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
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

750 word critique (15% of the total mark),
Due Date: Week 7, Monday 5 September 2011
(submit paper to Psychology Counter and online)

Social and Developmental Psychology

2000-word report (35% of the total mark)
Due date: Week 10, Friday 7 October 2011
(submit paper to Psychology Counter and online)

Examination (50%):

Multiple choice and short-answer questions.

Out of class prescribed student workload:

Library research for 750 word Cognitive critique; library research for 2000-word Social report; 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 (17 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 750-word critique due in Week 7. 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 a 2000-word written research report (due in Week 10) based on data collected in tutorial. At the end of semester, an examination consisting of short-answer and multiple-choice questions will assess knowledge of lecture and tutorial material.
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; semantic vs episodic memory: cognitive and neuropsychological perspectives; applications of theories of memory

**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.

**Group processes**
Relationships within small groups, particularly factors increasing and decreasing group performance; social facilitation; groupthink and group polarisation.

**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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<tr>
<td>1. July 25</td>
<td><strong>Cognitive Processes</strong>&lt;br&gt;Lecture 1: Theories and methods in cognitive psychology (SA)&lt;br&gt;Lecture 2: Memory systems and processes I (SA)&lt;br&gt;Lecture 3: Memory systems and processes II (SA)</td>
<td>No tutorials</td>
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<td>2. Aug 1</td>
<td>Lecture 4: Long-term memory I (SA)&lt;br&gt;Lecture 5: Long-term memory II (SA)&lt;br&gt;Lecture 6: (SA) Applications of theories of memory (SA)</td>
<td>Info session about course &amp; assessment&lt;br&gt;Info provided about Cognitive minor assessment&lt;br&gt;Data collection for Social report</td>
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<td>3. Aug 8</td>
<td>Lecture 7: Early and late selection and models of attention (CO)&lt;br&gt;Lecture 8: Attentional capacity and automaticity (CO)&lt;br&gt;Lecture 9: Control over attention and preattentive processes (CO)</td>
<td>Working memory: demonstrations and discussion</td>
</tr>
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<td>4. Aug 15</td>
<td>Lecture 10: Divided attention, inattentive blindness and change blindness (CO)&lt;br&gt;Lecture 11: The reason for attention and applications of attention research (CO)&lt;br&gt;Lecture 12: Thinking &amp; problem solving (BB)</td>
<td>Reconstructive influences on memory: Demonstrations, video and discussion</td>
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<td>5. Aug 22</td>
<td>Lecture 13: Problem-solving heuristics (BB)&lt;br&gt;Lecture 14: Representation and problem solving (BB)&lt;br&gt;Lecture 15: Decision-making phenomena (BB)</td>
<td>Attention: Demonstrations and discussion</td>
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<td>7. Sept 5</td>
<td>Lecture 19: Implicit and explicit measures of racial prejudice (FW)&lt;br&gt;Lecture 20: Theories of the causes of racial prejudice (FW)&lt;br&gt;Lecture 21: Reducing outgroup bias and racial prejudice (I) (FW)</td>
<td>Decision making: Exercises, discussion&lt;br&gt;*Cognitive minor 15% due: Monday Wk 7</td>
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| 8 Sept 12 | **Lecture 22**: Reducing outgroup bias and racial prejudice (II) (FW)  
**Lecture 23**: Group processes (FW)  
**Lecture 24**: Tactics of manipulation I (LZ) | **SOCIAL TUTORIALS START** |
| 9 Sept 19 | **Lecture 25**: Tactics of manipulation II (LZ)  
**Lecture 26**: Tactics of manipulation III (LZ)  
**Lecture 27**: Tactics of manipulation IV (LZ) | Discuss data for Social report |
| Sept 26 | **Mid semester break** |
| 10. Oct 4 | **Lecture 28**: Recognising and resisting manipulation I (LZ)  
**Lecture 29**: Recognising and resisting manipulation II (LZ)  
**Lecture 30**: Automatic and nonconscious influences on social judgment and behaviour I (SE) | *Note: Students who normally have their tutorial on a Monday must attend an alternative tutorial this week.*  
*Social report 35% due: Friday Wk 10*  
Group processes: Demonstration and discussion |
| 11. Oct 10 | **Lecture 31**: Automatic and nonconscious influences on social judgment and behaviour II (SE)  
**Lecture 32**: Controlled influences on social judgment and behaviour (SE)  
**Lecture 33**: Motivational influences on social judgment and behaviour (SE) | Tactics of manipulation: Demonstration and discussion |
| 12. Oct 17 | **Developmental Psychology**  
**Lecture 34**: Socio-emotional development I: Zero to six months: Primacy of the caregiver (MdR)  
**Lecture 35**: Socio-emotional development II: Six to 18 months: Social Information gathering (MdR)  
**Lecture 36**: Socio-emotional development III: Toddlerhood and early childhood (MdR) | Automatic behaviour: Video and discussion |
| 13. Oct 24 | **Lecture 37**: Theory of Mind I: Does anything special really happen between 3 and 5 years of age? (MdR)  
**Lecture 38**: Theory of Mind II: Do social processes underpin the child’s understanding of mind and emotion? (MdR)  
**Lecture 39**: Empirical methods and special topic (MdR) | Learning to be scared: social cognition and the development of social fear |

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.

- 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
Research and resource support for Psychology students

The University of Sydney Library has 12 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 loads available online – find us at sydney.edu.au/library/

You can contact your Psychology Faculty Liaison Librarian at library.psychology@sydney.edu.au. The Psychology Librarian is located at Badham Library, level 1, Badham Building, Science Rd, Camperdown Campus. You can phone 91141292 or send an email psychology.library@sydney.edu.au

Psychology books in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection. Most of your required and recommended items will be here. Details of these can are located in the catalogue, you search for these at http://opac.library.usyd.edu.au/search/r

Psychology subject guide

There is a comprehensive subject guide that includes links to psychology databases, internet resources, information on tests and measurements and more. Take a look at http://libguides.library.usyd.edu.au/psychology

Need a refresher after the long vacation?

Watch and listen to these online learning objects and get back up to speed with information literacy skills on topics such as research, essay writing and referencing.

http://www.library.usyd.edu.au_skills/