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## IMPORTANT DATES FOR PSYCHOLOGY 1001

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day for late enrolments in Psychology 1001</td>
<td>Check with your Faculty</td>
</tr>
<tr>
<td>Last day for withdrawal from Psychology 1001 without penalty</td>
<td>Check with your Faculty</td>
</tr>
<tr>
<td>Last day to request an essay as an alternative to participation in research</td>
<td>Friday of Week 5, 4(^{th}) April</td>
</tr>
<tr>
<td>First Online Quiz (1 of 6)</td>
<td>Week 3, Week beginning 17(^{th}) March</td>
</tr>
<tr>
<td>Due DATE and TIME of ESSAY</td>
<td>Online before 4pm on Wednesday 30(^{th}) April (Week 8)</td>
</tr>
<tr>
<td>Last DATE and TIME for 10 point penalty with late submission of essays without extensions</td>
<td>Online before 4pm on Wednesday 7(^{th}) May (Week 9)</td>
</tr>
<tr>
<td>Last DATE and TIME for 20 point penalty with late submission of essays without extensions</td>
<td>Online before 4pm on Wednesday 14(^{th}) May (Week 10)</td>
</tr>
<tr>
<td>Last DATE and TIME for 30 point penalty with late submission of essays without extensions. Essays without extensions submitted after this time will not receive a mark.</td>
<td>Online before 4pm on Wednesday 21(^{st}) May (Week 11)</td>
</tr>
<tr>
<td>Last possible DATE and TIME for submission of essays (with or without extensions)</td>
<td>Online before 4pm Friday 30(^{th}) May (Week 12)</td>
</tr>
<tr>
<td>Last Online Quiz (6 of 6)</td>
<td>Week 12, Week beginning 26(^{th}) May</td>
</tr>
<tr>
<td>Last day for participation in research</td>
<td>Friday of STUVAC, 13(^{th}) June</td>
</tr>
<tr>
<td>Last day to contest SONA Credits or Penalties</td>
<td>Friday 20(^{th}) June</td>
</tr>
<tr>
<td>Last day for requests to sit supplementary exam (due to sickness/misadventure)</td>
<td>One week after the date of the final exam</td>
</tr>
<tr>
<td>Final day for any submission to do with Psychology 1001 for 2014 (Due date of Alternate Essay)</td>
<td>Monday 7(^{th}) July</td>
</tr>
</tbody>
</table>
WELCOME AND INTRODUCTION

Welcome to the School of Psychology at the University of Sydney. Our Junior Psychology units of study aim to provide you with a solid grounding in the diverse subject of Psychology.

The first part of this manual contains a comprehensive explanation of the course, its components and its important rules. If you enrol in PSYC1001 you need to understand these important regulations, particularly those related to due dates, plagiarism and special consideration. The second half of this manual contains materials related to tutorials, and so you should bring it to every tutorial.

Appendix A (at the end of this manual) gives a summary of how students performed in this same course a year ago, and what they thought of the course.

PSYC1001 at the University of Sydney is one of the largest university courses in Australia. For this reason, it is essential that as a student you understand that it is your responsibility to understand the way this course works. Start by reading the first part of this manual. There is a quiz on Blackboard called “PSYC1001 BASICS” which is a few questions on the most important rules and advice. Until you complete that quiz with a score of 100%, lecture overheads, assessments and tutorial information are completely hidden on Blackboard. It’s always disappointing to receive emails from students saying they cannot see the lecture overheads and do not know what is going on – emails like that tell us that students do not read this manual - not even this first page of the manual (and that’s why we have such a quiz).

Key student responsibilities:

- Check your university email address regularly (or have it redirected to an address you do check). Important reminders and messages are often sent to your uni email, and it is your responsibility to check for them.
- Always use your university email when contacting tutors, administrators, or lecturers. Do not expect sensitive information to be sent to other accounts (e.g. hotmail, gmail).
- Set reminders for yourself about the due date of the major assignment, and the availability dates of quizzes. Do not expect to be reminded.
- Take responsibility for your computing. Computers are used to complete online quizzes, sign up for studies, complete pre-tutorial work and submit assignments. Allow plenty of time just in case networks go down or your computer stops working. Have a backup plan – e.g. you can always complete your computing at a lab at university. There is no point blaming anyone except yourself if you leave things to the last minute and something goes wrong or takes longer than expected.
- Do not plagiarize. Plagiarism is basically cheating by copying written material either from a friend, a reading, or the Internet. (See the section on PLAGIARISM)
- Do not skip course content. Go to all your lectures and tutorials. You are expected to attend 80% of all lectures and tutorials. Asking if it’s okay for you to miss one lecture per week and still pass is like asking if you can walk into a movie 45 minutes late and still enjoy it – why would you waste your money and time like that?
- If you suffer an unexpected misadventure which may affect assessment performance apply for special consideration within five working days of the due date of the assignment or exam. If you suffer from continuous issues which may affect any aspect of your university experience, register with Disability Services NOW (See the section DISRUPTIONS TO YOUR STUDY).
- Read the first part of this manual to understand the rules and regulations and ask about anything which is not clear.

Dr Caleb Owens
First Year Director
WHERE YOU CAN GET MORE INFORMATION

There are a number of people who can help you with enquiries or concerns you have relating to Psychology.

THE PSYCHOLOGY COUNTER

<table>
<thead>
<tr>
<th>Location:</th>
<th>Ground Floor, Brennan MacCallum Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>9351 7327</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:psychology.firstyear@sydney.edu.au">psychology.firstyear@sydney.edu.au</a></td>
</tr>
<tr>
<td>Opening:</td>
<td>12:30pm- 4:00pm Monday–Friday during semester.</td>
</tr>
<tr>
<td></td>
<td>12:30pm- 2:30pm Monday–Friday during exams and holidays.</td>
</tr>
</tbody>
</table>

Enquiries about administrative matters should be directed to the Psychology counter. The Administrative Officer will answer emails containing enquiries that are specific to the student, but may not answer requests for information that has been made readily available on the Web pages, handouts or in this manual. It is your responsibility to access the information provided for you.

THE PSYCHOLOGY 1 CO-ORDINATORS

The First Year Director is Dr Caleb Owens. His office is in the Brennan MacCallum Building, Room 453, and his telephone number is 9351 7523. His email address is: caleb.owens@sydney.edu.au. Caleb is also your ‘Science and Statistics’ lecturer for the first half of semester so you can always talk to him after any of those lectures as well.

The Undergraduate Coordinator is Dr Carolyn McCann. Her office is in the Brennan MacCallum Building, Room 449, and her telephone number is 93514236. Her email address is: carolyn.maccann@sydney.edu.au

If you have a question, start by looking for the answer in this manual, look on Blackboard, or ask your tutor.

YOUR TUTORS

In your first tutorial (in Week 2 you will meet your tutor, who will give you their contact details, and their weekly consultation hours. One of your tutor’s responsibilities is to help you with any difficulties that you are having with the content of the course. Usually these issues can be addressed in your tutorial. Otherwise, you may see your tutor during their consultation time. Take advantage of the relationship you have with your tutor and others in your tutorial, as tutorials are your one opportunity in such a large course to discuss the material presented to you.

It is reasonable to expect your tutor to:

- Answer specific questions you have about content or direct you to resources which can help you.
- Answer specific questions you have about how the course works or direct you to resources which can help you.
- Discuss the major assignment or your approach to it, in person, verbally, and at length, in tutorial time or consultation time.

It is unreasonable to expect your tutor to:

- Re-explain an entire tutorial or tutorial topic (or lecture topic).
• Respond to long emails concerning content with any more than one or two sentences clarifying a point.
• Fill you in on tutorials you missed, either because you were ill or started the course late.
• Respond instantly to emails sent over a weekend or late at night.

Tutors CANNOT do these things under any circumstances:

• Look at anything you have written for your assignment (shown as a hardcopy or via email) and provide you with feedback or guidance. Your writing is your own work. You can of course verbally describe your approach to your tutor and they may offer advice, but do not show them any writing. Refer to the later section on ACADEMIC DISHONESTY in this manual.
• Give you an extension on any due date (see section on SPECIAL CONSIDERATION).
• Accept any assignment submission via email.
• Give you permission to change into their tutorial.

THE PSYC1001 ELEARNING WEBSITE

Information relating to lectures and tutorials will be available on the PSYC1001 eLearning site. (Logon to: http://elearning.sydney.edu.au). Printed versions of this manual were finalized in February, so the latest information about this course will always be on this eLearning site. Note that it is your responsibility to ensure you have access to a computer, network, and browser which works with all aspects of the eLearning website. Firefox is recommended (Safari and Chrome have caused issues in the past), and cookies must be turned on. There are practice quizzes and practice assignment submission links to check if your set-up is working. Note that as already mentioned, many parts of the eLearning site are hidden until specific quizzes are completed (with full marks).

<table>
<thead>
<tr>
<th>Unlock Quiz</th>
<th>Purpose</th>
<th>Unlocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC1001 Basics</td>
<td>Demonstrate you understand basic information about the course</td>
<td>Lecture Materials, Tutorial Materials, Online Quizzes, Research Participation, Final Exam, Videos, Plagiarism Quiz</td>
</tr>
<tr>
<td>PSYC1001 Writing and Plagiarism</td>
<td>Demonstrate you understand what plagiarism is and how to avoid it</td>
<td>Essay Materials, Essay Topic, Essay FAQ, Practice Submission Folder, Practice Submission acknowledgement of purpose, Submit your essay here folder, Policy Acknowledgement Quiz, Alternate Essay</td>
</tr>
<tr>
<td>Quiz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRACTICE SUBMISSION assignment:</td>
<td>Records your understanding that the practice submission link is for</td>
<td>PRACTICE SUBMISSION assignment</td>
</tr>
<tr>
<td>Acknowledgement of purpose</td>
<td>practice, and anything you submit to it cannot be considered</td>
<td></td>
</tr>
<tr>
<td>PSYC1001 Essay assignment:</td>
<td>Records your agreement to essay procedures, university policies and a</td>
<td>PSYC1001 Essay assignment ONLINE SUBMISSION</td>
</tr>
<tr>
<td>Policy Acknowledgement</td>
<td>statement that your essay consists of your own words unless indicated.</td>
<td>PSYC1001 Essay assignment LATE ONLINE SUBMISSION</td>
</tr>
<tr>
<td></td>
<td>(Functions like signing a coversheet</td>
<td></td>
</tr>
</tbody>
</table>

Note importantly, if you unlock a section of the eLearning website, DO NOT re-attempt the same quiz again, because if you do, the sections will be hidden again. (Starting a quiz then quickly quitting will give you a score of 0). You will need to complete the quiz again with a perfect score to reveal the sections again.
TEXTBOOKS

The only purchasable resource we require you to have access to in PSYC1001 is the “PSYKTREK” CD-ROM.

PSYKTREK Version 3.0 (or 3.1) and Version 2.0 are almost identical and all are fine.

If you have a PC with a CD-ROM drive the PSYCTREK CD-ROM will be available from the Co-op bookshop for $49.95.

If you have MAC or a PC with no CD-ROM drive, the Co-op bookshop also sells online access to PSYKTREK for the same price.

Ensure you purchase what is best for you (CD or online pass) because they are two separate products and one probably cannot be exchanged for another. WAIT UNTIL SEMESTER BEGINS if you are unsure.

Your tutor can also show you how to access PSYKTREK from the tutorial room computers.

Note that PSYKTREK will be used in both PSYC1001 and PSYC1002.

There are no other required or recommended resources for PSYC1001 or PSYC1002.

READINGS

A list of readings for different areas of Psychology 1001 is provided in the Section of this Manual titled: PSYCHOLOGY 1001 SYLLABUS. Most readings will be available online, either via direct web links or via the University of Sydney Library. To find all of them, go to the Sydney University website, then the library website, then the catalogue, then search under Unit of Study for PSYC1001.

STRUCTURE OF PSYCHOLOGY 1001

Each week you must attend three 1-hour lectures (starting in Week 1), and one 1-hour tutorial (starting in Week 2). You will also be required to complete a Pre-tutorial component BEFORE most tutorials, which will take about 1-hour on average.

LECTURE SERIES

Each lecture is repeated multiple times (by the same lecturer) across several days. You only need to go to each of the three lectures streams once per week (i.e. three lectures per week, three different topics per week). To ensure you attend the correct three lectures, consult your timetable on MyUni and stick to it.

The underlying timetable has been constructed to prevent overcrowding as best we can. You can attempt to change your timetable on MyUni yourself, but if you find that the times you want are not available that means they are full. Do not attend a lecture you have not been assigned to. Overcrowding is potentially dangerous. Do not sit or stand in an aisle or doorway in any lecture hall at any time. If you believe that a situation has become dangerous, let the lecturer know immediately and the lecture will be suspended or cancelled.

Altogether you will receive lectures on six separate topics throughout semester. If you are getting three topics per week, that means midway through semester (around Weeks 7/8) the topics will change to three new ones. The Table below shows which areas are taught, and for how many weeks of Semester. You will not necessarily receive your lectures in this order, but you should receive a lecture in each area every week. The name and office location of the staff member responsible for teaching each area is also given in the Table.
PSYC1001 LECTURES ARE GIVEN IN THE WALLACE THEATRE or FOOTBRIDGE THEATRE. PLEASE CHECK YOUR TIMETABLE FOR ALLOCATED TIMES AND LOCATIONS.

<table>
<thead>
<tr>
<th>STREAM</th>
<th>Topic (number of lectures)</th>
<th>Lecturer</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Social Psychology (7)</td>
<td>Lisa Zadro</td>
<td>BM 455</td>
</tr>
<tr>
<td></td>
<td>Personality (6)</td>
<td>Niko Tiliopoulos</td>
<td>BM 448</td>
</tr>
<tr>
<td>B</td>
<td>Introduction (1)</td>
<td>Caleb Owens</td>
<td>BM 453</td>
</tr>
<tr>
<td></td>
<td>Science and Statistics (6)</td>
<td>Caleb Owens</td>
<td>BM 453</td>
</tr>
<tr>
<td></td>
<td>Neuroscience (6)</td>
<td>Ian Johnston</td>
<td>BM 454</td>
</tr>
<tr>
<td>C</td>
<td>Forensic Psychology (6)</td>
<td>Celine Van Golde</td>
<td>GT 464</td>
</tr>
<tr>
<td></td>
<td>Human Development (6)</td>
<td>Micah Goldwater</td>
<td>BM 342</td>
</tr>
</tbody>
</table>

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

Time

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

Lecture Materials

Lecturers will direct you to required, assessable readings and recommended readings during their lectures and as part of their lecture materials.

Most lecturers provide outlines for their lectures on the Psychology 1001 Blackboard website. Lecturers have different practices and opinions about the ways you should use the outlines. Each lecturer will tell you in their first lecture whether they will provide outlines and, if they will, what they will be and whether they will put them up before or after the relevant lecture.

The outlines should not be regarded as a replacement for attending the lectures. You are unlikely to obtain all the information you need to proceed in psychology (or to pass your exams) from the outlines alone. They are usually just the overheads that will be used – usually a few hundred words per lecture, whereas a lecturer will say 6,000-10,000 words in the same time. Also, you are likely to understand the material better when you hear someone explain it and take your own notes.

The audio of lectures is recorded using Echo360. The Echo360 system is run by a unit outside the School of Psychology, and is set up to automatically record lectures. The link is usually on the left menu of the Blackboard site under “Echo Center” or “Lecture Recordings”. Sometimes the recordings do not work at all, and because of the way we stream lectures, what is actually said on the recordings may not correspond precisely to your allocated lecture timetable. You should therefore see these recordings as a possible backup if you miss a lecture every now and again, or as a revision tool. Do not rely on recordings to replace lecture attendance. We cannot guarantee the reliability or quality of the recordings; you will never see visual copyrighted material presented by lecturers (and excluded from the online outlines); and there is nothing as good as being there.
What is a lecture?

Despite lectures happening everywhere at University, rarely does anyone tell you what you are supposed to be doing during one. As a result, too many students treat lectures like television shows – even to the extent that they talk to each other as if no one is looking, and look genuinely shocked when a lecturer stops and points them out. Many students also simply stare at the lecturer, occasionally looking down at their printout of the upcoming overheads – for what reason? (to check that the lecturer is saying the right thing in the right order?).

A lecture is a presentation which attempts to make the knowledge you need to know easier to digest. The knowledge you need to know is most likely already in textbook chapters or the set readings; the lecturer pulls the key points out of those and tries to help you understand them, often by explaining them in different ways, and offering examples. Since many of our lecturers try very hard to make their lectures entertaining and interesting, many students miss the fact that this is done to help them understand the important material they need to be studying. An entertaining lecture should not be judged as a standalone event, but for many students, it is the only time during the week they will come into contact with the course material. These students may never read any set readings, and come exam time they will revise lecture overheads at most, and even send lecturers odd emails asking if they should even read a suggested reference.

Because a lecture highlights the knowledge at the centre of the course, experienced university students know that they need to prepare for lectures before, take notes during, and reflect on the content afterwards. To these students the knowledge is out there in the world, and while the lecturer is the best guide for them to get it, they are certainly not the only source of good information. The lecturer is fallible, and what they say needs to be checked against knowledge recorded in the world (and questioned if there is a mismatch). Before a lecture, you should prepare with a relevant reading (a book chapter, or journal article, or even YouTube video, or find your own (e.g. by looking up key terms in Wikipedia). During a lecture you can then compare what you already understand or partially understand with what you are hearing – and rather than writing down a dull summary of what the lecturer is saying - you will be able to write down what you understand about the topic based on all your learning. This is why it often makes no sense to ask whether a suggested reading is assessable – it was suggested because it is yet another perspective on the course content you need to learn – experienced students already read it before the lecture and even took notes on it to contribute to their lecture notes.

Another important strategy experienced students will use, is to carefully pay attention to the various parts of the content the lecturer is emphasising. This is usually impossible to tell from overheads, because a lecturer may linger for ten minutes on one slide, but quickly skip over others (and even apologize that they are not relevant). If you have a good sense of the key points the lecturer is trying to teach you, then when you refer to other materials after the lecture, you will be able to see which parts require more of your effort to understand. If a set reference or reading does not overlap with lectures, it is not unreasonable to ask: “The second half of the Bloggs (1998 paper was about something you did not talk about, do we need to know that?” The lecturer could respond: “Absolutely, I just didn’t have time to cover it in lectures”, or “No not really, that second study could never be replicated and is most likely junk”.

While it might seem ambitious to have first year students prepare for each lecture and be constantly creating notes synthesizing information from what they’ve read with what they’re hearing: certainly some students can do it, this is what you should be aiming for, and at least we can tell you how things are supposed to work. Many of you may still be in ‘High School mode’ waiting to be drip-fed the ‘complete truth’ about any given topic, but it is time to start moving away from that style of learning.
# TUTORIAL PROGRAM

You will need to attend one tutorial each week except Week 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Begins on Monday</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3rd March</td>
<td>No tutorial</td>
</tr>
<tr>
<td>2</td>
<td>10th March</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td>3</td>
<td>17th March</td>
<td>The science of psychology Quiz 1 Online this week</td>
</tr>
<tr>
<td>4</td>
<td>24th March</td>
<td>Writing and referencing in APA format Complete the Writing and Plagiarism quiz before class</td>
</tr>
<tr>
<td>5</td>
<td>31st March</td>
<td>Essay writing exemplars</td>
</tr>
<tr>
<td>6</td>
<td>7th April</td>
<td>Research Design</td>
</tr>
<tr>
<td>7</td>
<td>14th April</td>
<td>Statistics Quiz 2 Online this week</td>
</tr>
<tr>
<td>Mid-Semester Break</td>
<td>Friday, 18th April to Friday, 25th April incl.</td>
<td>No tutorial</td>
</tr>
<tr>
<td>8</td>
<td>28th April</td>
<td>Forensic Psychology Essay Due this week before 4pm Wednesday 30th April Quiz 3 Online this week</td>
</tr>
<tr>
<td>9</td>
<td>5th May</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>10</td>
<td>12th May</td>
<td>Personality Quiz 4 Online this week</td>
</tr>
<tr>
<td>11</td>
<td>19th May</td>
<td>Neuroscience Quiz 5 Online this week</td>
</tr>
<tr>
<td>12</td>
<td>26th May</td>
<td>Human Development Quiz 6 Online this week</td>
</tr>
<tr>
<td>13</td>
<td>2nd June</td>
<td>Essay feedback and exam preparation</td>
</tr>
<tr>
<td>StuVac</td>
<td>9th June to 13th June</td>
<td>No tutorial</td>
</tr>
<tr>
<td>Exam period</td>
<td>16th June - 27th June</td>
<td>No tutorial</td>
</tr>
</tbody>
</table>

*Good Friday Public Holiday this week.

NOTE: Tutorials are not held on Public Holidays. If your tutorial falls on the Public Holiday on either of these weeks, please go to another tutorial session. Ask the tutor before the tutorial if you can sit in; and avoid times adjacent to lectures if you want a seat.

## Location

All tutorials are held in the Psychology tutorial rooms on level 4 of the Old Teacher’s College. The Old Teacher’s College is down the hill from Manning Bar, on the same side of the road, then climb up to the top floor, level 4, then you will find the Psychology tutorial rooms in the North-Western corner, or just keep walking around the top floor until you see them. There are THREE tutorial rooms, so check your timetable so that you go to the right one.

## Tutorial times

The timetable that you download via the MyUni website will tell you the time and location of your tutorial. If you wish to change the time of your tutorial please note that the process is different at different times of the semester:

**O-Week – the end of Week 1:**

If you need to change your tutorial class, first you must attempt this through the University Timetable Unit: [http://web.timetable.usyd.edu.au/firstTimeGuide.jsp](http://web.timetable.usyd.edu.au/firstTimeGuide.jsp)
If you have difficulty using the Timetable Unit website, staff-assisted changes are available during O-week and week 1. The specific times and locations for staff assisted timetable changes for each semester will be listed here: https://web.timetable.auth.usyd.edu.au/changingTimetables.jsp

There will also be notices in the Student Centre (Level 3 of the Jane Foss Russell Building with the same information.

Please be aware that:

- You may select the times you are unavailable to attend classes. At no point can you request to be allocated to a particular class for any subject.
- You cannot request your timetable to be made similar to your friend's timetable.
- Any change in your timetable will re-allocate ALL of your classes. You cannot choose to keep some classes the same while moving others.
- You cannot revert to a previous timetable.
- If you are trying to change into tutorials and have no luck that is probably because the tutorials you want to change into are full.

From Week 2 on:

If you are still unable to change tutorial classes, staff at the Psychology Counter may be able to help. The general procedure for this is as follows:

1. Identify which tutorial you want to attend. To do this, check the availability of tutorial places first. Class lists identifying which tutorials are full, and which have spaces will be posted next to the Psychology Counter.

2. Once you have identified which tutorial you want to attend, check with staff at the Psychology Counter that the space is still available (availabilities can change rapidly throughout each day).

3. If the space is still available, the staff member will give you a form to read, and fill out carefully.

4. Once the application has been processed, you will be notified of the outcome via email.

Please note that it is highly inadvisable to change tutorial classes after Week 3 of the semester, since this is likely to impact your participation in class assessment components.

If you are unable to attend your timetabled tutorial regularly due to timetable clashes or other commitments, it is strongly advised that you withdraw from the unit (or withdraw from another unit, which would then allow you to attend psychology tutorials, or you may fail the unit of study automatically.

Please also note that your assigned tutorial determines who will mark your major assignment. That tutor may refuse to mark your assignment if they have rarely (or never seen you in a tutorial.

What is a tutorial?

A tutorial is not intended to be a lesson where your tutor is a high school teacher and you sit passively while having facts explained to you. Tutors and tutorials exist to assist you to learn course material and develop general skills such as verbal explanation and presentation, or critical thinking. To get the most out of your tutorial, PREPARE BEFOREHAND. Some of your less structured university courses will assume this for tutorials, but in first year psychology we give you structured PRE-TUTORIAL exercises for most tutorials.
In the past few years we have noticed an increasing number of students turning up to tutorials having done absolutely no preparation – sometimes entire tutorials of students arrive expecting a high school style of teaching of material that they should have already read up on.

There is no excuse for sitting in a tutorial unable to answer the most basic questions your tutor asks you about the content. Tutorials are important in very large courses because it is an opportunity for you to interact actively with other students, your tutor, and the material itself. The more active you are in contributing to the tutorial, the more you and your colleagues will gain from it. Students often complain at the end of semester that “my tutor never managed to get through all the material”. That is often an inappropriate complaint, because you and your colleagues are as much a part of the tutorial as your tutor is. If tutorials are slow because no one is contributing, and everyone waits for the tutor to answer each question, it is not really the tutor’s fault is it? Since the basis of tutorials should be a useful discussion, don’t be too obsessed with getting through all the questions in the manual anyway – their main purpose is often to inspire discussion. If you feel you missed something important, you can always ask your tutor later – or attempt to steer the discussion in that direction yourself.

Expected of tutors in PSYC1001 tutorials

- Prepare for each tutorial and have a good grasp of the main concepts.
- Arrive on time (5 min past the hours).
- Inspire and guide discussion on tutorial and lecture content.
- Answer specific questions on content, and the nature of the course.

Expected of students in PSYC1001 tutorials

- Attend the correct tutorial.
- Complete all pre-tutorial work.
- Contribute to the discussion.
- Arrive on time (5 minutes past the hour)
- Give the tutorial your full attention (Turn off all electronic devices unless you are taking notes on them).
- Respect all other students and the tutor.
- Adhere to the student code of conduct.
- Make reasonable demands of tutors (see earlier section YOUR TUTORS).

ATTENDANCE

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

Attendance at tutorials is recorded in PSYC1001. You must attend the correct tutorial (for the duration of the tutorial) to be marked present. Your assigned tutor may refuse to mark your assignment if they have rarely (or never) seen you in a tutorial. Absences may only be excused by Special Consideration, Disability Services, or Special Arrangements. Absences are not excused by you choosing to miss lectures or tutorials because you have made other arrangements you consider to be more important (personal holidays, work, overseas weddings etc.). Do not rely on lecture recordings to replace lecture attendance. If you have taken on so many other commitments that you have very few options, study at Sydney University may not be for you. We are a bricks and mortar campus, and most courses require attendance. Some APAC accredited courses are online only (see: http://www.psychologycouncil.org.au/). The deadline for withdrawing from this unit of study can be found here: http://sydney.edu.au/science/dates.shtml variation
IF YOU ENROL IN THE COURSE LATE

If you choose to enrol late, you need to understand you have already missed lectures and tutorials. Enrolling in tutorials, being added to eLearning (for Blackboard access and being added to SONA may take a further week and you may miss some quizzes. If you understand that it was your choice to start late, then you'll understand it is your responsibility to accept that you have missed out on certain things, and you will need to catch up. The best way to get up to speed is to read this manual carefully, and as soon as you have eLearning access to complete and read everything you find. Do not expect tutors and lecturers to 'send you material' or 'catch you up', you can do that yourself via the eLearning site.

ASSESSMENT

There are four main components of assessment for Psychology 1001: an assignment (1000 word essay, 6 online tutorial quizzes, research participation, and a final examination. The following table shows what percentage of your final mark will be contributed to by each component.

Note importantly: If you do not complete a serious attempt on either of the compulsory components, you will receive an Absent Fail grade for the entire course.

<table>
<thead>
<tr>
<th>What?</th>
<th>When due?</th>
<th>% Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment (Essay)</td>
<td>Must be submitted online before 4pm Wednesday 30th April (Week 8)</td>
<td>25%</td>
</tr>
<tr>
<td>Exam</td>
<td>During exam period at the end of semester</td>
<td>65%</td>
</tr>
<tr>
<td>Optional Components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Tutorial Quizzes</td>
<td>Throughout semester, from Weeks 3-12 (available from Mondays at 9am to the following Monday at 9am)</td>
<td>5%</td>
</tr>
<tr>
<td>(total of 6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 hours of Research</td>
<td>Throughout semester.</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>Sign-up online using SONA</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Your final mark is given on a scale from 0 to 100.

85 and above = High Distinction
75-84 = Distinction
65-74 = Credit
50-64 = Pass
49 and below = Fail

Note that in the Faculty of Science there is no “Pass conceded” or “Concessional Pass” category. If you receive 49 or less then you have failed.

Your final mark will be available on the MyUni website, and an official transcript will be posted to you. A minimum result of 50% in BOTH PSYC1001 and PSYC1002 is required to progress to Psychology 2 units of study. A breakdown of the marks awarded to each student in each course component will be displayed on Blackboard several weeks after the final exam.
ASSIGNMENT: ESSAY (25% IN TOTAL)

For Psychology 1001 you must write a 1000 word essay (with ~150 word abstract). The essay topic will be released on Blackboard during Week 3, and your essay is due online before 4pm on Wednesday 30th April, giving you around six weeks. Tutorials in Weeks 4 and 5 are dedicated to instructing you on how to write an essay in the correct psychology format, and associated with those tutorials on Blackboard is a large number of supporting materials.

Common Problems Students have with assignments:

- What essay? Even though submitting an essay is a compulsory requirement of passing PSYC1001, too many students forget to do so, or submit them so late that they receive no marks for them.
- Students who think they are good at writing ‘essays’, ignore the instructions concerning how to write an APA formatted psychology essay.
- Students, who ignore instructions on how to reference correctly, plagiarise sections of their essay resulting in harsh penalties (Refer to the section PLAGIARISM).
- Students treat online submission as someone else’s responsibility, ignoring instructions and blaming computer issues (instead of poor planning for late submissions. The due date and time are strictly enforced, and there is no point expecting a reprieve if you are “only 1 minute late” – from the beginning of semester you are strongly advised to finish your assignment and start attempting to submit the evening before; so “only 1 minute late” is actually hours if not an entire day later than you were advised to submit.

Submitting your essay:

- You will submit your essay online. It will be marked online, and returned to you with comments online.
- This means it is critical that you submit online correctly. It is your responsibility to ensure you submit online on time and correctly.
  - Stay up to date with any announcements we make regarding compatibility or bugs we have discovered (last year a version of Safari software simply did not work with the online submission process).
  - If you do not have access to a reliable DESKTOP computer and internet connection, have a backup plan, come into University to a Computer lab to submit, submit from the tutorial room with your tutor’s help, or have a friend whose computer you will use (do not give them access to your essay though).
  - ALLOW EXTRA TIME even if you have a normally perfect computer and internet connection. We strongly suggest you begin attempting to submit the night before the due date at the latest. If you have any issues you can always come into university and use a computer here.
  - On the day the essay is due, Wednesday 30th April, we hold our tutor meetings, at 8-9am and 12-1pm in OTC403 (one of the tutorial rooms). If you are still struggling come along with your essay in Word format on a USB drive and we will help you – every single submission issue (except for a corrupt or unreadable essay file) is likely to suddenly disappear when an entire roomful of tutors is helping you submit.
  - If you are being sensible and allowing extra time (at least a day to submit then even if there are any congestion or network issues you should be fine. There is absolutely no point emailing us screenshots showing network errors as an excuse for you leaving things until the last minute. Treat the online submission process as like an international flight. You need to allow a lot of extra time to get through customs, and none of the other passengers will have much sympathy for those rushing in 5 minutes before their flight leaves.
- A Practice online submission assignment will be available for the entire semester, and you can practice submitting as much as you want. Nothing you submit to that
practice assignment will ever be marked or considered for a mark; but it will allow you a full preview of how things work (and if they work on your current computer).

- The PSYC1001 Essay online submission assignment will become available no more than a week before the due date and time. Ensure that anything you submit to that assignment is the final and complete version of your Essay that you expect to be marked. Do not use it for practice, and do not use it to upload incomplete drafts.
- Follow all instructions (which will be posted on Blackboard relating to the submission of your essay).
- Part of this assessment is the requirement that you submit your essay online. Do not email your essay to anyone else and ask them to submit it online for you.
- Ensure you submit the correct file. The submission process shows you a complete preview of your entire submission before you press submit. If you do not see everything you wish to be marked (including a references section) then do not press submit.
- Once the official due date/time has passed (4pm, 30th April), the PSYC1001 Essay online submission assignment will close. Sometime later a new assignment will appear called the Late Essay online submission assignment. All assignments will need to be submitted there from that point on, whether or not you have been granted an extension.

Penalties applying to the submission of essays

| Title of uploaded document incorrect (it should be your tutor’s first and last name eg. Joe Bloggs) | -5 marks (/100 |
| Essay submitted between 1 second and 7 days late [between 4pm 30th April and 4pm 7th May] | -10 marks (/100 |
| Essay submitted 7 to 14 days late [between 4pm 7th May and 4pm 14th May] | -20 marks (/100 |
| Essay submitted 14 to 21 days late [between 4pm 14th May and 4pm 21th May] | -30 marks (/100 |
| Essay submitted more than 21 days late [between 4pm 21th May and 4pm 30th May] | No mark awarded; serious attempt at assignment still required to avoid AF (absent fail |
| No essay submitted before 4pm, 30th May | No mark awarded; A serious attempt at an alternate assignment must be completed and submitted before 4pm, Monday 7th July to avoid AF (absent fail for PSYC1001 |
| No essay of any kind submitted | AF (absent fail for PSYC1001 |

Note that these penalties may be modified by a successful application for SPECIAL CONSIDERATION (see section ahead, however this does not apply to the final possible submission date and time of 4pm, Friday 30th May for the original assignment topic. All assignments must be received before 4pm on that date, because assignments on the same topic will be returned to students at that same time.

After 4pm, 30th May, if you still have not completed and submitted an essay, you must complete an alternate essay (available on Blackboard in Week 13). The alternate essay will be due on Monday 7th July, after which no more submissions of any kind will be accepted for PSYC1001. Marks are not awarded for the alternate essay. If you have documentation accounting for your non-submission for an entire month, use it to DNF from the course, do not expect an extension beyond 30th May.

Non-serious attempts: To avoid an absent fail (AF) every student needs to make a serious attempt at the compulsory assessment components. Essays which are shorter than 700 words (not including the references section, do not contain in-text citations, make no attempt to complete the assignment as instructed, or contain a substantial amount of plagiarism will not be accepted as serious attempts. If your initial assignment is noted as a non-serious attempt then you will have to complete and submit a serious attempt at the alternate essay (due before 4pm on Monday 7th July).
CONTESTING AND ADJUSTING MARKS

You do not have an automatic right to request re-marking of your essay. If you are not happy with your mark you should start by meeting with your tutor, and listen carefully to them explain why you received the mark you did. In first year psychology we conduct multiple marker meetings to help standardise our marking, so it may be that your essay has already been reviewed and discussed by multiple tutors. Also, online marking means your essay will have multiple comments, an overall comment, and scores on a rubric – so carefully go through each piece of feedback so you understand why you have been awarded the mark you have. If you are still not satisfied, within two weeks of your essay being returned online you should:

- Consult with your tutor in person after you have your feedback tutorial, outside of tutorial time.
- Provide a written case explaining why you believe your essay should be remarked and approach the unit coordinator with this written case. An appropriate written case should:
  - Address specific marking criteria – because a rubric will be used, each specific judgement made should be addressed.
  - Address all specific comments made by your tutor which relate to marks.
  - Avoid general and irrelevant statements (“I'm an HD student” “I think it was well researched”)
- If the unit co-ordinator receives your written case within two weeks of your essay being returned, they may agree with you and allow your essay to be remarked. If it is, be very aware that the new mark may be lower than the original mark, in which case the new mark will stand.
- If the unit co-ordinator does not believe the essay should be remarked, or if after remarking, you still believe that the work has been improperly assessed, you should address such concerns in writing to the Head of School. Letters to the Head of School should be submitted to the Psychology administration counter.

TUTORIAL QUIZZES (5% IN TOTAL)

Throughout semester online quizzes will be available on Blackboard. These assess both pre-tutorial and tutorial material. This may include readings you need to complete before the tutorials (e.g. articles or textbook readings), or exercises you complete on Psytrek or Blackboard. The material you learn in tutorials will also be discussed by lecturers so it may be worthwhile referring to lecture notes too when they seem relevant.

There are six quizzes available throughout the semester. They will be available for one week only at a time, and they will only be available online via Blackboard. There is no time limit for online quizzes. There are four types of question used in the quizzes:

1. Multiple Choice Questions are the most common and require you to select the BEST answer from several options.
2. Multiple Answer Questions require you to select ALL the correct answers in order to receive any marks at all. Multi-answer questions are easy to spot because instead of circles for options as in multiple choice, they have squares. They also all usually finish with the statement like “you must select ALL that apply”. You can get some selections "correct", but still not receive any marks for the question, because for this kind of question you need to select all the correct options and none of the incorrect options.
3. Matching Questions require you to match several options together, with a list on one side and a drop-down box on the other side. You need to match all the options correctly to receive the mark for these kinds of questions.
4. Short Answer Questions require you to type in usually just a single word. Do not use spaces, copy and paste answers, or put any symbols including a full stop after your answer if you expect it to be marked correct.
Quizzes are treated as “mastery exercises”, which means that it is expected that by your last attempt you will have answered almost all the questions right. After each attempt you will receive feedback on your responses, so learn from your mistakes and return to your materials between attempts. Read the readings again – the questions are bound to be hard if you have not even read what you are supposed to. If you simply keep guessing until you guess right, you have ruined any chance you have at genuine practice for the final exam. Each year hundreds of students assume that multiple choice questions are easy and perform very poorly in the final exam – so take any opportunity to practice you can get.

For each quiz you have unlimited attempts, and no time limit – the only limitation is that quizzes are only available for a week at a time; from 9am Monday to 9am the following Monday. Your HIGHEST score for a single quiz attempt which you submit is the mark which will count. Because of this, you can continue to play with each quiz after you have full marks – many questions give option-by-option feedback, so you can fully discover why you were wrong and why you were right.

While it is true you receive a small amount of marks for completing the quizzes (5% across the whole semester), their main value lies in being a tool of practice, reflection, and mastery for you. To best simulate final exam conditions, complete the pre-tutorial exercises, and then time and test yourself on the quiz with your books and notes closed the first time. You can score full marks with later final attempts, but that first closed book attempt may give you an important early warning about any issue you may have with multiple choice questions. Most students who remember to actually do the quiz, end up with full marks. All 6 quizzes are weighted the same (regardless of number of questions), and your final quiz mark will give you a maximum of 5% for this component.

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Available (9am Monday to 9am Monday)</th>
<th>Topics Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week 3 - March 17th – 24th</td>
<td>The Science of Psychology</td>
</tr>
<tr>
<td>2</td>
<td>Week 7 – April 14th – 21st</td>
<td>Research Design, Statistics</td>
</tr>
<tr>
<td>3</td>
<td>Week 8 - April 28th – 5th May</td>
<td>Forensic Psychology</td>
</tr>
<tr>
<td>4</td>
<td>Week 10 – May 12th – 19th</td>
<td>Personality, Social Psychology</td>
</tr>
<tr>
<td>5</td>
<td>Week 11- May 19th – May 26th</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>6</td>
<td>Week 12- May 26th – June 2nd</td>
<td>Human Development</td>
</tr>
</tbody>
</table>

Ensure you have eLearning access, you can see the PSYC1001 Blackboard site, and you have a desktop computer which has a browser which can run quizzes. It is your responsibility to ensure you can access Blackboard during the week each quiz runs and complete it.

Blackboard is very reliable, but is occasionally offline for maintenance (often over the weekend). Announcements will appear about this downtime after you login to Myuni – but given that this could happen, don’t wait for the weekend to do your quiz.

Problems students have had with the quizzes in the past:

- Some browsers display longer questions as a single line of text stretching across several screens. Change your browser if this is the case (Firefox usually works well).
- What quizzes? Too many students (~20%) simply ignore them altogether, yet they are the easiest course component to complete.
- Where are the quizzes? The quizzes appear on Blackboard only when they are running. The official assessable quizzes should not be confused with practice tests on the PsykTrek CD.
- When are the quizzes? Refer to the table above – and note that most weeks don’t even have quizzes.
- Students’ computers or browsers clearly don’t work with the quizzes, yet they keep attempting them anyway. Switch computers, or your browser (Firefox usually works well).
• The quizzes might not work at all from some heavily locked down computer labs on campus. Swap locations
• Do not wait until the last minute. Attempt the quiz the first or second day it goes online (Monday or Tuesday). If you have any issues that are not solved by swapping computers or networks, contact eLearning support during the week by filling in a form here: http://sydney.edu.au/elearning/student/trouble/email_us.php
• Do not expect eLearning or psychology support over the weekend. By all means you can try to maximise your score over the weekend (having completed a few good attempts during the week), but it is foolish to begin your first attempts on the weekend.
• Students do not submit a quiz once finished. A Blackboard quiz which is “in progress” or “needs marking” won’t be counted, so remember to press the submit button. Since Blackboard will attempt to force submission as you leave the quiz, the only way to have a quiz which is “in progress” is to close your browser suddenly or crash your network or computer. Note that having an attempt stuck as ‘in progress’ will prevent your final grade for a quiz from showing on the gradebook—but so long as you have a score registered for at least one submitted attempt, we will still be able to extract your highest mark.

FINAL EXAMINATION (65% IN TOTAL)

During the university examination period you will sit a two and a half hour examination. The examination will consist of 100 multiple choice questions based on material covered throughout Psychology 1001. All of the material assessed in the final exam will come from the lectures and the readings which lecturers require you to read. Since lectures and tutorials overlap to such a great extent, it is worth revising some tutorial materials too. Lecturers will inform you in their lectures of what material they will be assessing. The precise date, location and seat number of your examination will be posted on the MyUni website toward the end of Semester. Much more information (and advice for study) will be posted on Blackboard as the exam approaches.

<table>
<thead>
<tr>
<th>Component</th>
<th>Number of Questions</th>
<th>% of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Psychology</td>
<td>19</td>
<td>12.35%</td>
</tr>
<tr>
<td>Personality</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Forensic Psychology</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Science and statistics in psychology</td>
<td>17</td>
<td>11.05%</td>
</tr>
<tr>
<td>Human Development</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>65%</td>
</tr>
</tbody>
</table>

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

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

ACTING AS PARTICIPANTS IN RESEARCH (5% IN TOTAL)

This is the second voluntary component of PSYC1001 assessment. There are two reasons that involvement in research is part of Psychology 1:
1. To give you first-hand experience of what real psychological research is like.
2. To make you familiar with the problems that researchers can encounter when trying to conduct research.
Involvement in research is Psychology's form of practical work, and you are encouraged to act as participants. Because of these educational aims, we have become concerned that too many students have been participating in nothing but online studies. There's nothing wrong with online studies, but participating in a variety of studies will give you a much better understanding of how different kinds of research are conducted. To encourage you to experience psychological research in person, you can complete no more than 3 hours of your research participation time with online studies.

The studies that you may participate in form part of the School's research program and are conducted by staff members, research assistants, and postgraduate or Honours students (under staff supervision and with Ethics Approval).

<table>
<thead>
<tr>
<th>Experiment time balance</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>1%</td>
</tr>
<tr>
<td>2 hours</td>
<td>2%</td>
</tr>
<tr>
<td>3 hours</td>
<td>3%</td>
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<tr>
<td>4 hours</td>
<td>4%</td>
</tr>
<tr>
<td>5 hours</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Note that if you sign up for a study, do not cancel the slot online yourself >24 hours before it is due to run, and do not attend, you will be penalized 0.5 credits or 0.5%. You can make this up by participating in more research. You cannot receive a negative score, nor can you carry over participation hours to another semester.

Note also that fractions are considered, e.g. completing 3.5 hours will give you 3.5%.

This is a non-compulsory assessment component of Psychology 1001. Students who do not complete this section will not automatically fail the unit of study, but will not gain the 5% allocated to this component.

If, for any reason, you do not agree to the requirements or rules of this component, you may request alternative work. The alternate to this component will be a 900 word APA formatted essay on research design, based on a stimulus paper. You will receive full feedback on your work and the 5% this component is worth. If you wish to do this instead of research participation, write to the Psychology Office (adminc@psych.usyd.edu.au) requesting the alternate work no later than the end of Week 5 (Friday 4th April).

Studies begin being advertised in Week 1 of semester, however very few are available at first – this is normal. By the end of semester there will be many more studies than you could ever want to complete, so if you are frustrated by the lack of studies early on, simply wait. The last day you can participate in research and receive time credit is the end of STUVAC (Friday 13th June). This includes online surveys. If they are not completed and submitted by this final date you will not receive credit.

**SIGNING UP FOR STUDIES ON SONA**

The website to sign up for experiments is linked to from Blackboard but is actually separate, the direct address is: [http://sydneypsych.sona-systems.com/](http://sydneypsych.sona-systems.com/)

All students we know of are enrolled in the system from Week 1, and we update this list with new enrolments every week until all enrolments are accounted for. If you are a late enrolment, then simply wait.

Your login will be your UNIKEY. To find out your initial password, on the initial login screen on the bottom left select “Lost your password”. Type in your UNIKEY and you will be emailed the details. You must have access to your university email address at all times in order to use SONA.
Within the first few weeks, you will be offered the opportunity to complete a ‘pre-screen’ questionnaire. You do not have to complete this. If you choose to, then allow 30min to complete it – and you will receive 30min credit time. The aim of pre-screen is to allow researchers to more efficiently select subjects for later studies, but if you choose not to complete it you will still be able to participate in most experiments.

Around the time you first login, you may also want to follow the ‘profile’ link at the top and change your password. If you forget your password at any time you can simply send it to yourself again as you did the first time.

You may browse for available studies, and sign-up for those you are interested in. When doing so note that you only need 5 ‘credits’ to receive the maximum 5%, where 1 credit = 1 hour. Also realize that each sign-up is an appointment you have with a researcher. The penalty for breaking an appointment if you do not cancel more than 24 hours before the study runs, is half a credit point. Importantly, the online sign-up itself constitutes your informed consent to participate, so read the description well. Understand this:

**INFORMED CONSENT**
By signing up to an experiment on SONA, I am giving my consent and I acknowledge that:

1. I have read the procedures required for the project and understand the time involved, and any questions I have about the project have been answered to my satisfaction.
2. I have read the project information and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s.
3. I understand that I can withdraw from the study at any time once I begin, without affecting my relationship with the researcher/s now or in the future.
4. I understand that my involvement is strictly confidential and no information about me will be used in any way that reveals my identity.

Note importantly that all research is monitored by the Human Ethics Committee to ensure that all studies are ethical. Concerns or complaints contact: Deputy Manager, Human Ethics Administration, University of Sydney +61 2 8627 8176 (Telephone; +61 2 8627 8177 (Facsimile) or ro.humanethics@sydney.edu.au. You have the right to withdraw from a study at any time if you have an objection to it.

Getting the most out of research

- Become familiar with the system once you have logged in. You are able to see all your future appointments, you are able to cancel appointments if they are more than 24 hours away, you are able to contact researchers for either future or past research, and you are able to see how much credit you have earned.
- Never participate in an experiment you have not signed up for. Good researchers will have a list of the participants they expect, and if you are not on that list:
  - You might be in the wrong place (and a researcher somewhere else is waiting for you).
  - You might have made an error signing up (you can check on the internet from anywhere)
  - Even if you complete the study, the researcher will be unable to credit you.
  - If something goes wrong, there is no record of you having consented to be tested in that particular experiment.
- Once you have participated in a study, find out what it was about. Make sure every researcher debriefs you properly, explaining the kind of psychology the study relates to, why the research is being conducted, and what they hope to find.
- Make a serious attempt at every study. You receive credit for research participation. Do not expect credit if you are wasting everyone’s time by choosing answers randomly in an online questionnaire or hammering on the keyboard with your eyes closed in lab based research. There are no ‘right’ answers for research, but if it is clear you are not even following the instructions you will not be credited.
• Don’t get lost. If it is not clear to you a few days before the study runs where it will be, contact the researcher.
• Pay attention to the requirements. There is no point signing up for an experiment for “smokers only” if you are a non-smoker.
• If you receive a penalty, you might be able to negotiate with the researcher to participate in their study another time. If they agree, don’t be late a second time or the penalty will stand.
• If you arrive at the correct location of a study on time, and there is no researcher there, you might be eligible for a partial credit (and an apology). Contact the researcher first, then the subject pool coordinator if a dispute persists, however do note that it is reasonable for both participants and researchers to wait no more than ten minutes after the appointment time for each other.

Where to ask for help

<table>
<thead>
<tr>
<th>I don’t understand how to use SONA</th>
<th>Read this manual. Check the online documentation on SONA. Ask your colleagues. Ask your tutor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am unsure of what my password is</td>
<td>Click on ‘Lost your password?’ on the SONA website and enter your UNIKEY. You MUST have access to your university email address.</td>
</tr>
<tr>
<td>SONA does not recognize my UNIKEY</td>
<td>Check you’ve entered your UNIKEY correctly. If you have enrolled late, then simply wait (we will update SONA weekly with new enrolments). If the problem persists for more than a week, email your tutor with the details.</td>
</tr>
<tr>
<td>I’ve forgotten the study details</td>
<td>Login to SONA, and find your appointment slot – the details will always be there.</td>
</tr>
<tr>
<td>I cannot make the study (&gt;24 hours before)</td>
<td>CANCEL THE APPOINTMENT YOURSELF Simply login and scroll down to your appointments to do this. There is no need to email anyone.</td>
</tr>
<tr>
<td>I cannot make the experiment (&lt;24 hours before)</td>
<td>Login to SONA, then find the researcher’s contact details – contact them and say you cannot make the time. Unless you have a medical certificate you will not necessarily escape a penalty, but you have saved them the trouble of waiting for you. NB: There’s no point ‘replying’ to any automated reminder you will be sent, since you would be talking to a computer.</td>
</tr>
<tr>
<td>Where is the room?</td>
<td>The location is listed on the SONA website. Depending on how late you have left it to find out, you may want to contact the researcher by email or phone, ask your tutor, or consult a map on the University of Sydney website.</td>
</tr>
<tr>
<td>I disagree with a penalty</td>
<td>Contact the researcher first – login to SONA, find their details and email or phone them.</td>
</tr>
<tr>
<td>I have a problem with the researcher</td>
<td>Contact the Subject Pool Administrator Dr Caleb Owens <a href="mailto:caleb.owens@sydney.edu.au">caleb.owens@sydney.edu.au</a>. Be sure to cite the experiment name and the names of the researchers involved.</td>
</tr>
<tr>
<td>I have a problem with the research</td>
<td>Contact the Deputy Manager, Human Ethics Administration, University of Sydney +61 2 8627 8176 (Telephone); +61 2 8627 8177 (Facsimile) or <a href="mailto:ro.humanethics@sydney.edu.au">ro.humanethics@sydney.edu.au</a>. Include as much information as possible.</td>
</tr>
</tbody>
</table>

Note importantly that since you have constant online access to SONA it is your responsibility to ensure that your study participation is appropriately rewarded. Researchers should be contacted as soon as a problem arises, and the pool administrator (see above) contacted promptly if problems persist. The last day changes can be made is one week after testing finishes (Friday 20th June). Penalties and credits not contested by that date will stand.
PLAGIARISM

Plagiarism occurs when you present someone else’s words or ideas as your own. Plagiarism is a kind of stealing, and is dishonest and unacceptable. The University has very clear and strict guidelines about responding to plagiarism and the penalties for this are quite severe.

Over the years we have pioneered many elaborate techniques in first year psychology to reduce levels of plagiarism. This semester we have the following resources for you:

2. In your Week 4 Writing tutorial, as well as participating in an important writing and citation exercise, you will get hands on experience with similarity detecting software
3. A brand new “Writing and Plagiarism Module” has been developed for Psychology students, which includes a 14 page resource and an online quiz which must be completed (with full marks) before you can receive your essay topic.


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

- All other essays submitted by other students in this course
- The set reference which is the focus of your essay
- Many other key references which we will submit to Turnitin
- All other work submitted to Turnitin by University of Sydney Students
- All other work submitted by students from around the world to Turnitin’s global database
- Internet and academic resources Turnitin has access to (e.g. journals, books, essay websites etc.)

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

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

In PSYC1001 we will never give you access to a Turnitin originality report for your essay. This is because:

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

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

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

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

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

Our School Policy is this:

| Plagiarism is not permitted in

Are you sure you know what plagiarism is?

Please refer to the University policy and procedures on plagiarism:

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

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

Here is a very clear outline of what is regarded by the University as plagiarism:

First, never use another person’s words without acknowledging that person. Generally, it is best to avoid quotations anyway. Unless someone has said something more clearly than you could ever say it, or there is some special significance to what they have said, use your own words. You need to learn to express yourself clearly in writing and, like most other skills, this requires practice. If you do use a quotation this should be indicated in the conventional way by enclosing the quoted passage within quotation marks and by providing a precise reference for the source of the quote, including page number/s.

Second, never use another person’s ideas without acknowledging that person. Even paraphrasing someone else is plagiarizing, if you do not acknowledge them. You do this by giving their name and the year in which they presented the idea; you do not need a page number except for quotes (see above). Expressing an idea without giving a citation implies that it is your own idea. Especially when you are starting out in psychology, most of what you say in an essay will be information that you have read somewhere. So we expect that you will provide a citation for almost every claim that you make. Correct referencing style is one of the things for which marks will be awarded.
This does not mean that you can simply string together a whole lot of ideas from other people and call it your essay. If all you do is reproduce what someone else has said about a topic (with a bit of editing you are unlikely to understand the information. So, you need to structure the information you have collected (and acknowledged appropriately into an argument that is your own. The originality of your thinking should be evident in the way in which you answer the question, show understanding of the topic, and structure the written assignment.

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

In all of the above, “another person” can be a published author or another student. Copying (even with some paraphrasing) is plagiarism. Avoid the possibility of copying, or being copied by, another student. It is okay to discuss a topic with another student, but avoid ever seeing their written work. It is too easy to “incorporate” it into your own work (even without realizing it). Also, avoid letting other students see your written work. On the rare occasion where this could be appropriate, make sure that the other student acknowledges your contribution as the original author. Otherwise what may perhaps have been intended as an act of generosity could have harmful consequences.

The line between assistance and collaboration

We encourage you to talk with your colleagues about your assignments, but when does working/studying together cross the line into collaboration? While collaboration is essential and understood for group assignments in other courses, in PSYC1001 you are expected to produce your essay entirely on your own. Here’s where the line is.

What you can do:
- Talk to other PSYC1001 students about how you are approaching the essay.
- Ask your colleagues (verbally) for advice on the effectiveness of arguments you are thinking of using in your essay.
- Ask for or offer suggestions for appropriate reading/references related to the essay.

What you should never do:
- Show another student any part of your written work.
- Share with another student any part of your written work.
- Write your essay with another student.
- Discuss your writing of the essay with another student non-verbally (e.g. by letter, email, facebook, sms or any kind of online messaging).
- Give away your email password.
- Allow another student access to any location where your assignment is stored (e.g. email, USB, network, computer)

In other words there is no harm in talking with fellow students about an assignment, or even meeting formally to discuss an assignment as part of a study group. However since the work of writing the assignment is yours alone, you should not be writing the assignment together, you should not be sharing notes or written materials of any kind, and you should certainly not show, send or give anyone any part of your assignment.

And do not accept written material from another student (or ‘helpful’ college tutor who completed another course or the same course in previous years. It is still not your work if you accept this ‘help’ and you will be easily caught because we keep assignment submissions from earlier years.
DISRUPTIONS TO YOUR STUDY

This unit of study requires attendance and takes up a lot of time for study, research, and writing. Many aspects of life will intrude, and in some instances you are allowed some flexibility in how you complete the course. Consider which category of allowance you should apply for. PSYC1001 falls in the FACULTY OF SCIENCE, for the purposes of these procedures and forms.

1. If your work during a teaching period or performance in an exam or assessment has been affected by serious illness or misadventure, then you can apply for SPECIAL CONSIDERATION (more information below).
2. If you are aware of future difficulties related to your participation in essential community commitments then you can apply for SPECIAL ARRANGEMENTS (more information below).
3. If your work during a teaching period or performance in an exam or assessment has been or is likely to be affected by a continuing condition, then you should REGISTER WITH DISABILITY SERVICES as soon as possible (more information below).
4. If your work during a teaching period or performance in an exam or assessment has been or is likely to be affected by a holiday or other commitments which do not fall under Special Arrangements, then you will simply have to decide which aspect of your life is more important. If you notice clashes between your holiday plans and the exam period for example, unenrol before the census date. If you are going to be absent for large parts of the semester because of commitments which do not fall under Special Arrangements, unenrol before the census date.

SPECIAL CONSIDERATION

What to do:
• Understand that the Faculty of Science is in charge of Special Consideration for Psychology, regardless of the Faculty your degree originates in.
• Start by going to the Faculty of Science Webpage, and downloading the ‘Special Consideration’ pack
  

• The application pack contains a section, which your practitioner must fill out. Keep this in mind, and plan a trip to your practitioner after you have obtained this form for them.
• Once you have completed your application, submit it to the Faculty of Science Office in person (Level 1 Carslaw building).

Important:
• If you are applying for Special Consideration, that usually means you have been sick or still are sick – and since the forms need to be submitted in person, you might want to ask a friend or family member to do this for you.
• Lodge your application within five working days of the assessment task for which consideration is sought. This is most important. The Faculty of Science will not accept late applications unless the illness itself is prolonged. “Within five working days” means no earlier than five working days before and no later than five working days after. Late applications may be considered if you can justify their lateness (refer to the Faculty Guidelines).
• 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 means that you are unable to submit an assignment at all (before the return date, or are unable to complete a supplementary exam, then you should attempt to
withdraw or discontinue (DNF) from the course. You still have to complete the course, so if that is not possible, you ought to leave the course as soon as it becomes apparent that you will struggle to finish it.

- Special Consideration is not an option for students who wait until the final marks are made available (and just fail or go worse than they expected) to let us know there was a problem. If you are not sure whether a misadventure has affected you, it is wise to lodge a special consideration at the time just in case. Allowing you to find excuses for your poor performance after the fact is not what special consideration is for.

FOR THE DIFFERENT COMPONENTS OF PSYC1001

**ESSAY**

If you suffer illness or misadventure while completing your essay, apply for special consideration within five working days of the due date in Week 8 and ask for an extension. Do not submit an essay while sick, and expect to have marks added to it; instead, apply for an extension, and complete your essay when you are well. Your tutor will mark the first submission you make, so do not submit any version of your assignment which is not final. If you apply for an extension you will most likely be given an extension for the amount of time you are considered to have been affected. Since it takes time for paperwork to be processed, and/or you may have submitted your application after the due date, you may receive notice of a new due date after that date has passed. So ensure you submit your essay as soon as you are able, or at least before you expect an extension will be granted for. Note that 4pm on the Friday of Week 12 (May 30th) is the last day we will accept assignments on the original topics with or without extensions. Also note that because the essay is online submission only, technical problems are not considered grounds for special consideration. You are strongly advised to attempt to submit your essay online, at the latest, the night before the due date. If something goes wrong you can always come into University on the due date and we can assist you to submit. If you ignore this advice and suffer a technical problem or network congestion on the due date, then that incident is not covered under special consideration.

**QUIZZES**

Technical problems are not considered grounds for special consideration in regard to the online quizzes. Also, because each quiz is available for an entire week at a time, then you must be considerably incapacitated by illness. It is unreasonable to expect a missed quiz to be excused because you left it until the last day and then suffered a misadventure. Lodge a Special Consideration application which notes the quizzes you have missed. If it is accepted then most likely your missing quiz score will be estimated from your average quiz score (which includes the 0 scores of missed quizzes).

**RESEARCH PARTICIPATION**

If you are penalized by a particular researcher for non-attendance, and they do not accept your excuse, then you should apply for Special Consideration for just that session (within 5 working days of the penalty being issued). Studies are available throughout the semester, and only 5 hours of participation are required for a maximum score. Since this is completed easily in half a day, Special Consideration for research participation as a whole is extremely rare, and would imply you are totally incapacitated for much of the semester, in which case we would recommend you attempt to discontinue not fail (DNF). If you cannot accept the risks of participating in studies (e.g. a study may be cancelled, fewer studies are available in stuvac etc.) then you should opt out and apply to complete an alternate assignment before the end of Week 5. It is unreasonable to wait until the end of the semester, and then apply for Special Consideration for this entire component because you were affected in the last few weeks.
**FINAL EXAMINATION**

If you are ill close to the final examination, consider whether you will sit it. If you choose to sit it while ill, you can still apply for special consideration within 5 working days of the examination, and you might be offered a supplementary exam depending on your final marks. If you choose not to sit the exam, then apply for special consideration within 5 working days and you may be offered a supplementary exam at a later date. We will give you information about the time and location of any supplementary exam via email. If you are unable to attend any supplementary exams we offer you (held in July only) because of documented illness or misadventure then you may receive a DNF for the course.

**SPECIAL ARRANGEMENTS**

As soon as you are aware of any conflict between community commitments and an assessment date (and at least 5 days before that date), you should submit an application to the Faculty of Science for Special Arrangements. You must demonstrate you will be absent from university on the assessment due date because of commitments such as: religious holidays, court appearances, sporting commitments (when representing the University, state or country), Australian Army commitments, parental or adoption commitments or some commitments relating to employment. For more information on these categories, the policy, and an application form go to: [http://sydney.edu.au/science/cstudent/ug/forms.shtml](http://sydney.edu.au/science/cstudent/ug/forms.shtml) special_arrangements

**DISABILITY SERVICES**

Disability Services assists current students of the University of Sydney who have a disability to access reasonable adjustments. Disability Services work closely with others in the administration and academic departments of the University to ensure that appropriate arrangements relating to teaching and assessment are made for students with disabilities, whilst maintaining the academic integrity and core requirements of individual courses. The range of disabilities that Disability Services accommodate are those as defined by the Disability Discrimination Act (DDA 1992) and include:

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

Services provided to students registered with Disability Services may include Letters of Notification to Academic staff; Assistive Technology; Library Support Services; Access to Resting Rooms; Lockers; Access Provisions for students with physical disabilities; Assignment and Examination Support; Lecture Support; Loan of Equipment; and access to other relevant support services.

Who is eligible for Disability Services?

Services and support are provided through Disability Services where:

- A student has a disability as defined in the Disability Discrimination Act (1992), AND
- That disability impacts or in the case of prospective students has the potential to impact on the student’s University studies in some way, AND
- The student has supporting documentation i.e. medical documentation describing the disability and any corresponding need for the services and/or adjustments.

Eligibility is determined at a registration appointment with a Disability Services Officer.
How do students register for Disability Services?
You will need to begin the registration process online via the Disability Services website. You will need to provide supporting documentation using the Supporting Documentation Form and make an appointment with a Disability Services Officer. During the appointment the Disability Services Officer will review the documentation and assess your eligibility for services.

Eligibility for each service is based on general eligibility for support services AND reasonable adjustments necessary to assist in reducing the impact of your disability on your studies.

When assessing whether an adjustment is ‘reasonable’, the Disability Services Officer will consider in consultation with academic or other staff if appropriate:

1. The inherent requirements of the course that demonstrate core learning outcomes
2. The extent to which your disability impacts upon your studies
3. The effect, if any, of the adjustment on other students or the teaching and learning process; and
4. The resources required.

Contacts
For an Appointment or General Enquiry: 02 8627 8422
Email: disability.services@sydney.edu.au

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

THE UNIVERSITY OF SYDNEY LIBRARY

Find us at sydney.edu.au/library/

The University of Sydney Library has 12 libraries in different locations, on different subjects with different facilities. Fisher Library is where you will find the physical collection of most relevance to your Psychology studies. Fisher library is located on Eastern Ave, Camperdown Campus. We also have much available online – please visit the library homepage – see above

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

Psychology books in high demand

Copies of high demand books are kept in the 2 Hour Loan collection (located on Level 3 of Fisher Library. Most of your required and recommended items will be here. Details of items held specifically for your unit of study can be found through the catalogue. Search under your UOS code at http://opac.library.usyd.edu.au/search/r

Psychology subject guide

Your Psychology Faculty Liaison Librarian has put together a comprehensive subject guide that includes links to Psychology databases, internet resources, information on tests and more. You will find this at http://libguides.library.usyd.edu.au/psychology
Finding items on your reading list

Your reading lists will contain different styles of citations, depending on your type of publication. The link below will take you to help on finding items on your reading list - http://www.library.usyd.edu.au/elearning/learn/findbook/index.php

Electronic Readings

If you go to the library website and choose ‘Unit of Study Readings’, you can bring up a list of journal articles and book chapters set as readings for PSYC1001. All of these are available electronically and can be read online on campus or from home. This is also where you may find recommended references for your assignments, or readings associated with tutorials or lectures. However you do not need to read all the items; only read something if you see that it is referenced elsewhere (or if you’re interested).

Database searching classes

In order to find research material for your assignments you may find that you will have to search in a subject database. The Psychology Faculty Liaison Librarian runs weekly classes on using Psychology databases to find this material. To see a list of available classes and to reserve a space, visit the Psychology subject guide and click on the links on the front page.
PSYCHOLOGY 1001 Syllabus

PERSONALITY

1. The concept of personality: in search of the "soul".
2. Psychoanalytic and psychodynamic approaches to personality.
3. Cognitive and behavioural approaches to personality.
4. Humanistic and existential approaches to personality.
5. Psychobiological and lexical approaches to personality.
6. Personality assessment and applications.

References:
Personality Theories: [http://webspace.ship.edu/cgboer/perscontents.html](http://webspace.ship.edu/cgboer/perscontents.html)

SOCIAL PSYCHOLOGY

1. Introduction to social psychology.
   What is social psychology? What do social psychologists study? Research methods used in social psychology: Descriptive methods vs. Experimental Methods.
2. Social influence I: Social facilitation.
3. Social influence II: Social loafing
   What is social loafing? Factors that contribute to social loafing. Theories of social loafing (Latané and colleagues). How to stop social loafing in groups.
6. Social Perception I: Attributions; stereotypes
   Attribution theories. Person vs. situational attributions. Attributional biases (e.g., the fundamental attribution error). Stereotypes and attributions. The self-fulfilling prophecy.
7. Social Perception II: Attitudes and summary
   What are attitudes? How attitudes guide our behaviour. Summary of the social psychology lectures.

References:

SCIENCE AND STATISTICS IN PSYCHOLOGY

1. The role of Science in Psychology.
2. Distinguishing scientific theories and explanations from pseudo-science.
3. Constructing hypotheses: understanding null hypotheses and experimental hypotheses and the distinction between seeking proof and disproof.
4. Understanding the role of constructs in psychological measurement.
5. Research designs in psychological research. The distinction between true experiments, quasi-experiments and correlational studies and how choice of design affects internal and external validity.
6. Variability in measurement as expressed by standard deviation, and the normal curve.
7. The use of statistics in scientific decision making. The role of probability in understanding scientific conclusions.
8. The role of the p-value and power. Recognizing the role of the sample and sample size in understanding conclusions.

References:
1. http://noba.to/f46mcbxg

APPLIED PSYCHOLOGY (FORENSIC)

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

References:
NEUROSCIENCE

1. Biological psychology: Evolutionary psychology
2. Basic principles, methods
3. Anatomical organisation of the nervous system
4. Psychopharmacology
5. Emotions
6. Cognitive processes

References:
1. http://noba.to/mxbgyeds

HUMAN DEVELOPMENT

1. Introduction to Human Development: Approaches and research methods
3. How infancy and early childhood can shape your life for years to come.
5. Social and emotional development.

References:
GRADUATE ATTRIBUTES AND STUDENT LEARNING OUTCOMES FOR PSYC1001

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

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

Graduate Attribute 1: Knowledge and Understanding of Psychology

By the end of this course students should be able to demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology. These topics were listed in the previous ‘Syllabus’ section, turn back a few pages to read about them in detail.

Students should also be able to:
• Demonstrate knowledge of the theoretical and empirical bases underpinning evidence-based approaches to psychological intervention.
• Delineate psychology as a scientific discipline.
• Explain the major themes (e.g., interaction of genetics and environment and perspectives (e.g., behavioural, evolutionary, socio-cultural of psychology).
• Explain psychological phenomena using the concepts, language, and major theories of the discipline.

Graduate Attribute 2: Research Methods in Psychology

By the end of this course students should be able to understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.
You should be able to:
• Describe the basic characteristics of the science of psychology.
• Describe, apply and evaluate the different research methods used by psychologists.
• Locate, evaluate and use information appropriately in the research process.
• Use basic word-processing, and online programs.
• Undertake literature searches; critically analyse theoretical and empirical studies and express this in writing.

Graduate Attribute 3: Critical Thinking Skills in Psychology

By the end of this course students should be able to respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes.
You should be able to:
• Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes.
• Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.
• Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
• Recognise and defend against the major fallacies of human thinking.
• Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.
Graduate Attribute 4: Values in Psychology

By the end of this course you should be able to appreciate the value of empirical evidence, but also the need to act ethically and professionally in obtaining it. Since human behaviour is often the focus of study, you should attempt to understand the complexity of socio-cultural and international diversity. For example in Psychology 1001 we have a tutorial dedicated to Prejudice.

Graduate Attribute 5: Communication Skills in Psychology

By the end of the course you should be able to write a standard psychology essay using American Psychological Association (APA) structure and formatting conventions. This can be a challenging task the first time, since a psychology essay must meet strict conventions relating to language and referencing. Given many class discussions and interactions you should also be able to demonstrate effective interpersonal communication skills such as being able to listen accurately and actively and even use psychological concepts and theories to understand interactions with others.

Graduate Attribute 6: Learning and the Application of Psychology

By the end of this course you should also be able to apply psychological principles to personal, social, and organisational issues. Aim to be able to:
• Describe major areas of applied psychology.
• Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
• Reflect on your experiences and learn from them in order to identify and articulate your personal, socio-cultural, and professional values; demonstrate insightful awareness of your feelings, motives, and attitudes based on psychological principles.
• Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporates feedback for improved performance; purposefully evaluate the quality of one's thinking (metacognition).
• Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.