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### IMPORTANT DATES FOR PSYCHOLOGY 1002

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day for tutorial time change requests</td>
<td>Friday of Week 2, 7th August</td>
</tr>
<tr>
<td>First Online Quiz (1 of 6)</td>
<td>Week 3, from Monday 10th August</td>
</tr>
<tr>
<td>Last day to request a report as an alternative to participation in research</td>
<td>Friday of Week 5, 28th August</td>
</tr>
<tr>
<td>Due DATE and TIME of Research Report</td>
<td>Complete the submission process before 4pm on Wednesday 23rd September</td>
</tr>
<tr>
<td>Last possible DATE and TIME for submission of reports (with or without extensions)</td>
<td>Complete the submission process before 4pm Friday 23rd October</td>
</tr>
<tr>
<td>Last Online Quiz (6 of 6)</td>
<td>Week 12, from Monday 19th October</td>
</tr>
<tr>
<td>Last day for participation in research</td>
<td>Friday of STUVAC, 6th November</td>
</tr>
<tr>
<td>Last day to contest SONA Credits or Penalties</td>
<td>Friday 13th November</td>
</tr>
<tr>
<td>Last day for requests to sit replacement exam (due to sickness/misadventure)</td>
<td>Five working days after the date of the final exam</td>
</tr>
<tr>
<td>Final day for any submission to do with Psychology 1002 (Due date of Alternate Report)</td>
<td>Monday 23rd November</td>
</tr>
</tbody>
</table>
WELCOME AND INTRODUCTION

Welcome to the School of Psychology at the University of Sydney. Our Junior Psychology units of study aim to provide you with a solid grounding in the 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 PSYC1002 you need to understand these important regulations, particularly those related to due dates, plagiarism and special consideration. The second half of this manual contains materials related to tutorials, and so you should bring it to every tutorial.

Appendix A (at the end of this manual) gives a summary of how students performed in this same course a year ago, and the advice they wanted to give you as you begin this course. My favourite 2014 comment is: Don’t let Caleb scare you. You’re going to be just fine. And I agree, much of the early part of this manual is written for the minority of students who need everything spelt out, but I am happy to help them, so I’m sorry everyone has to read some scary paragraphs.

PSYC1002 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 is it your responsibility to understand the way this course works. Start by reading the first part of this manual. There is a quiz on Blackboard which has 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.

Key student responsibilities:

- **EMAIL**
  - 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).
  - Begin any email by addressing the recipient formally. Do not expect a reply if you call someone “Hey” and/or do not even sign off with your own name. For more: http://www.101emaitiquettetips.com/
- **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 plagiarise.** 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 all lectures and tutorials.
- **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 that is not clear.**

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

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

THE PSYCHOLOGY COUNTER

<table>
<thead>
<tr>
<th>Location:</th>
<th>Ground Floor, Brennan MacCallum Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>02 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-ORDINATOR

The PSYC1002 Coordinator is Dr Caleb Owens. His office is in the Brennan MacCallum Building, Room 453, and his telephone number is 9351 7523. His email address is: caleb.owens@sydney.edu.au. Caleb is also your ‘Cognitive Processes’ lecturer this semester, so you can always talk to him after any of those lectures as well.

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, especially those 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 PLAGIARISM 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.
• Change your assignment mark once assignments are returned.

THE PSYC1002 ELEARNING WEBSITE

Information relating to lectures and tutorials will be available on the PSYC1002 eLearning site. (logon to: http://elearning.sydney.edu.au). 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 (IE, Safari and Chrome have caused issues in the past), and cookies must be turned on. 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 Name</th>
<th>Purpose</th>
<th>Unlocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Quiz you need to get full marks on to unlock the rest of this website</td>
<td>Demonstrate you understand basic information about the course</td>
<td>Lecture Materials, Tutorial Materials, Online Quizzes, Research Participation, Final Exam, Videos, Writing and Plagiarism Quiz</td>
</tr>
<tr>
<td>Writing and Plagiarism Quiz</td>
<td>Demonstrate you understand what plagiarism is and how to avoid it</td>
<td>ASSESSMENT:Research Report folder, which contains: Research Report Materials, Research Report FAQ, Policy Acknowledgement Quiz, Alternate Research Report Materials, Assessment Criteria</td>
</tr>
<tr>
<td>PSYC1002 Research Report assignment: Policy Acknowledgement</td>
<td>Records your agreement to submission procedures, university policies and a statement that your Research Report consists of your own words unless indicated (Functions like signing a coversheet)</td>
<td>PSYC1002 Research Report assignment (ONLINE SUBMISSION)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSYC1002 Alternate Research Report assignment (ONLINE SUBMISSION)</td>
</tr>
</tbody>
</table>

TEXTBOOKS

The only purchasable resource we require you to have access to in PSYC1001 and PSYC1002 is the “PSYKTREK” CD-ROM.

PSYTREK 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. Your receipt should contain the code you need to access the materials; no one else will know this code – if anything is unclear ask the vendor.

Ensure you purchase what is best for you (CD or online pass) because they are two separate products and one cannot be exchanged for another. WAIT UNTIL SEMESTER BEGINS if you are unsure. Presumably all you are purchasing is an online access code, so ensure you get it when you buy it – there’s no one else who can give you a code.

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

Note that PSYKTREK is used in both PSYC1001 and PSYC1002. There are no other required or recommended resources for PSYC1001 or PSYC1002 you can buy.
READINGS

A list of readings for different areas of Psychology 1002 is provided in the Section of this Manual titled: PSYCHOLOGY 1002 SYLLABUS. Most readings will be available online, either via direct web links or via the University of Sydney Library. To find most of them, go to the Sydney University website, then the library website, then the catalogue, then search under Unit of Study for PSYC1002.

STRUCTURE OF PSYCHOLOGY 1002

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

LECTURE SERIES

You will need to attend one lecture on Monday, one on Tuesday, and one on Thursday. Each lecture is repeated multiple times (by the same lecturer). 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. If you cannot attend your timetabled lecture, simply accept you have missed it and attempt to catch up via the slides, recordings and friend’s notes – do not take another student’s seat at another lecture you are not timetabled to attend; do not ask a lecturer when their other lectures are.

PSYC1001 had a complex system of streaming lectures because each lecture had to be repeated four times. PSYC1002 is a (slightly) smaller course, which allows us to deliver lectures in blocks. The table shows the order lectures will be delivered, and how many of each will be delivered. The name and email of the staff member responsible for teaching each area is also given in the table.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3</td>
<td>Perception</td>
<td>Prof Frans Verstraten</td>
<td><a href="mailto:frans.verstraten@sydney.edu.au">frans.verstraten@sydney.edu.au</a></td>
</tr>
<tr>
<td>3 to 5</td>
<td>Learning and Motivation</td>
<td>Dr Evan Livesey</td>
<td><a href="mailto:evan.livesey@sydney.edu.au">evan.livesey@sydney.edu.au</a></td>
</tr>
<tr>
<td>6 to 7</td>
<td>Mental Abilities</td>
<td>Dr Damian Birney</td>
<td><a href="mailto:damian.birney@sydney.edu.au">damian.birney@sydney.edu.au</a></td>
</tr>
<tr>
<td>8 to 9</td>
<td>Neuroscience</td>
<td>Dr Justin Harris</td>
<td><a href="mailto:justin.harris@sydney.edu.au">justin.harris@sydney.edu.au</a></td>
</tr>
<tr>
<td>9 to 11</td>
<td>Cognitive Processes</td>
<td>Dr Caleb Owens</td>
<td><a href="mailto:caleb.owens@sydney.edu.au">caleb.owens@sydney.edu.au</a></td>
</tr>
<tr>
<td>12 to 13</td>
<td>Abnormal</td>
<td>Dr Marianna Szabo</td>
<td><a href="mailto:marianna.szabo@sydney.edu.au">marianna.szabo@sydney.edu.au</a></td>
</tr>
</tbody>
</table>

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 PowerPoint outlines for their lectures on the eLearning/Blackboard website for this course. 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 PowerPoint 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 usually recorded by a central system operating outside the School of Psychology. The link is usually on the left menu of the Blackboard site under “Lecture Recordings” (once unlocked). Sometimes the recordings do not work at all, sometimes the quality is not great, 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 and you will never see certain copyrighted materials presented by lecturers (because these are excluded from the online outlines).

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 take 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 apologise 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>27th July</td>
<td>No tutorial</td>
</tr>
<tr>
<td>2</td>
<td>3rd August</td>
<td>[C] Introduction to the course, PSYC1001 revision, and the Research Report Experiment</td>
</tr>
<tr>
<td>3</td>
<td>10th August</td>
<td>Perception Quiz 1 online this week</td>
</tr>
<tr>
<td>4</td>
<td>17th August</td>
<td>Learning</td>
</tr>
<tr>
<td>5</td>
<td>24th August</td>
<td>Motivation Quiz 2 online this week</td>
</tr>
<tr>
<td>6</td>
<td>31st August</td>
<td>Writing a research report in psychology: Sections of an APA report and the marking rubric</td>
</tr>
<tr>
<td>7</td>
<td>7th September</td>
<td>[C] Writing, paraphrasing and referencing in Psychology</td>
</tr>
<tr>
<td>8</td>
<td>14th September</td>
<td>Mental Abilities Quiz 3 online this week</td>
</tr>
<tr>
<td>9</td>
<td>21st September</td>
<td>Neuroscience Research Report due before 4pm Wednesday Quiz 4 online this week</td>
</tr>
<tr>
<td>Mid-Semester Break</td>
<td>Monday 28th September to Monday 5th October Inc</td>
<td>No tutorial</td>
</tr>
<tr>
<td>10</td>
<td>5th October*</td>
<td>Research Ethics*</td>
</tr>
<tr>
<td>11</td>
<td>12th October</td>
<td>[C] Cognitive Processes Quiz 5 online this week</td>
</tr>
<tr>
<td>12</td>
<td>19th October</td>
<td>Abnormal Quiz 6 online this week</td>
</tr>
<tr>
<td>13</td>
<td>26th October</td>
<td>[C] Revision, feedback and research report feedback</td>
</tr>
<tr>
<td>StuVac</td>
<td>Monday 2nd November – Friday 6th November</td>
<td>No tutorial</td>
</tr>
<tr>
<td>Exam period</td>
<td>9th November – 21st November</td>
<td>No tutorial</td>
</tr>
</tbody>
</table>

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

[C] This means a tutorial requires the use of computers. We usually have just the right number for the number of students enrolled. If you are unable to attend your tutorial for just one week you are most welcome to ask a tutor if you can sit in another tutorial (or ideally your own tutor in a different class), however for [C] weeks the students actually enrolled in the tutorial obviously have priority for the computers.
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:

Until 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

From Week 2:

Students can no longer change their timetable via the online system or the Timetabling Unit office. Only the School of Psychology can assist with this. The procedure to do so is:

1. Check the tutorials times for each Unit of Study on the list of classes at the Psychology Counter (Brennan-MacCallum room 325)
2. If there is room in the class you want to move to AND your timetable is free at that time, the psychology admin staff may be able to help you move to that class.
3. Note some classes will be listed as FULL or OVER. The ONLY way to change into a FULL or OVER class is to find a “swap” with another student. Once you have found someone, both of you must come to the Psychology Counter (Brennan-MacCallum room 325; open 12:30-4:00pm) and complete the swap together with the student admin staff

Please note that:
• Changes from Week 2 must be made in person. No requests will be actioned over the telephone or by email.
• Any change made to your timetable is likely to result in one or more of your classes being automatically reallocated. You cannot choose to keep some classes the same while moving others.
• You cannot revert to a previous timetable.

It is highly inadvisable to change tutorial classes after Week 3 of the semester, because 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.

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 PSYC1002 tutorials:

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

Expected of students in PSYC1002 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.
- Make reasonable demands of tutors (see earlier section YOUR TUTORS).
ATTENDANCE

You are expected to attend 80% of all timetabled activities. It is our view that students who attend less than 80% will struggle to pass the Unit. Poor attendance cannot form the basis of a Special Consideration claim. Lecture attendance cannot be replaced by reviewing audio recordings and incomplete overheads - these are intended for revision purposes only (or an occasional unplanned absence). Tutorial attendance cannot be made up for by private study and tutorials can never be recorded. If you believe you have a good reason why you are absent, hold on to your documentation/evidence of the cause, as attendance records may later be used to make decisions about issues like continued enrolment, scholarships, discontinue not fail cases, show cause and plagiarism cases. There is no need to lodge Special Consideration applications for attendance because attendance and participation are not assessable components of PSYC1002. Note however that if you are absent from timetabled activities for a great deal of the semester, you may be advised to withdraw or discontinue regardless of the causes.

If you are unable to attend your tutorial for just one week you are most welcome to ask a tutor if you can sit in another tutorial (or ideally your own tutor in a different class), however for tutorials where computers are used the students actually enrolled in the tutorial obviously have priority.

If you are unable to attend your timetabled tutorials and lectures regularly due to timetable clashes or other commitments, you should withdraw from PSYC1002 (or withdraw from another Unit, which would then allow you to attend psychology lectures and tutorials). If you have taken on so many other commitments that you have very few options, Psychology study at Sydney University may not be for you. We are a bricks and mortar campus, and this course is designed for students to attend. That is why you will not be accommodated if you choose not to attend or cannot attend. Please do not expect tutors or lecturers to reformat the course for you, if you do not plan on attending all or part of the time. Some APAC accredited Psychology courses are designed to be 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 in PSYC1002 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 or so and you may miss some assessed 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 1002: an assignment (1250 word research report), 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 (Report)</td>
<td>Online before 4pm on Wednesday 23rd September</td>
<td>25%</td>
</tr>
<tr>
<td>Exam</td>
<td>During exam period at the end of semester</td>
<td>65%</td>
</tr>
<tr>
<td>Optional Components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Tutorial Quizzes (total of 6)</td>
<td>Throughout semester, from Weeks 3-12</td>
<td>5%</td>
</tr>
<tr>
<td>5 hours of Research Participation</td>
<td>Throughout semester. Sign-up online using SONA</td>
<td>5%</td>
</tr>
<tr>
<td>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. A minimum result of 50% in BOTH PSYC1001 and PSYC1002 is required to progress to Psychology 2 units of study. A breakdown your individual marks for each assessable course component will be displayed on Blackboard after the final exam.

ASSIGNMENT: RESEARCH REPORT (25% IN TOTAL)

For Psychology 1002 you must write a 1250 word APA formatted research report (with ~150 word abstract). The Research Report Assignment is based on a real research study you are the participant in. The actual study will be conducted in your first (Week 2) PSYC1002 tutorial. If you miss this tutorial, you miss being a participant in the study your report will be based on - you can still write the report without the benefit of this experience; an online version of the study may be made available. The submission process for the Research Report must be completed online BEFORE 4pm on Wednesday 23rd September. Tutorials in Weeks 6 and 7 are dedicated to instructing you on how to write an report in the correct psychology format, and associated with those tutorials on Blackboard is a large number of supporting materials.

Understand the due date and time

Every time you see the due date and time mentioned, it says “BEFORE 4pm Wednesday 23rd September”. Think of the due date and time as the time at which you need to have finished submitting your essay online.
Metaphorically speaking, the due date and time, is the time your plane takes off. You need to be sitting on the plane by then, which means you needed to allow a lot of extra time to get to the airport, check in your luggage, go through customs, and get to the boarding gate. If you arrive at an airport five minutes before your plane is due to take off, you will miss your plane. If that happens you can throw a fit, and keep yelling “a deadline is a deadline”, but other passengers who understand the process will raise eyebrows at your ignorance.

Here is precisely what you need to do before the due date and time.

• Complete the “Writing and Plagiarism Quiz” with full marks (if you are struggling with a question, ask your tutor in your next tutorial) to unlock the Assignment folder for the research report information and submission folder
• Write your research report
• Save your research report as a single word or PDF document. Check that the single file includes the abstract, the introduction, the results section (including all figures or tables), and the references list. (You are not required to submit a Method section)
• In the submission folder in Blackboard, complete the “Research Report Policy Acknowledgement” quiz with full marks – the submission link then becomes visible
• Read through and agree to the Turnitin terms and conditions (Note that the Turnitin software runs from a different website so there may be quite a wait at this point – and if it stops working altogether, your browser or network may not be suitable)
• Upload your research report file
• Put your tutor’s name as the TITLE of the assignment (you may need to go searching for your tutors’ name in MyGrades)
• Carefully check through every single page of your upload document to ensure it is the correct file, and includes all the sections. Only when you are sure that it is ready for your tutor to mark should you press CONFIRM
• After the upload completes, go back and click on VIEW, to see what you have just submitted, and also to print a PDF receipt (printer icon in the bottom left)

All these steps need to be completed before 4pm on the due date. You can see that there is a lot that could go wrong, and a lot of little things which together take a lot of time to get through. So the strongest advice we can give to is to begin attempting to submit the evening before your due date at the absolute latest. If you are not successful, you can start by swapping browsers (Generally FIREFOX works best as a browser, whereas SAFARI, CHROME and Internet Explorer cause all kinds of issues), then swapping computers (it could be your anti-virus software) or swapping networks (e.g. computer lab firewall). If you still cannot submit by the end of the evening before, you can always come in to University the next day and seek direct assistance.

It is your responsibility to have finished submitting before the due time passes. Under no circumstances should you send your assignment to anyone else (e.g. email it to a tutor) and ask them to submit on your behalf. If you do ignore all the advice offered and only begin your first attempt to submit a few minutes from the deadline, accept that it was you who took the risk and you who will take responsibility for the consequences. It is puzzling to read emails written by 40+ year old lecturers to 18 year old students explaining that the internet is unreliable and sometimes slow. If you do finish your submission after the due time, penalties do apply.
## PENALTIES APPLYING TO THE SUBMISSION OF ASSIGNMENTS

| Assignment submitted between 1 second and 7 days late (from 4:00:00pm on Wednesday 23rd September to 3:59:59pm on Wednesday 30th September - inclusive) | -10 marks (/100) |
| Assignment submitted 7 to 14 days late (from 4:00:00pm on Wednesday 30th September to 3:59:59pm on Wednesday 7th October - inclusive) | -20 marks (/100) |
| Assignment submitted 14 to 21 days late (from 4:00:00pm on Wednesday 7th October to 3:59:59pm on Wednesday 14th October - inclusive) | -30 marks (/100) |
| Assignment submitted 21 to 28 days late (from 4:00:00pm on Wednesday 14th October to 3:59:59pm on Wednesday 21st October - inclusive) | -40 marks (/100) |
| Assignment submitted 28 to 30 days late (from 4:00:00pm on Wednesday 21st October to 3:59:59pm on Friday 23rd October - inclusive) | No mark awarded, but checked to see it is a serious attempt. |
| No assignment submitted before 4pm, 23rd October | Marked assignments are handed back at this moment so no further submissions can be made or will be accepted. A serious attempt at an alternate assignment must be completed and submitted before 4pm, Monday 23rd November to avoid an AF (absent fail for PSYC1002) |
| No serious attempt at an assignment submitted before 23rd November | AF (absent fail for PSYC1002) |

**NOTE IMPORTALLY:** Assignments submitted at precisely 4pm are considered late both by us and the Turnitin software. If your receipt says: "4pm" you have submitted your research report late and late penalties will apply. No one has ever hit 4pm exactly, but Turnitin receipts do not show seconds. Note that because late penalties increment in crude weekly packets, attempting to submit close to a deadline is **just plain foolish.** If you ignored all the earlier advice about submitting the evening before, and are rushing for the 4pm deadline, you risk receiving a penalty plus losing an extra week to work on your assignment for the same late penalty. After 3:30pm on your due date (unless it is close to the hand back date) you are most strongly advised to accept you might be late and strategically take that extra week, rather than submitting at 4:00:11pm and throwing a fit (No you cannot ask for your submission back to work on it!).

Note that 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 23rd October 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, Friday 23rd October, if you still have not completed and submitted an assignment, you must complete an alternate assignment (available on Blackboard in Week 13). The alternate assignment will be due before 4pm on Monday 23rd November, after which no more submissions of any kind will be accepted for PSYC1002. Marks are usually not awarded for the alternate assignment. If you have documentation accounting for your non-submission for an entire month, you may be advised to use it to discontinue not fail (DC) from the course, do not expect an extension beyond Friday 23rd October.
**Non-serious attempts:** To avoid an absent fail (AF) every student needs to make a serious attempt at the compulsory assessment components. Assignments which are shorter than 700 words (not including the references section or abstract), 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 assignment for no marks before 4pm, Monday 23rd November.

**CONTESTING AND ADJUSTING MARKS**

You do not have an automatic right to request re-marking of your assignment. 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 assignment has already been reviewed and discussed by multiple tutors. Also, online marking means your assignment 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 assignment 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 assignment 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 with examples from your assignment.
  - Address all specific comments made by your tutor which relate to marks
- If the unit co-ordinator receives your written case within two weeks of your assignment being returned, they may agree with you and allow your assignment 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 assignment 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 Psyktrek or Blackboard. The material you learn in tutorials will also be discussed by lecturers so it may be worthwhile referring to lecture notes too when they seem relevant.

There are 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 single BEST answer from several options. ALL final exam questions are multiple choice questions.
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 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
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. Since a deficiency in Blackboard means that item by item feedback is not given, this kind of question can frustrate students attempting to guess (hence they are used extensively in the Writing and Plagiarism Quiz!).

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 you can get to practice.

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 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 - Aug 10th – 17th</td>
<td>Perception</td>
</tr>
<tr>
<td>2</td>
<td>Week 5 – Aug 24th – 31st</td>
<td>Learning and Motivation</td>
</tr>
<tr>
<td>3</td>
<td>Week 8 - Sept 14th – 21st</td>
<td>Mental Abilities</td>
</tr>
<tr>
<td>4</td>
<td>Week 9 – Sept 21st – 28th</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>5</td>
<td>Week 11 - Oct 12th – 19th</td>
<td>Cognitive Processes and Ethics</td>
</tr>
<tr>
<td>6</td>
<td>Week 12- Oct 19th – 26th</td>
<td>Abnormal</td>
</tr>
</tbody>
</table>

Ensure you have eLearning access, (i.e. you can see the PSYC1002 Blackboard site), and you have a desktop computer which has a browser that 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 or only display the first question. Change your browser if this is the case (Firefox usually works well).
- What quizzes? Too many students simply ignore them altogether, yet they are the easiest course component to complete.
- Where are the quizzes? The quizzes appear on Blackboard only during the week they are running. These official assessable quizzes should not be confused with practice tests on the PsykTre 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 lecture material covered throughout Psychology 1002. A multiple choice question has only ONE ‘best’ answer which is considered correct. All of the material assessed in the final exam will come from the lectures and the readings which lecturers require you to read. Since lectures and tutorials overlap to such a great extent, it is worth revising some tutorial materials too. Lecturers will inform you in their lectures of what material they will be assessing. The precise date, location and seat number of your examination will be posted on the MyUni website toward the end of Semester. Much more information (and advice for study) will be posted on Blackboard as the exam approaches.

<table>
<thead>
<tr>
<th>Component</th>
<th>Number of Questions</th>
<th>% of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Processes</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Abnormal</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Mental Abilities</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Perception</td>
<td>18</td>
<td>11.7%</td>
</tr>
<tr>
<td>Learning and Motivation</td>
<td>18</td>
<td>11.7%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td><strong>65%</strong></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 Abnormal section of the exam, then you meet the basic level of understanding required to pass. If you get 7 or fewer questions correct in that section, then you have not even demonstrated you understand the basics. There are no fixed distributions of marks. If all students score well then all students pass.

**ACTING AS PARTICIPANTS IN RESEARCH (5% IN TOTAL)**

This is the second voluntary component of PSYC1002 assessment. There are two reasons that involvement in research is part of Psychology 1:

1. To give you first-hand experience of what real psychological research is like.
2. To make you familiar with the problems that researchers can encounter when trying to conduct research.

Involvement in research is Psychology's form of practical work, and you are encouraged to act as participants. Because of these educational aims, we have become concerned that too many students have been participating in nothing but online studies. There's nothing wrong with online studies, but participating in a variety of studies will give you a much better understanding of how different kinds of research are conducted. 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>
</tr>
<tr>
<td>4 hours</td>
<td>4%</td>
</tr>
<tr>
<td>5 hours</td>
<td>5%</td>
</tr>
</tbody>
</table>

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

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

This is a non-compulsory assessment component of Psychology 1002. Students who do not complete this section will not automatically fail the unit of study, but will not gain the 5% allocated to this component.

If, for any reason, you do not agree to the requirements or rules of this component, you may request alternative work. The alternate to this component will be a 900 word APA formatted essay on research ethics. You will receive the 5% this component is worth if you complete a serious attempt. If you wish to do this instead of research participation, write to the Psychology Office (psychology.firstyear@sydney.edu.au) requesting the alternate work no later than the end of Week 5 (Friday 28th August).

Studies begin being advertised in Week 1 of semester, and unlike in PSYC1001 there are plenty to participate in from the very beginning.

The last day you can participate in research and receive time credit is the end of STUVAC (Friday 6th November). This includes online surveys. If they are not completed and submitted by this final date you will not receive credit.
SIGNING UP FOR STUDIES ON SONA

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

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 User ID will be your UNIKEY. To obtain a 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 realise 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 researchers 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 not be able 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>Issue</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t understand how to use SONA</td>
<td>Read this manual. Check the online documentation on SONA. Ask your colleagues. Ask your tutor.</td>
</tr>
<tr>
<td>I am unsure of what my password is</td>
<td>Click on “Lost your password?” on the SONA website and enter your UNIKEY. You MUST have access to your university email address.</td>
</tr>
<tr>
<td>SONA does not recognize my UNIKEY</td>
<td>Check you’ve entered your UNIKEY correctly. If you have enrolled late, then simply wait (we will update SONA weekly with new enrolments). If the problem persists for more than a week, email your tutor with the details.</td>
</tr>
<tr>
<td>I’ve forgotten the study details</td>
<td>Login to SONA, and find your appointment slot – the details will always be there.</td>
</tr>
<tr>
<td>I cannot make the study (&gt;24 hours before)</td>
<td>CANCEL THE APPOINTMENT YOURSELF. Simply login and scroll down to your appointments to do this. There is no need to email anyone.</td>
</tr>
<tr>
<td>I cannot make the experiment (&lt;24 hours before)</td>
<td>Login to SONA, then find the researcher’s contact details – contact them and say you cannot make the time. Unless you have a medical certificate you will not necessarily escape a penalty, but you have saved them the trouble of waiting for you. NB: There’s no point ‘replying’ to any automated reminder you will be sent, since you would be talking to a computer.</td>
</tr>
<tr>
<td>Where is the room?</td>
<td>The location is listed on the SONA website. Depending on how late you have left it to find out, you may want to contact the researcher by email or phone, ask your tutor, or consult a map on the University of Sydney website.</td>
</tr>
<tr>
<td>I disagree with a penalty</td>
<td>Contact the researcher first – login to SONA, find their details and email or phone them.</td>
</tr>
<tr>
<td>I have a problem with the researcher</td>
<td>Contact the Subject Pool Administrator Dr Caleb Owens <a href="mailto:caleb.owens@sydney.edu.au">caleb.owens@sydney.edu.au</a>. Be sure to cite the experiment name and the names of the researchers involved.</td>
</tr>
<tr>
<td>I have a problem with the research</td>
<td>Contact the Deputy Manager, Human Ethics Administration, University of Sydney +61 2 8627 8176 (Telephone); +61 2 8627 8177 (Facsimile) or <a href="mailto:ro.humanethics@sydney.edu.au">ro.humanethics@sydney.edu.au</a>. Include as much information as possible.</td>
</tr>
<tr>
<td>I missed more than 9 appointments and now I cannot seem to sign up anymore.</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 prepared to explain why you have adversely affected the research of up to 10 other students (you thought the sign-up system was a videogame with robots?) and why you should be trusted to attend the studies you sign up for in future.</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 13\textsuperscript{th} November). Penalties and credits not contested by that date will stand.

### PLAGIARISM

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

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. The “Writing and Plagiarism Module” (which also appeared in PSYC1001) includes a 14-page resource and an online quiz which must be completed (with full marks) before you can receive your essay question and materials.


**Students should note that all assignments submitted in this unit of study will be submitted to similarity detecting software.**

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

- All other assignments submitted by other students in this course
- Any suggested, set or focus references
- 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.).

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. 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 PSYC1002 we will never give you access to a Turnitin originality report for your assignment in an unsupervised setting. 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 assignment 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*, then you will first and foremost have written an atrocious assignment – one that summarizes what you have read with no original input. In addition, you may have simply copied the source. If you did write your 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/](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 word 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 content. 

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 plagiarising, 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 assignment 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 assignment. 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 realising it). Also, avoid letting other students see your written work. On the rare occasion where this could be appropriate, make sure that the other student acknowledges your contribution as the original author. Otherwise what may perhaps have been intended as an act of generosity could have harmful consequences.

The line between assistance and collaboration

We encourage you to talk with your colleagues about your assignments, but when does working/studying together cross the line into collaboration? While collaboration is essential and understood for group assignments in other courses, in PSYC1002 you are expected to produce your assignment entirely on your own. Here’s where the line is.

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

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 assignment with another student.
• Discuss your writing of the assignment 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. PSYC1002 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, withdraw 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 from: http://sydney.edu.au/science/cstudent/ug/forms.shtml special_consideration
• The application pack contains a section, which your practitioner must fill out. Keep this in mind, and plan a trip to your practitioner after you have obtained this form for them.
• Once you have completed your application, submit it to the Faculty of Science Office in person (Level 2, Carslaw building).

Important:

• If you are applying for Special Consideration, that usually means you have been sick or still are sick – and since the forms need to be submitted in person, you might want to ask a friend or family member to do this for you.
• Lodge your application within five working days of the assessment task for which consideration is sought. This is most important. The Faculty of Science will not accept late applications unless the illness itself is prolonged. “Within five working days” means no earlier than five working days before and no later than five working days after. Late applications may be considered if you can justify their lateness (refer to the Faculty Guidelines).

• For minor assessments, a successful Special Consideration application may result in some reweighting. However for most large assessments a successful Special Consideration application will only result in you being given greater flexibility only. For example for the major assignment, you might be offered an extension at most. If you have a prolonged illness which means that you will be unable to complete the fundamental requirements of the course then you should attempt to withdraw or discontinue (DC) from the course.

• 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. Allowing you to find excuses for your poor performance after the fact is not what special consideration is for.

FOR THE DIFFERENT COMPONENTS OF PSYC1002

RESEARCH REPORT ASSIGNMENT
If you suffer illness or misadventure while completing your assignment, apply for special consideration within five working days of the due date and ask for an extension. Do not submit an assignment while sick, and expect to have marks added to it; instead, apply for an extension, and complete your assignment when you are well. You can only make one assignment submission, 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 which is commensurate to the amount of time you are considered to have been affected and is supported by the documentation you provide with the application. Since it takes time for paperwork to be processed, and/or you may have submitted your application after the due date, you may receive notice of a new due date after that date has passed. So ensure you submit your assignment as soon as you are able, or at least before you expect an extension will be granted for. Note that 4pm on the Friday of Week 12 is the final moment we will accept assignments on the original topic with or without extensions, so all submissions must have been completed before then. If you still feel you need more time, consider that the assignment topic was available from Week 2 – most people had just over six weeks, you could not complete it with just over ten weeks. If you supply documentation demonstrating how you were seriously affected for 10 weeks (i.e. most of semester) then you will most likely be advised to discontinue from the course. Special Consideration at most can offer a minor amount of flexibility; we cannot make up for major tragedies.

Also note that because the assignment is online submission only, technical problems are not considered grounds for special consideration. You are strongly advised to attempt to submit your assignment online, at the latest, the night before your 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. If a Special Consideration is accepted then most likely unaffected quiz scores will be reweighted at the end of semester (based on the unaffected quizzes you completed or missed).

RESEARCH PARTICIPATION
If a particular researcher penalizes you 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 (DC). 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 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, you must decide whether you will sit it. You may apply for Special Consideration within 5 working days of the exam. If your application is successful and you did sit the exam, we will not mark your exam. If your application is successful you will be offered a replacement exam within a period two weeks following the final exam period. If you are not well for that replacement exam either, you can apply again for Special Consideration for the replacement exam, although if we are unable to arrange a second replacement exam a successful Special Consideration application may result in a DC (Discontinue Not Fail) for this unit. If you applied for Special Consideration not realizing this would mean we would not mark your exam (and instead were expecting extra marks), you are able to withdraw your Special Consideration from the Faculty of Science.

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 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:

- Vision
- Hearing
- Psychological
- Neurological
- Medical
- Physical
- Learning

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; Assessment 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 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

The University of Sydney Library (sydney.edu.au/library/) has 10 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 Faculty Liaison Librarian for Psychology at library.psychology@sydney.edu.au or visit them in person at the SciTech Library, Level 1 Jane Foss Russell Building, Darlington Campus. You can also phone on 903 69511.

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 Faculty Liaison Librarian for Psychology 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/skills/elearning/learn/readinglist/index.php

Electronic Readings
If you go to the library website and choose ‘Unit of Study Readings’, you can bring up a list of journal articles and book chapters set as readings for PSYC1002. All of these are available electronically and can be read online on campus or from home. This is also where you may find recommended references for your assignments, or readings associated with tutorials or lectures. However you do not need to read all the items; only read something if you see that it is referenced elsewhere (or if you’re interested).

Database searching classes
In order to find research material for your assignments you may find that you will have to search in a subject database. The Psychology Faculty Liaison Librarian runs weekly classes on using Psychology databases to find this material. To see a list of available classes and to reserve a space, visit the Psychology subject guide and click on the links on the front page.
PSYCHOLOGY 1002 SYLLABUS

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

References:

PERCEPTION
1. Basics of perceiving the world: General
2. Basics of perceiving the world: Sensory Systems
3. Basics of perceiving the world: Neurobiological Foundations
4. Basics of perceiving the world: Phenomena 1
5. Basics of perceiving the world: Phenomena 2
6. Basics of perceiving the world: Phenomena 3
7. Basics of perceiving the world: Applied Aspects

References:

LEARNING AND MOTIVATION
1. Biological Bases of Behaviour
2. Pavlovian conditioning
3. Instrumental learning
4. Stimulus Control
5. Social learning
6. Short-term sources of motivation
7. Long-term sources of motivation

References:
While there is no set textbook there are some required and recommended readings. The references for these readings will be provided during the lectures.
HUMAN MENTAL ABILITIES
1. An introduction to human mental abilities: differential psychology, intelligence, and psychological testing
2. Psychometric issues: measurement, reliability, validity, and standardisation
3. Specific tests of IQ
4. Models of intelligence
5. Group differences in intelligence: evidence and possible causes
6. Recent developments in understanding mental abilities

References:

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

References:

NEUROSCIENCE
1. Gross anatomy of the nervous system
2. Functional organisation of the brain
3. Fundamentals of neurophysiology and neuropharmacology
4. Research methods in neuroscience
5. Sleep
6. Reward
7. Learning and memory
8. Language and lateralisation

References:
GRADUATE ATTRIBUTES AND STUDENT LEARNING OUTCOMES FOR PSYC1002

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

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

Graduate Attribute 1: Knowledge and Understanding of Psychology

By the end of this course students should be able to demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology. In Psychology 1002, these topics were listed in the previous ‘Syllabus’ section; turn back a few pages to read about them in detail. Students should also be able to:

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

Graduate Attribute 2: Research Methods in Psychology

By the end of this course students should be able to understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies. You should be able to:

- Describe the basic characteristics of the science of psychology.
- Describe, apply and evaluate the different research methods used by psychologists.
- Locate, evaluate and use information appropriately in the research process.
- Use basic word-processing, and online programs.
- Undertake literature searches; critically analyse theoretical and empirical studies and express this in writing.

Graduate Attribute 3: Critical Thinking Skills in Psychology

By the end of this course students should be able to respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes. You should be able to:

- Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes.
- Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.
- Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
- Recognise and defend against the major fallacies of human thinking.
- Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.
Graduate Attribute 4: Values in Psychology

By the end of this course you should be able to appreciate the value of empirical evidence, but also the need to act ethically and professionally in obtaining it. Since human behaviour is often the focus of study, you should attempt to understand the complexity of socio-cultural and international diversity. For example in Psychology 1002 we have a tutorial dedicated to Research Ethics in Psychology.

Graduate Attribute 5: Communication Skills in Psychology

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

Graduate Attribute 6: Learning and the Application of Psychology

By the end of this course you should also be able to apply psychological principles to personal, social, and organisational issues.
Aim to be able to:

- Describe major areas of applied psychology (e.g., clinical, counselling).
- Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
- Reflect on your experiences and learn from them in order to identify and articulate your personal, socio-cultural, and professional values; demonstrate insightful awareness of your feelings, motives, and attitudes based on psychological principles.
- Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporate feedback for improved performance; purposefully evaluate the quality of one’s thinking (metacognition).
- Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.

Non-mark data (students who avoided voluntary components or did not submit assignments)

In this same course last year many students failed or received lower marks than they needed to because they simply did not participate. One hundred and nine students (~7.5%) did not bother to hand in a research report and absent failed as a result. Two hundred and twenty three students (~16%) did not complete any research participation or an alternate assignment and lost 5% of their marks as a result. And despite the online quizzes allowing unlimited attempts, three hundred and eighteen students (~22.5%) failed that component too. These “non-participation” rates are quite concerning, because it means many students paid so much money for PSYC1002 (or took on so much debt) and then did absolutely nothing. To prevent this continuing to happen we now send out directed emails throughout semester encouraging students to either start participating or withdraw.

Plagiarism cases

In PSYC1002, the unique nature of the research report (i.e. it is based on real research actually completed in tutorials) discourages plagiarism from other sources, nevertheless a single student last year did copy much of their report from another source, was found to have negligently plagiarised, lost all the marks for their assignment, and was required to complete another one for no marks. Unfortunately because of the “Damn I cannot find anything online about this assignment, let’s pressure a friend…” nature of this assignment, a further 14 students were accused of plagiarising dishonestly (copying from a friend). In three of these cases assignments were stolen (do not lend out your USB!) or other students lied to obtain them (claiming they had already submitted). The victims were not penalised. However in one case a student claimed to have had their computer broken into at college, mysteriously did not want us to contact the college or the police, and then it later emerged they had simply emailed the file to a friend – a finding of academic dishonesty, plus a liar as well. In another case, a student, after extorting a completed research report from a friend, claimed to have got so drunk (at a Christening!?) that the next morning they opened the wrong file, kept working on it, and (claimed to have) accidentally submitted it as their own – a finding of dishonest plagiarism, no marks, needed to resubmit an assignment for no marks. In three cases students willingly handed over their research reports to other students to “help” them, unfortunately assisting someone else to cheat is academic misconduct – plus “helping” someone by simply handing over a file is pretty lazy and inconsiderate, particularly when your desperate friend is then most likely to simply copy it and get caught. So the three people who asked for help in desperation lost all marks and had to resubmit another assignment for no marks. And finally two students simply couldn’t decide who copied off whom, perhaps it was profound carelessness over shared notes, we couldn’t work it out so both were penalised.

I do not even want to read through that paragraph again to make sure the numbers add up, because it was a horror of a situation. And I’m sorry that everyone – the vast majority of honest students – has to slog through the “Writing and plagiarism quiz” each semester, but I will do whatever it takes to completely avoid unpleasant situations like this occurring in the first place. You want a degree; you have to write your own assignments, from scratch, the only assistance you get is verbal.

Marks distribution

Last year apart from some very minor rounding and moderation in the final exam, all students received their raw marks. The final spread of grades was 4.7% HD; 13.2% D; 24.0% CR; 36.9% P; 21.3% F (including 8.3% AF)
Feedback from students in 2014

From end of semesters surveys (n=770) it was clear students enjoyed the tutorial program, with average ratings of tutorials all falling between 7.6 and 8.1 out of 10. The lecture program was similarly well received with an average overall rating of 7.6.

We asked students at the end of last year’s course (before the final exam):

WHAT ADVICE WOULD YOU GIVE TO NEW STUDENTS JUST STARTING PSYC1002 NEXT YEAR?

start the research report the minute you receive the details and questions for it (start reading other research relating to the topic immediately) - constantly review after each lecture as 6 topics are too overwhelming to confront all at once at once.

1. Go to every lecture, even if your dog had died or if your house was flooded. 2. Go to every tutorial else you will be kicking your foot at the end of the semester 3. You will be kicking your foot anyway, so study wisely. Do not spend lecture times writing down everything the lecturer has said. Instead, print out the pdf files, go in, and listen. 4. Often people will remember contents better if they had enjoyed it, or if something weird happened in the tutorial/lectures 5. Don't choose psyc1002 as an elective

Actually go to the lectures or at least make sure that you keep on track of listening to the recordings. Because there are so many lectures, it's hard to go back and find the one that you miss a month ago for example. The exam is very hard to study for, so make notes as you go. Do the quizzes and the sona credits to boost your marks. Don't leave the report to last minute. You will regret that.

Actually go to the lectures rather than watching/listening to them later. Some are very hands on (eg perception) and the lecturers are not as interesting as the recordings.

Actually go to the lectures. As well as getting a better handle on the information presented, watching some of these lecturers do their thing is a lesson in itself. And prepare for the tutorials! It never takes that long or a huge amount of effort, and really helps you understand the material!

Allow time to write your research reports.

Always be prepared before each tutorial, and make sure to keep up with the lecture notes and avoid cramming!

Always do pre-tutorial exercises, read up on lecture slides in advance, be aware of when quizzes are on each week and what time/day they come off, participate in tutorials and in-class discussions and enjoy!

Always go through your notes on a regular basis rather than just let them all pile up and then frantically attempt to memorise them all for the exam

Always go to lectures.

always keep up with context and notes. Thorough notes

As always, begin studying from the beginning of semester to ensure that you can cover all of the various content taught.

Ask a million questions in your tutorial about the report/assessment.

attempt every lecture and tutorials, also do pre-work before every class, review notes on that day to help you understand the course.

Attend all lectures and start your revision early to avoid information overload closer to the exams

Attend all lectures and tutorials, and keep track of all the online quizzes as well as research participation.

Attend all lectures as they are the most helpful thing. Ask questions, especially your tutor when doing the assignment. Always have fun!

Attend all lectures, if you miss one you can get so far behind and definitely more interesting than listening at home!

Attend all of the lectures, some of the content covered in lectures will not be available for review online and they are fairly important parts. Don't complain about the research report not covering or being related too the content looked at in lectures. It's not meant to. Read your manual.

Attend all lectures - don't rely on recordings

attend all the lectures!

Attend as many of the lectures and tutorials as possible and make sure to get started on the report early because it takes time to understand the results and figure out an argument. Take advantage of your tutor because they can give really useful advice outside of the actual tutorials if you make the effort to arrange a meeting.

Attend every lecture and do the prework required

Attend every lecture and listen to lectures again after each one.

Attend every lecture.

attend lectures

Attend lectures & tutorials

Attend lectures.

Attend lectures/tutorials and do notes throughout semester.

Attend the lectures!

Basically advice for any other unit - attend lectures and tutorials, pay attention to everything, do the online quizzes and SONA, and study hard to understand the concepts you're learning. Also, don't be fooled by the all-multiple-choice exam - it's harder than you think.

Be aware that there are 3 lectures a week and failing to attend even one will be a considerable set back for your study. There is a lot of content to cover and it's not easy to cram it as it takes a bit of in-depth understanding to comprehend the content in some cases. Be organised, read the book chapters they are really good. psyc trek is really good too. leave plenty of time for research report don't let yourself get too entertained in the “funner” lectures, make sure to understand the messages that they contain

be prepared

be prepared early

be prepared for a lot of content and work. try and stay on top of it through the semester otherwise final exam time gets a bit hectic

Be prepared for lectures, but don’t let the scare tactics of certain lectures hit home too hard

Be prepared to learn a lot of content and when writing notes try to condense them Have fun! It’s really interesting

Be prepared. In order to keep up with the content and be ready for the final test make sure you don’t fall behind or you will struggle

Be ready to work, and if you do then psyc1002 will reward you with intellectual prowess

Be sure to attend all tutorials. They are way more helpful than lectures.

be the early study group

Be vigilant!

Begin revision early, do pre-readings as much as possible, take time to write and edit your research report carefully to avoid silly mistakes

Begin studying as soon as the semester starts.

Begin the Research Report early, don't leave it till the last minute. There is so much to read through to find great research that is highly relevant to your report and leaving this to the last minute will just stress you out. Attend the lectures in person. For several topics in PSYC1002, there are a lot of cool videos etc that you would miss out on if just listening to the recording at home. Actually...
engaging with the lectures and watching the videos and demonstrations really adds to your learning and is stuff you can't get from a textbook. Do your SONA studies in the first couple of weeks of semester before you get busy with assessments.

Best to try to grasp the key concepts of each topic quickly rather than get your head around them 6 lectures in.

brace yourself, alot of content but very interesting!!

Buy the manual, go to tutes, go to lectures, you'll be fine.

Come prepared to tutorials otherwise there's no real point in attending, you won't understand too much. Start the report way ahead of time you can't leave it to the last minute.

Complete all tutorial pre-work as it assists in completing the quests online without having to constantly refer back to what was learnt in lectures.

Complete every quiz and all of the research participation credit, it's a huge help towards the final mark and the quiz lets you know if you're seriously behind.

Consistent note taking throughout and don't cram like I'm doing at the moment.

Create summary notes/flash cards from the beginning, and use the quizzes properly rather than just trying to scrounge marks

-definitely prepare well before every tutorial. Try not to skip the lectures since you will miss a lot even for one lecture! -do not just simply relies on slides and recordings at home

Do ALL of the work EVERY week and NEVER fall behind

Do all weekly quiz and come to each tutorial.

Do continuous studying which will help you understand the course as a whole better and help with memory on content for the exams. Do the optional assessments and don't be lazy, it could be the difference between a pass and a fail.

do it, 'tis fun

Do it.

Do it. Awesome stuff. Pay attention to lectures and please try to get full marks in the online quizzes. Also, keep revising throughout the semester as there is a lot of content.

Do pre-tute exercises as they consolidate learning well.

Do SONA asap, do the quizzes, go to the lectures

Do SONA early

Do the online interactive stuff, e.g. psychtrek Also read heaps for the report (i didn't and i payed handsomely)

Do the pre-lecture readings and prep.

Do the quizzes and the research participation. there is allot of work to be done for the assignment so start it early

Do the readings before the tutes and have fun with as many SONA experiments and quizzes!

Do the research report early. Study early.

Do the tutorial preparatory work - it's simple and helps a lot. Try to attend lectures because they add up really quickly. Good luck! do try do the first semester unit as I didn't and i felt at a disadvantage doing it in second semester without the prior idea of what's going on.

Do your personal notes the same day as the lecture, ann keep reissingviewing over the course especially the first half of semester.

Do your research participation early because then you don't have to think about it when you have to deal with assessments from other subjects.

-don't assume you can catch up and listen to lectures online. Always attend your lectures and do all the tut prep work.

don't build up work, keep working every week.

Don't fall behind in the lectures. Keep trying the online quizzes until you reach 100%, as it will oncrease your marks AND understanding of the content. Also get the SONA participation done as early as possible.

Don't get behind on lecture content! Make your own notes and learn to actually READ the recommended readings.

Dont get stuck behind!

Don't hand in a report/essay late.

-don't leave the report to the last minute unless you're good.

Don't leave the report til the night before :) Ask your tutor lots of questions!

Don't let Caleb scare you. You're going to be just fine.

Don't miss lectures and try to study from day one

don't pick it unless you are a highly organised type of person.

-dont underestimate the research report and start early

dont wait until last minute to do quizzes and assignments

Draw more links between topics, even if they are small. It would make a huge difference in terms of understanding as people wouldn't feel like they're doing a six-in-one subject

enjoy the content and work hard

Even if you don't like one topic of psychology, overall - the whole course is well done and such a great one. So stick with it.

Even stimulus material somehow gets picked up by turnitin?

Everything takes twice as long as you think it does.

Focus and get involve with experiment present in lectures.

Get around it! Very interesting :) 

get help from people who know about psych because you can't work it out on your own. even if you think you can, you will fail

get help with the report. It is very difficult to get your head around it.

get on top of your notes and ensure you understand concepts before moving onto the next one

Get organised early! Don't let things get away from you because there is a serious amount of content to learn.

Get organised, and go to the lectures- you'll kick yourself and stress unnecessarily if you don't go. Do the readings throughout the semester and make notes, so it makes your life easier for the exam! Do the online quiz AFTER you have attended your tutorial for that week, as it helps immensely.

Get ready for a lot of very interesting study :) 

Get started on your report as soon as you get it!

get started on your research report as soon as possible, and make notes from the lectures each time you attend, attach all lectures do not miss any

Get you Sonas credits done within the few weeks of the semester or else you will lose motivation to do them at all!! Start writing your study notes early, and take notes on things that the lecturers say not only what they have on their slides. Also put a reminder on your phone for the psych quizzes or else you'll forget...

get your head around topics and key terms early so you aren't confused when you are asked to understand them.

Go for gold with it.

Go through the required reading before the lectures!

Go to all lectures and keep up with work.

Go to all of the lectures and do the prep work

Go to all the lectures and don't fall behind on making notes. Start your assignments early

Go to all the tutorials and also make sure that if you have to miss lectures, don't miss Perception, Emotion or Cognitive Processes. Also start your scientific reports as soon as you get them.

Go to all Tutorials!

Go to all your classes - make sure you stay on top of everything or you will never catch up.

Go to all your lectures and listen, make sure you understand concepts :) go to all your tutorials.

Go to every lecture! go to lecture, screwed for exam if you dont

go to lectures
Make sure to complete SONA studies in the beginning of the semester.

Go to lectures and stay on top of course content because there’s a lot of it. DO YOUR PRE-WORK as well.

Go to lectures and tutes. Exercise and stay healthy. Don’t do anything to excess. Try and have fun in everything you do. Stay positive but know that it’s ok to feel down. Eat bananas. Travel.

Go to lectures in person, otherwise you will get almost nothing, there are heaps of videos in lectures plus you get 3D GLASSES in one of the lectures. Good luck looking to picture of optical illusions. P

Go to lectures, they are interesting. Go to the tutorials.

Go to the lectures because their are often videos and mini experiment demonstrations which are great to be there for.

Go to the lectures otherwise you’re only going to have any idea what’s going on and you’re probably not going to do too well in the exam. Just go to the lectures. There’s lots of them but you’ll do pretty average in the exam if you don’t go/listen to them online. Also if you don’t go to lectures because you tell yourself you’ll just listen to them online, actually do listen to them online, which sounds simple but you’ll probably forget or say “I’ll do it later” and then never do them. No. Do it. Listen to them. Go to the lectures, there is always extra information that they don’t provide on the slides. They also might not put out lecture recordings. Also start the report early...seriously... start it early.

Go to the lectures, think about the concepts and how they apply to different situations. And enjoy!

Going to all your lectures is important, but failing that at all costs go to your first lecture for each topic (and know when all your topics start and finish) because you’ll get a feel for what each of the lecturers expect of you.

Make an effort to do the work.

Maintain lecture attendance.

Listen to what Caleb says, he’s usually right.

Learn APA formatting early and keep lecture notes up to date.

Keep up to date with your work, attend lectures and make notes because if you get into the habit of skipping lectures you will quickly fall behind.

Know EXACTLY what you need to pass, and do know rely on the exemplars as a valid resource for the research report.

Learn APA formatting early and keep lecture notes up to date.

Learn how to write reports.

Listen to what Caleb says, he’s usually right.

Maintain lecture attendance.

Make an effort to do the work.

Make and consolidate your own notes lecture by lecture outside of lectures, it’s very helpful in the long run.

Make notes and revise lecture content consistently throughout the semester. Don’t leave all your study to STUVAC. As you will learn from Caleb Owens, massed practice is ineffective!

Make sure they go to the lectures and do the pre tutorial exercises.

Make sure to attend all lectures and tutorials.

Make sure to attend the lectures as they really help understand concepts as opposed to listening to the recordings. Prepare for the tutorials.

Make sure to complete SONA studies in the beginning of the semester.
Make sure to keep revising the first three topics studied through the second half of semester: it can be really hard trying to pick all that information back up again!

- Make sure to keep up completely with the material from day 1.
- Make sure to make notes and study as you go along. Don't leave it till last minute (stuvac)!
- Make sure to plan your time. Attend all lectures and tutorials.
- Make sure you book a meetup with your tutor so that they can guide you on how to effectively write your report.
- Make sure you complete the 5 hours of research participation first and studying throughout the semester.
- Make sure you do all the prep work for the tutes because it allows you to be engaged and not bored for an hour!
- Make sure you go through your lectures notes before each lecture it will really help you learn the material.
- Make sure you know what lectures you are attending each day, be prepared.
- Make sure you start the report with enough time to complete it.
- Make sure you start your report with plenty of time to research, write and edit it.
- Make sure you stay up to date, don't chase your tail.
- Make sure you study from the beginning, because I swear to Christ this course is awesome but the exams are designed to fuck with you. If you don't know, it will show.
- Make sure you're organised with lecture notes and keep up with the course content. Try to attempt the quizzes after studying rather than looking for the answers as you go as that doesn’t really help you to understand what you need to improve on.
- Most lectures are great, working within the current stereotypical frameworks of psychological ‘science’ at USYD. Remain skeptical.
- Must attend all lectures.
- Make sure you prepare for your research report early.
- Need to provide more material about the exam.
- Spend lots of time and work really hard on the research report because it is really difficult.
- Participate in all tutorial discussion, they help cement what is learned within the lectures. Complete all your SONA participation, that 5% can mean the difference between a pass or a fail. Keep up to date with all the readings and lecture notes this will help your studying in the long run and keep you getting all stressed for end of year exams.
- Pay attention to the lectures at the beginning, although some of them can be really boring.
- Plan your semester ahead. Do SONA early. Don’t worry about marks too much, the course is about building experience for later.
- PSCY subjects.
- Prepare for lectures by reading the notes before hand. Try to keep up to date with lectures. Take notes on the lecture slides. Cuts down time later by matching notes to lecture slides. Start the research report early. This allows you the time to come to understand what is required. Also allows you to work through different ideas to arrive at one you feel comfortable with. These all sound like very simple things yet I still find it challenging to do all three. When I have done them, I have achieved results.
- Prepare for lectures - it will save you lots of time when preparing exam attend all lectures
- Prepare well
- Prepare well for the research report
- Prepare, study ahead of time
- Preread and then attend the lectures
- Probably, to make summaries as they go throughout semester - it is quite helpful. Also to go to the tutorials! They are also helpful.
- PSCY1001 was better Assessments are hard
- PSCY1002 is a really interesting course but be prepared to work and study hard.
- PSCY1002 was a compulsory unit of study for me, however it was enjoyable nonetheless and overall was a very interesting unit of study.
- Read early for the research report.
- Read the manual!
- Reading is required, A LOT. Early preparation is key. Both are things that I did not do and as a consequence have most likely paid the price.
- Reading are not 100% essential but if you want to do well it helps you get involved greatly.
- Really think about if you’re capable of writing a research report because it’s extremely difficult. Learning from personal experience, I wouldn’t have done Psychology 1002 in hindsight because I did terribly in the assessment which brought my WAM way down.
- Research your psych report a whole lot; it takes more time than anything else, and is the most valuable thing.
- Revise on a weekly basis and even if you are unsure/intimidated by the psych report - just start researching early, even if you don’t write anything. It will help clarify/increase your marks.
- Revise throughout the semester.
- Spend lots of time and work really hard on the research report because it is really difficult.
- Spending time understanding the concepts outlined in lectures is much easier/time efficient than trying to memorise concepts/processes/outcomes, the reason for which you don’t fully get.
- Start again, if you miss a lecture ensure you watch online and make notes and make sure you remember to do quizzes!
- Start early on your reports
- Start early!!! Start notes early. Do the pre-lecture readings, they actually really help! And start the report early!! I tried to start early, even when other assessments were piling up, and even then I found myself struggling at the end.
- Start early! Everyone thinks MCs are easy but I disagreed. I always seem to do worse in MCs. You really have to know your stuff to be able to do well. Hence, I started my study from Week 1 and was consistent. I think that helps towards the exam period.
- Start early. A pass is a pass, especially if you’re not doing Psych1002 as a choice of your own.
- Start making notes early and attend lectures from the first to last week
- Start making notes from the beginning of the semester.
- Start on your research report early. I know that is the same for any assessment and is pretty obvious, but you wont just fluke it in this course. You really have to read widely and understand the content, otherwise prepare to be disappointed with your mark. Go to all the lectures! It is still fine to listen to at home but the experience in the lectures is so much better and you will learn and understand the content a lot easier.
- Start preparing for the exam early, perhaps in Week 9. It will make it easier for you.
- Start preparing for your research report early - don't leave it to the last minute.
- Start readings early!!! and dont use your phones in lectures because youll be distracted! Caleb's lectures are good!! so Go start report early and make sure you understand, actually go to class.
- Start early lol
- Start report early! go to tutes!
- Start research report early.
- Start revising early.
- Start revising everything starigh after each lecture, and re-go-over it the following week.
Start studying early
Start studying early and always do the readings beforehand
Start studying early, and attend all the lectures. Start the psyc report as soon as possible and seek help from your tutor for the assignment asap, so that there is more time to correctly structure your report. Also, do the readings for Caleb’s cognitive lectures before the lectures so that you gain maximum benefit from the socrative questions at the start of each lecture.
Start studying early, keep up with the lecture content.
Start studying early.
Start studying from the beginning of the semester
Start studying little by little from the start!
Start summarising all the lecture notes early. Read the lecture notes before going to lectures.
Start the report and research report early because it a larger task than you might originally expect. Keep up to date with lectures and going over the key points of each lecture at the end of that lecture (it will really help you to remember it later).
Start the report as early as possible
Start the report earlier
Start the report early - if you do it properly, there’s a lot of reading required. Also, go to the lectures whenever possible - I’ve had to skip a few and its much more difficult to follow the audio recordings, especially when the lecturer uses videos to explicate the content.
Start the report early and do as much research and reading as possible for it.
Start the report early and keep on top of your lecture notes.
Start the report early and write up summaries straight after lectures. There is a lot of content so stay on top of it, otherwise it’s really easy to fall behind.
Start the report early! It’s not just about getting a mark for it; it’s about learning how to analyse and appreciate psyc reports.
Learning how to present information and base it off previous research. Go to all the lectures because it makes a difference! You get a much better experience of psyc if you go because the lecturers are quite engaging. Even if you miss one, go to the next one and catch up whenever you can ;) Also, pre-readings are helpful, the course info stays with you much longer/more easily.
Start the report early!!! Leaving it late won’t give you enough time to get all the research done that you need to
Start the research report ASAP so you can sort out as many issues as possible before its due.
Start the research report early
Start the research report early and make sure you do a wide amount of reading to enable understanding of the report content.
Start the research report early!!!
Start your assignment as soon as you receive it.
START YOUR report EARLY
start your notes early actually show up to lectures
Start your report early and going to the tutorials really helps!
Start your report early if you want to do well, and make sure you understand all key concepts. Attend every lecture to get the most out of all of the interesting content! Highly recommended!
Start your reports early!
Start your research report as early as possible
Start your research report early and consider getting a book that goes through the report writing process if you don’t have much experience in that area.
Start your studies earlier
Stay on top of all the content
Stay on top of all the lectures and the content
Stay on top of the content
Stay on top of the quizzes and make sure to do the tutorial exercises to ensure that you fully understand what’s going on.
Stay on top of the work
stay on top of the work load and go to the tutorials!
Stay on top of the work,
Stay on top of work
stay on top of your work, its better in the long run
Stay organised, attend all lectures and tutorials.
Stay up to date on notes, DO THE READINGS, do the tute prep (you’ll get more out of the tute). Start reading for the report early - it will take much longer than you think it will.
Stay up to date with the work
Stay up to date. Don't leave everything to last minute
Stay up to date!
Study
Study ahead of lectures and start the report early
Study as early as possible and try not to fall behind
Study as you go along and attend your lectures that way you’re not desperately trying to learn everything during stuvac.
study before the lecture
study continuously throughout.
Study earlier, Caleb knows what’s up
Study early!
Study from day; there are alot of readings and content to be up to date with, and the questions in the final exam, though only multiple choice, are not at all easy. Don’t under estimate it!
Study from the start and try attend every lecture.
study hard
Study hard and don’t miss any lectures or tutorials.
Study hard at the beginning… and prepare for the report as earlier as possible.
Study hard from the beginning. Lots of content.
Study hard!! There is so much to cover, don’t be afraid to ask questions and do all your readings!
study hard, kids
Study hard?
Study harder
Study REGULARLY! There is a lot of content throughout the semester, and if you don’t study regularly, the sheer amount of content to study before the exam can be a bit intimidating.
Study throughout the semester and take this subject seriously!!
study!
Study.
Summarise lectures as you go. Specifically, summarise the first 3 lecture series straight after you finish them while it’s still fresh in your mind.
Take advantage of taking part in psychology research - it is an easy way to get credit, but you also get a taste for how research is conducted. Also the quizzes provided each week and the allocated readings for lectures (if provided) before each lecture to get the most out of the course.
Take lots of notes during lectures
Take more time and consideration in writing the reports. Attend tutorials diligently as they are of great help.
You will enjoy semester 2 if you take notes as you go. Take on Caleb's advice on how to approach Psych!!! Do a little bit of work each class to prepare and spend less time/do less work in the long run. Take the opportunity to talk more to the tutor about your report. Talk the time to look at stuff before lectures. And actually go to lectured, unlike me. Talk about psychology with your friends, engage, challenge the ideas, do not just accept things without questioning and exploring. The advice I'd give is this: Ask questions, sit still and be quiet in lectures and read. Read read read read read. Your readings are very important, and fundamental to being able to ask more questions.

The contents are good if you're actually interested in psych. But, make sure you actually put everything together in the end, really help when there is so many stuff to revise before the exam.

The course involves a lot of content. Be stringent in attending all lectures and tutorials otherwise you will be playing a game of catch-up at the end of the semester which adds extra stress to your work load.

The lecture content is more intense than PSYC1001, so if you slacked off and just passed for that you will not be able to pass this unit. Start your notes early and do your best to keep up. Also, try and complete your SONA participation within the first few weeks.

The Mental Abilities stream was incredibly interesting, given in a some what dry manner but still worth going to lectures. I'm very curious to see what happens without Lisa Zadro...

The report is a little difficult to get your head around at first, so start early. I repeat. Start early. If you're like me, you're probably still not going to listen. But start early.

The report's not as hard as the essay, but still a bitch. The research for the research report is extremely time consuming so don't wait until the last minute to start it. Personally, I found the course less interesting than PSYC1001.

The research report can be quite difficult. Start early and get help from whomever you can! The research report requires a lot of reading - so get that done as soon as possible. Also, never underestimate the difficulty of writing introductions in a psychology report!!

There is a lot of content and when you lack motivation and start slacking off you will find that you struggle and fall behind so quickly. The tutors are extremely helpful, any issues or qualms or confusion regarding the report they will assist you as much as they can. There's a lot of content, make sure they keep up with the different topics.

To attend all lectures and tutorials, as well as read all the readings as it is all extremely helpful when preparing for exams.

To be consistently understanding the content and if not, ask. to do PSYC1002 before PSYC1001

To set reminders on your phone for the weekly quizzes (my memory is terrible!) and to keep on top of lecture and content notes.

Treat each lecture series as a separate subject and prepare and organise yourself accordingly to each lecturer separate advice.

Try not to get behind, and if you do miss out on tutorials or lectures, make sure you catch up and understand the content.

Try to attend both lectures and tutorials.

Try to attend every lecture and tutorial.

Try to fully comprehend every aspect of your report task and if you're unsure, ask your tutor! The lectures are worth going to.

Try to keep up with lecture reading before the lectures!

Try to make the effort to revise your content on a weekly basis or even more often if you can. It is complex information and therefore difficult to catch up on later.

Try to stay on top of everything that you have to do and start early! It says you a lot of strife later on in the semester when you suddenly have to catch up on 35-odd lectures and have very little recollection of what they were actually about! I would say this was mostly important for the report, as if you begin the research very early it will allow you to write a much more coherent and fluent report after critically reflecting on all of the relevant opinions. Also, the amount of references do not matter! Don't randomly include a reference for the sake of making your reference list longer! If you compared it to a game of chess where every move should have a purpose, every reference should matter and should support something you're trying to argue as a whole (in my opinion anyway).

Try to understand each topic as not separate, but related to each other and the real world. Since that is the importance of psychology to try to understand the real world.

Try your best not to fall behind, even if you don't completely understand every single thing straight away, keep going with the following lectures and tuts and come back to that thing.

Tutors are very helpful for lecture preparation as well as for the weekly quizzes. If possible, schedule a tutorial earlier in the week and that way you'll be prepared for the rest of the week.

Use the manual to check your knowledge.

Watch out for the form of the report.

When making notes, ensure its an ongoing process throughout the year. Due to the large workload and wide variety of topics its much harder to leave the note writing to the two weeks before the exam.

Work consistently and ask questions.

Work consistently from the start.

Work hard.

Work hard and attend all lectures; take notes as they are vitaly important when coming to final revision.

Work hard, attend every lecture and tute, create great notes and get your family to test you, work hard on the assignments and keep on top of reading. Also, challenge yourself with the content each week.

Work through the whole semester.

Work throughout the semester to make sure all content is covered before exam.

Write brief summary notes weekly, as there is a lot of content and topics, so a lot to go over for the exam!

Write summaries as you go along and dont be overwhelmed.

Write summaries throughout the semester, not just at the end. Read a lot of different references for the report to get a better understanding of the concepts etc.

Write your own notes as the lecturer is speaking and not just what is written on the lecture slides.

You are not stupid, you are not incapable, to struggle is normal. You are transitioning into a new way of thinking and studying, and so adjustment may be a bit bumpy. Don't be shy, ASK your tutor questions, EMAIL the relevant lecturers and researchers, USE the material made available to you, DO background reading; you might surprise yourself and find something interesting.

You will enjoy semester 2 if you enjoyed semester 1!