PSYC2014 – Personality & Intelligence I

Unit of Study Code: PSYC2014

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Teaching fellow: Ms Caroline Fielden
E-mail: cfie7276@uni.sydney.edu.au

Format of unit:
3 x one-hour lectures/week x 13 weeks
Monday, 14:00 – Wednesday, 12:00 – Thursday, 12:00 (all at Wallace Theatre)
1 x one-hour tutorial/week x 12 weeks
13 x two-hour field/library research

Credit point value: 6 Credit Points

Prerequisites:
12 credit points of First Year Psychology including PSYC 1001 & PSYC 1002

Assessment:
1. CLASSWORK
   A. 2000-word critical essay (35% of total mark), read assignment document
      Due Date: 4 pm, Monday Sept 02 (Week 6)
   B. Minor assessment, in-class quiz (15% of total mark)
      Due Date: Week 13

2. EXAMINATION:
   2 hr. exam, consisting of multiple-choice and a written component
   (50% of total mark)

TEACHING & LEARNING COMMITTEE POLICY: ALL pieces of students’ written assessments are to
be submitted on-line to ensure that plagiarism detection software can be implemented

Textbook:

Additional reading material will be placed on the course’s blackboard page and in the Reserve section of the library.
General description: The main aim of this course is to introduce students to a number of influential theories in personality and intelligence. Students will be exposed to some conceptual analysis and will be expected to gain an understanding and be able to examine critically the various theories covered. Furthermore, students will be introduced to key topics in the scientific study and assessment of individual differences (Psychometrics) in personality and intelligence. The course will cover both conceptual (e.g. validity and reliability) and applied (e.g. Factor Analysis) elements of statistical psychometric inference.

Specific Graduate Attributes & Student Learning Outcomes for Personality & Intelligence I
This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

The following graduate attributes and student learning outcomes will be developed through lectures, tutorial and assessment activities in particular. They will be assessed primarily in the essay and in the final examination.

1. Core Knowledge and Understanding of Personality & Intelligence I (assessed in classwork and final examination)
Display basic knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in Personality & Intelligence. Understand the fundamental concepts behind psychometric testing and assessment individual differences and personality.

Student learning outcomes:
(i) To stimulate an interest in the contribution of personality and differential psychologists to the understanding of the individual, their attitudes, motives, behaviour, and thought across the lifespan, and the foundations of differential group differences.
(ii) Ability to describe, explain and evaluate research studies and theories in the area of personality and differential psychology.
(iii) Ability to describe the course of personality and intelligence development, their foundations, function, and consequences.

2. Research Methods in Personality & Intelligence I (assessed in the major and minor components of the classwork)
Understand, apply and evaluate basic research methods in Personality & Intelligence, including research design, data analysis and interpretation, and the appropriate use of technologies.

Student learning outcomes:
(i) To develop a critical understanding of the major methods of research and assessment in these areas.
(ii) To critically assess the major theories and research findings in these areas.
(iii) To interpret statistical analyses.
(iv) Use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs.
(v) Design and conduct basic studies to address psychological questions: Frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.

3. Critical Thinking Skills in Personality & Intelligence I (assessed in classwork and final examination)
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve related problems.

Student learning outcomes:
(i) Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
(ii) Evaluate the quality of information, including differentiating empirical evidence from speculation.
(iii) Evaluate issues and behaviour using different theoretical and methodological approaches.
(iv) Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.
(v) Demonstrate a capacity for higher-order analysis, including the capacity to identify recurrent patterns in human behaviour.
4. Values in Personality & Intelligence I (assessed in the major classwork component)
Value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity.

Student learning outcomes:
(i) Recognise and respect social, cultural, linguistic, spiritual, and gender diversity.
(ii) Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication).
(iii) Exhibit a scientific attitude in critically thinking and learning about human behaviour, and in creative and pragmatic problem solving.
(iv) Be able to recognise and promote ethical practice in research and academic correspondence.
(v) Promote evidence-based approaches to understanding behaviour, motivation, and thought.

5. Communication Skills in Personality & Intelligence I (assessed in classwork and final examination)
Communicate effectively in a variety of formats and in a variety of contexts.

Student learning outcomes:
(i) Write a standard research report and essay using American Psychological Association (APA) structure and formatting conventions.
(ii) Write effectively in an essay and research report formats, and for a variety of purposes (e.g., informing, arguing).
(iii) Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion) and for various purposes.
(iv) Collaborate effectively, demonstrating an ability to: Work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

6. Learning and the Application of Personality & Intelligence I
Understand and apply psychological principles to personal and interpersonal issues.

Student learning outcomes:
(i) To develop an awareness of the applications of the theories and research findings in Personality & Intelligence.
(ii) Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
(iii) Understand major areas of applied Personality & Intelligence.
(iv) Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.
### SYLLABUS 2013

Personality & Intelligence I (PSYC2014)

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<tr>
<th>Wk</th>
<th>Lecture</th>
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<th>Tutorial</th>
<th>Staff</th>
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<td>Psychodynamic theories I: Freud – Origins &amp; status</td>
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<td>Behavioural theories: Watson &amp; Skinner</td>
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<td>Humanistic theories: Maslow &amp; Rogers</td>
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<td>Personality &amp; Intelligence assessment VI: Putting it all together</td>
<td>A psychometric assessment of freedom of speech</td>
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<td>The lexical approach to personality traits I: Cattell &amp; the 16PF</td>
<td>“Love me tender”; A factor-analytic example</td>
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<td>Evolutionary Psychology &amp; Personality: From Darwin to Pinker</td>
<td>Trading on Traits</td>
<td>Dar-Nimrod</td>
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<td>Behaviour Genetics &amp; Personality: From Galton to Bouchard</td>
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<td>It's all in your body: The rise and fall of Somatomorphology</td>
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<td>25</td>
<td>Birth order effect &amp; Personality: From Adler to Sulloway</td>
<td>Evolution, game theory &amp; personality</td>
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<td>Culture &amp; Personality: Conceptions of Self</td>
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### Study Vacation Week (30-Sept to 04-Oct)

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<tr>
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<td>Models of intelligence II: Alternative approaches</td>
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<td>Nature &amp; nurtue in intelligence I: Nature</td>
<td>Tacit knowledge</td>
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<td>Nature &amp; nurture in intelligence II: Nurture</td>
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<td>Sex differences in intelligence</td>
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<td>36</td>
<td>Race differences in intelligence &amp; the concept of test bias</td>
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<td>Applications of personality &amp; intelligence I</td>
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<td>MacCann</td>
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<td>38</td>
<td>Applications of personality &amp; intelligence II</td>
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<td>MacCann</td>
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</tbody>
</table>

**NB.** The exact content and/or order of the lecture and tutorial topics may change if necessary

Lecture or otherwise relevant study material will be posted on the course’s eLearning page and in the Reserve section of the library.
Who to contact

- **Academic queries regarding:**
  - **Lecture content:** The lecturer that delivers the lecture
  - **Tutorial content:** Your tutor
  - **Assessment content:** The assessment setter
  - **General pedagogical queries:** Dr Niko Tiliopoulos niko.tiliopoulos@sydney.edu.au

- **Administrative queries regarding:**
  - **Tutorial class changes:** Go to The School of Psychology Admin Counter, Brennan-MacCallum Room 325, 12noon – 4:30pm Mon-Fri. Also read the **FAQs** section at the end of this document
  - **Library issues:** The psychology librarian: library.psychology@sydney.edu.au
  - **Assignment submissions:** Read the “Submitting your assignment” section below
  - **Special Consideration / Extensions:** Read the “Special consideration” section below

**IMPORTANT:** Email enquiries concerning information which is readily available in this syllabus or via online sources may not be answered

- **Miscellaneous course queries:** Ms Caroline Fielden cfie7276@uni.sydney.edu.au

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**RESEARCH AND RESOURCE SUPPORT FOR PSYCHOLOGY STUDENTS**

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

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

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

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

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

- 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 Monday September 2nd (week 6).** 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 (4pm, 2nd Sept), a late link will appear for the next week.

### Penalties applying to the submission of assignment

| Assignment submitted late, to 7 days late (i.e. 1 second after 4pm on 02 Sept to 4pm on 09 Sept) | - 10 |
| Assignment submitted 7 to 14 days late (i.e. 1 second after 4pm on 09 Sept to 4pm on 16 Sept) | - 20 |
| Assignment submitted 14 to 21 days late (i.e. 1 second after 4pm on 16 Sept to 4pm on 23 Sept) | - 30 |
| No assignment submitted before 4pm, 23 Sept | 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 PSYC2014 |

Note that these penalties may be modified by a successful application for **SPECIAL CONSIDERATION** (see next section), however, this does not apply to the final possible submission date and time of 4pm, 23rd Sept 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, 23rd Sept 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.
- Start by going to the Faculty of Science Webpage, and downloading the ‘Special Consideration’ pack http://sydney.edu.au/science(estudent/ug/forms.shtml#special_consideration
- 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.

For the different components of PSYC2014

ASSESSMENT 1: Critical Essay (Due 4pm 2nd Sept) Worth 35% Compulsory component, students must complete this component to be eligible to pass the Unit.
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 4pm on the 23rd Sept 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.

ASSESSMENT 2: In-class quiz (tutorials on week 13) worth 15% - Compulsory component, students must complete this component to be eligible to pass the Unit.
Quizzes are administered in class on computer – students must attend the class they are registered in. In exceptional circumstances, students can request to sit the quiz in another class but permission must be sought from the tutor of the other class first. Permission can only be given if there are enough computers. If students cannot make a class for the whole week when the quiz takes place due to illness/misadventure they should submit special consideration application for a supplementary quiz.

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.
ACADEMIC DISHONESTY AND PLAGIARISM

1. It is your responsibility to know what academic dishonesty and plagiarism are. Here is the link to the University’s policy:
   Make sure that you understand what counts as academic dishonesty and the various types of plagiarism. The Library’s http://www.library.usyd.edu.au/skills/’Plagiarism and Academic Honesty’ program will help.

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

Avoiding plagiarism – key points

- Plagiarism is a serious offence and may result in failure in the course. Even where students are completing an exercise together, each student must submit separate written work. Incorporation of any material from another student’s assignment is regarded as plagiarism.
- In writing essays or reports to meet coursework requirements, you should use your own words. In some contexts (e.g., theoretical research) it is appropriate to use an occasional quotation. This should be indicated in the conventional way by enclosing the passage within quotation marks and by providing a precise (page number) reference for the source of the quote. In many contexts, especially reports of empirical work, quotations are best avoided.

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

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

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

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

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

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

1. **I don’t have access to Blackboard**
   
   Access to Blackboard is contingent on you being enrolled. If you enrolled late, there will be a delay in mapping you to Blackboard. For any questions, contact ICT helpdesk during semester by phone on 9351 6000 or by email on ict.support@sydney.edu.au (or psychology.info@sydney.edu.au if it is outside of the semester periods).

2. **What are the important dates for adding/dropping Units of Study?**

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<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Last day to ADD a unit of study</td>
<td>Friday 9 August 2013</td>
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<tr>
<td>Last day to WITHDRAW from a unit of study</td>
<td>Saturday 31 August 2013</td>
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<td>Last day to discontinue without failure (DNF)</td>
<td>Friday 13 September 2013</td>
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<td>Last day to discontinue (discontinue – Fail)</td>
<td>Friday 1 November 2013</td>
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3. **I want to swap my tutorial time**
   
   − Until the end of Week 1, you can change your timetable via the timetabling online system, or with the timetabling office. Note however that you will NOT be moved into full classes.
   
   − In Week 1, if you are unsuccessful with the online system or the timetabling office, the ONLY other way to change classes is to find a “swap”:
     
     1. Check the tutorial times of the Unit on the noticeboard outside the Psychology Admin Office (Brennan-MacCallum level 3)
     2. Then use the use the “tutorial swaps” discussion forum on your Unit of Study Blackboard site to find another student willing to swap their tutorial with you
     3. Then both students must go to the Psychology Counter (Brennan-MacCallum room 325; open 12:00-4:30pm) and complete the swap together with the student admin staff
     4. There is a high likelihood that changing tutorials this way may change your other class times, and it also means it will be very difficult to change back from the tutorial if the change is successful
   
   − In Week 2, students can no longer change their timetable via the online system or the timetabling office. Only the School of Psychology can assist with this (follow the procedures above)
   
   − Tutorial changes are NOT possible after Week 2

   Otherwise
   
   − Attend the class assigned to you by timetabling.
   
   − Do NOT attend any class to which you have not been assigned.
   
   − Tutorials have size limits, as they rely on the space and resources; and thus if you are not on the class roll then the tutor will ask you to leave the class.

4. **Do I need to buy the textbooks?**
   
   − The lecturers will refer to textbooks and other references, which will provide a useful source for additional explanation and elaboration of topics discussed in lectures and tutorials and maybe examinable (you will be told in class whether or not textbook material and other references are examinable). You can choose to buy the textbook if you wish. The library has copies of the textbook both in Undergraduate Loans and in Special Reserve.