PSYC2013 Cognitive and Social Psychology

Unit of Study Code: PSYC2013

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

LECTURING STAFF
Cognitive Processes:
Professor Sally Andrews
Office: Room 447, Brennan MacCallum Building
Phone: 9351 8297
E-mail: sally.andrews@sydney.edu.au

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

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

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

Dr Lisa Zadro
Office: Room 455, Brennan MacCallum Building
Phone: 9036 7059
E-mail: lisa.zadro@sydney.edu.au

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

Developmental Psychology:
Dr Marc de Rosnay
Office: Room 344, Brennan MacCallum Building
Phone: 9351 4528
E-mail: marc.derosnay@sydney.edu.au

Format of Unit: 3 x 1 hour lectures/week x 13 weeks
Weekly tutorials, commencing in Week 2

Credit Point Value: 6 Credit Points

Prerequisite: 12 credit points of First Year Psychology including PSYC 1001 and PSYC 1002
Assessment:

Classwork (50%):  
Cognitive Psychology  
750 word critique (15% of the total mark),  
Due: 4pm, Week 7, Monday 9 September 2013  
(submit assignment online)

Social and Developmental Psychology  
2000 word report (35% of the total mark)  
Due: 4pm, Week 10, Friday 11 October 2013  
(submit assignment online)

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

NB: Completion of all assessments is compulsory to pass the unit.

Out of class prescribed student workload:  
Library research for 750 word Cognitive critique; library research for 2000 word Social report; practical, tutorial and lecture preparation/readings

*You are expected to be available for the entire exam period (Nov 11-23). The draft exam timetable will be released on September 19 (4pm) and the final exam timetable will be released on October 3 (4pm). For students who cannot, for whatever reason, sit the exam on the scheduled date, you will need to apply to the Faculty for ‘SPECIAL ARRANGEMENTS’:  

According to the Faculty Guidelines, Special arrangements may be made available to any student who is unable to attend examinations because of one or more of the following: (a) essential religious commitments or essential beliefs (including cultural and ceremonial commitments); (b) compulsory legal absence (such as jury duty or court summons); (c) sporting or cultural commitments, including political or union commitments, where the student is representing the University, state or nation; (d) birth or adoption of a child; (e) Australian defence force or emergency service commitments (including Army Reserve); (f) where the faculty can form a view that employment of an essential nature to the student would be jeopardised and that the student has little or no discretion with respect to the employment demand. (2) Deans and or faculties may consider special arrangements for situations other than those listed in clause 15(1) at their own discretion, on a case-by-case basis. (3) Special arrangements are intended to support the University’s commitment to flexible learning. However, while every reasonable attempt is made to accommodate student needs, it may not be possible to provide such arrangements in all cases. This is particularly so where clinical placements and practicums are involved.

To apply for Special Arrangement, read the policy, download and complete the application, and then deliver it to the Faculty office. Please start the process early because it is quite lengthy.
Submitting the major and minor assessments:

- You will submit your assignment 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. The due time is 4PM on the dates specified above. The submission time is recorded electronically, and even one second past the due time is recorded as being late.
  - 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 assignment 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.
  - 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.
  - Ensure that you put your tutor's name in the submission title field when submitting your assignment. This will allow your tutor to find the assignment.
- The online assignment submission link 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 cut-off.
- Follow all instructions (which will be posted on Blackboard) relating to the submission of your assignment.
- Part of this assessment is the requirement that you submit your assignment online. Do not email your assignment 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.
- Note that once the official due date/time has passed, a late link will appear for the next week.

Penalties applying to the submission of the Cognitive Critique (due 4pm, Monday 9 September, 2013)

| Assignment submitted late, to 7 days late (i.e. 1 second after 4pm on 9 Sep to 4pm on 16 Sep) | -10 |
| Assignment submitted 7 to 14 days late (i.e. 1 second after 4pm on 16 Sep to 4pm on 23 Sep) | -20 |
| Assignment submitted 14 to 21 days late (i.e. 1 second after 4pm on 23 Sep to 4pm on 30 Sep) | - 30 |
| No assignment submitted before 4pm, 30 September | No mark awarded; alternate assignment must be requested from psychology.info@sydney.edu.au and a serious attempt submitted on time to avoid AF (absent fail) |
| No assignment of any kind submitted | AF (absent fail) for PSYC2013 |

Note that these penalties may be modified by a successful application for SPECIAL CONSIDERATION (see section below), however this does not apply to the final possible
submission date and time of 4pm, 30 September 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, 30 September if you still have not completed and submitted an assignment, you must request an alternate assignment from psychology.info@sydney.edu.au.

**Penalties applying to the submission of the Social Report (due 4pm, Friday October 11, 2013)**

| Assignment submitted late, to 7 days late (i.e. 1 second after 4pm on 11 Oct to 4pm on 18 Oct) | -10 |
| Assignment submitted 7 to 14 days late (i.e. 1 second after 4pm on 18 Oct to 4pm on 25 Oct) | -20 |
| Assignment submitted 14 to 21 days late (i.e. 1 second after 4pm on 25 Oct to 4pm on 1 Nov) | -30 |
| No assignment submitted before 4pm, 1 Nov | No mark awarded; alternate assignment must be requested from psychology.info@sydney.edu.au and a serious attempt submitted on time to avoid AF (absent fail) |
| No assignment of any kind submitted | AF (absent fail) for PSYC2013 |

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, 1 Nov 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, 1 Nov if you still have not completed and submitted an assignment, you must request an alternate assignment from psychology.info@sydney.edu.au.

**SPECIAL CONSIDERATION (INCLUDES REQUESTS FOR EXTENSIONS)**

**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.
- 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 2 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, 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.

If you suffer illness or misadventure while completing your assignment, apply for special consideration within five working days of the due date and ask for an extension. Do not submit an assignment while sick, and expect to have marks added to it; instead, apply for an extension, and complete your assignment 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 assignment as soon as you are able, or at least before you expect an extension will be granted for. Note that for the Cognitive Critique, 4pm on the 30 September is the last day we will accept assignments on the original topics with or without extensions. For the Social Report, 4pm on 1 November is the last day we will accept assignments on the original topics with or without extensions.

Also note that because the assignment is online submission only, technical problems are not considered grounds for special consideration. You are strongly advised to attempt to submit your assignment online, at the latest, the night before the due date. If something goes wrong you can always come into University on the due date 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.

**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 may be offered a supplementary exam at a later date. 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.
UNIT OF STUDY GENERAL DESCRIPTION

This unit expands the depth and range of topics introduced in the first year lectures on Cognitive Processes, Social Psychology, and Developmental Psychology. The first section (17 lectures) on Cognitive Processes focuses on current theories of memory, attention and reasoning and discusses the methods and issues involved in investigating these processes in both healthy individuals and people with cognitive dysfunctions. The next section (16 lectures) on Social Psychology examines salient social constructs such as impression management and prejudice, and explores how mental processes affect social judgment and behaviour. The final section (6 lectures) on Developmental Psychology presents and evaluates evidence about the early influences on children's social and cognitive development.

EVIDENCE OF LEARNING

Cognitive Processes
Assessment will be based on a 750 word critique due. At the end of semester, an examination consisting of multiple choice and short-answer questions will assess knowledge of lecture and practical material and recommended reading.

Social and Developmental Psychology
Assessment will take the form of a 2000 word written research report based on data collected in tutorial. At the end of semester, an examination consisting of short-answer and multiple-choice questions will assess knowledge of lecture and tutorial material.

Graduate Attributes in Cognitive and Social Psychology (PSYC2013)

This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally.

Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

The following graduate attributes and student learning outcomes will be developed through lectures, tutorial and assessment activities:

Graduate Attribute 1: Core Knowledge and Understanding

The course focuses on the following core topics in psychology:

i. cognition, information processing and language
ii. social psychology
iii. lifespan developmental psychology

In addition, the course addresses the following core topics:

i. motivation and emotion
ii. intercultural diversity and indigenous psychology

Knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in the above topics will be assessed in one or more of the following: cognitive critique, social report, or final exam.
Graduate Attribute 2: Research Methods

Students will understand, apply and evaluate basic research methods in Cognitive, Social and Developmental Psychology. Student learning outcomes include:

i. describe, apply and evaluate the different research methods used by psychologists (assessed primarily in the cognitive critique and social report)
ii. design and conduct basic studies to address psychological questions: undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; interpret results; and write research reports (assessed primarily in the social report)

Graduate Attribute 3: Critical Thinking Skills

Students will develop respect for and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour. Student learning outcomes include:

i. apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes (assessed primarily in the social report and cognitive critique)
ii. question claims that arise from myth, stereotype, pseudoscience or untested assumptions (assessed primarily in the cognitive critique)
iii. recognise and defend against the major fallacies of human thinking (assessed primarily in the cognitive critique)

Graduate Attribute 4: Values, Research, and Professional Ethics

Students will value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity. Student learning outcomes include:

i. apply knowledge of the scientific method in thinking about problems related to use information in an ethical manner (e.g., acknowledge and respect work and intellectual property rights of others through appropriate citations in oral and written communication) (assessed primarily in the social report)

Graduate attribute 5: Communication Skills

Students will communicate effectively in a variety of formats and in a variety of contexts. Student learning outcomes include:

i. write a standard research report using American Psychological Association (APA) structure and formatting conventions (assessed in the social report)
ii. demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes (developed in tutorials but not assessed)

Graduate Attribute 6: Learning and Application of Psychology

Students will understand and apply psychological principles to personal and social issues. Student learning outcomes include:

i. apply knowledge of psychology, society and the workplace/influencing systems (assessed primarily in the final exam)
ii. describe major areas of applied psychology (e.g., clinical, organizational) (assessed primarily in the final exam)
iii. demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology (assessed in the cognitive critique, social report, and final exam)
SYLLABUS

**Cognitive Processes**

**Investigating cognition**: An historical overview of the major theoretical and methodological approaches used to investigate unobservable cognitive processes.

**Memory**: Multiple vs unitary memory theories; encoding, storage and retrieval of short and long-term memories; semantic vs episodic memory: cognitive and neuropsychological perspectives; applications of theories of memory

**Attention**: Theories of attention; automatic vs attentional processing; selective attention.

**Thinking and reasoning**: Theories and methods of problem solving, judgement and decision-making; heuristics in thinking.

**Social Psychology**

**Impression Management**
An overview of the compliance, manipulation, and deception literature that is designed to demonstrate; a) how the thoughts, feelings, and behaviours of others can be changed/manipulated in accordance with the goals of others; b) how one’s own words and actions can be monitored and modified in order to create a particular impression or to attain a particular goal.

**Prejudice**
The changing form of racial prejudice from blatant to subtle forms; the limitations and strengths of various explicit and implicit measures of racial prejudice; competing theoretical explanations of racial prejudice; racism reduction strategies and interventions.

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

**Developmental Psychology**

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

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

**TEXTS**


<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. July 29</td>
<td><strong>Cognitive Processes</strong>  &lt;br&gt; Lecture 1: Theories and methods in cognitive psychology (SA)  &lt;br&gt; Lecture 2: Memory systems and processes I (SA)  &lt;br&gt; Lecture 3: Memory systems and processes II (SA)</td>
<td>No tutorials</td>
</tr>
<tr>
<td>2. Aug 5</td>
<td>Lecture 4: Long-term memory I (SA)  &lt;br&gt; Lecture 5: Long-term memory II (SA)  &lt;br&gt; Lecture 6: (SA) Applications of theories of memory</td>
<td><strong>Info session about course &amp; assessment</strong>  &lt;br&gt; Info provided about Cognitive minor assessment  &lt;br&gt; Data collection for Social report</td>
</tr>
<tr>
<td>3. Aug 12</td>
<td>Lecture 7: Early and late selection and models of attention (CO)  &lt;br&gt; Lecture 8: Attentional capacity and automaticity (CO)  &lt;br&gt; Lecture 9: Control over attention and preattentive processes (CO)</td>
<td>Memory I: Demonstrations and discussion</td>
</tr>
<tr>
<td>4. Aug 19</td>
<td>Lecture 10: Divided attention, inattentional blindness and change blindness (CO)  &lt;br&gt; Lecture 11: The reason for attention and applications of attention research (CO)  &lt;br&gt; Lecture 12: Thinking &amp; problem solving (BB)</td>
<td>Memory II: Demonstrations and discussion</td>
</tr>
<tr>
<td>5. Aug 26</td>
<td>Lecture 13: Problem-solving heuristics (BB)  &lt;br&gt; Lecture 14: Representation and problem solving (BB)  &lt;br&gt; Lecture 15: Decision-making phenomena (BB)</td>
<td>Attention: Demonstrations and discussion</td>
</tr>
<tr>
<td>6. Sep 2</td>
<td>Lecture 16: Heuristics and biases (BB)  &lt;br&gt; Lecture 17: Adaptive approaches (BB)  &lt;br&gt; <strong>Social Psychology</strong>  &lt;br&gt; Lecture 18: Automatic and nonconscious influences on social judgment and behaviour I (KG)</td>
<td>Problem solving: Experiment and discussion</td>
</tr>
<tr>
<td>WEEK</td>
<td>LECTURES</td>
<td>TUTORIALS</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 7    | Lecture 19: Automatic and nonconscious influences on social judgment and behaviour I (KG)  
Lecture 20: Controlled influences on social judgment and behaviour (KG)  
Lecture 21: Motivational influences on social judgment and behaviour (KG) | Decision making: Exercises, discussion  
*Cognitive minor 15% due: 4pm Monday Wk 7 |
| 8    | Lecture 22: Mood effects on social judgment and behaviour (KG)  
Lecture 23: The changing form of racial prejudice (FW)  
Lecture 24: Implicit and explicit measures of racial prejudice (FW) | SOCIAL TUTORIALS START  
Discuss data for Social report |
| 9    | Lecture 25: Theories of the causes of racial prejudice (FW)  
Lecture 26: Reducing outgroup bias and racial prejudice I (FW)  
Lecture 27: Reducing outgroup bias and racial prejudice II (FW) | Stereotypes, prejudice, and discrimination: Video and discussion |
|      | **Mid semester break**          |                                                                           |
| 10   | Lecture 28: Tactics of Manipulation I (LZ)  
Lecture 29: Tactics of Manipulation II (LZ)  
Lecture 30: Tactics of Manipulation III (LZ) | Note: Students who normally have their tutorial on a Monday must attend an alternative tutorial this week.  
Automatic behaviour: Video and discussion  
*Social report 35% due: 4pm Friday Wk 10 |
| 11   | Lecture 31: Tactics of Manipulation IV (LZ)  
Lecture 32: Recognising and Resisting Manipulation I (LZ)  
Lecture 33: Recognising and Resisting Manipulation I (LZ) | Control and self-regulation: Demonstration and discussion |
| 12   | **Developmental Psychology**  
Lecture 34: Socio-emotional development I: Zero to six months: Primacy of the caregiver (MdR)  
Lecture 35: Socio-emotional development II: Six to 18 months: Social Information gathering (MdR) | Tactics of manipulation: Demonstration and discussion  
Approaching short-answer questions part I |
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture 36: Socio-emotional development III: Toddlerhood and early childhood (MdR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Oct 28</td>
<td>Lecture 37: Theory of Mind I: Does anything special really happen between 3 and 5 years of age? (MdR)</td>
</tr>
<tr>
<td></td>
<td>Lecture 38: Theory of Mind II: Do social processes underpin the child’s understanding of mind and emotion? (MdR)</td>
</tr>
<tr>
<td></td>
<td>Lecture 39: Empirical methods and special topic (MdR)</td>
</tr>
<tr>
<td></td>
<td>Learning to be scared: social cognition and the development of social fear</td>
</tr>
<tr>
<td></td>
<td>Approaching short-answer questions part II</td>
</tr>
<tr>
<td>14. Nov 4</td>
<td>Stuvac</td>
</tr>
<tr>
<td>15. Nov 11</td>
<td>Exam period</td>
</tr>
<tr>
<td>16. Nov 18</td>
<td>Exam period</td>
</tr>
</tbody>
</table>

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

**Academic Dishonesty and Plagiarism**

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

Here is the link to the University’s policy:


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

2. Note that:

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

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

**Avoiding plagiarism – key points**

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

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

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

- When you express in your own words what you have learned from various sources, you should cite each source. The standard convention for most written work in psychology is to list references at the end of your essay or report, rather than, for example, to use footnotes. To express some idea without giving a citation implies listing a set of sources implies that you have read them all. Therefore, you should list as references only those you have actually read. If you are depending on a secondary source, then make this clear, e.g., ... salivary conditioning (Pavlov, 1927; cited in Mazur, 1998).

- The points made here also apply to non-textual material. For example, graphs or tables of data included in a report should be your own work and not copied from others. Very occasionally you may need to ‘quote’ a figure from some other source; if you do so, you should make its origin quite clear.

- In general, avoid letting other students use your work for any kind of assessment. On the rare occasion where this may be appropriate, make sure that the other student acknowledges your contribution as the original author.

- In some cultures, students show their respect for a teacher by copying what the teacher says or written. In Australian University education, copying a teacher (even if paraphrasing) is plagiarism if the source is not cited.

Research and resource support for Psychology students

The University of Sydney Library has 12 libraries in different locations, on different subjects with different facilities. Fisher Library is where you will find the physical collection of most relevance to your Psychology studies. Fisher Library is located on Eastern Ave, Camperdown campus. We also have loads available online – find us at [sydney.edu.au/library/](http://sydney.edu.au/library/)

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

Psychology books in high demand

The 2 hour collection is located on Level 3 of Fisher Library. Most of your required and recommended items from the reading lists will be here. You can find a list of your required readings in the catalogue by searching under your Unit of Study code. Some material in the list is also available to read online. [http://opac.library.usyd.edu.au/search/r](http://opac.library.usyd.edu.au/search/r)

Psychology subject guide

There is a comprehensive subject guide that includes links to psychology databases, internet resources, information on tests and measurements and more. Take a look at [http://libguides.library.usyd.edu.au/psychology](http://libguides.library.usyd.edu.au/psychology). You can also enrol in free research, database and EndNote training classes on this site.

Need a refresher after vacation?
Watch and listen to these online learning objects and get back up to speed with information literacy skills on topics such as research, essay writing and referencing. [http://www.library.usyd.edu.au/skills/](http://www.library.usyd.edu.au/skills/)