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## IMPORTANT DATES FOR PSYCHOLOGY 1002

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day for late enrolments in Psychology 1002</td>
<td>Check with your Faculty</td>
</tr>
<tr>
<td>Last day for tutorial time change requests</td>
<td>Friday of Week 2, 9th August</td>
</tr>
<tr>
<td>Last day for withdrawal from Psychology 1002 without penalty</td>
<td>Check with your Faculty</td>
</tr>
<tr>
<td>Last day to request a report as an alternative to participation in research</td>
<td>Friday of Week 2, 9th August</td>
</tr>
<tr>
<td>First Online Quiz (1 of 7)</td>
<td>Week 3, from Monday 12th August</td>
</tr>
<tr>
<td>Due DATE and TIME of Research Report</td>
<td>4pm on Wednesday 18th September</td>
</tr>
<tr>
<td>Last DATE and TIME for 10 point penalty with late submission of reports without extensions</td>
<td>4pm on Wednesday 25th September</td>
</tr>
<tr>
<td>Last DATE and TIME for 20 point penalty with late submission of research reports without extensions. Reports without extensions submitted after this time will not receive a mark.</td>
<td>4pm on Wednesday 2nd October</td>
</tr>
<tr>
<td>Last possible DATE and TIME for submission of reports (with or without extensions)</td>
<td>4pm on Friday 18th October</td>
</tr>
<tr>
<td>Last Online Quiz (7 of 7)</td>
<td>Week 13, from Monday 28th October</td>
</tr>
<tr>
<td>Last day for participation in research</td>
<td>Friday of STUVAC, 8th November</td>
</tr>
<tr>
<td>Last day to contest SONA Credits or Penalties</td>
<td>Friday 15th November</td>
</tr>
<tr>
<td>Last day for requests to sit supplementary exam (due to sickness/misadventure)</td>
<td>Five working days after the date of the final exam</td>
</tr>
<tr>
<td>Final day for any submission to do with Psychology 1002 (Due date of Alternate Report)</td>
<td>Friday 29th November</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 PSYC1002 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 “PSYC1002 BASICS”) which is a few questions on the most important rules and advice. 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 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.
• Always 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).
• 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 or takes longer than expected.
• 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.
• If you suffer an unexpected misadventure which may affect assessment performance apply for special consideration within five working days of the due date of the assignment or exam. If you suffer from continuous issues which may affect assessments, register with Disability Services NOW (See the sections on SPECIAL CONSIDERATION and DISABILITY SERVICES)
• Read the first part of this manual to understand the rules and regulations and ask about anything which is not clear.

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

| Location: | Ground Floor, Brennan MacCallum Building |
| Telephone: | 9351 7327 |
| Email: | psychology.info@sydney.edu.au |
| Opening: | 12:00pm- 4:30pm Monday–Friday. |

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 ‘Cognitive Processes’ 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 PSYC1002 ELEARNING WEBSITE

Information relating to lectures and tutorials will be available on the PSYC1002 eLearning site. (logon to: http://elearning.sydney.edu.au). Since this manual was finalized in July the latest information about this course will always be on this webpage.
TEXTBOOKS


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.

SHOULD I BUY THE TEXTBOOKS?

Incredibly this is most asked about part of the entire course. Increasingly students are unable to perform their own risk/cost assessments, and want to be told how to spend their money. We are not going to do this for you, but in order to help you make the decision appropriate to your circumstances, here is some key information:

- The edition of the Burton writing textbook does not matter; in fact almost any “writing for Psychology” textbook is likely to be useful (or even online APA writing guides). If you are continuing with Psychology, access to a writing textbook or online resource is highly recommended.
- The library has a dozen of each textbook (our maximum allocation) available for use.
- Older editions of the Weiten textbook do contain much the same information BUT the page numbers are all different. You could always find a library copy of the textbook and note how the pages correspond for each chapter and photocopy anything important that is missing.
- International editions may or may not be the same – if you want to risk buying one you can follow the advice in the previous point about checking it.
- The Weiten textbook covers both PSYC1001 and PSYC1002 courses so has been good value in the past, however price rises are expected as early as this semester and for 2014 we may not be adopting the same textbook (or any textbook). We are likely to keep using PSYKTREK however.

READINGS

A list of readings for different areas of Psychology 1002 is provided in the Section of this Manual titled: PSYCHOLOGY 1002 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 1002

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

You will need to attend one lecture on Monday, one on Tuesday, and one on Thursday. In the first part of Semester 2 you will be learning about three separate areas, and each of these areas is taught on a different weekday. In the second part of Semester 2 you will be learning about another three areas. The Table below shows which areas are taught on which
days, and for how many weeks of Semester. The name and office location of the staff member responsible for teaching each area is also given in the Table.

**PSYC1002 LECTURES ARE GIVEN IN THE WALLACE THEATRE; PLEASE CHECK YOUR TIMETABLE FOR ALLOCATION TIMES.**

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAYS</td>
<td>Cognitive Processes (6)</td>
<td>Dr Caleb Owens</td>
<td>BM 453</td>
</tr>
<tr>
<td></td>
<td>Mental Abilities (6)</td>
<td>Dr Bruce Burns</td>
<td>GT 512</td>
</tr>
<tr>
<td>TUESDAYS</td>
<td>Emotion (6)</td>
<td>Dr Marc De Rosnay</td>
<td>BM 444</td>
</tr>
<tr>
<td></td>
<td>Learning &amp; Motivation (7)</td>
<td>Dr Ben Colagiuri</td>
<td>GT 502</td>
</tr>
<tr>
<td>THURSDAYS</td>
<td>Abnormal (6)</td>
<td>Dr Marianna Szabo</td>
<td>BM 417</td>
</tr>
<tr>
<td></td>
<td>Perception (7)</td>
<td>Prof Frans Verstraten</td>
<td>GT 490</td>
</tr>
</tbody>
</table>

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

**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 1002 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 Lectopia 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 Lectopia 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>29th July</td>
<td>No tutorial</td>
</tr>
<tr>
<td>2</td>
<td>5th August</td>
<td>Introduction to the course, PSYC1001 revision, and Research Report Experiment</td>
</tr>
<tr>
<td>3</td>
<td>12th August</td>
<td>Cognitive Processes Quiz 1 online this week</td>
</tr>
<tr>
<td>4</td>
<td>19th August</td>
<td>Writing a research report in psychology: Exemplars Quiz 2 online this week</td>
</tr>
<tr>
<td>5</td>
<td>26th August</td>
<td>Writing, paraphrasing and referencing in Psychology</td>
</tr>
<tr>
<td>6</td>
<td>2nd September</td>
<td>Emotion Quiz 3 online this week</td>
</tr>
<tr>
<td>7</td>
<td>9th September</td>
<td>Abnormal Quiz 4 online this week</td>
</tr>
<tr>
<td>8</td>
<td>16th September</td>
<td>Perception Research report due ONLINE this week</td>
</tr>
<tr>
<td>9</td>
<td>23rd September</td>
<td>Research Ethics Quiz 5 online this week</td>
</tr>
<tr>
<td>Mid-Semester Break</td>
<td>Monday 30th September to Monday 7th October Inc</td>
<td>No tutorial</td>
</tr>
<tr>
<td>10*</td>
<td>7th October*</td>
<td>Learning</td>
</tr>
<tr>
<td>11</td>
<td>14th October</td>
<td>Motivation Quiz 6 online this week</td>
</tr>
<tr>
<td>12</td>
<td>21st October</td>
<td>Revision, feedback and research report feedback</td>
</tr>
<tr>
<td>13</td>
<td>28th October</td>
<td>Mental Abilities Quiz 7 online this week</td>
</tr>
<tr>
<td>StuVac</td>
<td>Monday 4th November - Friday 8th November</td>
<td>No tutorial</td>
</tr>
<tr>
<td>Exam period</td>
<td>11th November – 23rd November</td>
<td>No tutorial</td>
</tr>
</tbody>
</table>

*Labour Day Public Holiday on the Monday of this week. Tutorials are not held on Public Holidays. If you are in a Monday tutorial please go to another tutorial session. Ask the tutor before the tutorial if you can sit in.

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.
- University is part of the real world. When you are negotiating/talking with the Psychology Office about tutorial times, you are actually discussing 12-week commitments by tutors to teach you, and tutorials which you have paid for. Perhaps do not let on that you care about your tutorials so little that they must be placed last in your priorities in life. 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, not attend tutorials, or drop this course.
- Your assigned tutorial determines who will mark your major assignment.
- You can change your tutorial 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.
- If after the end of Week 1 you still need to change your tutorial, go to the Psychology Counter (details p.4)

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.

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 PSYC1002 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 PSYC1002. 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.

In practice what we do is carefully record attendance, but we rarely absent fail a student for lack of attendance only. If you miss lots of tutorials however, then you are hurting your chances of passing the course by missing material. And because attendance records are kept, they may become important later if you wish to appeal your result, or establish your participation in the course (e.g. to keep a scholarship). If you have documentation excusing
your absence then hold onto it, but there is no reason to apply for special consideration for attendance as you go.

If you choose to be absent from any part of PSYC1002 (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 (9th August) is the last day you can enrol in PSYC1002. If you choose to do that however, you need to understand you have already missed six lectures and the first tutorial. Enrolling in tutorials, being added to eLearning (for Blackboard access) and being added to SONA may take a further week and you may miss the first quiz and the research report experiment. 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 1002: an assignment (1250 word research report), 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 (Report)</td>
<td>Online before 4pm on Wednesday 18th September</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 3-13</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: REPORT (25% IN TOTAL)

For Psychology 1002 you must write a 1250 word research report based on an experiment run online in Weeks 2 and 3. The Week 4 and 5 tutorials are dedicated to instructing you on how to write a report in the correct psychology format, and associated with those tutorials on Blackboard are a large number of supporting materials.

Common Problems Students have with assignments:

- What research report? Even though submitting an research report is a compulsory requirement of passing PSYC1002, 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 ‘research reports’, ignore the instructions concerning how to write an APA formatted psychology research report.
- Students, who ignore instructions on how to reference correctly, plagiarise sections of their research report 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. The due date and time are strictly enforced, and there is no point expecting a reprieve if you are “only 1 minute late” – from the beginning of semester you are strongly advised to finish your assignment and start attempting to submit the evening before; so “only 1 minute late” is actually hours if not an entire day later than you were advised to submit.

Submitting your research report:

- You will submit your research report 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.
  - Stay up to date with any announcements we make regarding compatibility or bugs we have discovered (last semester a version of Safari software simply did not work with the online submission process).
  - 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 research report 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 research report is due, Wednesday 18th September, we hold our tutor meetings, at 8-9am and 12-1pm in OTC403 (one of the tutorial rooms). If you are still struggling come along with your research report in Word format on a USB drive and we will help you – every single submission issue (except for a corrupt or unreadable research report 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.

- A Practice online submission assignment will be available for the entire semester, and you can practice submitting as much as you want. Nothing you submit to that practice assignment will ever be marked or considered for a mark; but it will allow you a full preview of how things work (and if they work on your current computer).

- The Research Report online submission assignment will become available no more than a week before the due date and time. Ensure that anything you submit to that assignment is the final and complete version of your Research Report that you expect to be marked. Do not use it for practice, and do not use it to upload incomplete drafts.

- Follow all instructions (which will be posted on Blackboard) relating to the submission of your research report.

- Part of this assessment is the requirement that you submit your research report online. Do not email your research report to anyone else 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 before you press submit. If you do not see everything you wish to be marked (including a references section) then do not press submit!

- Once the official due date/time has passed (4pm, 18th September), the Research Report online submission assignment will close. Sometime later a new assignment will appear called the Late Research Report online submission assignment. All assignments will need to be submitted there from that point on, whether or not you have been granted an extension.

**Penalties applying to the submission of reports**

| Title of uploaded document incorrect (it should be your tutor’s first and last name eg. Joe Bloggs) | -5 marks (/100) |
| Research report submitted between 1 second and 7 days late [between 4pm 18th September and 4pm 25th September] | -10 marks (/100) |
| Research report submitted 7 to 14 days late [between 4pm 25th September and 4pm 2nd October] | -20 marks (/100) |
| Research report submitted more than 14 days late [between 4pm 2nd October and 4pm 18th October] | No mark awarded at all; serious attempt at research report required to avoid AF (absent fail) |
| No research report submitted before 4pm, 18th October | No mark awarded; alternate assignment must be requested from psychology.info@sydney.edu.au as soon as possible and a serious attempt submitted on time to avoid AF (absent fail) |
| No research report of any kind submitted | AF (absent fail) for PSYC1002 |

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 18th October 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 4pm, 18th October, if you still have not completed and submitted a research report, you must request an alternate report from the Psychology Office (psychology.info@sydney.edu.au) as soon as possible. The alternate report will be due on Friday 29th November, after which no more submissions of any kind will be accepted for PSYC1002.
Non-serious attempts for assignments used to be exceptionally rare in psychology, presumably because students who couldn't be bothered doing anything would be unlikely to make the effort to print something out, attach a coversheet and come in to submit. However with effortless online submission, non-serious attempts have become common. To avoid an absent fail (AF) every student needs to make a serious attempt at the compulsory assessment components. Research reports which are shorter than 800 words, do not contain in-text citations, make no attempt to complete the assignment as instructed, or contain substantial amount of plagiarism will simply not be accepted as serious attempts.

TUTORIAL QUIZZES (5% IN TOTAL)

Throughout semester from Weeks 3 to 13, quizzes will be available on Blackboard. These assess both pre-tutorial and tutorial material. 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. There are four types of question used in the quizzes:

1. **Multiple Choice Questions** are the most common and require you to select the BEST answer from several options.
2. **Multiple Answer Questions** require you to select ALL the correct answers in order to receive any marks at all. Multi-answer questions are easy to spot because instead of circles for options as in multiple choice, they have squares. They also all finish with the statement "you must select ALL that apply". You can get some selections "correct", but still not receive any marks for the question, because for this kind of question you need to select **all** the **correct** options and none of the **incorrect** options.
3. **Matching Questions** require you to match several options together, with a list on one side and a drop-down box on the other side. You need to match all the options correctly to receive the mark for these kinds of questions.
4. **Short Answer Questions** require you to type in usually just a single word. Do not use spaces, copy and paste answers, or put any symbols including a fullstop after your answer if you expect it to be marked correct.

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</th>
<th>Topics Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9am Monday 12th August to 9am Monday 19th August (Week 3)</td>
<td>Cognitive Processes</td>
</tr>
<tr>
<td>2</td>
<td>9am Monday 19th August to 9am Monday 26th August (Week 4)</td>
<td>Research Report Writing</td>
</tr>
<tr>
<td>3</td>
<td>9am Monday 2nd September to 9am Monday 9th September (Week 6)</td>
<td>Emotion</td>
</tr>
<tr>
<td>4</td>
<td>9am Monday 9th September to 9am Monday 16th September (Week 7)</td>
<td>Abnormal</td>
</tr>
<tr>
<td>5</td>
<td>9am Monday 23rd September to 9am Monday 30th September (Week 9)</td>
<td>Perception and Ethics</td>
</tr>
<tr>
<td>6</td>
<td>9am Monday 14th October to 9am Monday 21st October (Week 11)</td>
<td>Learning and Motivation</td>
</tr>
<tr>
<td>7</td>
<td>9am Monday 28th October to 9am Monday 4th November (Week 13)</td>
<td>Mental Abilities</td>
</tr>
</tbody>
</table>

Ensure you have eLearning access, you can see the PSYC1002 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:
- Some browsers display longer questions as a single line of text stretching across several screens! Change your browser if this is the case (Firefox usually works well).
- What quizzes? Too many students (~20%) 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.
FINAL EXAMINATION (65% IN TOTAL)

During the university examination period (beginning November 11th) 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 1002. All of the material assessed in the final exam will come from the lectures and the readings which lecturers require you to read. 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>Cognitive Processes</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Emotion</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Abnormal</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Mental Abilities</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Perception</td>
<td>18</td>
<td>11.7%</td>
</tr>
<tr>
<td>Learning and Motivation</td>
<td>18</td>
<td>11.7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>65%</td>
</tr>
</tbody>
</table>

The final exam marks are usually not scaled at all. What happens is each lecturer is required to ensure half their questions are “threshold knowledge” questions; questions that students meeting the most fundamental requirements of the course are expected to answer correctly. For example if you get 8 or more questions correct in the Emotion section of the exam, then you meet the basic level of understanding required to pass. If you get 7 or fewer questions correct in that section, then you have not even demonstrated you understand the basics.

There are no fixed distributions of marks. If all students score well then all students pass.

ACTING AS PARTICIPANTS IN RESEARCH (5% IN TOTAL)

This is the second voluntary component of PSYC1002 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. Because of these educational aims, we have become concerned that too many students have been participating in nothing but online studies. There’s nothing wrong with online studies, but participating in a variety of studies will give you a much better understanding of how different kinds of research are conducted. So from this semester, you can complete no more than 3 hours of your research participation time with online studies.

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 and with Ethics Approval).

<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 1002. 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 research report 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 Office (adminc@psych.usyd.edu.au) requesting the alternate work no later than the end of Week 5 (Friday 30th August).

Studies begin being advertised in Week 1 of Semester 2, and unlike Semester 1, there are usually plenty at the beginning, with fewer available later. The last day you can participate in research and receive time credit is the end of STUVAC (Friday 8th November). 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/](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. If you forget your password at any time you can simply send it to yourself again as you did the first time.
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:
  o You might be in the wrong place (and a researcher somewhere else is waiting for you).
  o You might have made an error signing up (you can check on the internet from anywhere)
  o Even if you complete the study, the researcher will be unable to credit you.
  o 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.
• Make a serious attempt at every study. You receive credit for research participation. Do not expect credit if you are wasting everyone’s time by choosing answers randomly in an online questionnaire or hammering on the keyboard with your eyes closed in lab based research. There are no ‘right’ answers for research, but if it is clear you are not even following the instructions you will not be credited.
• 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>Issue</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't understand how to use SONA</td>
<td>Read this manual. Check the online documentation on SONA. Ask your colleagues. Ask your tutor.</td>
</tr>
<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 for more than a week, 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>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 15th November). 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 research report. 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:


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 software we plan to use this semester is called Turnitin. It will compare all the content of your research report to:

- All other research reports submitted by other students in this course
- The set reference which is the focus of your research report
- 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, research report websites etc.)

If you want to learn more about how Turnitin works, go to:
http://turnitin.com/en_us/training/student-training

In tutorials this semester we will also demonstrate Turnitin so you have a very good idea of what will happen to your work. Turnitin is widely used at many universities, however it is up to course coordinators, schools and Faculties how it is used.

In PSYC1002 we will never give you access to a Turnitin originality report for your report. This is because:

1. We want YOU to WRITE your assignment YOURSELF from the very beginning. If you believe that you can easily check your assignment for all kinds of matching text before it is due, then you will be much more careless, and perhaps even copy and paste, see what matches, then only change the bits that match. That is not how you should write at University (or ever!).
2. Text matching software does not work perfectly. Any assurance you might have that the non-matching bits of your report in an originality report have not been copied is unfounded. What if we discovered a new source of information after thousands of students had checked originality reports, and we uploaded that new article to Turnitin, and found dozens of students had copied after all? Wouldn’t you want to appeal on the basis that the originality report was incorrect?

You should not be concerned that you have accidentally plagiarised material if you have:

1. Read the source of information, then
2. Turned away from the source and written a summary in your own words, then
3. Written your assignment from your notes

However if you have written large sections of your assignment with sources visible next to you, then you will first and foremost have written an atrocious assignment – one that
summarizes what you have read with no original input. In addition, you may have simply copied the source. If you did write your report with research papers open next to you, we recommend you download the free similarity detecting software called WCopypfind (http://plagiarism.bloomfieldmedia.com/z-wordpress/software/wcopypfind/), and put both your assignment and the sources you are worried you copied from into it. Only you know which sources you used, so if the output from WCopypfind is all clear, that gives you much more assurance than Turnitin output ever could. Using similarity software won’t make your assignment any better though, just less dishonest.

Also, understand that similarity software simply checks words matches. If you rephrase every sentence from a paper, in the same order they appear, referring to the same research, you’re still cheating, and you can still be caught. Imagine remaking the Harry Potter movies with different actors and locations and pretending it is your original creation – it would still be obvious you have stolen all the ideas.

Our School Policy is this:

**Plagiarism is not permitted**

i) Are you sure you know what plagiarism is?

Please refer to the University policy on plagiarism:

http://sydney.edu.au/policies

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

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

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 a research report 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 Research report. 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 PSYC1002 you are expected to produce your research report entirely on your own. Here’s where the line is.

What you can do:
• Talk to other PSYC1002 students about how you are approaching the research report.
• Ask your colleagues (verbally) for advice on the effectiveness of arguments you are thinking of using in your research report.
• Ask for or offer suggestions for appropriate reading/references related to the research report.

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 research report with another student.
• Discuss your writing of the research report with another student non-verbally (e.g. by letter, email, facebook, sms or any kind of online messaging).
• Give away your email password.
• Allow another student access to any location where your assignment is stored (e.g. email, USB, network, computer)

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.

And 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 PSYC1002

RESEARCH REPORT

If you suffer illness or misadventure while completing your research report, apply for special consideration within five working days of the due date in Week 8 and ask for an extension. Do not submit a research report while sick, and expect to have marks added to it; instead, apply for an extension, and complete your research report when 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 research report 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 (October 18th) is the last day we will accept assignments on the original topics with or without extensions. Also note that because the research report is online submission only, technical problems are not considered grounds for special consideration. You are strongly advised to attempt to submit your research report 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 12-1pm on Wednesday 18th September 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**

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). 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 as a whole 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, fewer 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 were affected in the last few weeks.

**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 students of the University of Sydney who have a 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 disabilities, whilst maintaining the academic integrity and core requirements of individual courses. The range of disabilities that Disability Services accommodate are those as defined by the Disability Discrimination Act (DDA) 1992 and include:

* Deafness / hearing impairment
* Blindness / vision impairment
* Physical disability
* Specific learning disability
* Psychiatric disability
* Acquired brain injury
* Chronic medical conditions
* Temporary disability

Services provided to students registered with Disability Services may include Letters of Notification to Academic staff; Assistive Technology; Library Support Services; Resting Rooms; Lockers; Access Provisions for students with physical disabilities; Assignment and Examination Support; Notetaking Services; Loan of Equipment; and Travel Concessions.
Who is eligible for Disability Services?
Services and support are provided through Disability Services where:

- A student has a disability as defined in 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 the 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 supporting documentation using the 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.

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

For further information, including detailed information on the services provided, please refer to the Disability Services website: www.sydney.edu.au/disability

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](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](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](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 PSYC1002. 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 (or if you’re interested!).

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 1002 Syllabus

COGNITIVE PROCESSES

2. Limitations on cognitive processing: selective attention; attentional resources; automatic processing; attention and memory.
4. Encoding and retrieval in long-term memory: rehearsal; levels of processing; transfer appropriate processing.
5. The architecture of long-term memory: episodic and semantic memory; explicit and implicit memory. Network models of memory.

References:
PERCEPTION

1. The problem of perception
2. Visual perception
3. The brain and perception
4. Perceiving depth
5. Self motion perception
6. Somatosensation
7. Hearing
8. Taste and smell perception

References:

LEARNING AND MOTIVATION

1. Instinctive behaviour
2. Pavlovian conditioning
3. Instrumental learning
4. Discrimination and generalization
5. Social learning
6. Sex drive
7. Long-term sources of human motivation

References:
Basic information about many of these topics can be found in the Psychology 1 textbook. There will also be non-textbook readings for some of the topics, which can be accessed via Blackboard. You will be given information about the relevant readings and whether they are examinable at the start of each lecture.

HUMAN MENTAL ABILITIES

1. An introduction to human mental abilities: differential psychology, intelligence, and psychological testing
2. Psychometric issues: measurement, reliability, validity, and standardisation
3. Specific tests of IQ
4. Models of intelligence
5. Group differences in intelligence: evidence and possible causes
6. Recent developments in understanding mental abilities

References:
The Psychology 1002 textbook offers some information on several of these topics. Any further information about readings to supplement the lecture material will be provided during the lectures.
ABNORMAL PSYCHOLOGY

1. Introduction to Abnormal Psychology I: Defining abnormal behaviour; the classification and diagnosis of psychological disorders.
2. Introduction to Abnormal Psychology II: Models of psychopathology and approaches to treatment.
3. Anxiety Disorders I: Differentiating between normal anxiety and anxiety disorders; description of anxiety disorders in DSM.
4. Anxiety Disorders II: Sociocultural, psychological and biological variables related to anxiety disorders.
5. Mood Disorders: Defining major depression and other mood disorders; sociocultural, psychological and biological variables related to mood disorders.
6. Eating Disorders: Defining the various eating disorders; sociocultural, psychological and biological variables related to eating disorders.

References:
Any further information about recommended readings to supplement the textbook material will be provided during the lectures.

EMOTION

1. What is an emotion?
2. Built for emotion: Evolutionary and neurological perspectives on emotions in psychology
3. The emotional repertoire and experience of the human infant
4. How does language acquisition and communication transform our emotions?
5. Moral and ‘self-conscious’ emotions in development
6. Emotions in the study of temperament and psychopathology
7. How should we think about emotions in the study of human psychology?

References:
Basic information about some of these topics can be found in the Psychology 1 textbook. The disparate nature of the topic means that most emotion research is dealt with across other psychological disciplines. More references will be provided during the lectures; I encourage you to read these following the relevant lecture. For those who want a firmer grounding in the study of emotions, the following texts may be of interest:

GRADUATE ATTRIBUTES AND STUDENT LEARNING OUTCOMES FOR PSYC1002

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 1002, 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, sociocultural) 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 1002 we have a tutorial dedicated to Research Ethics in Psychology.

Graduate Attribute 5: Communication Skills in Psychology

By the end of the course you should be able to write a standard psychology research report using American Psychological Association (APA) structure and formatting conventions. This can be a challenging task the first time, since a research report must meet strict conventions relating to subsections (i.e. Introduction, Method, Results, Discussion). 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 (e.g. clinical, counselling).
• 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; incorporate 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.