PSYC2013 Cognitive and Social Psychology

Unit of Study Code: PSYC2013

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

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

Dr Karen Croot
Office: TBA
Phone: 9351 2647
E-mail: karen.croot@sydney.edu.au

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

Social Psychology: Dr Karen Gonsalkorale
Office: Room 445, Griffith Taylor Building
Phone: 9351 8930
E-mail: karen.gonsalkorale@sydney.edu.au

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

Developmental Psychology: Dr Caroline Moul
Office: Room 338, Brennan MacCallum Building
Phone: 9036 6011
E-mail: caroline.moul@sydney.edu.au

Teaching Fellow: Mr Stefano Verrelli
Office: Room 468, Griffith Taylor Building
Phone: 9351 3716
E-mail: stefano.verrelli@sydney.edu.au

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

Credit Point Value: 6 Credit Points

Prerequisite: 12 credit points of First Year Psychology including PSYC1001 and PSYC1002

Time Commitment: 4 hours face-to-face per week; 8 hours private study per week (including 1 hour preparation for each tutorial)

Lecture attendance: 80% recommended to pass the unit. Audio recordings made of most lecture content and slides/outlines posted online.

Tutorial attendance: 80% recommended to pass the unit. Attend your timetabled tutorial. Attendance is recorded.
Completion of these assessments is compulsory to pass this unit. Students who fail to submit or complete any of these components will receive an Absent Fail grade, regardless of their marks in other assessments.

** Students who do not complete the research report by the closing date must submit an alternative piece of written work (to be determined by the UOS coordinator) to avoid automatically failing the course.

*** Students must complete the quiz in their allocated tutorial class. Students who fail to do so must apply for Special Consideration or Special Arrangements and sit an alternative quiz.

**** Students who miss or cannot complete the final exam through illness or misadventure will be offered a different supplementary exam as a replacement. We reserve the right to offer all supplementary exams in a different format and/or with entirely different questions.

DISRUPTIONS TO YOUR STUDY

If your assessments are disrupted by illness or misadventure or unavoidable community commitments, apply for Special Consideration or Special Arrangements online here: [http://sydney.edu.au/current_students/special_consideration/index.shtml](http://sydney.edu.au/current_students/special_consideration/index.shtml)

In this unit of study, Simple Extensions are not granted. If you require any extension, you are required to formally apply for Special Consideration or Special Arrangements using the link above.

If you have (or develop) a continuing issue, register with Disability Services here: [www.sydney.edu.au/disability](http://www.sydney.edu.au/disability)

Note that students who apply for, and are granted, either Special Considerations or Special Arrangements for examinations in units offered by the Faculty of Science will be expected to sit any replacement assessments in the two weeks immediately following the end of the formal examination period. Later dates for replacement assessments may be considered where the application is supported by appropriate documentation and provided that adequate resources are available to accommodate any later date.

### PSYC2013 Assessment Summary

<table>
<thead>
<tr>
<th>Component/Assessment Type</th>
<th>Available / Begins</th>
<th>Due</th>
<th>Closing Date (no more submissions accepted)</th>
<th>% Assessment Weighting</th>
<th>Compulsory</th>
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<tbody>
<tr>
<td>Cognitive Research Report Written Assignment</td>
<td>Week 4</td>
<td>Week 9: Monday, 19th September Before 11:59pm</td>
<td>Week 12: Monday 17th October**</td>
<td>35%</td>
<td>Yes*</td>
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<tr>
<td>Social Psychology Tutorial Quiz</td>
<td>Week 12 tutorial: (Monday 17th October – Friday 21st October)***</td>
<td>University Final Results Release Date</td>
<td>15%</td>
<td>Yes*</td>
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<tr>
<td>Final Exam****</td>
<td>During exam period at the end of semester</td>
<td>University Final Results Release Date</td>
<td>50%</td>
<td>Yes*</td>
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<td>Total: 100%</td>
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ASSESSMENT STANDARDS AND CRITERIA

In PSYC2013, no minimum mark for any assessment automatically results in a fail for the course. If your marks for all assessment tasks add up to 50 or more, you will pass the unit.

Cognitive Research Report Written Assignment (35% OF TOTAL MARK)

The Research Report is due on Monday September 19, 2016 before 11:59pm.

The Research Report is a compulsory assessment and must be:
• Within 5% of the word limit (2000 words, not including the abstract, citations, quotes, footnotes, and references list);
• On the correct topic and in the correct format, and;
• Written wholly by you for this assignment.

If the Research Report does not meet the above criteria, it will not be considered a serious attempt. Because this is a compulsory assessment requirement, if you do not submit a serious attempt at the Research Report you will receive an Absent Fail grade for PSYC2013.

A full marking rubric and guidelines for writing the assignment will be posted on the PSYC2013 Blackboard site.

Late penalties: You will receive a penalty of 2% of the maximum value of the Research Report assignment (e.g., 2 marks/100) for each calendar day (or part thereof) it is late, up to the closing date of the assignment, after which no more submissions will be accepted.

Social Psychology Tutorial Quiz (15% OF TOTAL MARK)

A multiple-choice, online quiz will be administered during your timetabled tutorial class in Week 12. You must complete the quiz in your allocated tutorial class and will not be permitted to sit the quiz if you do not appear on the official roll for that tutorial. The quiz will cover all the materials presented in the Social Psychology tutorials during Weeks 8-11. This includes all the focus readings, tutorial manual notes and discussion questions, tutorial demonstrations, and videos.

Note that the quiz is a compulsory assessment requirement. If you do not complete the quiz, you will receive an Absent Fail grade for the unit, regardless of your marks in other assessments. Therefore, if you suffer illness or misadventure, and are unable to complete the quiz during your timetabled tutorial class, you must apply for Special Consideration or Special Arrangements and sit an alternative quiz.

Assuring the Academic Integrity of PSYC2013

All written assignments will be submitted to Turnitin similarity detecting software in this unit. If we suspect your assignment has been written by someone else, we reserve the right to ask you to explain and defend the work you have submitted as your own, in person.

If you are a commencing student at The University of Sydney you are required to complete the Academic Honesty Education Module. Please complete this before you submit any written work to any unit of study. For more information, click here: http://sydney.edu.au/elearning/student/EI/index.shtml#ahem

To assure the integrity of our final exam, all replacement exams will be in a different format (i.e., all short answer questions) with entirely different questions.

All Special Consideration requests are now processed centrally and professional practitioner certificates will be cross-checked with medical service providers. Keep a hard copy of all documentation you submit until you graduate.

UNIT OF STUDY GENERAL DESCRIPTION

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

EVIDENCE OF LEARNING

Cognitive Processes
Assessment will be based on a 2000 word research report. At the end of semester, an examination consisting of multiple choice and short-answer questions will assess knowledge of lecture material (including readings indicated as examinable by lecturing staff) and tutorial material.

Social Psychology
Assessment will take the form of an in-class quiz based on tutorial material. At the end of semester, an examination consisting of short-answer and multiple-choice questions will assess knowledge of lecture and tutorial material.

Developmental Psychology
At the end of semester, an examination consisting of short-answer and multiple-choice questions will assess knowledge of lecture and tutorial material.

GRADUATE ATTRIBUTES IN COGNITIVE AND SOCIAL PSYCHOLOGY (PSYC2013)

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

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

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

Graduate Attribute 1: Core Knowledge and Understanding

The course focuses on the following core topics in psychology:

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

In addition, the course addresses the following core topics:

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

Knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in the above topics will be assessed in one or more of the following: cognitive research report, social psychology quiz, or final exam.

Graduate Attribute 2: Research Methods

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

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

Graduate Attribute 3: Critical Thinking Skills

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

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

Graduate Attribute 4: Values, Research, and Professional Ethics

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

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

Graduate Attribute 5: Communication Skills

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

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

Graduate Attribute 6: Learning and Application of Psychology

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

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

SYLLABUS OVERVIEW

Cognitive Processes

Investigating cognition: An historical overview of the major theoretical and methodological approaches used to investigate unobservable cognitive processes.
Attention: Theories of attention; automatic vs. attentional processing; selective attention.

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

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

Social Psychology

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

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

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

Developmental Psychology

Normal and abnormal development: We will start these lectures by looking at the normal trajectory of development - “What can we do?” and “When can we do it?”. In the final lecture we will consider abnormal development and experimental research design within this context.

Social cognitive development and emotional development: The middle four lectures will examine evidence that the human infant enters the world ready for social communication, and consider how children come to know that other people have subjective psychological experiences; how they acquire a Theory of Mind. We will then look at current research to see the directions developmental psychology might take over the next few years.

TEXTBOOKS

Cognitive Processes:


Social and Developmental Psychology:

The lectures will be audio recorded and made available on the PSYC2013 Blackboard site through The University of Sydney’s Echo360 system. However, due to the possibility of unforeseen technical issues, there is no guarantee that all lectures will be correctly recorded. Therefore, it is highly recommended for students to attend all live lectures and take notes.

The lectures will be at the following times and locations:
- Monday, 9am - Footbridge Lecture Theatre (A09);
- Wednesday, 4pm - Eastern Avenue Auditorium (F19);
- Thursday, 4pm - Footbridge Lecture Theatre (A09).

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<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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<tr>
<td>1. July 25</td>
<td>COGNITIVE PROCESSES</td>
<td>No tutorials.</td>
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<td>Lecture 1: Early and late selection and models of attention (CO)</td>
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<td>Lecture 2: Attentional capacity and automaticity (CO)</td>
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<td>Lecture 3: Control over attention and preattentive processes (CO)</td>
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<td>2. Aug 1</td>
<td>Lecture 4: Divided attention, inattentional blindness and change blindness (CO)</td>
<td>INTRODUCTION TO COURSE AND ASSESSMENTS</td>
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<td>Lecture 5: The reason for attention and applications of attention research (CO)</td>
<td>Data collection for Cognitive Research Report.</td>
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<td>Lecture 6: Theories and methods in memory research (KC)</td>
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<td>3. Aug 8</td>
<td>Lecture 7: Memory systems and processes I (KC)</td>
<td>COGNITIVE PROCESSES TUTORIALS START</td>
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<td>Lecture 8: Memory systems and processes II (KC)</td>
<td>Attention: Demonstrations and discussion.</td>
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<td>Lecture 9: Long-term memory I (KC)</td>
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<td>Lecture 12: Thinking and problem solving (BB)</td>
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<td>Lecture 14: Representation and problem solving (BB)</td>
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<td>Lecture 15: Decision-making phenomena (BB)</td>
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<td>Lecture 17: Adaptive approaches (BB)</td>
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<tr>
<td>SOCIAL PSYCHOLOGY</td>
<td>Lecture 18: Automatic and nonconscious influences on social judgment and behaviour I (KG)</td>
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<tr>
<td>7. Sept 5</td>
<td>Lecture 19: Automatic and nonconscious influences on social judgment and behaviour II (KG)</td>
<td>Decision making: Demonstration and discussion.</td>
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<td>Lecture 20: Controlled influences on social judgment and behaviour (KG)</td>
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<td>Lecture 21: Mood effects on social judgment and behaviour (KG)</td>
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<td>WEEK</td>
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<td>8</td>
<td>Lecture 22: The changing form of racial prejudice (FW)</td>
<td>SOCIAL PSYCHOLOGY TUTORIALS START</td>
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<td>Lecture 23: Implicit and explicit measures of racial prejudice (FW)</td>
<td>Automatic behaviour: Video and discussion.</td>
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<td>Lecture 24: Theories of the causes of racial prejudice (FW)</td>
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<td>9</td>
<td>Lecture 25: Reducing outgroup bias and racial prejudice I (FW)</td>
<td>Control and self-regulation: Demonstration and discussion.</td>
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<td>Lecture 26: Reducing outgroup bias and racial prejudice II (FW)</td>
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<td>Sept 26</td>
<td>MID-SEMESTER BREAK (NO LECTURES OR TUTORIALS)</td>
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<td>Lecture 29: Tactics of Manipulation II (KG)</td>
<td>Note: Students who normally have their tutorial on a Monday must attend an alternative tutorial this week.</td>
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<td>Lecture 30: Tactics of Manipulation III (KG)</td>
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<td>11. Oct 10</td>
<td>Lecture 31: Tactics of Manipulation IV (KG)</td>
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<td>Lecture 32: Recognising and Resisting Manipulation I (KG)</td>
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<tr>
<td></td>
<td>Lecture 33: Recognising and Resisting Manipulation II (KG)</td>
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<tr>
<td>12. Oct 17</td>
<td>DEVELOPMENTAL PSYCHOLOGY</td>
<td>Social Psychology Tutorial Quiz</td>
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<td>Lecture 34: Normal development: What can we do and when can we do it? (CM)</td>
<td>Approaching short-answer questions: Part I</td>
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<td>Lecture 35: Socio-emotional development I: The first 18 months (CM)</td>
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<td>Lecture 36: Socio-emotional development II: Toddlerhood and early childhood (CM)</td>
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<td>Lecture 38: Current directions in Developmental Psychology: Where might this take you? (CM)</td>
<td>Practical implications of development – the Toys-R-Us Challenge</td>
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<td></td>
<td>Lecture 39: Abnormal development: Implications for experimental research (CM)</td>
<td>Approaching short-answer questions: Part II</td>
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<tr>
<td>14. Oct 31</td>
<td>STUVAC (NO LECTURES OR TUTORIALS)</td>
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<td>15. Nov 7</td>
<td>EXAM PERIOD (NO LECTURES OR TUTORIALS)</td>
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<tr>
<td>16. Nov 14</td>
<td>EXAM PERIOD (NO LECTURES OR TUTORIALS)</td>
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NOTE: The exact content and/or order of the lecture and/or tutorial topics may change if necessary; CO = Dr Caleb Owens, KC = Dr Karen Croot, BB = Dr Bruce Burns, KG = Dr Karen Gonsalkorale, FW = Professor Fiona White, CM = Dr Caroline Moul.
LIBRARY RESOURCES

Research and resource support for Psychology students

The University of Sydney Library has 12 libraries in different locations, on different subjects with different facilities. Fisher Library is where you will find the physical collection of most relevance to your Psychology studies. Fisher Library is located on Eastern Ave, Camperdown campus and can be found online: sydney.edu.au/library/

Psychology books in high demand

The 2-hour collection is located in Fisher Library (F03). Most of your required and recommended items from the reading lists will be here. You can find a list of your required readings in the catalogue by searching under the Unit of Study code (i.e., PSYC2013). Some material in the list is also available to read online: http://opac.library.usyd.edu.au/search/r

Psychology subject guide

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

Need a refresher after vacation?

Watch and listen to these online learning objects and get back up to speed with information literacy skills on topics such as research, essay writing and referencing: http://www.library.usyd.edu.au/skills/