 1 second and 7 days late</td>
<td>-10 marks (/100)</td>
</tr>
<tr>
<td>Assignment submitted 7 to 14 days late</td>
<td>-20 marks (/100)</td>
</tr>
<tr>
<td>Assignment submitted 14 to 21 days late</td>
<td>-30 marks (/100)</td>
</tr>
<tr>
<td>Assignment submitted 21 to 28 days late</td>
<td>-40 marks (/100)</td>
</tr>
<tr>
<td>No assignment submitted before 4pm, 27th May</td>
<td>Marked assignments are handed back at this moment so no further submissions can be made or will be accepted. A serious attempt at an alternate assignment must be completed and submitted before 4pm, Monday 29th June to avoid an AF (absent fail for PSYC1001)</td>
</tr>
<tr>
<td>No serious attempt at an assignment submitted before 29th June</td>
<td>AF (absent fail for PSYC1001)</td>
</tr>
</tbody>
</table>

Note that these penalties may be modified by a successful application for SPECIAL CONSIDERATION (see section ahead), however this does not apply to the final possible submission date and time of 4pm, Wednesday 27th May for the original assignment topic. All assignments must be received before 4pm on that date, because assignments on the same topic will be returned to students at that same time. After 4pm, Wednesday 27th May, if you still have not completed and submitted an assignment, you must complete an alternate assignment (available on Blackboard in Week 13). The alternate assignment will be due before 4pm on Monday 29th June, after which no more submissions of any kind will be accepted for PSYC1001. Marks are usually not awarded for the alternate assignment. If you have documentation accounting for your non-submission for an entire month, you may be advised to use it to DNF from the course, do not expect an extension beyond Wednesday 27th May.

**Non-serious attempts:** To avoid an absent fail (AF) every student needs to make a serious attempt at the compulsory assessment components. Assignments which are shorter than 700 words (not including the references section or abstract), do not contain in-text citations, make no attempt to complete the assignment as instructed, or contain a substantial amount of plagiarism, will not be accepted as serious attempts. If your initial assignment is noted as a non-serious attempt then you will have to complete and submit a serious attempt at the alternate assignment for no marks before 4pm, Monday 29th June.

**CONTESTING AND ADJUSTING MARKS**

You do not have an automatic right to request re-marking of your assignment. If you are not happy with your mark you should start by meeting with your tutor, and listen carefully to them explain why you received the mark you did. In first year psychology we conduct multiple marker meetings to help standardise our marking, so it may be that your assignment has already been reviewed and discussed by multiple tutors. Also, online marking means your assignment will have multiple comments, an overall comment, and scores on a rubric – so carefully go through each piece of feedback so you understand why you have been awarded the mark you have. If you are still not satisfied, within two weeks of your assignment being returned online you should:

- Consult with your tutor in person after you have your feedback tutorial, outside of tutorial time.
- Provide a written case explaining why you believe your assignment should be remarked and approach the unit coordinator with this written case. An appropriate written case should:
Address specific marking criteria – because a rubric will be used, each specific judgement made should be addressed with examples from your assignment.

Address all specific comments made by your tutor which relate to marks

- If the unit co-ordinator receives your written case within two weeks of your assignment being returned, they may agree with you and allow your assignment to be remarked. If it is, be very aware that the new mark may be lower than the original mark, in which case the new mark will stand.
- If the unit co-ordinator does not believe the assignment should be remarked, or if after remarking, you still believe that the work has been improperly assessed, you should address such concerns in writing to the Head of School. Letters to the Head of School should be submitted to the Psychology administration counter.

TUTORIAL QUizzes (5% IN TOTAL)

Throughout semester online quizzes will be available on Blackboard. These assess both pre-tutorial and tutorial material. This may include readings you need to complete before the tutorials (e.g., articles or textbook readings), or exercises you complete on Psyktrek or Blackboard. The material you learn in tutorials will also be discussed by lecturers so it may be worthwhile referring to lecture notes too when they seem relevant.

There are six quizzes available throughout the semester. They will be available for one week only at a time, and they will only be available online via Blackboard. There is no time limit for online quizzes. There are four types of question used in the quizzes:

1. Multiple Choice Questions are the most common and require you to select the BEST answer from several options.
2. Multiple Answer Questions require you to select ALL the correct answers in order to receive any marks at all. Multi-answer questions are easy to spot because instead of circles for options as in multiple choice, they have squares. They usually finish with the statement like “you must select ALL that apply”. You can get some selections “correct”, but still not receive any marks for the question, because for this kind of question you need to select all the correct options and none of the incorrect options.
3. Matching Questions require you to match several options together, with a list on one side and a drop-down box on the other side. You need to match all the options correctly to receive the marks for these kinds of questions.
4. Short Answer Questions require you to type in usually just a single word. Do not use spaces, copy and paste answers, or put any symbols including a full stop after your answer if you expect it to be marked correct.

Quizzes are treated as “mastery exercises”, which means that it is expected that by your last attempt you will have answered almost all the questions right. After each attempt you will receive feedback on your responses, so learn from your mistakes and return to your materials between attempts. Read the readings again – the questions are bound to be hard if you have not even read what you are supposed to. If you simply keep guessing until you guess right, you have ruined any chance you have at genuine practice for the final exam. Each year hundreds of students assume that multiple-choice questions are easy and perform very poorly in the final exam – so take any opportunity you can get to practice.

For each quiz you have unlimited attempts, and no time limit – the only limitation is that quizzes are only available for a week at a time; from 9am Monday to 9am the following Monday. Your HIGHEST score for a single quiz attempt which you submit is the mark which will count. Because of this, you can continue to play with each quiz after you have full marks – many questions give option-by-option feedback, so you can fully discover why you were wrong and why you were right.

While it is true you receive a small amount of marks for completing the quizzes (5% across the whole semester), their main value lies in being a tool of practice, reflection, and mastery for you. To best simulate final exam conditions, complete the tutorial exercises, and then time and test yourself on the quiz with your books and notes closed the first time. You can score full
marks with later final attempts, but that first closed book attempt may give you an important early warning about any issue you may have with multiple choice questions. Most students who remember to actually do the quiz, end up with full marks.

All 6 quizzes are weighted the same (regardless of number of questions), and your final quiz mark will give you a maximum of 5% for this component.

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Available (9am Monday to 9am Monday)</th>
<th>Topics Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week 3 - March 16th – 23rd</td>
<td>The Science of Psychology</td>
</tr>
<tr>
<td>2</td>
<td>Week 5 - March 30th - April 6th</td>
<td>Emotion</td>
</tr>
<tr>
<td>3</td>
<td>Week 8 - April 27th – May 4th</td>
<td>Research Design &amp; Statistics</td>
</tr>
<tr>
<td>4</td>
<td>Week 10 – May 11th – May 18th</td>
<td>Personality &amp; Social Psychology</td>
</tr>
<tr>
<td>5</td>
<td>Week 11 - May 18th – May 25th</td>
<td>Human Development</td>
</tr>
<tr>
<td>6</td>
<td>Week 12 - May 25th – June 1st</td>
<td>Forensic Psychology</td>
</tr>
</tbody>
</table>

Ensure you have eLearning access, (i.e. you can see the PSYC1001 Blackboard site), and you have a desktop computer which has a browser that can run quizzes. It is your responsibility to ensure you can access Blackboard during the week each quiz runs and complete it.

Blackboard is very reliable, but is occasionally offline for maintenance (often over the weekend). Announcements will appear about this downtime after you login to MyUni – but given that this could happen, don’t wait for the weekend to do your quiz.

Problems students have had with the quizzes in the past:

- Some browsers display longer questions as a single line of text stretching across several screens or only display the first question. Change your browser if this is the case (Firefox usually works well).
- What quizzes? Too many students simply ignore them altogether, yet they are the easiest course component to complete.
- Where are the quizzes? The quizzes appear on Blackboard only during the week they are running. These official assessable quizzes should not be confused with practice tests on the PsykTrek CD.
- When are the quizzes? Refer to the table above – and note that most weeks don’t even have quizzes.
- Students’ computers or browsers clearly don’t work with the quizzes, yet they keep attempting them anyway. Switch computers, or your browser (Firefox usually works well).
- The quizzes might not work at all from some heavily locked down computer labs on campus. Swap locations!
- Do not wait until the last minute. Attempt the quiz the first or second day it goes online (Monday or Tuesday). If you have any issues that are not solved by swapping computers or networks, contact eLearning support during the week by filling in a form here: http://sydney.edu.au/elearning/student/trouble/email_us.php
- Do not expect eLearning or psychology support over the weekend. By all means you can try to maximise your score over the weekend (having completed a few good attempts during the week), but it is foolish to begin your first attempts on the weekend.
- Students do not submit a quiz once finished. A Blackboard quiz which is “in progress” or “needs marking” won’t be counted, so remember to press the submit button. Since Blackboard will attempt to force submission as you leave the quiz, the only way to have a quiz which is “in progress” is to close your browser suddenly or crash your network or computer. Note that having an attempt stuck as ‘in progress’ will prevent your final grade for a quiz from showing on the gradebook – but so long as you have a score registered for at least one submitted attempt, we will still be able to extract your highest mark.
FINAL EXAMINATION (65% IN TOTAL)

During the university examination period you will sit a two and a half hour examination. The examination will consist of 100 multiple choice questions based on material covered throughout Psychology 1001. All of the material assessed in the final exam will come from the lectures and the readings which lecturers require you to read. Since lectures and tutorials overlap to such a great extent, it is worth revising some tutorial materials too. Lecturers will inform you in their lectures of what material they will be assessing. The precise date, location and seat number of your examination will be posted on the MyUni website toward the end of Semester. Much more information (and advice for study) will be posted on Blackboard as the exam approaches.

<table>
<thead>
<tr>
<th>Component</th>
<th>Number of Questions</th>
<th>% of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Psychology</td>
<td>19</td>
<td>12.35%</td>
</tr>
<tr>
<td>Personality</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Emotion</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Forensic Psychology</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Science and statistics in psychology</td>
<td>17</td>
<td>11.05%</td>
</tr>
<tr>
<td>Human Development</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>65%</td>
</tr>
</tbody>
</table>

Each lecturer is required to ensure half their questions are “threshold knowledge” questions; questions that students meeting the most fundamental requirements of the course are expected to answer correctly. For example if you get 8 or more questions correct in the Emotion section of the exam, then you meet the basic level of understanding required to pass. If you get 7 or fewer questions correct in that section, then you have not even demonstrated you understand the basics.

There are no fixed distributions of marks. If all students score well then all students pass.

ACTING AS PARTICIPANTS IN RESEARCH (5% IN TOTAL)

This is the second voluntary component of PSYC1001 assessment. There are two reasons that involvement in research is part of Psychology 1:

1. To give you first-hand experience of what real psychological research is like.
2. To make you familiar with the problems that researchers can encounter when trying to conduct research.

Involvement in research is Psychology’s form of practical work, and you are encouraged to act as participants. Because of these educational aims, we have become concerned that too many students have been participating in nothing but online studies. There’s nothing wrong with online studies, but participating in a variety of studies will give you a much better understanding of how different kinds of research are conducted. To encourage you to experience psychological research in person, you can complete no more than 3 hours of your research participation time with online studies.

The studies that you may participate in form part of the School’s research program and are conducted by staff members, research assistants, and postgraduate or Honours students (under staff supervision and with Ethics Approval).
<table>
<thead>
<tr>
<th>Experiment time balance*</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>1%</td>
</tr>
<tr>
<td>2 hours</td>
<td>2%</td>
</tr>
<tr>
<td>3 hours</td>
<td>3%</td>
</tr>
<tr>
<td>4 hours</td>
<td>4%</td>
</tr>
<tr>
<td>5 hours</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Note that if you sign up for a study, do not cancel the slot online yourself >24 hours before it is due to run, and do not attend, you will be penalized 0.5 credits or 0.5%. You can make this up by participating in more research. You cannot receive a negative score, nor can you carry over participation hours to another semester.

Note also that fractions are considered, e.g., completing 3.5 hours will give you 3.5%.

This is a non-compulsory assessment component of Psychology 1001. Students who do not complete this section will not automatically fail the unit of study, but will not gain the 5% allocated to this component.

If, for any reason, you do not agree to the requirements or rules of this component, you may request alternative work. The alternate to this component will be a 900 word APA formatted essay on research and research methods. You will receive the 5% this component is worth if you complete a serious attempt. If you wish to do this instead of research participation, write to the Psychology Office (psychology.firstyear@sydney.edu.au) requesting the alternate work no later than the end of Week 5 (Thursday 2nd April).

Studies begin being advertised in Week 1 of semester, however very few are available at first – this is normal. By the end of semester there will be many more studies than you could ever want to complete, so if you are frustrated by the lack of studies early on, simply wait. The last day you can participate in research and receive time credit is the end of STUVAC (Friday 12th June). This includes online surveys. If they are not completed and submitted by this final date you will not receive credit.

**SIGNING UP FOR STUDIES ON SONA**

The website to sign up for experiments is linked to from Blackboard but is actually separate, the direct address is: [http://sydneypsych.sona-systems.com/](http://sydneypsych.sona-systems.com/)

All students we know of are enrolled in the system from Week 1, and we update this list with new enrolments every week until all enrolments are accounted for. If you are a late enrolment, then simply wait.

Your User ID will be your UNIKEY. To obtain a password, on the initial login screen on the bottom left select “Lost your password?”. Type in your UNIKEY and you will be emailed the details. You must have access to your university email address at all times in order to use SONA.

Within the first few weeks, you will be offered the opportunity to complete a ‘pre-screen’ questionnaire. You do not have to complete this. If you choose to, then allow 30min to complete it – and you will receive 30min credit time. The aim of pre-screen is to allow researchers to more efficiently select subjects for later studies, but if you choose not to complete it you will still be able to participate in most experiments.

Around the time you first login, you may also want to follow the ‘profile’ link at the top and change your password. If you forget your password at any time you can simply send it to yourself again as you did the first time.

You may browse for available studies, and sign-up for those you are interested in. When doing
so note that you only need 5 ‘credits’ to receive the maximum 5%, where 1 credit = 1 hour. Also realise that each sign-up is an appointment you have with a researcher. The penalty for breaking an appointment if you do not cancel more than 24 hours before the study runs, is half a credit point. Importantly, the online sign-up itself constitutes your informed consent to participate, so read the description well. Understand this:

INFORMED CONSENT

By signing up to an experiment on SONA, I am giving my consent and I acknowledge that:

1. I have read the procedures required for the project and understand the time involved, and any questions I have about the project have been answered to my satisfaction.
2. I have read the project information and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s.
3. I understand that I can withdraw from the study at any time once I begin, without affecting my relationship with the researchers now or in the future.
4. I understand that my involvement is strictly confidential and no information about me will be used in any way that reveals my identity.

Note importantly that all research is monitored by the Human Ethics Committee to ensure that all studies are ethical. Concerns or complaints contact: Deputy Manager, Human Ethics Administration, University of Sydney +61 2 8627 8176 (Telephone); +61 2 8627 8177 (Facsimile) or ro.humanethics@sydney.edu.au. You have the right to withdraw from a study at any time if you have an objection to it.

Getting the most out of research:

• Become familiar with the system once you have logged in. You are able to see all your future appointments, you are able to cancel appointments if they are more than 24 hours away, you are able to contact researchers for either future or past research, and you are able to see how much credit you have earned.
• Never participate in an experiment you have not signed up for. Good researchers will have a list of the participants they expect, and if you are not on that list:
  o You might be in the wrong place (and a researcher somewhere else is waiting for you).
  o You might have made an error signing up (you can check on the internet from anywhere).
  o Even if you complete the study, the researcher will not be able to credit you.
  o If something goes wrong, there is no record of you having consented to be tested in that particular experiment.
• Once you have participated in a study, find out what it was about. Make sure every researcher debriefs you properly, explaining the kind of psychology the study relates to, why the research is being conducted, and what they hope to find.
• Make a serious attempt at every study. You receive credit for research participation. Do not expect credit if you are wasting everyone’s time by choosing answers randomly in an online questionnaire or hammering on the keyboard with your eyes closed in lab based research. There are no ‘right’ answers for research, but if it is clear you are not even following the instructions you will not be credited.
• Don’t get lost. If it is not clear to you a few days before the study runs where it will be, contact the researcher.
• Pay attention to the requirements. There is no point signing up for an experiment for “smokers only” if you are a non-smoker.
• If you receive a penalty, you might be able to negotiate with the researcher to participate in their study another time. If they agree, don’t be late a second time or the penalty will stand.
• If you arrive at the correct location of a study on time, and there is no researcher there, you might be eligible for a partial credit (and an apology). Contact the researcher first, then the subject pool coordinator if a dispute persists, however do note that it is reasonable for both participants and researchers to wait no more than ten minutes after the appointment time for each other.
WHERE TO ASK FOR HELP

<table>
<thead>
<tr>
<th>Issue</th>
<th>Suggested Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t understand how to use SONA</td>
<td>Read this manual. Check the online documentation on SONA. Ask your colleagues. Ask your tutor.</td>
</tr>
<tr>
<td>I am unsure of what my password is</td>
<td>Click on ‘Lost your password?’ on the SONA website and enter your UNIKEY. You MUST have access to your university email address.</td>
</tr>
<tr>
<td>SONA does not recognize my UNIKEY</td>
<td>Check you’ve entered your UNIKEY correctly. If you have enrolled late, then simply wait (we will update SONA weekly with new enrolments). If the problem persists for more than a week, email your tutor with the details.</td>
</tr>
<tr>
<td>I’ve forgotten the study details</td>
<td>Login to SONA, and find your appointment slot – the details will always be there.</td>
</tr>
<tr>
<td>I cannot make the study (&gt;24 hours before)</td>
<td>CANCEL THE APPOINTMENT YOURSELF Simply login and scroll down to your appointments to do this. There is no need to email anyone.</td>
</tr>
<tr>
<td>I cannot make the experiment (&lt;24 hours before)</td>
<td>Login to SONA, then find the researcher’s contact details – contact them and say you cannot make the time. Unless you have a medical certificate you will not necessarily escape a penalty, but you have saved them the trouble of waiting for you. NB: There’s no point ‘replying’ to any automated reminder you will be sent, since you would be talking to a computer.</td>
</tr>
<tr>
<td>Where is the room?</td>
<td>The location is listed on the SONA website. Depending on how late you have left it to find out, you may want to contact the researcher by email or phone, ask your tutor, or consult a map on the University of Sydney website.</td>
</tr>
<tr>
<td>I disagree with a penalty</td>
<td>Contact the researcher first – login to SONA, find their details and email or phone them.</td>
</tr>
<tr>
<td>I have a problem with the researcher</td>
<td>Contact the Subject Pool Administrator Dr Caleb Owens <a href="mailto:caleb.owens@sydney.edu.au">caleb.owens@sydney.edu.au</a>. Be sure to cite the experiment name and the names of the researchers involved.</td>
</tr>
<tr>
<td>I have a problem with the research</td>
<td>Contact the Deputy Manager, Human Ethics Administration, University of Sydney +61 2 8627 8176 (Telephone); +61 2 8627 8177 (Facsimile) or <a href="mailto:ro.humanethics@sydney.edu.au">ro.humanethics@sydney.edu.au</a>. Include as much information as possible.</td>
</tr>
</tbody>
</table>

Note importantly that since you have constant online access to SONA it is your responsibility to ensure that your study participation is appropriately rewarded. Researchers should be contacted as soon as a problem arises, and the pool administrator (see above) contacted promptly if problems persist. The last day changes can be made is one week after testing finishes (Friday 19th June). Penalties and credits not contested by that date will stand.

PLAGIARISM

Plagiarism occurs when you present someone else’s words or ideas as your own. Plagiarism is a kind of stealing, and is dishonest and unacceptable. The University has very clear and strict guidelines about responding to plagiarism and the penalties for this are quite severe.

Over the years we have pioneered many elaborate techniques in first year psychology to reduce levels of plagiarism. This semester we have the following resources for you:

2. In your Week 4 Writing tutorial, as well as participating in an important writing and citation exercise, you will get hands on experience with similarity detecting software.
3. The “Writing and Plagiarism Module” (which also appeared in PSYC1001) includes a 14 page resource and an online quiz which must be completed (with full marks) before you can receive your essay question and materials.

**Students should note that all assignments submitted in this unit of study will be submitted to similarity detecting software.**

The software we plan to use this semester is called Turnitin. It will compare all the content of your assignment to:

- All other assignments submitted by other students in this course
- Any suggested, set or focus references
- Many other key references which we will submit to Turnitin
- All other work submitted to Turnitin by University of Sydney Students
- All other work submitted by students from around the world to Turnitin’s global database
- Internet and academic resources Turnitin has access to (e.g., journals, books, essay websites etc.).

In tutorials this semester we will also demonstrate Turnitin so you have a very good idea of what will happen to your work. Turnitin is widely used at many universities, however it is up to course coordinators, schools and Faculties how it is used. If you want to learn more about how Turnitin works, go to: [http://turnitin.com/en_us/training/student-training](http://turnitin.com/en_us/training/student-training)

In PSYC1001 we will never give you access to a Turnitin originality report for your assignment. This is because:

1. We want YOU to WRITE your assignment YOURSELF from the very beginning. If you believe that you can easily check your assignment for all kinds of matching text before it is due, then you will be much more careless, and perhaps even copy and paste, see what matches, then only change the bits that match. That is not how you should write at University (or ever).
2. Text matching software does not work perfectly. Any assurance you might have that the non-matching bits of your assignment in an originality report have not been copied is unfounded. What if we discovered a new source of information after thousands of students had checked originality reports, and we uploaded that new article to Turnitin, and found dozens of students had copied after all?

You should not be concerned that you have accidentally plagiarised material if you have:

1. Read the source of information, then
2. Turned away from the source and written a summary in your own words, then
3. Written your assignment from your notes

However if you have written large sections of your assignment with sources visible next to you, then you will first and foremost have written an atrocious assignment – one that summarizes what you have read with no original input. In addition, you may have simply copied the source. If you did write your assignment with research papers open next to you, we recommend you download the free similarity detecting software called WCopyfind ([http://plagiarism.bloomfieldmedia.com/z-wordpress/software/wcopyfind/](http://plagiarism.bloomfieldmedia.com/z-wordpress/software/wcopyfind/)) and put both your assignment and the sources you are worried you copied from into it. Only you know which sources you used, so if the output from WCopyfind is all clear, that gives you much more assurance than Turnitin output ever could. Using similarity software won’t make your assignment any better though, just less dishonest.

Also, understand that similarity software simply checks word matches. If you rephrase every sentence from a paper, in the same order they appear, referring to the same research, you’re still cheating, and you can still be caught. Imagine remaking the Harry Potter movies with different actors and locations and pretending it is your original creation – it would still be obvious you have stolen all the content.
Here is a very clear outline of what is regarded by the University as plagiarism:

First, never use another person’s words without acknowledging that person. Generally, it is best to avoid quotations anyway. Unless someone has said something more clearly than you could ever say it, or there is some special significance to what they have said, use your own words. You need to learn to express yourself clearly in writing and, like most other skills, this requires practice. If you do use a quotation this should be indicated in the conventional way by enclosing the quoted passage within quotation marks and by providing a precise reference for the source of the quote, including page number/s.

Second, never use another person’s ideas without acknowledging that person. Even paraphrasing someone else is plagiarising, if you do not acknowledge them. You do this by giving their name and the year in which they presented the idea; you do not need a page number except for quotes (see above). Expressing an idea without giving a citation implies that it is your own idea. Especially when you are starting out in psychology, most of what you say in an assignment will be information that you have read somewhere. So we expect that you will provide a citation for almost every claim that you make. Correct referencing style is one of the things for which marks will be awarded.

This does not mean that you can simply string together a whole lot of ideas from other people and call it your assignment. If all you do is reproduce what someone else has said about a topic (with a bit of editing) you are unlikely to understand the information. So, you need to structure the information you have collected (and acknowledged appropriately) into an argument that is your own idea. The originality of your thinking should be evident in the way in which you answer the question, show understanding of the topic, and structure the written assignment.

The points made here also apply to non-textual material. For example, graphs or tables of data included in an assignment should be your own work and not copied from others. Very occasionally you may need to ‘quote’ a figure from some other source; if you do so, you should make its origin quite clear.

In all of the above, “another person” can be a published author or another student. Copying (even with some paraphrasing) is plagiarism. Avoid the possibility of copying, or being copied by, another student. It is okay to discuss a topic with another student, but avoid ever seeing their written work. It is too easy to “incorporate” it into your own work (even without realising it). Also, avoid letting other students see your written work. On the rare occasion where this could be appropriate, make sure that the other student acknowledges your contribution as the original author. Otherwise what may perhaps have been intended as an act of generosity could have harmful consequences.

The line between assistance and collaboration

We encourage you to talk with your colleagues about your assignments, but when does working/studying together cross the line into collaboration? While collaboration is essential and understood for group assignments in other courses, in PSYC1001 you are expected to produce your assignment entirely on your own. Here’s where the line is.

What you can do:

• Talk to other PSYC1001 students about how you are approaching the assignment.
• Ask your colleagues (verbally) for advice on the effectiveness of arguments you are thinking of using in your assignment.
• Ask for or offer suggestions for appropriate reading/references related to the assignment.

What you should never do:

• Show another student any part of your written work.
• Share with another student any part of your written work.
• Write your assignment with another student.
• Discuss your writing of the assignment with another student non-verbally (e.g., by
letter, email, facebook, sms or any kind of online messaging).

- Give away your email password.
- Allow another student access to any location where your assignment is stored (e.g., email, USB, network, computer)

In other words there is no harm in talking with fellow students about an assignment, or even meeting formally to discuss an assignment as part of a study group. However since the work of writing the assignment is yours alone, you should not be writing the assignment together, you should not be sharing notes or written materials of any kind, and you should certainly not show, send or give anyone any part of your assignment.

And do not accept written material from another student (or ‘helpful’ college tutor who completed another course or the same course in previous years. It is still not your work if you accept this ‘help’ and you will be easily caught because we keep assignment submissions from earlier years.

**DISRUPTIONS TO YOUR STUDY**

This unit of study requires attendance and takes up a lot of time for study, research, and writing. Many aspects of life will intrude, and in some instances you are allowed some flexibility in how you complete the course. Consider which category of allowance you should apply for. PSYC1001 falls in the FACULTY OF SCIENCE, for the purposes of these procedures and forms.

1. If your work during a teaching period or performance in an exam or assessment has been affected by serious illness or misadventure, then you can apply for SPECIAL CONSIDERATION (more information below).
2. If you are aware of future difficulties related to your participation in essential community commitments then you can apply for SPECIAL ARRANGEMENTS (more information below).
3. If your work during a teaching period or performance in an exam or assessment has been or is likely to be affected by a continuing condition, then you should REGISTER WITH DISABILITY SERVICES as soon as possible (more information below).
4. If your work during a teaching period or performance in an exam or assessment has been or is likely to be affected by a holiday or other commitments which do not fall under Special Arrangements, then you will simply have to decide which aspect of your life is more important. If you notice clashes between your holiday plans and the exam period for example, withdraw before the census date. If you are going to be absent for large parts of the semester because of commitments which do not fall under Special Arrangements, unenrol before the census date.

**SPECIAL CONSIDERATION**

What to do:

- Understand that the Faculty of Science is in charge of Special Consideration for Psychology, regardless of the Faculty your degree originates in.
- The application pack contains a section, which your practitioner must fill out. Keep this in mind, and plan a trip to your practitioner after you have obtained this form for them.
- Once you have completed your application, submit it to the Faculty of Science Office in person (Level 2, Carslaw building).

Important:

- If you are applying for Special Consideration, that usually means you have been sick or still are sick – and since the forms need to be submitted in person, you might want to ask a friend or family member to do this for you.
• Lodge your application within five working days of the assessment task for which consideration is sought. This is most important. The Faculty of Science will not accept late applications unless the illness itself is prolonged. “Within five working days” means no earlier than five working days before and no later than five working days after. Late applications may be considered if you can justify their lateness (refer to the Faculty Guidelines).

• For minor assessments, a successful Special Consideration application may result in some reweighting. However for most large assessments a successful Special Consideration application will only result in you being given greater flexibility only. For example for the major assignment, you might be offered an extension at most. If you have a prolonged illness which means that you will be unable to complete the fundamental requirements of the course then you should attempt to withdraw or discontinue (DC) from the course.

• Special Consideration is not an option for students who wait until the final marks are made available (and just fail or go worse than they expected) to let us know there was a problem. Allowing you to find excuses for your poor performance after the fact is not what special consideration is for.

FOR THE DIFFERENT COMPONENTS OF PSYC1001

ESSAY ASSIGNMENT
If you suffer illness or misadventure while completing your assignment, apply for special consideration within five working days of the due date and ask for an extension. Do not submit an assignment while sick, and expect to have marks added to it; instead, apply for an extension, and complete your assignment when you are well. You can only make one assignment submission, so do not submit any version of your assignment which is not final. If you apply for an extension you will most likely be given an extension which is commensurate to the amount of time you are considered to have been affected and is supported by the documentation you provide with the application. Since it takes time for paperwork to be processed, and/or you may have submitted your application after the due date, you may receive notice of a new due date after that date has passed. So ensure you submit your assignment as soon as you are able, or at least before you expect an extension will be granted for. Note that 4pm on the Wednesday of Week 12 is the final moment we will accept assignments on the original topic with or without extensions, so all submissions must have been completed before then. If you still feel you need more time, consider that the assignment topic was available from Week 3 – most people had just over six weeks, you could not complete it with just over ten weeks. If you supply documentation demonstrating how you were seriously affected for 10 weeks (i.e. most of semester) then you will be advised to discontinue from the course. Special Consideration at most can offer a minor amount of flexibility; we cannot make up for major tragedies.

Also note that because the assignment is online submission only, technical problems are not considered grounds for special consideration. You are strongly advised to attempt to submit your assignment online, at the latest, the night before your due date. If something goes wrong you can always come into University on the due date and we can assist you to submit. If you ignore this advice and suffer a technical problem or network congestion on the due date, then that incident is not covered under special consideration.

QUIZZES
Technical problems are not considered grounds for special consideration in regard to the online quizzes. Also, because each quiz is available for an entire week at a time, then you must be considerably incapacitated by illness. It is unreasonable to expect a missed quiz to be excused because you left it until the last day and then suffered a misadventure. If a Special Consideration is accepted then most likely unaffected quiz scores will be reweighted at the end of semester (based on the unaffected quizzes you completed or missed).
RESEARCH PARTICIPATION
If a particular researcher penalizes you for non-attendance and they do not accept your excuse, then you should apply for Special Consideration for just that session (within 5 working days of the penalty being issued).

Studies are available throughout the semester, and only 5 hours of participation are required for a maximum score. Since this is completed easily in half a day, Special Consideration for research participation as a whole is extremely rare, and would imply you are totally incapacitated for much of the semester, in which case we would recommend you attempt to discontinue not fail (DC). If you cannot accept the risks of participating in studies (e.g., a study may be cancelled, fewer studies are available in stuvac etc.) then you should apply to complete an alternate assignment before the end of Week 5. It is unreasonable to wait until the end of the semester, and then apply for Special Consideration for this entire component because you were affected in the last few weeks.

FINAL EXAMINATION
If you are ill close to the final examination, you must decide whether you will sit it. You may apply for Special Consideration within 5 working days of the exam. If your application is successful and you did sit the exam, we will not mark your exam. If your application is successful you will be offered a replacement exam within a period two weeks following the final exam period. If you are not well for that replacement exam either, you can apply again for Special Consideration for the replacement exam, although if we are unable to arrange a second replacement exam a successful Special Consideration application may result in a DC (Discontinue Not Fail) for this unit. If you applied for Special Consideration not realizing this would mean we would not mark your exam (and instead were expecting extra marks), you are able to withdraw your Special Consideration from the Faculty of Science.

SPECIAL ARRANGEMENTS
As soon as you are aware of any conflict between community commitments and an assessment date (and at least 5 days before that date), you should submit an application to the Faculty of Science for Special Arrangements. You must demonstrate you will be absent from university on the assessment due date because of commitments such as: religious holidays, court appearances, sporting commitments (when representing the University, state or country), Australian Army commitments, parental or adoption commitments or some commitments relating to employment. For more information on these categories, the policy, and an application form go to: [http://sydney.edu.au/science/cstudent/ug/forms.shtml special_arrangements]

DISABILITY SERVICES
Disability Services assists current students of the University of Sydney who have a disability to access reasonable adjustments. Disability Services work closely with others in the administration and academic departments of the University to ensure that appropriate arrangements relating to teaching and assessment are made for students with disabilities, whilst maintaining the academic integrity and core requirements of individual courses. The range of disabilities that Disability Services accommodate are those as defined by the Disability Discrimination Act (DDA) 1992 and include:

- Vision
- Hearing
- Psychological
- Neurological
- Medical
- Physical
- Learning
Services provided to students registered with Disability Services may include Letters of Notification to Academic staff; Assistive Technology; Library Support Services; Access to Resting Rooms; Lockers; Access Provisions for students with physical disabilities; Assessment and Examination Support; Lecture Support; Loan of Equipment; and access to other relevant support services.

WHO IS ELIGIBLE FOR DISABILITY SERVICES?

Services and support are provided through Disability Services where:

- A student has a disability as defined in the Disability Discrimination Act (1992), AND
- That disability impacts on the student’s University studies in some way, AND
- The student has supporting documentation i.e. medical documentation describing the disability and any corresponding need for the services and/or adjustments.

Eligibility is determined at a registration appointment with a Disability Services Officer.

How do students register for Disability Services?

You will need to begin the registration process online via the Disability Services website. You will need to provide supporting documentation using the Supporting Documentation Form and make an appointment with a Disability Services Officer. During the appointment the Disability Services Officer will review the documentation and assess your eligibility for services.

Eligibility for each service is based on general eligibility for support services AND reasonable adjustments necessary to assist in reducing the impact of your disability on your studies.

When assessing whether an adjustment is ‘reasonable’, the Disability Services Officer will consider in consultation with academic or other staff if appropriate:

1. The inherent requirements of the course that demonstrate core learning outcomes
2. The extent to which your disability impacts upon your studies
3. The effect, if any, of the adjustment on other students or the teaching and learning process; and
4. The resources required.

CONTACTS:

For an Appointment or General Enquiry: 02 8627 8422

Email: disability.services@sydney.edu.au

For further information, including detailed information on the services provided, please refer to the Disability Services website: www.sydney.edu.au/disability
THE UNIVERSITY OF SYDNEY LIBRARY

The University of Sydney Library (sydney.edu.au/library/) has 10 libraries in different locations, on different subjects with different facilities. Fisher Library is where you will find the physical collection of most relevance to your Psychology studies. Fisher library is located on Eastern Ave, Camperdown Campus. We also have much available online – please visit the library homepage (see above)

For help using or searching library resources you can contact the Faculty Liaison Librarian for Psychology at library.psychology@sydney.edu.au or visit them in person at the SciTech Library, Level 1 Jane Foss Russell Building, Darlington Campus. You can also phone on 903 69511.

Psychology books in high demand
Copies of high demand books are kept in the 2 Hour Loan collection (located on Level 3 of Fisher Library). Most of your required and recommended items will be here. Details of items held specifically for your unit of study can be found through the catalogue. Search under your UOS code at http://opac.library.usyd.edu.au/search/r

Psychology subject guide
Your Faculty Liaison Librarian for Psychology has put together a comprehensive subject guide that includes links to Psychology databases, internet resources, information on tests and more. You will find this at http://libguides.library.usyd.edu.au/psychology

Finding items on your reading list
Your reading lists will contain different styles of citations, depending on your type of publication. The link below will take you to help on finding items on your reading list - http://www.library.usyd.edu.au/skills/elearning/learn/readinglist/index.php

Electronic Readings
If you go to the library website and choose ‘Unit of Study Readings’, you can bring up a list of journal articles and book chapters set as readings for PSYC1001. All of these are available electronically and can be read online on campus or from home. This is also where you may find recommended references for your assignments, or readings associated with tutorials or lectures. However you do not need to read all the items; only read something if you see that it is referenced elsewhere (or if you’re interested).

Database searching classes
In order to find research material for your assignments you may find that you will have to search in a subject database. The Psychology Faculty Liaison Librarian runs weekly classes on using Psychology databases to find this material. To see a list of available classes and to reserve a space, visit the Psychology subject guide and click on the links on the front page.
PSYCHOLOGY 1001 SYLLABUS

PERSONALITY

1. The concept of personality: in search of the "soul".
2. Psychoanalytic and psychodynamic approaches to personality.
3. Cognitive and behavioural approaches to personality.
4. Humanistic and existential approaches to personality.
5. Psychobiological and lexical approaches to personality.
6. Personality assessment and applications.

References:


SCIENCE AND STATISTICS IN PSYCHOLOGY

1. The role of Science in Psychology.
2. Distinguishing scientific theories and explanations from pseudo-science.
3. Constructing hypotheses: understanding null hypotheses and experimental hypotheses and the distinction between seeking proof and disproof.
4. Understanding the role of constructs in psychological measurement.
5. Research designs in psychological research. The distinction between true experiments, quasi-experiments and correlational studies and how choice of design affects internal and external validity.
6. Variability in measurement as expressed by standard deviation, and the normal curve.
7. The use of statistics in scientific decision-making. The role of probability in understanding scientific conclusions.
8. The role of the p-value and power. Recognizing the role of the sample and sample size in understanding conclusions.

References:


EMOTION

1. What is an emotion?
2. Built for emotion: Evolutionary and neurological perspectives on emotions in psychology
3. The emotional repertoire and experience of the human infant
4. How does language acquisition and communication transform our emotions?
5. Moral and 'self-conscious' emotions in development
6. Emotions in the study of temperament and psychopathology
7. How should we think about emotions in the study of human psychology?

References:

The disparate nature of the topic means that most emotion research is dealt with across other psychological disciplines. More references will be provided during the lectures: I encourage you to read these following the relevant lecture. For those who want a firmer grounding in the study of emotions, the following texts may be of interest:


### SOCIAL PSYCHOLOGY

1. Introduction to social psychology.
   - What is social psychology? What do social psychologists study? Research methods used in social psychology: Descriptive methods vs. Experimental Methods.
2. Social influence I: Social facilitation.
   - Social facilitation in humans (Triplett). Social facilitation in animals. Theories of social facilitation (Mere Presence theory, Distraction-conflict theory, Evaluation-apprehension theory.
3. Social influence II: Social loafing
   - What is social loafing? Factors that contribute to social loafing. Theories of social loafing (Latane and colleagues). How to stop social loafing in groups.
4. Social influence III: Conformity; Helping behaviour; Deindividuation.
   - Attribution theories. Person vs. situational attributions. Attributional biases (e.g., the fundamental attribution error). Stereotypes and attributions. The self-fulfilling prophecy.
7. Social Perception II: Attitudes and summary
   - What are attitudes? How attitudes guide our behaviour. Summary of the social psychology lectures.

### References:


### APPLIED PSYCHOLOGY (FORENSIC)

1. Introduction to Forensic Psychology
   - What is Forensic Psychology?
   - What do Forensic Psychologists study?
2. Crime investigation: Witnesses I
   - Testimony accuracy and memory suggestibility.
   - The false/repressed memory debate.
3. Crime investigation: Witnesses II
   - Eyewitness identification evidence
4. Identification and Evaluation of Criminal Suspects I
   - Profiling
   - Detection of deception
5. Identification and Evaluation of Criminal Suspects II
   - Police interrogations
   - False confessions
6. The Psychology of Juries
   - Jury selection and jury deliberation
References:


**HUMAN DEVELOPMENT**

1. Introduction to Human Development: Approaches and research methods
3. How infancy and early childhood can shape your life for years to come.
5. Social and emotional development.

References:

GRADUATE ATTRIBUTES AND STUDENT LEARNING OUTCOMES FOR PSYC1001

This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally.

Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

Graduate Attribute 1: Knowledge and Understanding of Psychology

By the end of this course students should be able to demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology. These topics were listed in the previous ‘Syllabus’ section, turn back a few pages to read about them in detail.

Students should also be able to:
- Demonstrate knowledge of the theoretical and empirical bases underpinning evidence-based approaches to psychological intervention.
- Delineate psychology as a scientific discipline.
- Explain the major themes (e.g., interaction of genetics and environment) and perspectives (e.g., behavioural, evolutionary, socio-cultural) of psychology.
- Explain psychological phenomena using the concepts, language, and major theories of the discipline.

Graduate Attribute 2: Research Methods in Psychology

By the end of this course students should be able to understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

You should be able to:
- Describe the basic characteristics of the science of psychology.
- Describe, apply and evaluate the different research methods used by psychologists.
- Locate, evaluate and use information appropriately in the research process.
- Use basic word-processing, and online programs.
- Undertake literature searches; critically analyse theoretical and empirical studies and express this in writing.

Graduate Attribute 3: Critical Thinking Skills in Psychology

By the end of this course students should be able to respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes.

You should be able to:
- Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes.
- Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.
- Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
- Recognise and defend against the major fallacies of human thinking.
- Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.
Graduate Attribute 4: Values in Psychology

By the end of this course you should be able to appreciate the value of empirical evidence, but also the need to act ethically and professionally in obtaining it. Since human behaviour is often the focus of study, you should attempt to understand the complexity of socio-cultural and international diversity. For example in Psychology 1001 we have a tutorial dedicated to Prejudice.

Graduate Attribute 5: Communication Skills in Psychology

By the end of the course you should be able to write a standard psychology essay using American Psychological Association (APA) structure and formatting conventions. This can be a challenging task the first time, since a psychology essay must meet strict conventions relating to language and referencing. Given many class discussions and interactions you should also be able to demonstrate effective interpersonal communication skills such as being able to listen accurately and actively and even use psychological concepts and theories to understand interactions with others.

Graduate Attribute 6: Learning and the Application of Psychology

By the end of this course you should also be able to apply psychological principles to personal, social, and organisational issues.

Aim to be able to:

• Describe major areas of applied psychology.
• Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
• Reflect on your experiences and learn from them in order to identify and articulate your personal, socio-cultural, and professional values; demonstrate insightful awareness of your feelings, motives, and attitudes based on psychological principles.
• Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporates feedback for improved performance; purposefully evaluate the quality of one’s thinking (metacognition).
• Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.