PSYC3010 – Advanced Statistics for Psychology

Unit of Study Code: PSYC3010

Coordinator: Dr Ben Colagiuri
Office: Room 444 Brennan MacCallum Building
Phone: 9351 4589
E-mail: ben.colagiuri@sydney.edu.au

Other Teaching Staff: Dr Daniel Costa
Office: Room 124, Transient Building
Phone: 9351 6304
E-mail: danielc@psych.usyd.edu.au

Senior tutor: Mr Michael Bowen
Office: Room 242, Top South Badham
Phone: 9351 3372
E-mail: mbowen@psych.usyd.edu.au

Format of Unit: 2 x 1 hour lectures/week x 13 weeks
1 x 2 hour tutorial/week x 11 weeks

Credit Point Value: 6 Credit Points

Qualifying: PSYC2012 (or PSYC2112) plus one other Intermediate Psychology Unit from PSYC 2011 (or PSYC2111), PSYC2013 (or PSYC2113), PSYC 2014 (or PSYC2114).

Assessment: Classwork:
SECTION 1 (ANOVA) Tutorial test, 10% of the total mark of the unit
Week 5, 26th - 30th August

Assignment (1,000 words), 15% of the total mark of the unit
Due: 4pm, Wednesday 11th September

SECTION 2 (REGRESSION) Tutorial Tests, 20% of the total mark of the unit
Week 11, 14th - 18th October
Week 13, 28th October - 1st November

Examination: 55% of the total mark of the unit (25% for Section1 and 30% for Section 2)
Combination of multiple choice and short answer questions

Unit Evaluation: Date: Week 13
Type: Questionnaire
Unit of study general description

This unit covers advanced statistics for psychology. The course is divided into two sections. The first section covers the design and analysis of experiments in psychology for which some form of analysis of variance is appropriate. The second section covers multiple regression and path analyses. Tutorials for both parts will involve the use of statistical packages on a computer as well as hand calculations. Students should bring a calculator to all tutorials.

Specific Graduate Attributes and Student Learning Outcomes

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, tutorials, and assessments.

1: Advanced understanding of techniques of statistical inference in psychology

As an advanced course, students are expected to develop a thorough understanding of techniques of statistical inference used in psychological research. This includes the ability to conduct and interpret analyses.

Student learning outcomes:
(i) Critically analyse empirical studies
(ii) Calculate and interpret a one-way analysis of variance, including tests of contrasts.
(iii) Calculate, analyse and interpret data from factorial designs including ANOVA and contrasts.
(iv) Demonstrate an understanding of the problem of multiple comparisons and control of the Type I error rate.
(v) Demonstrate understanding of issues involved in the treatment of data involving repeated time points.
(vi) Perform computer-based analyses and interpret ANOVA and contrasts
(vii) Calculate and interpret multiple regression (MR) and related methods.
(viii) Evaluate different types of MR and choose the analysis appropriately for a given research question.
(ix) Carry out computer-based analyses for MR and interpret the results appropriately.
(x) Evaluate how matters of the reliability of psychological test items affect research and data analyses.
(xi) Write effective psychological reports that cover both ANOVA and MR analyses.
(xii) Use spreadsheet and data analysis programs, including Excel and SPSS.
(xiii) Have basic understanding of the AMOS program.

2: Research Methods in Advanced Statistics for Psychology

Understand, apply and evaluate research methods in Psychology, including research design, advanced data analysis and interpretations, and the appropriate use of terminology.

Student learning outcomes:
(i) To develop a critical understanding of the major methods of research in psychology and how they relate to psychology as science.
(ii) Ability to distinguish and evaluate research studies that focus on finding causality and/or prediction.
(iii) Demonstrate an understanding of the conceptual link between ANOVA and MR analyses.
(iv) Undertake statistical analysis appropriately.
(v) Interpret statistical analyses correctly and competently depending on the research design and the postulated hypotheses.
(vi) Develop the ability to describe the key principles for designing and evaluating research focusing on behaviour change.
(vii) Evaluate and use relevant statistical terminology appropriately in psychological research.
(viii) Design basic studies to address psychological questions; frame research questions; formulate hypotheses; operationalise variables; choose an appropriate methodology; learn data analysis techniques; analyse data and interpret results appropriately; and write interpretations and research reports.
3: Critical Thinking Skills in Advanced Statistics for Psychology

Use critical thinking to solve problems related to psychological inquiry.

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 of causality versus prediction using different theoretical and methodological approaches.
(iv) Use reasoning and evidence to recognise, develop, defend, and criticise arguments based on research design and statistical analyses.
(v) Demonstrate a capacity for higher-order analysis, including the capacity to identify patterns in human and animal behaviour.
(vi) Recognise and defend against erroneous research design and data analyses.
(vii) Demonstrate creative and pragmatic problem solving.

4: Values in Advanced Statistics for Psychology

Value empirical evidence; act ethically and professionally.

Student learning outcomes:
(i) Promote evidence-based approaches to understanding behaviour.
(ii) Be able to recognise problems associated with biased sampling methods
(iii) Evaluate how matters of the reliability of psychological test items affect results.
(iv) Recognise the limitations of psychological research methods.
(v) Exhibit a scientific approach to critically analysing human behaviour

5: Communication Skills in Advanced Statistics for Psychology

Communicate effectively in a variety of formats and in a variety of contexts.

Student learning outcomes:
(i) Interpret the results of statistical tests effectively using relevant terminology and formats (e.g., assignment, tutorial tests)
(ii) Learn to communicate the results of statistical tests effectively for a variety of purposes (e.g., scientific report; to inform lay audience).

6: Learning and the Application of Advanced Statistics for Psychology

Understand and apply psychological principles to personal and social issues.

Student learning outcomes:
(i) Develop an awareness of the applications of the statistical theory and research design in psychology.
(ii) Apply psychological research design to examine problems in everyday life and in society.
(iii) Understand major issues involved in debates about research design in psychology.
(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

Section 1. Anova and Contrasts.

The one way fixed effects ANOVA model: partitioning variation and degrees of freedom. Expected mean squares and the formation of F ratios.

Asking focused questions: testing contrasts. Planned orthogonal contrasts. Trend analysis.

Controlling the Type I error rate with multiple comparisons: the Scheffé procedure and the Bonferroni procedure.

Factorial designs: The two way ANOVA model with fixed effects. Partitioning between-group variation into main effects and interaction effects. Main effect and interaction contrasts for a two way ANOVA design.

Decision-wise vs family-wise control of Type I errors.

Repeated measures or within-subject variables. Differing approaches to the analysis of repeated measures data. Planned contrasts for designs involving repeated measures data.

Section 2. Multiple Regression and Beyond.

Multiple Regression: Revision of Simple Linear Regression model and Introduction to Multiple Linear Regression.

Multiple Regression: Multiple independent variables, the assumptions, the estimates, the SPSS output. Prediction and Explanation. Different types of Multiple Regression.

Categorical Variables in Multiple Regression: Dummy Variables.


Beyond Multiple Regression: Path analysis. Introduction to AMOS.

Test reliability, its estimation, effects of unreliability
## TIMETABLE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(29 July) One-way ANOVA</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>(5 Aug) Contrasts: Formulation and Testing</td>
<td>One-way ANOVA</td>
</tr>
<tr>
<td>3</td>
<td>(12 Aug) Contrasts: the problem of multiple comparisons</td>
<td>Contrasts</td>
</tr>
<tr>
<td>4</td>
<td>(19 Aug) Two-way ANOVA</td>
<td>Contrasts</td>
</tr>
<tr>
<td>5</td>
<td>(26 Aug) Contrasts for 2-way ANOVA designs</td>
<td>**Test; Contrasts</td>
</tr>
<tr>
<td>6</td>
<td>(2 Sep) Repeated measures data</td>
<td>Multifactor ANOVA</td>
</tr>
<tr>
<td>7</td>
<td>(9 Sep) Repeated measures / Introduction to Linear Regression</td>
<td>NO TUTORIAL (ANOVA assignment due 4pm, Wed 11th September)</td>
</tr>
<tr>
<td>8</td>
<td>(16 Sep) Multiple Regression (MR)</td>
<td>Repeated measures</td>
</tr>
<tr>
<td>9</td>
<td>(23 Sep) Multiple Regression: more details</td>
<td>Revision: Simple Regression</td>
</tr>
<tr>
<td></td>
<td>Categorical Variables in Multiple Regression I</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>(7 Oct) N.B. Monday 7 October – Public Holiday</td>
<td>MR: Two Variables</td>
</tr>
<tr>
<td></td>
<td>Categorical Variables in Multiple Regression II</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>(14 Oct) Continuous Variables: Interaction and Curves</td>
<td>**Test 1 MR: Different Types of MR</td>
</tr>
<tr>
<td>12</td>
<td>(21 Oct) Test reliability and its estimation</td>
<td>MR: Categorical and Continuous Variables</td>
</tr>
<tr>
<td>13</td>
<td>(28 Oct) Path Analysis/Revision</td>
<td>**Test 2 MR: Assumptions</td>
</tr>
</tbody>
</table>

### TEXTBOOKS

There is no set text for the ANOVA & Contrasts section, but if students wish to purchase a book, the following would be useful:


For the Multiple Regression and Beyond part (weeks 7-13) the text is:


### OTHER REFERENCES

#### Section 1. Anova & Contrasts.


#### Section 2. Multiple Regression and Beyond.


The Advanced Statistics (PSYC3010) course was first offered and evaluated in 2006. In 2006, one of the lowest ratings was given for the question “Feedback from assessment was useful in helping me to learn” (2.48 out of 5). In response to these comments, in 2008, a large bank of questions with extensive immediate feedback became available via our eLearning website in the format of a set of quizzes for both parts of the course. These are called Stats-mIQ (Statistical Metacognitive Instrumentation Quizzes).

Two Unit of Study Evaluations were conducted in 2008 and 2010. On all 11 questions in common with the previous evaluation (2006), there were statistically significant increases in ratings in 2008 and these gains increased even more in 2010. The largest improvements were associated with the questions “Feedback from assessment was useful in helping me to learn” and “It was clear to me that the staff in this unit of study were responsive to student feedback”. Overall satisfaction with the quality of the unit of study increased from 3.25 to 4.07 (2008) and 4.14 (2010).

Students’ comments about whether they were motivated to engage with the learning activities included ‘quizzes kept me up to date and motivated’, ‘online quizzes provided a sense of mastery that was really worth the extra effort’, ‘online quizzes were fantastic’. On the question of feedback from assessment being useful, comments included ‘feedback from online quizzes … was great’, ‘the quizzes were particularly helpful in highlighting understanding for each topic as they were presented’. On the question of computer-based resources comments included ‘quizzes are great’, ‘fabulous’, ‘very very useful’, ‘nice work with the quizzes!!!!!’, ‘very helpful in learning information and understanding concepts’, ‘an excellent resource that provided week-by-week feedback on how I was grasping the material’.

The two most frequent subsequent requests were: 1) to make some quizzes be a part of summative (marked) assessment for this unit; and 2) to make access to the quizzes easier via iPod or iPad platforms so that you can do them anywhere, including on your way to or from University, rather than in front of computers.

As a response to these comments, in 2011 one in-class test was introduced in week 13 based on material covered in quizzes. In 2012 there will be another such test (in week 11). You will receive feedback on your performance in a following week.

We are currently working on accommodating the second request. The first pilot on istsats-mIQ app is hoped to be done as early as this year! As far as we know, we’d be the first unit of study in stats offering such a teaching tool. But maybe we are just dreaming. Let us know if you find any other such teaching tools for ANOVA and MR material.

We hope you’ll enjoy the PSYC3010 course and our teaching tools. And please do let us know! We appreciate your feedback.

Acknowledgements
The development of this teaching tool and research we conduct on it have been partially supported by two Small Teaching Improvement and Equipment Scheme Grants (Science Faculty) and School of Psychology Research Infrastructure Block Grants (The University of Sydney).

Special thanks due to Dr Margaret Charles who retired last year and will be missed very much by teaching staff and students. Special thanks also due to staff and a team of tutors involved in creating a pool of items, especially, Drs Sabina Kleitman (currently on maternity leave), Dan Costa, Lisa Karlov, Carolyn MacCann, and former senior tutor Mr Alex Russell. Special thanks to our IT team, especially Yohans Bastian who has been invaluable with all computerization matters involved in the quizzes. This has been a huge joint effort. We hope you’ll reap the benefits.
INFORMATION ON ASSIGNMENT SUBMISSION AND LATE PENALTIES

- 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 Wednesday 11th September. 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 in the unlikely event of 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 you 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, Wednesday 11th September) a late link will appear for the next week.

Penalties applying to the submission of assignments

| Assignment submitted late, to 7 days late (i.e. 1 second after 4pm on 11th Sep to 4pm on 18th Sep) | -10 |
| Assignment submitted 7 to 14 days late (i.e. 1 second after 4pm on 18th Sep to 4pm on 25th Sep) | -20 |
| Assignment submitted 14 to 21 days late (i.e. 1 second after 4pm on 25th Sep to 4pm on 2nd Oct) | -30 |
| No assignment submitted before 4pm, 2nd October | 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 PSYC3010 |

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, 2nd 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, 2nd October 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/cstudent/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.

Specific information for the different components of PSYC3010

Assignment (Due 4pm, 11th September)
[Worth 15% 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 2nd October 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 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 get assistance. If you ignore this advice and suffer a technical problem or network congestion, then that incident is not covered under special consideration.

Tutorial Tests (1 x ANNOVA, 2 x MR)
[Worth a total of 30% combined. Students must complete at least 2 out of the 3 tutorial tests to be eligible to pass the Unit.]
Tutorial tests are administered in tutorials – students must attend the tutorial they are registered in. In exceptional circumstances, students can request to sit a test 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 tutorial for the whole week when a test takes place due to illness/misadventure, then they should submit special consideration application for a supplementary test.

Final Examination
[Worth 55%. Compulsory component. Students must complete this component to be eligible to pass the Unit.]
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

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 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.
STUDENT RESOURCES

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/
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?

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to ADD a unit of study</td>
<td>Friday 9 August 2013</td>
</tr>
<tr>
<td>Last day to WITHDRAW from a unit of study</td>
<td>Sunday 31 August 2013</td>
</tr>
<tr>
<td>Last day to discontinue without failure (DNF)</td>
<td>Friday 13 September 2013</td>
</tr>
<tr>
<td>Last day to discontinue (discontinue – Fail)</td>
<td>Friday 1 November 2013</td>
</tr>
</tbody>
</table>

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”:

(i) Check the tutorial times of the Unit on the noticeboard outside the Psychology Admin Office (Brennan-MacCallum level 3)

(ii) 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

(iii) Then both students must go to the Psychology Counter (Brennan-MacCallum room 325; open 12-4:30pm) and complete the swap together with the student admin staff

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.