PSYC2013 Cognitive and Social Psychology

Unit of Study Code: PSYC2013

Coordinator: Dr Karen Gonsalkorale
Office: Room 445 Brennan MacCallum Building
Phone: 9351 8930
E-mail: karen.gonsalkorale@sydney.edu.au
*For enquiries prior to 30 July, please contact Ms. Sadhana Raju (sadhana.raju@sydney.edu.au)

LECTURING STAFF
Cognitive Processes: Dr Karen Croot
Office: Room 443, Brennan MacCallum Building
Phone: 9351 2647
E-mail: karen.croot@sydney.edu.au

Dr Bruce Burns
Office: Room 512, Griffith Taylor Building
Phone: 9351 8286
E-mail: bruce.burns@sydney.edu.au

Dr Caleb Owens
Office: Room 453 Brennan MacCallum Building
Phone: 9351 7523
E-mail: caleb.owens@sydney.edu.au

Social Psychology: Associate Professor Fiona White
Office: Room 426 Brennan MacCallum Building
Phone: 9351 3246
E-mail: fiona.white@sydney.edu.au

Dr Karen Gonsalkorale
Office: Room 445 Brennan MacCallum Building
Phone: 9351 8930
E-mail: karen.gonsalkorale@sydney.edu.au

Developmental Psychology: Dr Marc de Rosnay
Office: Room 444 Brennan MacCallum Building
Phone: 9351 4528
E-mail: marc.derosnay@sydney.edu.au

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
  2000-word report (35% of the total mark)
  Due Date: Week 8, Friday Sep 21 2012
  (submit hard copy to Psychology Counter and online copy to Blackboard)

Social Psychology
- In class quiz (15% of the total mark), to be conducted during the tutorial classes in Week 12 (beginning Monday 22 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 on Friday 21st September. 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 12. 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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. July 30</td>
<td><strong>Cognitive Processes</strong>&lt;br&gt;Lecture 1: Theories and methods in cognitive psychology (KC)&lt;br&gt;Lecture 2: Memory systems and processes I (KC)&lt;br&gt;Lecture 3: Memory systems and processes II (KC)</td>
<td>No tutorials</td>
</tr>
<tr>
<td>3. Aug 13</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>Memory II: Demonstrations and discussion</td>
</tr>
<tr>
<td>4. Aug 20</td>
<td>Lecture 10: Divided attention, inattentional 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>Data return and discussion of results for Cognitive report</td>
</tr>
<tr>
<td>5. Aug 27</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>
</tr>
<tr>
<td>6. Sep 3</td>
<td>Lecture 16: Heuristics and biases (BB)&lt;br&gt;Lecture 17: Adaptive approaches (BB)&lt;br&gt;<strong>Social Psychology</strong>&lt;br&gt;Lecture 18: Tactics of Manipulation I (KG)</td>
<td>Problem solving: Experiment and discussion</td>
</tr>
<tr>
<td>8. Sept 17</td>
<td>Lecture 22: The changing form of racial prejudice (FW)&lt;br&gt;Lecture 23: Implicit and explicit measures of racial prejudice (FW)&lt;br&gt;Lecture 24: Theories of the causes of racial prejudice (FW)</td>
<td>*Friday Sep 21 Cognitive Report due 35%&lt;br&gt;SOCIAL TUTORIALS START&lt;br&gt;Tactics of manipulation: demonstration and discussion</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sept 24</td>
<td>Mid semester break</td>
<td></td>
</tr>
<tr>
<td>9 Oct 2</td>
<td><strong>Lecture 25</strong>: Reducing outgroup bias and racial prejudice I (FW)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Lecture 26</strong>: Reducing outgroup bias and racial prejudice II (FW)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Lecture 27</strong>: Group processes (FW)</td>
<td><em>Note: Due to the Labour Day public holiday, students who normally have their tutorial on a Monday must attend an alternative tutorial this week.</em></td>
</tr>
<tr>
<td>10 Oct 8</td>
<td><strong>Lecture 28</strong>: Automatic and nonconscious influences on social judgment and behaviour I (KG)</td>
<td>Stereotypes, Prejudice and Discrimination: Video and discussion</td>
</tr>
<tr>
<td></td>
<td><strong>Lecture 29</strong>: Automatic and nonconscious influences on social judgment and behaviour I (KG)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Lecture 30</strong>: Controlled influences on social judgment and behaviour (KG)</td>
<td></td>
</tr>
<tr>
<td>11 Oct 15</td>
<td><strong>Lecture 31</strong>: Motivational influences on social judgment and behaviour (KG)</td>
<td>Group processes: Demonstration and discussion</td>
</tr>
<tr>
<td></td>
<td><strong>Lecture 32</strong>: Mood effects on social judgment and behaviour (KG)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Lecture 33</strong>: Counterfactual thinking and regret (KG)</td>
<td></td>
</tr>
<tr>
<td>12 Oct 22</td>
<td>Developmental Psychology</td>
<td>*Social Psych in-class quiz 15%</td>
</tr>
<tr>
<td></td>
<td><strong>Lecture 34</strong>: Socio-emotional development I: Zero to six months: Primacy of the caregiver (MdR)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Lecture 35</strong>: Socio-emotional development II: Six to 18 months: Social Information gathering (MdR)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Lecture 36</strong>: Socio-emotional development III: Toddlerhood and early childhood (MdR)</td>
<td></td>
</tr>
<tr>
<td>13 Oct 29</td>
<td><strong>Lecture 37</strong>: Theory of Mind I: Does anything special really happen between 3 and 5 years of age? (MdR)</td>
<td>Learning to be scared: social cognition and the development of social fear</td>
</tr>
<tr>
<td></td>
<td><strong>Lecture 38</strong>: Theory of Mind II: Do social processes underpin the child’s understanding of mind and emotion? (MdR)</td>
<td>Approaching short-answer questions</td>
</tr>
<tr>
<td></td>
<td><strong>Lecture 39</strong>: Empirical methods and special topic (MdR)</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** The exact content and/or order of the lecture topics may change if necessary.
Academic Dishonesty and Plagiarism

1. It is your responsibility to know what academic dishonesty and plagiarism are.

Here is the link to the University's policy:


Make sure that you understand what counts as academic dishonesty and the various types of plagiarism. The Library’s http://www.library.usyd.edu.au/skills/ ‘Plagiarism and Academic Honesty’ program will help.

2. Note that:

i) the School of Psychology will penalise all submitted work that is plagiarised.

ii) Students should note that all assignments (including group projects) will be run through similarity detecting software. This software detects similarities between (a) your assignment and both print and online sources, and (b) assignments submitted by other students, from both current and previous years. If similarities are found, they will be investigated so as to determine the nature of the plagiarism. See Part 5 of the University’s policy.

Avoiding plagiarism – key points

- Plagiarism is a serious offence and may result in failure in the course. Even where students are completing an exercise together, each student must submit separate written work. Incorporation of any material from another student’s assignment is regarded as plagiarism.

- In writing essays or reports to meet coursework requirements, you should use your own words. In some contexts (e.g., theoretical research) it is appropriate to use an occasional quotation. This should be indicated in the conventional way by enclosing the passage within quotation marks and by providing a precise (page number) reference for the source of the quote. In many contexts, especially reports of empirical work, quotations are best avoided.

- “Using your own words” means that you should not borrow from the writing of others – whether from fellow students or published authors. For example, it is not acceptable to base an essay on text from various sources that you have then edited to some degree – even if you cite these sources. First of all, there is the ethical issue arising from the dishonesty of presenting as your own work something which is essentially the work of others. In addition, there are good educational reasons for avoiding this, even where you feel that someone else has expressed some idea far more clearly than you could. One reason is that you must learn to express yourself clearly in writing; like most other skills, this only comes with practice. Another, is the failure to understand information or ideas at all thoroughly if all you have done is reproduce (with some editing) what someone else has written about the topic.

- When you express in your own words what you have learned from various sources, you should cite each source. The standard convention for most written work in psychology is to list references at the end of your essay or report, rather than, for example, to use footnotes. To express some idea without giving a citation implies

- University of Sydney - Syllabus of Senior Psychology 3, 2012 page 6that it is your own idea. Therefore, if it is in fact an idea obtained from someone else, this needs to be acknowledged. Listing a set of sources implies that you have read them all. Therefore, you should list as references only those you have actually read. If you are depending on a secondary source, then make this clear, e.g., ... salivary conditioning (Pavlov, 1927; cited in Mazur, 1998).

- The points made here also apply to non-textual material. For example, graphs or tables of data included in a report 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 general, avoid letting other students use your work for any kind of assessment. On the rare occasion where this may be appropriate, make sure that the other student acknowledges your contribution as the original author.
• In some cultures, students show their respect for a teacher by copying what the teacher has said or written. In Australian University education, copying a teacher (even if paraphrasing) is plagiarism if the source is not cited.

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/

Matthew Davis is the Faculty Liaison Librarian for Psychology. Matthew is available to help you find and use library resources for your assignments or research. You can email him at library.psychology@sydney.edu.au or phone on 9351 3629. The Psychology Librarian is located at Badham Library, level 1, Badham Building, Science Rd, Camperdown Campus.

Psychology books in high demand
The 2 hour collection is located on Level 3 of Fisher Library. Most of your required and recommended items from the reading lists will be here. You can find a list of your required readings in the catalogue by searching under your Unit of Study code. Some material in the list is also available to read online.

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
You can also enrol in free research, database and EndNote training classes on this site.

Need a refresher after 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/