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# IMPORTANT DATES FOR PSYCHOLOGY 1001

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Details</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>Friday of Week 5, 12th April</td>
</tr>
<tr>
<td>First Online Quiz (1 of 7)</td>
<td>Week 2, Week beginning 11th March</td>
</tr>
<tr>
<td>Submission of Essay</td>
<td>Online before 4pm on Wednesday 1st May (Week 8)</td>
</tr>
<tr>
<td>Last time for 10 point penalty with late submission of essays without extensions</td>
<td>Online before 4pm on Wednesday 8th May (Week 9)</td>
</tr>
<tr>
<td>Last time for 20 point penalty with late submission of essays without extensions</td>
<td>Online before 4pm on Wednesday 15th May (Week 10)</td>
</tr>
<tr>
<td>Essays submitted after 4pm on Wednesday 15th May, which have not already been granted an extension, will receive an essay result of zero. The essay will be reviewed as a serious attempt only.</td>
<td>Essays submitted after 4pm on Wednesday 15th May</td>
</tr>
<tr>
<td>Last possible time for submission of essays (with or without extensions)</td>
<td>Online before 4pm Friday 24th May (Week 11)</td>
</tr>
<tr>
<td>Last Online Quiz (7 of 7)</td>
<td>Week 12, Week beginning 27th May</td>
</tr>
<tr>
<td>Last day for participation in research</td>
<td>Friday of STUVAC, 14th June</td>
</tr>
<tr>
<td>Last day to review SONA Credits or Penalties</td>
<td>Friday 21st 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 2013 (e.g. Request for Special Consideration)</td>
<td>One week after the date of the final exam</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 subject of Psychology, as well as skills, which will help you with study and employment more generally.

The first part of this manual contains a comprehensive explanation of the course, its components and its important rules. If you enroll 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 what they thought of the course.

Important advice:

• Read the first part of this manual to understand the rules and regulations. There is a quiz on Blackboard (called “PSYC1001 BASICS”) which is a few questions on the most important rules. Until you complete that quiz with a score of 100%, lecture overheads and tutorial information are completely hidden on Blackboard. It's always disappointing to receive emails from students (sometimes as late as Week 13) 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).

• 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.

• 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). Also your email may be filtered out before it even arrives if it is from a non-university account.

• 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.

• Do not plagiarize. 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. Asking if it’s okay for you to miss one lecture per week and still pass is like asking if you can walk into a movie 45 minutes late and still enjoy it – why would you waste your money and time like that?

• Quizzes and experiment participation are optional, but together are worth 10%, which is not insignificant.

• Be disciplined and pace yourself well. First year students fresh from High School are often expecting to be told what they have to do and when, but at University you plan your time and how and when you study. Don’t leave things until the last minute.

• Ask for help if you need it, and WHEN you need it - within five working days of the due date of the assignment or exam. That means up to five days after by the way. (See the sections on SPECIAL CONSIDERATION and DISABILITY SUPPORT)

• Ask for help sooner rather than later. Your tutor is often the best person to ask first about many issues.

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>9351 7327</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:psychology.info@sydney.edu.au">psychology.info@sydney.edu.au</a></td>
</tr>
<tr>
<td>Opening:</td>
<td>12:00pm- 4:30pm Monday–Friday.</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 Helen Paterson. Her office is in the Brennan MacCallum Building, Room 439, and her telephone number is 9036 9403. Her email address is: helen.paterson@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. It is important to be reasonable in your demands of your tutor. Asking them to explain an entire tutorial or topic again is unreasonable; but asking them specific questions on content is fine.

Note importantly: Tutors are forbidden from directly commenting on your written work before you submit it. You can and should discuss any difficulties you are having with writing your assignment, but your tutor should not be shown or given an actual draft and asked for comment, your assignment is solely your own work. Employing or asking anyone else to aid in the writing of your written work is also inappropriate. Asking someone to proofread what you have written is fine, but asking someone to help you write something is not. Refer to the later section on ACADEMIC DISHONESTY in this manual.

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). Since this manual was finalized in February the latest information about this course will always be on this webpage.
TEXTBOOKS


IMPORTANT: The first recommended textbook comes with an important electronic resource (CD) called “PSYKTREK”. Many of the exercises on this disc will be the 'Pre-tutorial' exercises you are required to complete at your own pace. The CD should be included with the textbook from the Coop Bookshop, so be wary if you are buying the textbook second hand or from another vendor. The PSYCTREK CD is now up to version 3.0, but version 2.0 is fine.

OLDER TEXTBOOKS: It is highly recommended you purchase or arrange access to the latest (9th) Edition of the main (Weiten) textbook. Resources and lecturers in this course will reference specific pages and chapters from this text. Trying to work out how the new pages relate to the old versions of the textbook is entirely up to you, but if you can work it out it means you have access to the new textbook anyway! However you will not be at a disadvantage if you use a writing textbook other than the Burton (3rd Edition) a second hand copy of an earlier edition of Burton or any other “writing for psychology” style of textbook is likely to be useful in helping your psychology writing.

READINGS

A list of readings for different areas of Psychology 1001 is provided in the Section of this Manual titled: PSYCHOLOGY 1001 SYLLABUS. Your lecturers will tell you which of these are required readings, and which are merely recommended. Lecturers will also provide you with additional readings as part of their lecture programs.

Most required and recommended readings will be available to read or copy in the University of Sydney Library, Special Reserve (see Section on THE UNIVERSITY OF SYDNEY LIBRARY). Many will be available in electronic form. In addition, there are multiple copies of the textbooks in the Undergraduate section of the library.

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.

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 potentially 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.

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 Week 7) 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 in each area 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</th>
<th>Lecturer</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Introduction (1)</td>
<td>Caleb Owens</td>
<td>BM 453</td>
</tr>
<tr>
<td></td>
<td>Social Psychology (7)*</td>
<td>Lisa Zadro</td>
<td>BM 455</td>
</tr>
<tr>
<td></td>
<td>Personality (6)</td>
<td>Niko Tiliopoulos</td>
<td>BM 448</td>
</tr>
<tr>
<td>B**</td>
<td>Neuroscience (6)</td>
<td>Ian Johnston</td>
<td>BM 454</td>
</tr>
<tr>
<td></td>
<td>Forensic Psychology (6)</td>
<td>Helen Paterson</td>
<td>BM 439</td>
</tr>
<tr>
<td>C</td>
<td>Science and Statistics (6)</td>
<td>Caleb Owens</td>
<td>BM 453</td>
</tr>
<tr>
<td></td>
<td>Human Development (6)</td>
<td>Celine Van Golde</td>
<td>GT 464</td>
</tr>
</tbody>
</table>

Office location key: BM – Brennan MacCallum (opposite Manning Bar); GT – Griffith Taylor Building (next to BM).

*For Week 1 only, Social Psychology runs in Stream C.

**There is no Stream B in Week 7 because of Anzac Day.

Time

The timetable that you download via the MyUni website will tell you the time and location of your lectures. You must attend the lecture to which you are allocated.

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 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 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 ‘Echo360’ system is run by a unit outside the School of Psychology, and is set up to automatically record lectures. We place the link to this service on your Blackboard site under “Lecture Recordings”. Sometimes the recordings do not work at all, 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 Echo360 to replace lecture attendance. We cannot guarantee the reliability or quality of the recordings; you will never see visual copyrighted material presented by lecturers (and excluded from the online outlines); and there is nothing as exciting as being there.
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 the textbook 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 the textbook or 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 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 took 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 apologize 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>4** March</td>
<td>No tutorial</td>
</tr>
</tbody>
</table>
| 2    | 11** March       | Introduction to the course  

*Quiz 1 Online this week*

| 3    | 18** March       | The science of psychology  

*Quiz 2 Online this week*

| 4*   | 25** March       | Neuroscience |

| Mid- |     |               |
| Semester |     |               |
| Break |  Friday, 29th March to Friday, 12** April incl. | No tutorial |

| 5    | 8** April        | Essay writing and arguing with evidence I  

*Quiz 3 Online this week*

| 6    | 15** April       | Essay writing and arguing with evidence II |

| 7**  | 22** April       | Research Design  

*Quiz 4 Online this week*

| 8    | 29** April       | Statistics  

*Essay Due ONLINE this week*

| 9    | 6** May          | Social Psychology  

*Quiz 5 Online this week*

| 10   | 13** May         | Personality  

*Quiz 6 Online this week*

| 11   | 20** May         | Human Development |

| 12   | 27** May         | Essay feedback and exam preparation  

*Quiz 7 Online this week*

| 13   | 3** June         | Forensic Psychology |

**StuVac**  

*10** June to 14** June | No tutorial |

| Exam | 17** June - 29** June | No tutorial |

| period |               |               |

*Good Friday Public Holiday this week.  

**Anzac Day Public Holiday Thursday this week.

**NOTE:** Tutorials are not held on Public Holidays. If your tutorial falls on the Public Holiday on either of these weeks, 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.

### The time of your tutorial

The timetable that you download via the MyUni website will tell you the time and room of your tutorial. A large number of students will want to change their tutorial time - you will have access up until the end of Week 1 to make changes through the timetabling unit. The timetabling unit is accessible through the applications folder in MyUni.
Things to understand:

- University policy is that you are marked absent unless you attend the correct tutorial. There is no point ignoring your timetable and asking a new tutor each week to ‘sign you off’. If you are in the wrong place, you are absent.
- If your non-university commitments mean you are unable to attend any of the tutorial times you are offered, you will have to change those commitments, or consider dropping the course.
- Your assigned tutorial determines who will mark your major assignment.
- The only way that you can change your tutorial is to do so through the timetabling unit. This can be done online (accessible through the applications folder in MuUni), or in person at: Link Lab 222 North, Link Building up until the end of Week 1. No further changes are possible after this time.

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.

This is why many of the tutorial quizzes are now based entirely on the pre-tutorial work, and both start and finish before the tutorial runs. Not being able to contribute to tutorials no longer just means you will lose marks by learning the material less effectively, it now means that you have already lost marks by not learning it.

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.

ATTENDANCE

Students enrolled in PSYC1001 are expected to attend 80% of all timetabled activities. It is our view that students who attend less than 80% will struggle greatly to pass PSYC1001. Poor attendance cannot form the basis of a special consideration claim. In the Online Faculty of Science handbook it states: The Dean or the Head of School most concerned may determine that a student has failed a unit of study because of inadequate attendance.

If you choose to be absent from any part of PSYC1001 (for example for work, or by planning an overseas trip or family holiday), then it is completely up to you to make up for your absence. Any absence will obviously place you at a disadvantage, but you need to weigh up your priorities and decide for yourself. You cannot apply for special consideration on the basis of a voluntary absence. It’s also a little rude to expect your tutors and lecturers to explain what you’ll miss if you’re choosing to go away – instead look ahead in this manual and work it out for yourself; we have designed this course expecting you will attend
everything. Also, exams cannot be moved (especially not brought forward) because of your holiday plans. Paying for a holiday which is at the same time as the exam period for a course you have also paid for is like buying two tickets for different movies running at the same time – you wouldn’t demand that the manager of the cinema give you a private screening earlier. Because of their size the PSYC1 exams usually run in the first week of the exam period anyway, but there are no guarantees.

**IF YOU ENROL IN THE COURSE LATE**
The end of Week 2 (15th March) is the last day you can enrol in PSYC1001. If you choose to do that however, you need to understand you have already missed six lectures, one online quiz and the first tutorial. Enrolling in tutorials, being added to eLearning (for Blackboard access), and being added to SONA make take a further week. 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.

**ASSESSMENT**
There are four main components of assessment for Psychology 1001: an assignment (1000 word essay), 7 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>Must be submitted online before 4pm Wednesday 1st May (Week 8)</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 7)</td>
<td>Throughout semester, from Weeks 2-12 (available from Mondays at 9am to the following Monday at 9am)</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, and an official transcript will be posted to you. A minimum result of 50% in both PSYC1001 and PSYC1002 is required to progress to Psychology 2 units of study. A breakdown of the marks awarded to each student in each course component will be displayed on Blackboard several weeks after the final exam.
ASSIGNMENT: ESSAY (25% IN TOTAL)

For Psychology 1001 you must write a 1000 word 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 1st May, giving you around six weeks. Tutorials in Weeks 5 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.

Common Problems Students have with assignments:

- What essay? Even though submitting an essay is a compulsory requirement of passing PSYC1001, too many students forget to do so, or submit them so late that they receive no marks for them.
- Students who think they are good at writing ‘essays’, ignore the instructions concerning how to write an APA formatted psychology essay.
- Students, who ignore instructions on how to reference correctly, plagiarise sections of their essay resulting in harsh penalties (Refer to the section PLAGIARISM).
- Students are not aware of the ‘Writing for Psychology’ textbook (Burton), which is available at the library and the Coop bookshop and is extremely helpful.
- Students treat online submission as someone else’s responsibility, ignoring instructions and blaming computer issues (instead of poor planning) for late submissions.

Submitting your essay:

- You will submit your essay online. It will be marked online, and returned to you with comments online.
- This means it is critical that you submit online correctly. It is your responsibility to ensure you submit online on time and correctly.
  - If you do not have access to a reliable DESKTOP computer and internet connection, have a backup plan, come into University to a Computer lab to submit, submit from the tutorial room with your tutor’s help, or have a friend whose computer you will use (do not give them access to your essay though).
  - ALLOW EXTRA TIME even if you have a normally perfect computer and internet connection. We strongly suggest you begin attempting to submit the night before the due date at the latest. If you have any issues you can always come into university and use a computer here...
  - On the day the essay is due, Wednesday 1st May, we hold our tutor meetings, at 8-9am and 11-12pm in OTC403 (one of the tutorial rooms). If you are still struggling come along with your essay in Word format on a USB drive and we will help you – every single submission issue (except for a corrupt or unreadable essay file) is likely to suddenly disappear when an entire roomful of tutors is helping you submit.
  - If you are being sensible and allowing extra time (at least a day) to submit then even if there are any congestion or network issues you should be fine. There is absolutely no point emailing us screenshots showing network errors as an excuse for you leaving things until the last minute. Treat the online submission process as like an international flight. You need to allow a lot of extra time to get through customs, and none of the other passengers will have much sympathy for those rushing in 5 minutes before their flight leaves.
- The online assignment submission dropbox will be available a full week before the due date and you can practice submitting as much as you want until the due time. Note that each submission will overwrite and replace the previous one, so ensure that you have checked that your final correct submission is online the evening before the cutoff.
- Follow all instructions (which will be posted on Blackboard) relating to the submission of your essay.
• Part of this assessment is the requirement that you submit your essay online. Do not email your essay to anyone else (especially your tutor) and ask them to submit it online for you.

• Ensure you submit the correct file. The submission process shows you a complete preview of your entire submission, and the digital receipt shows the entire first page of the submission. After you have submitted you can even re-download the entire file, to check that everything is there.

• Note that once the official due date/time has passed (1st May), you can no longer re-upload a new essay over an old one. The last file which has been uploaded by you is the one which will be marked. Later versions you wish to be marked will attract late penalties.

Penalties applying to the submission of reports

<table>
<thead>
<tr>
<th>Title of uploaded document incorrect (it should be your tutor's first and last name eg. JoeBloggs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No mark awarded at all; serious attempt at essay required to avoid AF (absent fail)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essay submitted late, to 7 days late</th>
</tr>
</thead>
<tbody>
<tr>
<td>-10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essay submitted 7 to 14 days late</th>
</tr>
</thead>
<tbody>
<tr>
<td>-20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essay submitted more than 14 days late</th>
</tr>
</thead>
<tbody>
<tr>
<td>No mark awarded; alternate assignment must be requested from <a href="mailto:psychology.info@sydney.edu.au">psychology.info@sydney.edu.au</a> and a serious attempt submitted on time to avoid AF (absent fail)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No essay submitted before 4pm, 24th May</th>
</tr>
</thead>
<tbody>
<tr>
<td>No mark awarded; alternate assignment must be requested from <a href="mailto:psychology.info@sydney.edu.au">psychology.info@sydney.edu.au</a> and a serious attempt submitted on time to avoid AF (absent fail)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No essay of any kind submitted</th>
</tr>
</thead>
<tbody>
<tr>
<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, Friday 24th May for the original assignment topic. All assignments must be received by 4pm on that date, because assignments on the same topic will be returned to students shortly after.

After 24th May, if you still have not completed and submitted an essay, you must request an alternate assignment from admin (psychology.info@sydney.edu.au).

TUTORIAL QUIZZES (5% IN TOTAL)

Throughout semester from Weeks 2 to 12, quizzes will be available on Blackboard. These assess mainly pre-tutorial material, and sometimes the tutorial material, depending on when the quiz runs. 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 seven 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 but as they are intended to help you prepare for the final exam, you could self-limit yourself to 90 seconds per question for the first attempt or so.

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 textbook section again, or have a look at the readings or online materials. 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 to practice you can get.
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 pre-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 7 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 2 - March 11th - 18th</td>
<td>The Science of Psychology</td>
</tr>
<tr>
<td>2</td>
<td>Week 3 – March 18th – 25th</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>3</td>
<td>Week 5 – April 8th -15th</td>
<td>Essay Writing</td>
</tr>
<tr>
<td>4</td>
<td>Week 7 – April 22nd – 29th</td>
<td>Research Design &amp; Statistics</td>
</tr>
<tr>
<td>5</td>
<td>Week 9 –May 6th – 13th</td>
<td>Personality &amp; Social Psychology</td>
</tr>
<tr>
<td>6</td>
<td>Week 10- May 13th – May 20th</td>
<td>Human Development</td>
</tr>
<tr>
<td>7</td>
<td>Week 12 - May 27th – June 3rd</td>
<td>Forensic Psychology</td>
</tr>
</tbody>
</table>

Ensure you have eLearning access, you can see the PSYC1001 Blackboard site, and you have a desktop computer, which has a browser which 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:

- 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 when they are running. The 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 there are some weeks which 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.
- 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.

Technical problems are not considered grounds for special consideration, unless they relate to systematic problems with eLearning access (which are extremely rare). Blackboard is not designed to work with all browsers, the supported ones plus more information about getting things working can be found here: http://sydney.edu.au/elearning/student/getstart/requirements.shtml

Servers crash, office networks suddenly stop working, little brothers trip over modem cables, outdated operating systems or browsers sometimes freeze. Because you have unlimited attempts on each quiz, address technical problems early and ensure your computer and connection is reliable. Problems could be caused by browsers, security settings turned up too high, or network firewalls (quizzes might not work inside companies or in some University computer labs). Make successive attempts on different computers or different networks, or update the software that you believe is causing the problem. If you are having problems don’t keep attempting the quizzes on the same computer.

FINAL EXAMINATION (65% IN TOTAL)
During the university examination period (beginning 17th June) 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, however 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>Neuroscience</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>

CRITERIA BASED ASSESSMENT
Before 2012, tutors marking essays were instructed to put them in order and award the top 5% HD’s, the next 10-15% D’s and so on; and for the final exam, lecturers contributed all kinds of easy and hard questions, and the results were heavily scaled so that only certain percentages of students received each grade.

In 2012 for the first time we attempted to implement the University’s new assessment policy which requires criteria based assessments (rather than distribution based), such that your marks need to mean something in terms of what you know and have achieved. There are no longer any fixed percentage requirements for any grade category in any piece of assessment in PSYC1001. In 2012 this did not result in much of a change in how we marked the essay (which was always criteria based marking). The biggest change occurred with the
way we constructed the final exam. Lecturers were instructed to ensure half of their questions could be considered ‘pass-level’ or ‘threshold understanding’ type questions. A student with the most basic and necessary understanding of a topic might be expected to get them all correct (and thus pass the exam). The other half of a lecturer’s questions were divided evenly between credit and distinction type questions of increasing difficulty. Not only was this fairer for all students, but it resulted in marks which did not need to be scaled and were easily interpreted. Where previously students may have narrowly failed and been told that their poor marks were scaled up but not quite enough to pass (how can you learn from that?), in 2012 students were able to look through a breakdown of their marks and see clearly: “There were 16 Neuroscience questions, Ian ensured 8 were pass level questions, and I only got 5 correct, so I simply did not meet the basic threshold of understanding required to pass”.

Since one of the aims of the new assessment policy is to ensure you are better informed about your marks and where they came from, don’t hesitate to ask us at any time for more feedback or clarification regarding your performance.

**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. 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).

<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>
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<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 design, based on a stimulus paper. You will receive full feedback on your work and the 5% this component is worth. If you wish to do this instead of research participation, write to the Psychology Counter (adminc@psych.usyd.edu.au) requesting the alternate work no later than the end of Week 5 (Friday 12th 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 14th 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/

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 login will be your UNIKEY. To find out your initial 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, and perhaps nominate another email address for messages and reminders (it's your responsibility to ensure this second email address is working).

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 realize 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 researcher(s) 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:
  - You might be in the wrong place (and a researcher somewhere else is waiting for you).
  - You might have made an error signing up (you can check on the internet from anywhere).
  - Even if you complete the study, the researcher will be unable to credit you.
  - 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.

- 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>I don’t understand how to use SONA</th>
<th>Read this manual. Check the online documentation on SONA. Ask your colleagues. Ask your tutor.</th>
</tr>
</thead>
<tbody>
<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, 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>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</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 21st 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.

You should complete the Library Plagiarism module before you submit your essay. If you enter your unikey at the end of the module, you will receive a certificate you have completed it. It can be found here:


In 2007 we introduced similarity-detecting software for the first time and were shocked at how many students were simply copying material from sources word for word. In 2008 however we made referencing skills education a priority and demonstrated the power of the similarity detecting software early on in semester. The rates of plagiarism dropped dramatically, but many students were still caught. The results of our 2008 intervention are still accessible online for you to see and learn from, and you will see we spend a lot of tutorial time teaching correct referencing. Also in your Week 6 tutorial this semester (Essay Writing and Arguing with Evidence II), you will be given an opportunity to see firsthand how the similarity detecting software we will use works.

The University's policy on plagiarism and other forms of academic misconduct can be found here (type "plagiarism" in a 'title' search): http://sydney.edu.au/policies

The School of Psychology’s procedures on plagiarism and information about the similarity detecting software we use can be found here:

http://www/current_students/psyc2_3/admin_guide/admin_plagiarism.shtml

The software we plan to use in Semester 1 is called Turnitin. It will compare all the content of your essay to:

- All other essays submitted by other students in this course
- The set reference which is the focus of your essay
- 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.)

You may find you can access similarity detecting software online yourself, however be aware that using software to produce assignments which don't get labelled electronically as
copied, does not guarantee sections of your assignment are not plagiarised. The software you use may simply not contain the source of the words you plagiarised. Also, software simply checks words matches. If you rephrase every sentence, you’re still cheating, you can still be caught, and sadly, you could have written your own work with less effort.

Our School Policy is this:

<table>
<thead>
<tr>
<th>Plagiarism is not permitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Are you sure you know what plagiarism is?</td>
</tr>
<tr>
<td>Please refer to the University policy on plagiarism:</td>
</tr>
<tr>
<td>ii) The School of Psychology will penalise all submitted work that is plagiarised;</td>
</tr>
<tr>
<td>iii) The School of Psychology is using software to detect all forms of plagiarism.</td>
</tr>
</tbody>
</table>

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 plagiarizing, 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 essay or report 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 Report or Essay. 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. 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 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 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
realizing 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 essay 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 essay.
- Ask your colleagues (verbally) for advice on the effectiveness of arguments you are thinking of using in your essay.
- Ask for or offer suggestions for appropriate reading/references related to the essay.

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 essay with another student.
- Discuss your writing of the essay with another student non-verbally (e.g. by letter, email, facebook, sms or any kind of online messaging).

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.

In Psychology 1, there are NO contexts where you should share your work with others.

Be very protective of your written work. Even if a close friend (of ten years!) begs you to email them your work to “help them get an idea of what to do” refuse the request. If you send them your work the temptation is often too much, and you will be condemning yourself and your friend to a severe penalty by being ‘kind’.

If you must ask someone to proofread your work, ask someone who is not a Psychology student, and even then show them a hardcopy and sit by them while they correct it.

- Do not email your written work to anyone.
- Do not place your written work on a college network.
- Do not leave your work on a public computer.
- Do not leave the room while you are ‘showing’ your assignment to a colleague.
- Even if the person requesting your work is your best friend in the whole world, do not trust them with your work. This is an issue of temptation more than dishonesty.

NB: 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.
SPECIAL CONSIDERATION

What to do:

• Understand that the Faculty of Science is in charge of Special Consideration for Psychology, regardless of what Faculty your degree originates in.

• Start by going to the Faculty of Science Webpage, and downloading the ‘Special Consideration’ pack


• 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 1 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.

• Special Consideration exists to allow students who have suffered sickness or misadventure, flexibility in how they complete the course. It does not exist so that students may miss large amounts of course content, and we then ‘estimate’ your performance had you actually been able to attend. If you have a prolonged illness which is making you miss more than one assessment component and a large amount of course content, consider contacting DISABILITY SERVICES for advice (see next section), or rather than attempting to lodge a huge special consideration application, you might be better off applying to discontinue not fail (DNF).

• 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. If you are not sure whether a misadventure has affected you, it is wise to lodge a special consideration at the time just in case. 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

If you suffer illness or misadventure while completing your essay, apply for special consideration within five working days of the due date in Week 8 and ask for an extension. Do not submit an essay while sick, and expect to have marks added to it; instead, apply for an extension, and complete your essay while you are well. Also note that you will most likely be given an extension for the amount of time you are considered to have been affected. 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 essay as soon as you are able, or at least before you expect an extension will be granted for. Note that 4pm on the Friday of Week 11 (May 24th) is the last day we will accept assignments on the original topics with or without extensions. Also note that because the essay is online submission only, technical problems are not considered grounds for special consideration. You are strongly advised to attempt to submit your essay online, at the latest, the night before the due date. If something goes wrong you can always come into University on the due date (8-9am and 11-12pm on Wednesday 1st May in OTC403) 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. Lodge a Special Consideration application which notes the quizzes you have missed. If it is accepted then most likely your missing quiz score will be estimated from your average quiz score (which includes the 0 scores of missed quizzes).

RESEARCH PARTICIPATION
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 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 (DNF). If you cannot accept the risks of participating in studies (e.g. a study may be cancelled, no studies are available in stuvac etc.) then you should opt out and 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 are affected in the last few weeks. However if you are penalized by a particular researcher for non-attendance, and they do not accept your excuse, then you should certainly apply for Special Consideration for just that session (within 5 working days of the penalty being issued).

FINAL EXAMINATION
If you are ill close to the final examination, consider whether you will sit it. If you choose to sit it while ill, you can still apply for special consideration within 5 working days of the examination, and you might be offered a supplementary exam depending on your final marks. If you choose not to sit the exam, then apply for special consideration within 5 working days and you may be offered a supplementary exam at a later date. We will give you information about the time and location of any supplementary exam via email.

DISABILITY SERVICES
Disability Services assists current and prospective students of the University of Sydney with 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 disability, whilst maintaining the academic integrity and core requirements of individual courses.

The definition of disability is based on the Disability Discrimination Act (DDA) 1992 and includes:

deadness / hearing impairment
blindness / vision impairment
physical disability
specific learning disability
psychiatric disability
acquired brain injury
chronic medical conditions
temporary disability

Services and support available to students may include; exam and assessment adjustments, building/room accessibility, assistive technology and equipment loans, lecture support, course materials in an alternative format, timetable modifications, access to resting rooms, library support and liaison with academic staff.
Eligibilities for services and support through Disability Services will be assessed at your first appointment with a Disability Services Officer.

Who is eligible for Disability Services?

Services and support are provided through Disability Services where:

a student has a disability as defined by the Disability Discrimination Act (1992), AND that disability impacts or in the case of prospective students has the potential to impact 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 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 recent and legible medical documentation from your medical doctor or treating health professional using the Disability Services 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.

The Disability Services Officer will discuss with you the options for reducing the impact of your disability on study.

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: 02 8627 8422
General Enquiries: 02 8627 8422
Email: disability.services@sydney.edu.au

THE UNIVERSITY OF SYDNEY LIBRARY

Find us at sydney.edu.au/library/

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 much available online – please visit the library homepage – see above

For help using or searching library resources you can contact the Psychology Faculty Liaison Librarian at library.psychology@sydney.edu.au or visit them in person at Badham Library
Ground Floor, Badham Building, Science Rd, Camperdown Campus. You can also phone on 9351 3629.

Psychology books in high demand

Copies of high demand books are kept in the 2 Hour Loan collection (located on Level 2 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 catalogue. Search under your UOS code at http://opac.library.usyd.edu.au/search/r

Psychology subject guide

Your Psychology Faculty Liaison Librarian 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/elearning/learn/findbook/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.

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:
Personality Theories: http://webspace.ship.edu/cgboer/perscontents.html

APPLIED PSYCHOLOGY (FORENSIC)

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

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:

**NEUROSCIENCE**

1. Investigating the biological basis of Psychology
2. The organisation of the nervous system
3. Nerves and psychopharmacology
4. The biological basis of emotions
5. The biological basis of memory and thought.

References:

**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.
3. Social influence II: Social loafing
What is social loafing? Factors that contribute to social loafing. Theories of social loafing (Latané and colleagues). How to stop social loafing in groups.
What is obedience? Milgram’s (1963) obedience experiments. Studies of minority influence (Moscovici).
6. Social Perception I: Attributions; stereotypes
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:
HUMAN DEVELOPMENT

1. Introduction to Human Development: Approaches and research methods
3. Studies of early deprivation (orphanage studies) and attempts to overcome the effects of early privation (Head Start and beyond).
4. Early influences on behaviour - motor skills and language development.

References:
Basic information about most of these topics can be found in the Psychology 1 textbook. Page numbers will be given in lecture web notes. You can deepen your understanding by consulting one of the many textbooks on developmental psychology. Three excellent texts are listed below (earlier editions would also be useful).


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. In Psychology 1001, 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.