PSYC2013 –
Cognitive and Social Psychology

Unit of Study Code: PSYC2013

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Format of Unit:
3 x 1 hour lectures/week x 13 weeks
1 x 1 hour tutorial/week x 12 weeks
Tutorial sizes: maximum of 20 students per group

Credit Point Value: 6 Credit Points
**Prerequisite:**
12 credit points of First Year Psychology including PSYC 1001 and PSYC 1002

**Assessment:**

**Classwork (50%):**

**Cognitive Psychology**

1500 word essay/report (25% of the total mark),
Due Date: Week 7, Friday 12th September
(submit paper to Psychology Counter and online)

**Developmental and Social Psychology**

1000 word report (20% of the total mark),
Due Date: Week 11, Friday 17th October
(submit paper to Psychology Counter and online)

5 Online Self-Directed Quizzes (5% of the total mark)
Weeks 8-12

**Examination (50%):**

Multiple choice and short-answer questions for Cognitive section (20%) and multiple-choice questions for Developmental and Social sections (30%).

**Out of class prescribed student workload:**

12 x 2hr library/field research – for 1500 word essay/report, 1000 word report and practical, tutorial and lecture reparation/readings

**Unit of study general description:**

This unit expands the depth and range of topics introduced in the first year lectures on Cognitive Processes, Developmental Psychology and Social Psychology. Following an introductory lecture, the first section (16 lectures) on Cognitive Processes focuses on current theories of memory, attention and reasoning and discusses the methods and issues involved in investigating these processes in both healthy individuals and people with cognitive dysfunctions. The second section (16 lectures) on Social Psychology continues an examination of social development across the lifespan from adolescence to late adulthood, followed by an examination of salient social constructs such as identity, prejudice, group processes, altruism, affiliation and attraction. The final section (6 lectures) on Developmental Psychology presents and evaluates evidence about the early influences on children's social and cognitive development.

**EVIDENCE OF LEARNING**

**Cognitive Processes**

Assessment will be based on class activities and a 1500 word written essay/report. At the end of semester, an examination consisting of multiple choice and short-answer questions will assess knowledge of lecture and practical material and recommended reading.

**Social and Developmental Psychology**

Assessment will take the form of: (i) a 1000-word written research report based on data collected by students, (ii) continuous assessment in the form of five on-line self-directed class quizzes run weekly which will focus primarily on the tutorial program, and (iii) a written examination consisting of multiple-choice questions which will cover the full range of teaching outcomes.
Graduate Attributes and Student Learning Outcomes for Cognitive, Social and Developmental Psychology

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.

The following graduate attributes and student learning outcomes will be developed through lectures, tutorial and assessment activities in particular. They will be assessed primarily in the laboratory report and/or essay, and in the final examination.

1: Knowledge and Understanding of Cognitive, Social and Developmental Psychology

Display basic knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in Cognitive, Social and Developmental Psychology

Student learning outcome for Cognitive Psychology
(i) Understanding of the major historical, conceptual and empirical issues that have contributed to the development of modern cognitive psychology.
(ii) Knowledge of the major theories and critical research evidence in the areas of memory, attention, problem solving and decision making
(iii) Experience of major methods of investigating cognitive processes
(iv) Capacity to critically evaluate theories and evidence about cognitive processes
(v) Ability to appropriately interpret outcomes of empirical research

Student learning outcome for Social and Developmental Psychology:
(i) To stimulate an interest in the contribution of social psychologists to the understanding of changes in socialization processes and attitudes across the lifespan, group processes (both inter and intra group), and interpersonal processes (viz. helping behaviour and interpersonal affiliation and attraction);
(ii) Ability to describe, explain and evaluate research studies examining the influence of television and computers upon cognitive and socio-emotional development in early and middle childhood.
(iii) Ability to describe the course of development of social cognition and the development of social relationships, and to describe and evaluate relevant research and theory.

2: Research Methods in Cognitive, Social and Developmental Psychology

Understand, apply and evaluate basic research methods in Cognitive, Social and Developmental Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Student learning outcomes:
(i) To develop a critical understanding of the major methods of research in these areas.
(ii) To critically assess the major theories and research findings in these areas.
(iii) To interpret statistical analyses.
(iii) Use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs.
(iv) Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.

3: Critical Thinking Skills in Cognitive, Social and Developmental Psychology
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.

Student learning outcomes:

(i) Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
(ii) Evaluate the quality of information, including differentiating empirical evidence from speculation.
(iii) Evaluate issues and behaviour using different theoretical and methodological approaches.
(iv) Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.

4: Values in Cognitive, Social and Developmental Psychology
Value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity.

Student learning outcomes:

(i) Recognise and respect social, cultural, linguistic, spiritual and gender diversity.
(ii) Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication)
(iii) Explain how prejudicial attitudes and discriminatory behaviours might exist in oneself and in others.
(iv) Be able to recognise and promote ethical practice in research.
(v) Promote evidence-based approaches to understanding behaviour.

5: Communication Skills in Cognitive, Social and Developmental Psychology
Communicate effectively in a variety of formats and in a variety of contexts

Student learning outcomes:

(i) Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
(ii) Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing).
(iii) Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.
(iv) Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.
6: Learning and the Application of Cognitive, Social and Developmental Psychology
Understand and apply psychological principles to personal and social issues.

Student learning outcomes:

(i) To develop an awareness of the applications of the theories and research findings in Cognitive, Social and Developmental Psychology.
(ii) Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
(iii) Understand some major areas of applied Cognitive, Social and Developmental Psychology

SYLLABUS

Cognitive Processes

Investigating cognition: Overview of major theoretical approaches to and methods of investigating cognitive processes: cognition as information processing; symbolic and connectionist models of cognition; cognitive neuropsychology; cognitive neuroscience.

Theories and issues in long-term memory: Multiple vs unitary memory theories; encoding, storage and retrieval of memories, the reconstructive nature of memory: false memory, eyewitness memory; schemas and scripts

Attention Theories of attention; automatic vs attentional processing; selective attention.

Thinking and reasoning: Theories and methods of problem solving, judgement and decision-making; heuristics in thinking.

Social Psychology

Identity Theoretical approaches to changes in cultural identity of immigrant/minority groups; minority-majority relations and cultural adaptation;

Intragroup and Intergroup processes Relationships within small groups, particularly factors influencing group performance (task and maintenance); Leadership; group polarisation; and social facilitation.

Prejudice The changing form of racial prejudice from blatant to subtle forms; the limitations and strengths of various explicit and implicit measures of racial prejudice; competing theoretical explanations of racial prejudice; racism reduction strategies and interventions.

Impression Management
An overview of the compliance, manipulation, and deception literature that is designed to demonstrate; a) how the thoughts, feelings, and behaviours of others can be changed/ manipulated in accordance with the goals of others; b) how one's own words and actions can be monitored and modified in order to create a particular impression or to attain a particular goal.

Developmental Psychology

Impact of television and computers on development
Influences on cognitive and socio-emotional development
Development of social cognition
Development of self-awareness and self concept; development of understanding of others; development of understanding about relationships

Development of social relationships
Developmental changes in the nature of peer relationships; cognitive and social influences on the development of peer relationships; theoretical accounts of the function of peer relationships

TEXTS


Developmental psychology: From Infancy to adulthood. Sydney: Pearson Education Australia.

TIMETABLE

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<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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| 1. July 28 | **Cognitive Processes**<br>Lecture 1: Theories and methods in cognitive psychology (KC)  
Lectures 2 & 3: Memory systems and processes (KC) | No Tutorials |
| 2. Aug 4 | Lectures 4 & 5: Everyday memory, remembering and forgetting; constructive influences on memory (KC)  
Lecture 6: Early and late selection and models of attention (CO) | Working memory  
Data collection |
| 3. Aug 11 | Lectures 7: Attentional capacity and automaticity (CO)  
Lectures 8: Control over attention and preattentive processes (CO)  
Lecture 9: Divided attention, inattentional blindness and change blindness (CO) | Memory |
| 4. Aug 18 | Lecture 10: The reason for attention and applications of attention research (CO)  
Lecture 11: Thinking & problem solving (BB)  
Lecture 12: Problem-solving heuristics (BB) | Attention  
*Return result, discuss report* |
| 5. Aug 25 | Lecture 13: Representation & problem solving (BB)  
Lecture 14: Decision-making phenomena (BB)  
Lecture 15: Heuristics and biases (BB) | Problem solving |
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<tr>
<th>Date</th>
<th>Social Psychology</th>
<th>Developmental Psychology</th>
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<tr>
<td>Sept 8</td>
<td>Lecture 19: Cultural Identity (H A-R)</td>
<td>Lecture 34: Socio-emotional development I: Zero to six months: Primacy of the caregiver (MdR)</td>
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<td>Lecture 20: Intragroup processes (FW)</td>
<td>Lecture 35: Socio-emotional development II: Six to 18 months: Social Information gathering (MdR)</td>
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<td>Lecture 21: Intergroup processes (FW)</td>
<td>Lecture 36: Socio-emotional development III: Toddlerhood and early childhood (MdR)</td>
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<td>Data collection for Social Report</td>
<td>Learning to be scared: the social cognitive development of social fear</td>
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<td>How to write a report.</td>
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<td>*Cognitive report due: Friday 12 Sept</td>
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<td>Sept 15</td>
<td>Lecture 22: Changing form of racial prejudice (FW)</td>
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<td>Lecture 23: Measuring implicit and explicit prejudice (FW)</td>
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<td>Lecture 24: Causes and effects of racial prejudice (FW)</td>
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<td>Results returned for Social Report</td>
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<td>Group processes:</td>
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<td>Demonstration and discussion</td>
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<td>Sept 22</td>
<td>Lecture 25: Reducing racial prejudice (FW)</td>
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<td>Lecture 26: Prosocial Behaviour (KG)</td>
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<td>Lecture 27: Tactics of Manipulation (KG)</td>
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<td>Stereotypes, Prejudice and Discrimination: Video and discussion.</td>
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<td>Sept 29</td>
<td>Mid semester break</td>
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<td>10 Oct 6</td>
<td>Lecture 28: Monday Oct 6 Public holiday</td>
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<td>Lecture 28: Tactics of Manipulation II (KG)</td>
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<td>Lecture 29: Tactics of Manipulation III (KG)</td>
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<td>“When will people help?” Video and discussion</td>
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<td>11 Oct 13</td>
<td>Lecture 31: Recognising and Resisting Manipulation I (KG)</td>
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<td>Lecture 32: Recognising and Resisting Manipulation II (KG)</td>
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<td>Lecture 33: Deception (KG)</td>
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<td>Impression management: Demonstration and discussion</td>
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<td>*Social report due: Friday 17 Oct</td>
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<td>12 Oct 20</td>
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<td>Learning to be scared: the social cognitive development of social fear</td>
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<td>13 Oct 27</td>
<td>Lecture 37: Theory of mind and moral understanding (MdR)</td>
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<td>Lecture 38: Siblings and peers (MdR)</td>
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<td>Lecture 39: Empirical Methods and Special Topic (MdR)</td>
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<td>What can you do with a theory of mind?</td>
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School of Psychology Plagiarism Policy information for Students

**Plagiarism is not permitted**

i) Are you sure you know what plagiarism is?

Please refer to the University policy on plagiarism:


ii) The School of Psychology will penalise all submitted work that is plagiarised;

iii) The School of Psychology is using software to detect all forms of plagiarism.

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**PLAGIARISM**

- More than 50% plagiarised
  - Unit Coordinator ensures that the student receives no marks for submitted work and requests a resubmission for a mark

- Less than 50% plagiarised
  - Tutor/marker ignores plagiarised section(s) and marks remainder of submitted work, plus 10% penalty