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
- Mon 5-6pm, Footbridge Lecture Theatre
- Wed 2-3pm, Footbridge Lecture Theatre
- Thu 2-3pm, Footbridge Lecture Theatre
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

2000-word report (30% of the total mark),
Due Date: Week 9, Monday 20 September 2010
(submit paper to Psychology Counter and online)

Social and Developmental Psychology
In class quiz (20% of the total mark), to be conducted
during the tutorial classes in Week 11 (beginning Monday
11 October)

Examination (50%): Multiple choice and short-answer questions.

Out of class prescribed student workload:
Library research for 2000 word cognitive report;
preparation for social/developmental quiz; practical,
tutorial and lecture preparation/readings

Unit of study general description:

This unit expands the depth and range of topics introduced in the first year lectures on
Cognitive Processes, Social Psychology, and Developmental Psychology. 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 next section (16
lectures) on Social Psychology examines salient social constructs such as impression
management, group processes and prejudice and explores how mental processes affect
social judgment and behaviour. 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 a 2000-word report due in Week 9. 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 an in-class quiz in Week 11. At the end of semester, an
examination consisting of short-answer and multiple-choice questions will assess knowledge
of lecture and tutorial material (including the focus papers for tutorials).
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 group processes (both inter and intra group) and interpersonal processes (e.g., impression formation and impression management);
(ii) To achieve an understanding of the social cognitive and emotional capacities of human infants, and to understand the nature of social cognitive and emotional development in early childhood.
(iii) To think critically about the challenges facing developmental research, and the limitations of current empirical research methods.

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.
(iv) Use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs.
(v) 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, critiques) 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; semantic memory: cognitive and neuropsychological perspectives

**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**

**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.

**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.

**Social Cognition**
An overview of the field of social cognition, a branch of social psychology that deals with how social and environmental factors influence how we attend to, encode, and process information and how these mental processes affect subsequent judgments and behaviour.

**Developmental Psychology**

**Social cognitive development and Theory of Mind**
We will examine evidence that the human infant enters the world ready for social communication, and consider how children come to know that other people have subjective psychological experiences; how they acquire a *Theory of Mind*.

**Emotional development in infancy and early childhood**
We will consider emotional development from an evolutionary point of view (i.e., emotion allows the communication of motivationally salient internal states) and consider how children’s emotion understanding develops in conjunction with other cognitive systems

**TEXTS**


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## TIMETABLE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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| 1.  July 26 | **Cognitive Processes**  
Lecture 1: Theories and methods in cognitive psychology (SA)  
Lecture 2: Memory systems and processes I (SA)  
Lecture 3: Memory systems and processes II (SA) | No tutorials |
| 2.  Aug 2 | Lecture 4: Long-term memory I (SA)  
Lecture 5: Long-term memory II (SA)  
Lecture 6: Early and late selection and models of attention (CO) | Data collection for Cognitive report  
Working memory: demonstrations and discussion |
| 3.  Aug 9 | Lecture 7: Attentional capacity and automaticity (CO)  
Lecture 8: Control over attention and preattentive processes (CO)  
Lecture 9: Divided attention, inattentional blindness and change blindness (CO) | Reconstructive influences on memory: Demonstrations, video and discussion |
| 4.  Aug 16 | 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: Demonstrations and discussion |
| 5.  Aug 23 | Lecture 13: Representation and problem solving (BB)  
Lecture 14: Decision-making phenomena (BB)  
Lecture 15: Heuristics and biases (BB) | Discuss data for Cognitive report  
Problem solving: Experiment and discussion |
**Social Psychology**  
Lecture 17: Tactics of manipulation I (LZ)  
Lecture 18: Tactics of manipulation II (LZ) | Decision making: Exercises, discussion |
| 7.  Sept 6 | Lecture 19: Tactics of manipulation III (LZ)  
Lecture 20: Recognising and resisting manipulation I (LZ)  
Lecture 21: Recognising and resisting manipulation II (LZ) | Group processes: Demonstration and discussion |
<table>
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<tr>
<th>Date</th>
<th>Lecture 22: Group processes (FW)</th>
<th>Lecture 23: Forms of racial prejudice (FW)</th>
<th>Lecture 24: Measuring implicit and explicit prejudice (FW)</th>
<th>Tactics of manipulation demonstration</th>
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<tr>
<td>8 Sept 13</td>
<td>Lecture 22: Group processes (FW)</td>
<td>Lecture 23: Forms of racial prejudice (FW)</td>
<td>Lecture 24: Measuring implicit and explicit prejudice (FW)</td>
<td>Tactics of manipulation demonstration</td>
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<tr>
<td>Sept 27</td>
<td><strong>Mid semester break</strong></td>
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<td>10 Oct 4</td>
<td><strong>Lecture 28: Monday Oct 4 Public holiday</strong></td>
<td>Lecture 29: Controlled influences on social judgment and behaviour (KG)</td>
<td>Lecture 30: Motivational influences on social judgment and behaviour (KG)</td>
<td>Note: Students who normally have their tutorial on a Monday must attend an alternative tutorial this week. Automatic behavior: Video and discussion</td>
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<tr>
<td>11 Oct 11</td>
<td><strong>Lecture 31: Mood effects on social judgment and behaviour (KG)</strong></td>
<td>Lecture 32: Counterfactual thinking and regret (KG)</td>
<td>Lecture 33: Embodied cognition (KG)</td>
<td>*Social in-class quiz</td>
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<td>12 Oct 18</td>
<td><strong>Developmental Psychology</strong></td>
<td>Lecture 34: Socio-emotional development I: Zero to six months: Primacy of the caregiver (MdR)</td>
<td>Lecture 35: Socio-emotional development II: Six to 18 months: Social Information gathering (MdR)</td>
<td>Learning to be scared: the social cognitive development of social fear</td>
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**NOTE:** The exact content and/or order of the lecture topics may change if necessary.
Plagiarism is not permitted

i) Do you know what plagiarism is?
Please refer to the University policy on plagiarism:

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

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

![Diagram of plagiarism policy]

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

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

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http://sydney.edu.au/library

Faculty Liaison Librarian
Your Faculty Liaison Librarian supports the teaching, learning and research needs of staff, students and researchers for the School of Psychology. Contact details are as follows:


Psychology Guide
Includes links to Psychology databases, internet resources, information on tests and more.
http://libguides.library.usyd.edu.au/psychology

Psychology material in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection of required and recommended items on Psychology reading lists. Reading list material can be searched by unit of study or lecturer via the catalogue:
http://opac.library.usyd.edu.au/search/r