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WELCOME TO PSYCHOLOGY

PSYC1001 is a very large course (>1500 students), so it is critical you understand what is required of you and how the course works. With so many students, we won’t be able to adapt the course to your personal needs, however there are systems to assist you to adapt. This manual describes critical information about PSYC1001: the first section functions as a unit of study outline, the section second functions as a workbook you should bring to every tutorial.

Your key responsibilities:

Read all the information here NOW and understand what you need to do and when you need to do it by

- 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 university email, and it is your responsibility to check for them.
  - Always use your university email when contacting tutors, administrators, or lecturers. We will assume emails sent from non-university accounts (e.g., hotmail, gmail) are being sent by your nosey parents and will not respond to them.
  - Send polite and appropriately addressed emails (no one working at the University is called ‘Hi!’). Always sign off with your name and SID, which will speed our response to you. If an email is unaddressed or sent to multiple people, we will not respond.

- eLEARNING - Blackboard
  - Log on to the eLearning (Blackboard via MyUni) site for this course, and get exploring. You will find lots of content to help you study.

- Code of Conduct
  Adhere to the student code of conduct:

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

THE PSYCHOLOGY TEACHING AND LEARNING SUPPORT TEAM

If you have an administrative enquiry related directly to your studies in Psychology, you can contact the team via email or by visiting the office at the opening times below. The team will answer emails with enquiries that are specific to your studies, but may not answer requests for information that has been made readily available on the Web pages, handouts or is contained in this manual. It is your responsibility to check the information provided to you.

<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>1 pm – 3 pm Monday–Friday during semester.</td>
</tr>
<tr>
<td></td>
<td>2 pm – 3 pm Monday–Friday during exams and holidays.</td>
</tr>
<tr>
<td></td>
<td>By appointment only at other times.</td>
</tr>
</tbody>
</table>
THE PSYCHOLOGY 1 CO-ORDINATOR

The PSYC1001 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 'Science and Statistics' lecturer this semester, so you can always talk to him after any of those lectures as well. Given the number of students in PSYC1001 the Coordinator has decided they will not be processing or granting 'simple extensions' on assessments in this unit.

It is reasonable to expect your Unit Coordinator to:

- Answer specific questions you have about the course which are not answered here.
- Fix issues with the eLearning site once they are reported.
- Be responsive to general feedback about the course both during and at the end of semester.
- Attempt to ensure the academic integrity of all assessment tasks.

It is unreasonable to expect your Unit Coordinator to:

- Tell you the times of lectures you are not timetabled to attend
- Tell you your tutor's name or email (look it up online here from Week 2: http://www.psych.usyd.edu.au/teachAdmin/timetable/index.cgi)
- Answer questions which are answered in this manual
- "Catch you up" with materials because you have started late
- Give you a simple extension for assessments

SYSTEMS OUTSIDE THE SCHOOL OF PSYCHOLOGY

The University of Sydney uses many centralised systems for which the School of Psychology is not responsible for. These include:

Special Consideration and Special Arrangements: If you were ill and will not be able to submit an assessment/assignment or an exam, you can apply for Special Consideration here: http://sydney.edu.au/current_students/special_consideration/index.shtml
If you are not happy with a decision, you can appeal as per the steps listed here: http://sydney.edu.au/current_students/special_consideration/next.shtml

Information concerning Disability Services: http://sydney.edu.au/study/academic-support/disability-support.html

eLearning website or lecture recordings: If you are having issues accessing your eLearning sites or have discovered a lecture recording is blank, contact the eLearning helpdesk by completing the form here: http://sydney.edu.au/elearning/student/help/emailUs.php

Information concerning educational integrity or the compulsory education module: http://sydney.edu.au/elearning/student/EI/index.shtml

THE PSYC1001 ELEARNING WEBSITE

Information relating to lectures and tutorials will be available on the PSYC1001 eLearning site. (logon to: http://elearning.sydney.edu.au).

TEXTBOOKS

You do not need to purchase anything for PSYC1001 or PSYC1002 other than this manual (if you require a hardcopy). Textbook chapters relevant to each lecture stream are made freely available via the library and eLearning website. These and more readings, are listed in the Section titled: PSYCHOLOGY 1001 SYLLABUS.
If you completed PSYC1002 in 2016 and purchased PSYKTREK online access, you will find that you can no longer access those resources because the company (Cengage) has withdrawn support for it. Seek a refund from the company if you purchased access beyond 2016. If you completed PSYC1002 in 2016 and purchased a PSYKTREK CD-ROM, it should still work, and it’s still packed with great resources, some of which are relevant to PSYC1001 (retrieve a 2016 PSYC1001 manual from the School website to see how it was used), however all pre-tutorial exercises are now contained within the PSYC1001 eLearning site.

**STRUCTURE OF PSYCHOLOGY 1001**

**Format of Unit:**
- 3 x 1 hour lectures/week x 13 weeks (Starting Week 1)
- 1 x 1 hour tutorial/week x 12 weeks (Starting Week 2)

**Credit Point Value:** 6 Credit Points

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

**Lecture attendance:**
- 80% recommended to pass unit. Audio/Video recordings made of most lecture content and available to stream online. Attend your timetabled lecture.

**Tutorial attendance:**
- 80% recommended to pass unit. Attend your timetabled tutorial.

**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. Later in semester gaps in some lecture timeslots may open up, but if you are ever seated in an overcrowded lecture theatre in a time you are not timetabled to attend, leave.

**ALL PSYC1001 LECTURES ARE GIVEN IN THE WALLACE THEATER. CHECK YOUR TIMETABLE FOR YOUR ALLOCATED TIMES.**
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic (# Lectures)</th>
<th>Lecturer</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductory Lecture (1)</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>1 to 3</td>
<td>History of Psychology (6)</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>Emotion (6)</td>
<td>Dr Celine Van Golde</td>
<td><a href="mailto:celine.vangolde@sydney.edu.au">celine.vangolde@sydney.edu.au</a></td>
</tr>
<tr>
<td>5 to 7</td>
<td>Science and Statistics (6)</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>7 to 9</td>
<td>Social Psychology (7)</td>
<td>Dr Rebecca Pinkus</td>
<td><a href="mailto:rebecca.pinkus@sydney.edu.au">rebecca.pinkus@sydney.edu.au</a></td>
</tr>
<tr>
<td>10 to 11</td>
<td>Personality (6)</td>
<td>Dr Fiona Hibberd</td>
<td><a href="mailto:fiona.hibberd@sydney.edu.au">fiona.hibberd@sydney.edu.au</a></td>
</tr>
<tr>
<td>12 to 13</td>
<td>Developmental (6)</td>
<td>Dr Micah Goldwater</td>
<td><a href="mailto:micah.goldwater@sydney.edu.au">micah.goldwater@sydney.edu.au</a></td>
</tr>
</tbody>
</table>

Expected of lecturers in PSYC1001 lectures:
- Place modules or slides or outlines or topic readings on Blackboard before each lecture to allow for lecture preparation
- Arrive and commence on time (5min past the hour).
- Not allow speakers to interrupt the beginning of lectures
- Stop the lecture when a student needs medical assistance or safety issues arise (e.g. students sitting in aisles)
- Eject talking students
- Have a consultation hour to answer questions about lecture content

Expected of students in PSYC1001 lectures:
- Prepare for each lecture by reading ahead
- Attend the correct lecture
- Sit on a chair (do not stand at the back or sit in aisles)
- Be quiet during the lecture, and ask others to be quiet if they are speaking (and save questions for the end or via email)
- Arrive on time (no later than 5 minutes past the hour) and stay until the lecture finishes (5 min to the hour)
- Adhere to the Code of Conduct for students.

TUTORIAL PROGRAM

You will need to attend one tutorial each week, commencing in WEEK 2 – see timetable of tutorials on next page.

LOCATION

All tutorials are held in the Psychology tutorial rooms on level 4 of the Old Teacher’s College (called TC on your timetable). 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 (OTC 401, 403, 404), so check your timetable so that you go to the right one.

Tutorials are not held on Public Holidays. If you are in one of these affected tutorials, please go to another tutorial session. Ask the tutor before the tutorial if you can sit in. You will find a list of tutorials and times here:

TUTORIAL PROGRAM

<table>
<thead>
<tr>
<th>Week</th>
<th>Begins on Monday</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6th March</td>
<td>No tutorial</td>
</tr>
<tr>
<td>2</td>
<td>13th March</td>
<td>[C] Introduction to the course and the Research Report Experiment</td>
</tr>
<tr>
<td>3</td>
<td>20th March</td>
<td>The history of psychology Quiz 1 online this week</td>
</tr>
<tr>
<td>4</td>
<td>27th March</td>
<td>[C] Writing, paraphrasing and referencing in Psychology</td>
</tr>
<tr>
<td>5</td>
<td>3rd April</td>
<td>Writing a research report in psychology: Sections of an APA report and the marking rubric</td>
</tr>
<tr>
<td>6</td>
<td>10th April*</td>
<td>Emotion Quiz 2 online this week</td>
</tr>
<tr>
<td></td>
<td>**</td>
<td></td>
</tr>
<tr>
<td>Mid-Semester Break</td>
<td>Friday 14th April to Friday 21st April (Inclusive)</td>
<td>No Tutorial</td>
</tr>
<tr>
<td>7</td>
<td>24th April**</td>
<td>The science of psychology Quiz 3 online this week</td>
</tr>
<tr>
<td>8</td>
<td>1st May</td>
<td>Research Design Research Report Due this week Wednesday 3rd May</td>
</tr>
<tr>
<td>9</td>
<td>8th May</td>
<td>Statistics Quiz 4 online this week</td>
</tr>
<tr>
<td>10</td>
<td>15th May</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>11</td>
<td>22nd May</td>
<td>Personality Quiz 5 online this week</td>
</tr>
<tr>
<td>12</td>
<td>29th May</td>
<td>Human Development Quiz 6 online this week</td>
</tr>
<tr>
<td>13</td>
<td>5th June</td>
<td>Research report feedback and exam preparation</td>
</tr>
<tr>
<td>StuVac</td>
<td>12th June – 16th June</td>
<td>No tutorial</td>
</tr>
<tr>
<td>Exam Period</td>
<td>19th June – 1st July</td>
<td>No tutorial</td>
</tr>
</tbody>
</table>

*Good Friday Public Holiday this week on Friday. **Anzac Day Public Holiday this week on Tuesday.

[C] This means a tutorial requires the use of computers. We usually have just the right number of computers for the number of students enrolled. For [C] weeks the students actually enrolled in the tutorial have priority for the computers.

TUTORIAL TIMES

The timetable that you download via MyUni will tell you the time and location of your tutorial.

Until the end of Week 1:

If you need to change your tutorial class, you must first try to do so via your MyUni Timetable. Warning: 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 while moving others.
If you wish to change just one component, the timetable website should tell you where you can attend an in-person timetable changes: http://web.timetable.usyd.edu.au/firstTimeGuide.jsp

From Week 2:

You can no longer change your timetable via MyUni or via the in-person Timetabling session. Once semester is underway, changing classes is more restricted. Please contact the Student Centre if you require changes after week 1.
If you are unable to attend your timetabled tutorial regularly due to timetable clashes or other commitments, you are strongly advised to withdraw from PSYC1001.

Please also note that your assigned tutorial determines who will mark your major assignment.

TUTORIALS AND 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.

Before each 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, it is your responsibility to 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. You can find instructions for the pre-tutorial exercises in the sections describing each tutorial at the end of this manual, and also on the PSYC1001 eLearning site: CONTENT>Tutorial Materials. Your tutor will be able to track your progress online, and if you have not completed the required work before your tutorial, they may ask you to complete it during the tutorial time, and not participate in the scheduled tutorial.

During each tutorial

Since the basis of tutorials should be a useful discussion, don’t be too obsessed with getting through all the questions in the tutorial manual – 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 students in PSYC1001 tutorials:

- Attend the correct tutorial.
- Complete all pre-tutorial work.
- Contribute to the discussion.
- Arrive on time (5 minutes past the hour) and stay until the tutorial finishes (5 minutes to the hour).
- Give the tutorial your full attention (turn off all electronic devices unless you are taking notes on them).
- Respect all other students and the tutor.
- Adhere to the Code of Conduct for students.


It is reasonable to expect your tutor to:

- Prepare for each tutorial and have a good grasp of the main concepts.
- Arrive on time (5min past the hour).
- Inspire and guide discussion on tutorial and lecture content.
- 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 late.
- Respond instantly to emails, especially those sent over a weekend or late at night.

Tutors CANNOT do the following under any circumstances:

- Look at anything you have written for your assignment (presented as a hardcopy or via email) and provide you with feedback or guidance. Your writing is your own work. Your tutor can offer advice to you if you describe your approach to them verbally.
- Give you an extension on any due date of an assignment.
- Accept any assignment submission via email.
- Give you permission to permanently change into their tutorial.
- Change your assignment mark once assignments are returned.

IF YOU ENROL IN THE COURSE LATE or cannot attend everything, or don't want to attend anything...

Many students treat University like High School (it is something you are being forced to do, so they think it is our job to make sure you do it), but it is best to think of it as like movies at the cinema. You are paying money to participate in something you have chosen to do. If you buy a ticket to see a movie, and then discover you have more important things to do, you will miss part or all of the movie. Like any cinema, we do offer additional screenings at extra cost (PSYC1001 runs in full fee Summer School each Jan/Feb), however we simply cannot accommodate you within a semester: there are no 'makeup' tutorials or lectures. You need to decide what is important to you in your life. If you are happy to pay your money for the full two hour movie, but do not plan to see it all, or any of it, the cinema will take your money, but you need to understand that the money is for the movie presentation – it is not a payment for the content of the movie. The cinema is not obliged to deliver it to you in another form if you cannot come. No one calls up a cinema and says “I actually cannot attend any of the movie, so I just want to check there’s a low quality recording of it available online included in my purchase?” The cinema staff member taking that call would be puzzled (“Why did they buy a ticket at all? Why didn’t they just buy it on Netflix for less?”), as we are puzzled when we get enquiries like that (Why did they enrol in this course, when there are plenty of cheaper online accredited psychology courses?).

There are many online materials for this course, including recordings of most lectures, so if you are going to miss any of PSYC1001, you need to ensure you have eLearning access from the very beginning of semester (or as soon as you are enrolled). And you need to keep up with your assessments and due dates and content. Do not expect tutors and lecturers to ‘send you material’ or ‘catch you up’ when you start late or return. And do not expect online materials to be anywhere near as good as the live experiences you are actually paying for. We have designed a course with the expectation you will attend everything, so everything is important and essential. You can choose to do whatever you want, just don’t expect us to make your special needs our top priority when they arise from the fact we are not your top priority.

Of course if the reason why you are late for your movie is beyond your control (e.g. illness), you need to make a decision: are you going to miss so much you should ask for a refund? The University may be kinder than a cinema in this case, because you can withdraw from PSYC1001 without paying anything until the Census date. It is a black and white decision though: if you decide you will stay enrolled, despite missing things, it is your responsibility to catch up and keep up.
REPEATING PSYC1001

If you have failed PSYC1001 in the past, and are now repeating it, the chances that you will fail again are extremely high unless you follow this advice. By failing, you demonstrated that you did not understand the course content the first time around. In the case of a failed attempt, there is evidence your understanding was lacking. So, if you are in this situation, make a bigger effort to attend everything and study everything. The attitude "I have done this before, so I don't need to try as hard the second time" is misguided since you have not "done" this before successfully. This attitude is why so many students who fail PSYC1001 once go on to fail again until they realise something is wrong with their approach. Even if you did pass some components of the course on a prior attempt, you need to repeat all aspects of the course.

ATTENDANCE

You are expected to attend 80-100% of all in-person timetabled activities. It is our view that students who attend less than 80% will struggle to pass the Unit and are most likely to fail.

Lecture attendance
Attendance at lectures is not usually recorded however because attendance is expected, all our efforts are put into the live lecture experience. PSYC1001 is not an online course. Lecture recordings are streamed, but the remainder of the content cannot be experienced online at all. At times there are issues with the recordings where they fail or need to be paused. Use lecture recordings as an occasional backup only, not to replace lecture attendance. If you wish to enrol in an equivalent online accredited Psychology course see: http://www.psychologycouncil.org.au/ and check with the Course Coordinator if credit can be transferred.

Tutorial attendance
Tutorial attendance in PSYC1001 is recorded. Please attend the tutorial you are timetabled into, unless your timetabled tutorial is affected by a public holiday. Since there are no 'makeup' tutorials, if you miss a tutorial because of an illness or misadventure, do not apply for Special Consideration because there is nothing we can do to make up for your absence.

If you miss a lot of tutorials or lectures (whether or not you have a "reason") consider withdrawing from PSYC1001 because you will struggle to pass the course.
### ONLINE LEARNING ACTIVITIES

Your eLearning site is crammed with interactive activities. Try to understand what they are, where they are, and what their purpose is.

<table>
<thead>
<tr>
<th>Name</th>
<th>When?</th>
<th>Nature</th>
<th>Location</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial quizzes</td>
<td>Available for a week at a time throughout semester (see schedule on assessment table)</td>
<td>Assessed quizzes based on tutorial content (see later section in manual)</td>
<td>Content&gt;ASSESSMENT Tutorial Quizzes (only visible when available)</td>
<td>Multiple choice practice for final exam; reinforce tutorial content</td>
</tr>
<tr>
<td>Readiness for study modules</td>
<td>Complete as early in semester as possible</td>
<td>Four brief self-assessment modules</td>
<td>Content&gt;Your readiness for study (Until week 5)</td>
<td>Allows you to privately consider whether you are prepared for PSYC1001</td>
</tr>
<tr>
<td>Research Report exemplar exercise</td>
<td>Complete before commencing the writing of your research report</td>
<td>Matching quiz: Match examples of research report writing to tutor feedback</td>
<td>Content&gt;ASSESSMENT Research Report</td>
<td>Assist with Research Report Writing</td>
</tr>
<tr>
<td>APA Style Central</td>
<td>Refer to while writing your research report</td>
<td>Videos, tutorials and resources on APA formatting</td>
<td>Content&gt;ASSESSMENT Research Report</td>
<td>Assist with Research Report Writing</td>
</tr>
<tr>
<td>Tutorial Learning Modules</td>
<td>Complete before each tutorial</td>
<td>Information, videos, images, questions, related to each tutorial</td>
<td>Content&gt;Tutorial Materials&gt;…Individual folders for each tutorial</td>
<td>Prepare you for a productive tutorial</td>
</tr>
<tr>
<td>Science and Statistics Resource Modules</td>
<td>Complete before each Science and Statistics lecture</td>
<td>Expansive online modules describing lecture content</td>
<td>Content&gt;Lecture Materials&gt;Science and Statistics (not available for other lectures)</td>
<td>Allows for flipping of lectures (content before lecture – lecture more interactive)</td>
</tr>
</tbody>
</table>
ASSESSMENT

There are four main components of assessment for Psychology 1001: an assignment (1000 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, and other essential information. In PSYC1001 no minimum mark for any assessment automatically results in a fail. If your marks for all assessment tasks add up to 50 or more, and you have made serious attempt at all compulsory assessments, you will pass the unit.

<table>
<thead>
<tr>
<th>Component</th>
<th>Available / Begins</th>
<th>Due</th>
<th>Closing date (no more submissions accepted after this time/day)</th>
<th>% Assessment Weighting</th>
<th>Compulsory*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #1</td>
<td>9am Monday 20th March</td>
<td>9am Monday 27th March</td>
<td>0.833%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Quiz #2</td>
<td>9am Monday 10th April</td>
<td>9am Monday 17th April</td>
<td>0.833%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Quiz #3</td>
<td>9am Monday 24th April</td>
<td>9am Monday 1st May</td>
<td>0.833%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Quiz #4</td>
<td>9am Monday 8th May</td>
<td>9am Monday 15th May</td>
<td>0.833%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Quiz #5</td>
<td>9am Monday 22nd May</td>
<td>9am Monday 29th May</td>
<td>0.833%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Quiz #6</td>
<td>9am Monday 29th May</td>
<td>9am Monday 5th June</td>
<td>0.833%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Research Report Assignment*</td>
<td>Week 2</td>
<td>Wednesday 3rd May</td>
<td>Thursday 1st June (Week 12)</td>
<td>25%</td>
<td>Yes*</td>
</tr>
<tr>
<td>Research Participation</td>
<td>Weeks 1-13 and Stuvac</td>
<td>16th June (Friday of Stuvac)</td>
<td>5%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Final Exam*</td>
<td>During exam period at the end of semester</td>
<td>University Final Results Release Date</td>
<td>65%</td>
<td>Yes*</td>
<td></td>
</tr>
</tbody>
</table>

*Completion of these assessments is compulsory to pass this unit. Students who fail to complete a serious attempt at any of these components will receive an Absent Fail, regardless of their marks in other assessments.

All assessments in PSYC1001 must be completed individually. No assessments involve group work.
ASSIGNMENT: RESEARCH REPORT (25% IN TOTAL)

For PSYC1001 you must write a 1000 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) PSYC1001 tutorial. If you miss this tutorial or choose not to participate, you miss being a participant in the study your report will be based on – but you can still write the report without the benefit of this experience; an online version of the study may also be made available. Tutorials in Weeks 4 and 5 are dedicated to instructing you on how to write a report in the correct psychology format, and associated with those tutorials on Blackboard are many supporting materials.

The Research Report Assignment is a compulsory assessment and you must submit a serious attempt. A serious attempt is:

- Within 5% of the word limit (1000 words, not including the abstract and references list, but including all other words: e.g. citations, quotes, footnotes)
- On the correct topic, and in the correct format (each paragraph specified in the rubric must be present)
- Written wholly by you for this assignment (i.e. not plagiarised nor recycled)

NB: At the conclusion of the study you may be asked to consent to your anonymous data being used for further research and analysis beyond PSYC1001. Your decision will have no impact on the data used for this assessment, or any other aspect of this assessment. If your tutor is involved in this study as a researcher, your data will not be used for research. All students will be provided with a ‘debrief statement’ that will outline the full purpose of the research and how you can find out about the study outcomes. A link will also be available on the eLearning website.

Late penalties

You will receive a penalty of 2% of the maximum value of the Research Report assignment (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.

Simple extensions

The UOS Coordinator will not be considering or granting simple extensions for this assessment because:

- According to policy, a simple extension is not classified as a formal academic decision, so is not monitored and cannot be appealed. A Coordinator could decide to only give simple extensions to students whose surnames begin with a vowel – no one would know this, and even if they found out nothing could be done.
- A simple extension is nothing more than the removal of a 2 day late penalty if you submit 2 days late (if you submit 3 days late, a simple extension would not reduce the penalty to 1 day). In this course, a simple extension is therefore worth only 4 marks out of 100 for the assignment, equivalent to just 1% of your overall mark, certainly not worth all the effort, especially when...
- There are >1500 students in PSYC1001 and we have no way to manage requests for simple extensions.

If you believe you have a good reason why you deserve to submit late without a late penalty, apply for Special Consideration.

Special Consideration

For this assessment a successful Special Consideration application will result in a reduction in late penalties only. If you are so badly affected that you are unable to submit a 1000 word assignment 4 weeks after the due date (i.e. before the closing date), use your documentation to apply for discontinue not fail (DC) from this course from the Faculty of Science.
Replacement Assessment

After the closing date, if you still have not completed and submitted an assignment, you must complete an alternate assignment. The alternate assignment will be due on Monday 3rd July. Marks are usually not awarded for the alternate assignment, it is intended for students who submit an attempt which is not considered serious (e.g. wrong topic, too short, missing sections, plagiarised), or who forget to submit anything. This is a compulsory assessment, which is why a serious attempt is required to be eligible to receive any mark other than an AF (Absent Fail).

Contesting research report 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 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.
Start writing your research report early

Because your research report is based on a real study conducted in Week 2, not all materials can obviously be released immediately. However, that does not mean you should wait until everything has been released. Below is the usual release schedule (it can vary because all research projects are different).

<table>
<thead>
<tr>
<th>Semester time</th>
<th>What has been released</th>
<th>What you should be doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Week 2 to End</td>
<td>Method section (first version)</td>
<td>Obtain and read the starter references</td>
</tr>
<tr>
<td>of Week 4</td>
<td>Starter references</td>
<td>Consider the Method section and how the study may have been inspired by the starter</td>
</tr>
<tr>
<td></td>
<td>The study itself</td>
<td>references</td>
</tr>
<tr>
<td></td>
<td>Marking rubric</td>
<td>Revisit the study (particularly conditions you did not do initially)</td>
</tr>
<tr>
<td></td>
<td>APA writing guides</td>
<td>Consider hypotheses – what you expect to happen and why</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Draft your introduction (literature review, justification of study, hypotheses)</td>
</tr>
<tr>
<td>Week 5 to End of Week 6</td>
<td>Results information</td>
<td>Graph or tabulate results. Write results section.</td>
</tr>
<tr>
<td></td>
<td>Final Method Section</td>
<td>Attempt to understand the results – re-read starter references and talk about possible</td>
</tr>
<tr>
<td></td>
<td>Research Report FAQ</td>
<td>interpretation in tutorials/study groups.</td>
</tr>
<tr>
<td>Week 6 to Week 8</td>
<td></td>
<td>Draft discussion; re-write introduction to cohere with discussion</td>
</tr>
<tr>
<td>Week 8</td>
<td>Research Report due</td>
<td></td>
</tr>
</tbody>
</table>

**TUTORIAL QUIZSES (5% IN TOTAL)**

Throughout the semester, online tutorial 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., modules, articles or textbook readings). 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 tutorial 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 none of the incorrect options.
3. Matching Questions require you to match several options together, with a list on one side and a drop-down box on the other side. You need to match all the options correctly to receive the mark for these kinds of questions. Since a deficiency in Blackboard means that item by item feedback is not given, this kind of question can frustrate students attempting to guess, so try and find the answer in the tutorial content!

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1 Quizzes won’t be visible unless they are available. If you do not have access to a quiz at a time when it should be running – tell us immediately.
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 / complete the module 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 any quiz attempt which you submit is the mark which will count for each quiz. 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.

All 6 quizzes are weighted the same (regardless of number of questions), and your final quiz marks will give you a maximum of 5% for this component.

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Topics Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The history of psychology</td>
</tr>
<tr>
<td>2</td>
<td>Emotion</td>
</tr>
<tr>
<td>3</td>
<td>Science of Psychology</td>
</tr>
<tr>
<td>4</td>
<td>Research Design and Statistics</td>
</tr>
<tr>
<td>5</td>
<td>Social Psychology and Personality</td>
</tr>
<tr>
<td>6</td>
<td>Human Development</td>
</tr>
</tbody>
</table>

Late penalties / Replacement Assessment

There are no penalties for this assessment. If you forget a quiz is running, you simply miss out on the marks it was worth. Quizzes are not a compulsory assessment, so there is no replacement assessment.

Special Consideration

For this assessment a successful Special Consideration application will result in a reweighting of your quiz marks. Your average score for the quizzes for which you do not receive special consideration will be used to estimate the missing mark(s).

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 1001. 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. In the last few years it has varied greatly from the first to almost the last day of the examinations period, so make no assumptions about when it might be.
**Final Exam During Main Exam period**

<table>
<thead>
<tr>
<th>Component</th>
<th>Number of Multiple Choice Questions</th>
<th>% of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social psychology</td>
<td>19</td>
<td>12.35%</td>
</tr>
<tr>
<td>Personality</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Emotion</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>The history of psychology</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Science and statistics in psychology</td>
<td>17</td>
<td>11.05%</td>
</tr>
<tr>
<td>Human development</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></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 Emotion 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.

**Special Consideration**

If you fall ill or suffer a misadventure before or during the final exam, apply for Special Consideration. A successful Special Consideration application will result in your initial exam paper being discarded and not marked (if you completed it), and you will need to attend a replacement exam in the replacement exam period, which occurs shortly after the formal exam period – in Week 18 - so do not book a holiday until you have sat the final exam.

**Special Arrangements**

If you have commitments which fall within the Special Arrangements guidelines, you may also be offered a replacement exam within the replacement exam period. Please note, no exams can be attempted prior to the official examination period. The integrity of any version of the paper would be compromised by an early delivery.

**Replacement Examination**

The replacement exam is of a very different form, but assesses the same content. The replacement exam will consist of 12 short answer questions. The weightings of each section remain the same.

**Replacement Final Exam During Replacement Exam period**

<table>
<thead>
<tr>
<th>Component</th>
<th>Number of Short Answer Questions</th>
<th>% of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social psychology</td>
<td>2</td>
<td>12.35%</td>
</tr>
<tr>
<td>Personality</td>
<td>2</td>
<td>10.4%</td>
</tr>
<tr>
<td>Emotion</td>
<td>2</td>
<td>10.4%</td>
</tr>
<tr>
<td>The history of psychology</td>
<td>2</td>
<td>10.4%</td>
</tr>
<tr>
<td>Science and statistics in psychology</td>
<td>2</td>
<td>11.05%</td>
</tr>
<tr>
<td>Human development</td>
<td>2</td>
<td>10.4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
<td><strong>65%</strong></td>
</tr>
</tbody>
</table>
RESEARCH PARTICIPATION (5% IN TOTAL)

This is a voluntary component of PSYC1001 assessment. There are two reasons that involvement in research is part of Psychology 1:

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

Involvement in research is Psychology's form of practical work, and you are encouraged to act as participants. You can earn up to 5% of your final grade by participating in 5 hours of research, and that can include any amount of in-person participation, or up to 3 hours of online research.

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 1001. If you do not complete this assessment you will not automatically fail the unit of study, but you will not gain the 5% allocated to this component.

If, for any reason, you do not agree to the requirements or rules of this component, you may request alternative work. The alternate to this component will be a 900 word APA formatted essay on research design. 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 7th April).

Studies begin being advertised in Week 1 of semester. The last day you can participate in research and receive time credit is the end of STUVAC (Friday 16th June). This includes online surveys. If they are not completed and submitted by this final date you will not receive credit.

SIGNING UP FOR STUDIES ON SONA

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

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

Your 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

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2 If you miss 5 or more appointments (unexcused) then your access to SONA will be suspended and you will no longer have any opportunity to make up for penalties.
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. 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. If you accumulate more than 5 penalties your access to SONA may be suspended. 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 may be 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, skipping or rushing through sections of any study, or hammering on the keyboard with your eyes closed in lab based research.
There are no ‘right’ answers for research, but if it is clear you are not even following the instructions you will not be credited.

- Don’t get lost. If it is not clear to you a few days before the study runs where it will be, contact the researcher.
- Pay attention to the requirements. There is no point signing up for an experiment for “smokers only” if you are a non-smoker.
- If you receive a penalty, you might be able to negotiate with the researcher to participate in their study another time. If they agree, don’t be late a second time or the penalty will stand.
- If you arrive at the correct location of a study on time, and there is no researcher there, you might be eligible for a partial credit (and an apology). Contact the researcher first, then the subject pool coordinator if a dispute persists, however do note that it is reasonable for both participants and researchers to wait no more than ten minutes after the appointment time for each other.

WHERE TO ASK FOR HELP

<table>
<thead>
<tr>
<th>I don’t understand how to use SONA</th>
<th>Read this section. Check the online documentation on SONA. Ask your colleagues. Ask your tutor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am unsure of what my password is</td>
<td>Click on ‘Lost your password?’ on the SONA website and enter your UNIKEY. You MUST have access to your university email address.</td>
</tr>
<tr>
<td>SONA does not recognize my UNIKEY</td>
<td>Check you’ve entered your UNIKEY correctly. If you have enrolled late, then simply wait (we will update SONA weekly with new enrolments). If the problem persists for more than a week, email your tutor with the details.</td>
</tr>
<tr>
<td>I’ve forgotten the study details</td>
<td>Login to SONA, and find your appointment slot – the details will always be there</td>
</tr>
<tr>
<td>I cannot make the study (&gt;24 hours before)</td>
<td>CANCEL THE APPOINTMENT YOURSELF Simply login and scroll down to your appointments to do this. There is no need to email anyone.</td>
</tr>
<tr>
<td>I cannot make the experiment (&lt;24 hours before)</td>
<td>Login to SONA, then find the researcher’s contact details – contact them and say you cannot make the time. Unless you have a medical certificate you will not necessarily escape a penalty, but you have saved them the trouble of waiting for you. NB: There’s no point ‘replying’ to any automated reminder you will be sent, since you would be talking to a computer.</td>
</tr>
<tr>
<td>Where is the room?</td>
<td>The location is listed on the SONA website. Depending on how late you have left it to find out, you may want to contact the researcher by email or phone, ask your tutor, or consult a map on the University of Sydney website.</td>
</tr>
<tr>
<td>I disagree with a penalty</td>
<td>Contact the researcher first – login to SONA, find their details and email or phone them.</td>
</tr>
<tr>
<td>I have a problem with the researcher</td>
<td>Contact the Subject Pool Administrator Dr Caleb Owens <a href="mailto:caleb.owens@sydney.edu.au">caleb.owens@sydney.edu.au</a>. Be sure to cite the experiment name and the names of the researchers involved.</td>
</tr>
<tr>
<td>I have a problem with the research</td>
<td>Contact the Deputy Manager, Human Ethics Administration, University of Sydney +61 2 8627 8176 (Telephone); +61 2 8627 8177 (Facsimile) or <a href="mailto:ro.humanethics@sydney.edu.au">ro.humanethics@sydney.edu.au</a>. Include as much information as possible.</td>
</tr>
<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 23rd June). Penalties and credits not contested by that date will stand.
Special Consideration

If a particular researcher penalises you for non-attendance and they do not accept your excuse, then you should apply for Special Consideration for just that session.

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.

ACADEMIC HONESTY

While the University is aware that the vast majority of students and staff act ethically and honestly, it is opposed to and will not tolerate academic dishonesty or plagiarism and will treat all allegations of dishonesty seriously.

All students are expected to be familiar and act in compliance with the relevant University policies, procedures and codes, which include:
- Academic Honesty in Coursework Policy 2015
- Academic Honesty Procedures 2016
- Code of Conduct for Students
- Research Code of Conduct 2013 (for honours and postgraduate dissertation units)

They can be accessed via the University's Policy Register: http://sydney.edu.au/policies (enter “Academic Honesty” in the search field).

Students should never use document-sharing sites and should be extremely wary of using online “tutor” services. Further information on academic honesty and the resources available to all students can be found on the Academic Integrity page of the University website: http://sydney.edu.au/elearning/student/EI/index.shtml

Academic Dishonesty and Plagiarism

**Academic dishonesty involves seeking unfair academic advantage or helping another student to do so.**

You may be found to have engaged in academic dishonesty if you:
- Resubmit (or “recycle”) work that you have already submitted for assessment in the same unit or in a different unit or previous attempt;
- Use assignment answers hosted on the internet, including those uploaded to document sharing websites by other students.
- Have someone else complete part or all of an assignment for you, or do this for another student.
- Except for legitimate group work purposes, providing assignment questions and answers to other students directly or through social media platforms or document (“notes”) sharing websites, including essays and written reports.
- Engage in examination misconduct, including using cheat notes or unapproved electronic devices (e.g., smartphones), copying from other students, discussing an exam with another person while it is in progress, or removing confidential examination papers from the examination venue.
- Engage in dishonest plagiarism.

**Plagiarism means presenting another person’s work as if it is your own without properly or adequately referencing the original source of the work.**

Plagiarism is using someone else’s ideas, words, formulas, methods, evidence, programming code, images, artworks, or musical creations without proper acknowledgement. If you use
someone's actual words you must use quotation marks as well as an appropriate reference. If you use someone’s ideas, formulas, methods, evidence, tables or images you must use a reference. You must not present someone's artistic work, musical creation, programming code or any other form of intellectual property as your own. If referring to any of these, you must always present them as the work of their creator and reference in an appropriate way.

Plagiarism is always unacceptable, regardless of whether it is done intentionally or not. It is considered dishonest if done knowingly, with intent to deceive or if a reasonable person can see that the assignment contains more work copied from other sources than the student’s original work. The University understands that not all plagiarism is dishonest and provides students with opportunities to improve their academic writing, including their understanding of scholarly citation and referencing practices.

Use of similarity detection software

All written assignments submitted in this unit of study will be submitted to the similarity detecting software program known as Turnitin. Turnitin searches for matches between text in your written assessment task and text sourced from the Internet, published works and assignments that have previously been submitted to Turnitin for analysis.

There will always be some degree of text-matching when using Turnitin. Text-matching may occur in use of direct quotations, technical terms and phrases, or the listing of bibliographic material. This does not mean you will automatically be accused of academic dishonesty or plagiarism, although Turnitin reports may be used as evidence in academic dishonesty and plagiarism decision-making processes.

ACADEMIC DISHONESTY IN PSYC1001

Academic Dishonesty related to online tutorial quizzes and what we are doing about it

Altogether the online tutorial quizzes are only worth 5%, and penalties for ‘cheating’ on online tutorial quizzes are built into the assessment. To obtain 5% you simply need to remember the quiz is running – it is a low variance component – everyone who remembers will get 5%. The fundamental value of the quizzes is in the first attempt. They were originally designed to give you a very early warning about just how difficult multiple choice questions can be. If you are cheating on your first attempt (by just copying the answers from someone else or a textbook chapter) you ruin that self-assessment for yourself.

Academic Dishonesty related to the research report and what we are doing about it

As explained in the earlier section, similarity detecting software is used. In addition, because research report are based on unique studies conducted in tutorials, copying or recycling older materials produces something awkward or irrelevant resulting in a natural penalty.

Academic Dishonesty related to Research Participation and what we are doing about it

Research participation involves participating in research. There are no ‘correct answers’ for most research – if we knew the answer we wouldn't be conducting research. However it is very obvious when a student is wasting everyone’s time, for example by answering questions randomly in an online survey, or not even completing the task required of them in a laboratory experiment. If you do not want to continue participating in a study you can withdraw at any time.

No other form of misconduct is more accurately recorded: ensure that you are completing every aspect/component of a research study as instructed. For most studies your data will be stored anonymously, but before it is stored, and before you receive credit, it can be examined to ensure you were actually following the instructions. If anything is ever unclear, ask the researcher. Do not spoil a study by skipping tasks or completing them with no effort. Since most researchers are research students, you may also be in violation of the Student Code of
Conduct since you are interfering with their studies. If you are going to participate in research, take it seriously or you will not be given any credit and you may be accused of Academic Dishonesty.

**Academic Dishonesty related to the Final Exam and what we are doing about it**

The final main exam for PSYC1001 is multiple choice and each year we require lecturers to write a substantial number of brand new questions and change old questions. After the exam runs, no one is allowed to remove the exam papers from venues, however we accept that some materials leak out. In addition, what can happen in that initial exam, is that a student may quickly read through the exam, memorise as much as possible, and then pretend to fall ill, and apply for Special Consideration to be given another exam (a form of Academic Dishonesty, see below). In PSYC1001 we combat both these issues by offering a replacement exam with entirely different questions and of an entirely different form (short answer, not multiple choice).

**Academic Dishonesty related to Special Consideration, Special Arrangements and Disability Services**

The University allows you a small amount of flexibility when you suffer illness or misadventure. Those systems exist to counteract ill effects. However you are academically dishonest if you use those systems to gain an advantage. You cannot, for example, leave the research report to the last minute (because you cannot organise your time) and then suddenly invent an illness, or exaggerate the impact of an existing illness or disability, without engaging in academic dishonesty. Since the Special Consideration process is now centralised, it will be a group outside Psychology which will investigate issues like forged practitioner’s certificates, incorrectly stated due dates and students who seem to fall very ill around assessments in all their units of study.

Note importantly: forging documents and/or feigning illness can be considered much more than academic dishonesty, it may be considered a form of fraud and treated as a criminal matter. If you are not actually sick or suffering an ‘exacerbation of your condition’, but you run out of time for something, please just accept responsibility for your situation, and accept a lower mark, or a missed assessment. If you don’t accept responsibility your situation may become a lot worse.

**THE UNIVERSITY OF SYDNEY LIBRARY**

The University of Sydney Library (https://library.sydney.edu.au/) 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. There is also a huge collection of journals and books available online – please visit the library homepage (see above)

For help using or searching library resources you can contact Tom Goodfellow, the Academic Liaison Librarian for Psychology at thomas.goodfellow@sydney.edu.au or visit him in person at the SciTech Library, Level 1 Jane Foss Russell Building, Darlington Campus. You can also phone on 862 78711.

**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 on Blackboard.
Psychology subject guide
Tom Goodfellow 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

Unit of Study Readings
Click on the Unit of Study Readings link in Blackboard to access the journal articles and other readings for PSYC1001. All of these are available electronically and can be read online on campus or from home. This is also where you may find recommended references for your assignments, or readings associated with tutorials or lectures. However you do not need to read all the items; only read something if you see that it is referenced elsewhere (or if you’re interested).

Database searching help
In order to find research material for your assignments you may find that you will have to search in a subject database. The Psychology Academic Liaison Librarian is available to provide classes on an individual or group basis. To schedule an appointment, please go to http://libguides.library.usyd.edu.au/psychology

APA Style Central

PSYCHOLOGY 1001 SYLLABUS

PHILOSOPHICAL FOUNDATIONS AND HISTORY OF PSYCHOLOGY

1. What is history?
2. Thinking about brain functions.
3. How do we gain knowledge?
4. Important ideas in Psychology.
5. History of modern Psychology.
6. History of thinking about Mental Health.

References:
These lectures do not use specific book chapters. The lecture notes have weblinks to relevant background information.

For the very interested:

PERSONALITY

1. The concept of personality; criteria for evaluating theories of personality
2. Psychoanalytic approach: An overview of Freud’s classical psychoanalytic theory
3. Psychoanalytic/humanistic approach: Jung’s alternative to Freud’s classical theory
4. Cognitive approach: Kelly’s personal construct theory
5. Phenomenological approach: May’s existential analysis
6. Dispositional approach: An overview of Allport’s theory and Eysenck’s typology

References:
2. Personality Theories: http://webspace.ship.edu/cgboer/perscontents.html
SCIENCE AND STATISTICS IN PSYCHOLOGY

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

References:


EMOTION

1. What is an emotion?
2. Built for emotion: Evolutionary and neurological perspectives on emotions in psychology
3. The emotional repertoire and experience of the human infant
4. How does language acquisition and communication transform our emotions?
5. Moral and ‘self-conscious’ emotions in development
6. Emotions in the study of temperament and psychopathology
7. How should we think about emotions in the study of human psychology?

References:

The disparate nature of the topic means that most emotion research is dealt with across other psychological disciplines. More references will be provided during the lectures: I encourage you to read these following the relevant lecture. For those who want a firmer grounding in the study of emotions, the following texts may be of interest:

SOCIAL PSYCHOLOGY

1. Introduction to Social Psychology
   What is social psychology? What do social psychologists study? Research methods used in social psychology: Descriptive methods vs. Experimental Methods.

2. Social Perception I: Attributions; Attitudes
   Attribution theories. Person vs. situational attributions. Attributional biases (e.g., the Fundamental Attribution Error). What are attitudes? How are they measured?

3. Social Perception II: Attitude change; Stereotypes, prejudice, & discrimination
   Do attitudes guide behaviour? How can attitudes be changed? What causes prejudice? What are the consequences of stereotypes to targeted groups? Is change possible?

4. Social Influence I: Conformity; Deindividuation
   Why do we conform? Studies of conformity (e.g., Asch, 1955). The consequences of conformity. What is deindividuation? Studies of deindividuation.

5. Social Influence II: Obedience; Minority influence

6. Interpersonal Processes I: Social facilitation; Social loafing
   Social facilitation in humans (Triplett). Theories of social facilitation. What is social loafing? Factors that contribute to social loafing. Theories of social loafing in groups.

7. Interpersonal Processes II: Social relationships and prosocial behaviour
   What is attractive? Attachment styles. Why is it important to study love scientifically? Categories of prosocial behaviour. Why do we help others? When will people help?

References:

HUMAN DEVELOPMENT

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

References:

MONITORING YOUR PROGRESS IN PSYC1001

Increasingly at Universities your personal data and performance throughout your degree can be used to predict outcomes – a new field called learning analytics. Students at risk of failing or dropping out can be identified and directly contacted. However there is something potentially offensive about being pigeonholed in such a manner, particularly if the process is not well understood. So from 2017, Psychology won’t be sending directed emails with advice, instead, you will be given full access to the data that might be used in such a process. You may still receive a message from the Faculty of Science, but you should understand how that message is generated.
The table below shows the kinds of data you generate in PSYC1001, and how it might lead to an assessment of your risk of failing the unit. Note importantly that most of the measures involve non-compulsory activities – some are not worth any marks – but a crude assessment of your level of activity in a course still gives some indication of how much work you are doing. The timing of your activity is also important, because students at high risk put off study until the end of semester, assuming there will be plenty of time to complete things and catch up, when there simply isn’t. Use this table throughout semester to reflect on your own performance.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Engagement</th>
<th>Risk of failing*</th>
<th>Proportion of students in each category (if known)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logged onto PSYC1001 Blackboard site and completed unlock quiz by Week 4</td>
<td>Never</td>
<td>Extreme</td>
<td>~5% of students each year</td>
</tr>
<tr>
<td></td>
<td>Frequently</td>
<td>Usual</td>
<td>~95% of all students</td>
</tr>
<tr>
<td>Assessment: Online Quizzes</td>
<td>Missed all six / Not sure what they even are</td>
<td>High</td>
<td>25% in 2016</td>
</tr>
<tr>
<td></td>
<td>Completed all six with full marks</td>
<td>Usual</td>
<td>42% in 2016</td>
</tr>
<tr>
<td>Assessment: Research Participation</td>
<td>Not sure what it is / Completed none</td>
<td>High</td>
<td>19% in 2016</td>
</tr>
<tr>
<td></td>
<td>Completed all five hours</td>
<td>Usual</td>
<td>75% in 2016</td>
</tr>
<tr>
<td>Tutorial attendance</td>
<td>Never attended correct tutorial</td>
<td>Extreme</td>
<td>~10%</td>
</tr>
<tr>
<td></td>
<td>Attended fewer than half of all tutorials</td>
<td>High</td>
<td>~10-20%</td>
</tr>
<tr>
<td></td>
<td>Attended nine or more tutorials by end of semester</td>
<td>Usual</td>
<td>~70% of all students</td>
</tr>
<tr>
<td>Complete “Readiness for study” modules</td>
<td>Never / Not sure what they are</td>
<td>High (Expected)</td>
<td>Data to be collected in 2017</td>
</tr>
<tr>
<td></td>
<td>Completed and scores considered</td>
<td>Usual</td>
<td>Data to be collected in 2017</td>
</tr>
<tr>
<td>Complete pre-tutorial work (online modules)</td>
<td>Never / Not sure what they are</td>
<td>High (Expected)</td>
<td>Data to be collected in 2017</td>
</tr>
<tr>
<td></td>
<td>Score &gt;50% on all modules</td>
<td>Usual</td>
<td>Data to be collected in 2017</td>
</tr>
<tr>
<td>Writing research report</td>
<td>Forget to submit anything</td>
<td>Absent fail of whole course</td>
<td>4.8% in 2016</td>
</tr>
<tr>
<td></td>
<td>Start report with less than one week to go</td>
<td>High</td>
<td>&gt;90% of plagiarism cases</td>
</tr>
<tr>
<td></td>
<td>Start report two to seven weeks before due date</td>
<td>Usual</td>
<td></td>
</tr>
<tr>
<td>Research Report exemplar exercise</td>
<td>Never / Not sure what it is</td>
<td>Medium</td>
<td>Significant positive correlation with report marks</td>
</tr>
<tr>
<td></td>
<td>At least one attempt before report due</td>
<td>Usual</td>
<td></td>
</tr>
<tr>
<td>Accessed library readings and textbook chapters</td>
<td>Never / Only in Stuvac</td>
<td>High</td>
<td>Analytics coming in 2018</td>
</tr>
<tr>
<td></td>
<td>As lecture topics arrive</td>
<td>Usual</td>
<td></td>
</tr>
</tbody>
</table>

*Approximate meaning of risk words: Extreme=close to 100% fail rate; High=greater than 70% fail rate; Medium/Usual=15-30% fail rate

You can track your own progress on all of these measures (except library access and attendance) using “MyGrades” within the eLearning site for PSYC1001. However since only...
you understand the context of your decisions, only you can interpret your risk. For example you may need to ask yourself “Why did I forget that quiz?” – A low risk answer might be “I knew it was on but had more important things to do that week” (since a quiz is worth 1% or less that’s fair enough) - but a high risk answer would be “I didn’t even know what the tutorial quizzes were in PSYC1001”. Make sure you are honest with yourself about the reasons you are not doing things. Also, keep in mind none of these predictions about fail rates are perfectly reliable as they apply to you as an individual: plenty of students who complete everything still fail PSYC1001 because they were organised but unable to understand the material; and many students who miss all the optional components still end up passing because they go well in the assignment and final exam.

PERFORMANCE OF STUDENTS IN THIS COURSE IN 2016

OVERALL MARKS DISTRIBUTION

No marks distribution is required for this course. Students are awarded the grades they achieve. Awarded in 2016: 4.6% HD; 13.6% D; 21.0% CR; 38.9% P; 21.9% F (including 6.6% AFs).

QUIZZES, RESEARCH PARTICIPATION, AND REPORTS

In this course in 2016, 42.4% of students received close to a perfect score for all quizzes, while 25% received less than half the marks or no marks at all for quizzes. For Research Participation, 75.4% completed near to 5 hours, while 19% completed less than half of the hours or no hours. In the Research Report, the breakdown was 2.8% HD; 10.4% D; 23.3% CR; 38.2% P; 20.6% F; 4.8% AF (AF = did not submit a research report).

PLAGIARISM CASES

In 2016, 8 serious cases of academic misconduct were investigated. In four cases students had copied material from set references or other papers. In four cases students’ work matched those of other students. For the first time all cases were investigated centrally by the Faculty of Science AND Integrity Office as will happen in 2017 and beyond.

LEARNING OUTCOMES AND GRADUATE QUALITIES

Because of the diversity of content in PSYC1001, a large number of learning outcomes can be met, which then contribute to graduate qualities.

Depth of Disciplinary Expertise

By the end of this introductory psychology course you will have a modest degree of understanding of the diverse areas of Psychology taught (History of Psychology, Emotion, Developmental Psychology, Social Psychology, Personality), and a significant understanding of what binds such diverse pursuits into the single discipline of ‘Psychology’. You will understand how research methods, theory and model building and testing, are common to all areas of Psychology. Your level of mastery over this content will be assessed in the Final Exam and Tutorial Quizzes.

Broader skills

By the end of this introductory psychology course, your understanding of science (and how to present it to others) will be significantly improved, because Psychology depends on it so significantly. You will come to understand that issues in Psychology (you may have previously thought were a matter of opinion) can be studied in a systematic manner. Your increased understanding of the methods of science, particularly as applied in Psychology, will greatly enhance your ability to think critically.

In addition, because this course is part of an accredited program, you will learn how to write in “APA style” the standard form of writing, citing, presenting data and arguing. Your skills will be assessed in the Research Report Assignment where a minimum standard (serious attempt) is required is be eligible to pass this unit.
You will also develop a modest amount of numerical expertise in interpreting the results of published research and understanding the mechanisms (and limitations) involved in making probabilistic conclusions, skills taught and assessed as part of the Research Report assignment, and Science and Statistics lecture stream.

Cultural Competence
Introductory Psychology at the University of Sydney is one of the largest and most diverse courses in Australia. With students from over 50 degree programs, and countless backgrounds and cultural groups participating, you are sure to meet and be challenged by a diverse array of personalities and perspectives. Our Social Psychology lecture stream (and accompanying tutorial on Prejudice) directly addresses the challenges and rewards diversity offers.

An integrated professional, ethical and personal identity
Because Psychology exists as both a discipline and research pursuit, by the end of this course you will see how these identities relate to each other. By completing your Research Participation assessment you will get firsthand experience of research conducted with clinical aims in mind, and different research with objectives related to pure understanding. Being a participant in studies which are monitored closely for ethical compliance will also give you experience of the issues and limitations Psychology researchers face.
TUTORIAL NOTES

WEEK 1

THERE ARE NO TUTORIALS THIS WEEK.

Please use this time to find out your "UNIKEY" and password for accessing MyUni and Blackboard. This information is printed on your Confirmation of enrolment form. Once you have them you can log on to the PSYC1001 eLearning site and begin preparing for tutorials and lectures.

WEEK 2: INTRODUCTION TO PSYCHOLOGY

FORMAT
- Introductions and welcome to studying Psychology at the University of Sydney
- Administrative information, assessment, tutorial program
- The Research Report Experiment

LEARNING OUTCOMES
By the end of this tutorial you should:

- Be more familiar with your tutor and your fellow classmates, so as to foster discussion in later classes.
- Be aware of the main administrative requirements of Psychology 1001, and where to find further information about these.
- Be familiar with the layout of Psychology 1001 tutorial classes and the online tutorial exercises.
- Have completed the experiment upon which your research report will be based.

What is not studied in undergraduate psychology

Many students choose psychology because they think they will learn:

1. How to "read" people’s minds
2. How to find out what is ‘wrong’ with themselves, their friends and family
3. Counselling skills, hostage negotiation and lie detection
4. Neuro-linguistic programming (NLP and manipulating the unconscious)
5. How to allow better communication between the left and right sides of their brain

We can blame the media and pop-culture for many of these misunderstandings. No one has yet worked out how to do 1; 2 is a good reason to be interested in psychology, but only ABNORMAL psychology (taught in PSYC1002) is associated with clinical issues; 3 is training in practical skills, but this won’t occur unless you study Postgraduate Psychology many years from now, and 4 and 5 are statements which would not make any sense to any Psychologist as they are not based on science.

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1 For many students, PSYC1001 appears on their timetable because it has been chosen for them by their program director. However there is nothing particularly special about PSYC1001 over PSYC1002 – in fact we moved Abnormal Psychology and Neuroscience to PSYC1002 just to make it more relevant to several groups of students. If you have had this course chosen for you, but would rather study “Neuroscience, Cognition, Learning and Motivation, Mental Abilities, Abnormal, and Perception” (the PSYC1002 topics) in Semester 2 instead, then talk to your program/degree director.
GETTING TO KNOW EACH OTHER

Meet your tutor for Psychology. S/he will guide your tutorials, and will be available to help you with any problems you have with the material in the course, or with the research report you will write as part of your assessment. Your tutor will also mark your research report. It is important that you know your tutor’s name and how to contact them, in case you need help. Please write these details down. You should also take note of the times at which your tutor is available for consultation. If you lose this, some of these details can be retrieved online here: http://www.psych.usyd.edu.au/teachAdmin/timetable/index.cgi

<table>
<thead>
<tr>
<th>Tutor's name:</th>
<th>Tutor's e-mail address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor's office:</td>
<td>Tutor's consultation time:</td>
</tr>
<tr>
<td>Tutor's office telephone number:</td>
<td>Tutorial number:</td>
</tr>
</tbody>
</table>

PREPARING FOR TUTORIALS

Completing work before tutorials is essential for your learning and the nature of tutorials. You don’t want to sit in tutorials where no one says anything because no one knows anything – your tutor should not have to teach the class like a high-school lesson, and may have to instruct you to complete the pre-tutorial work in the tutorial instead of proceeding with the tutorial itself.

THE STUDY YOUR RESEARCH REPORT IS BASED ON

This study will be conducted within this first tutorial. If you miss it, you miss being a participant in the study, but you won’t miss out on being able to write about it.
WEEK 3: HISTORY AND PHILOSOPHICAL FOUNDATIONS OF PSYCHOLOGY

FORMAT

- Demonstration and discussion of how the history of a field is defined (and accepted).
- Demonstration and discussion of the role of other forces in defining history. For example the role of religion in nature – nurture ideas (Darwinism-like versus Creationism)
- Discussion and group work on defining and placing the most significant names and events in the history of psychology.

LEARNING OUTCOMES

By the end of this tutorial you should:

- Understand that history is dependent on consensus between the most important (and as such recognized) scientists in the world.
- Understand that there are more forces than just scientific that try to define what is history (or science in a broader sense).
- Understand that even the best evidence will not convince specific (famous) scientists.
- Be able to identify the most significant events in the history of psychology.
- Be able to identify the most significant players/actors in the history of psychology.

PRE-TUTORIAL EXERCISES

On Blackboard (Content>Tutorial Materials>History tutorial) complete the “History tutorial learning module”, then answer the following questions.

1. Can you give two examples of two historical events (in the broadest sense) that show that different people/nations/individuals have clearly different opinions on what happened for a specific historical event?

2. B. F. Skinner is one of the most famous psychologists in the last century. He was a so called behaviourist. When he died, he was still a behaviourist, while most psychologists would call themselves ‘Cognitive Psychologist’. What does this tell you? Keep in mind the ideas of Popper and Kuhn.

IN-CLASS MATERIAL

DEMONSTRATION: NATURE VERSUS NURTURE

You will be shown a couple of situations and you will be asked to analyse them and come up with ways to test whether we are dealing with a nature, nurture, or a combination of both.

VIDEO 1: OTTER OPENING CLAMS

You will watch a short demonstration (http://youtube.com/watch?v=8h_ifQndFCo).

VIDEO 2: TWINS

You will watch a short demonstration (https://www.youtube.com/watch?v=QLSCdj1Ggvs).

Answer the following questions:

1. How can you test whether this is innate or learned?

2. What are the ethical implications of this kind of research?
## TIMELINE OF PSYCHOLOGY
This overview is far from complete. Your task is to find out more about these persons/events

<table>
<thead>
<tr>
<th>Year (or era)</th>
<th>Name/phenomenon</th>
<th>Significance/what happened</th>
<th>Why was this important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stone age</td>
<td>????</td>
<td>A surgical procedure in which a hole is scraped (later drilled) into the human skull.</td>
<td>???</td>
</tr>
<tr>
<td>1600 BC</td>
<td>Imhotep?</td>
<td>Edwin Smith Papyrus</td>
<td>???</td>
</tr>
<tr>
<td>C 300 BC</td>
<td>Herophilus of Chalcedon.</td>
<td>Discovery of the ???</td>
<td>This is mainly an anatomical finding, but it lead to a different way of thinking about brain organisation, especially in terms of localisation of functions.</td>
</tr>
<tr>
<td>Around 1500</td>
<td>The 3-Cell Theory of brain function</td>
<td>Most scientists thought that the 3 ventricles were very important.</td>
<td>???</td>
</tr>
<tr>
<td>1637</td>
<td>??? (1596 – 1650 )</td>
<td>“Cogito ergo Sum” “I think therefore I am”</td>
<td>???</td>
</tr>
<tr>
<td>Year</td>
<td>Person</td>
<td>Year</td>
<td>Person</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>1690</td>
<td>???(1632 – 1704)</td>
<td>1709</td>
<td>???(1685 – 1753)</td>
</tr>
<tr>
<td>c. 1800</td>
<td>Johann G. Spurzheim (1758 -1832)</td>
<td>1709</td>
<td>???(1685 – 1753)</td>
</tr>
<tr>
<td>1800</td>
<td></td>
<td>1709</td>
<td>???(1685 – 1753)</td>
</tr>
<tr>
<td>C 1825</td>
<td>Jean Pierre Flourens (1794 -1867)</td>
<td>1825</td>
<td>???(1794 -1867)</td>
</tr>
<tr>
<td>1848</td>
<td>???(1794 -1867)</td>
<td>1848</td>
<td>???(1794 -1867)</td>
</tr>
<tr>
<td>1861</td>
<td>???(1824 -1880)</td>
<td>1861</td>
<td>???(1824 -1880)</td>
</tr>
<tr>
<td>1879</td>
<td>???(1832 – 1920)</td>
<td>1879</td>
<td>???(1832 – 1920)</td>
</tr>
<tr>
<td>Year</td>
<td>Who? (born-died)</td>
<td>What did (s)he do</td>
<td>Why was it significant</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1891</td>
<td>(1863 – 1930)</td>
<td>Was denied a PhD in Psychology from Harvard because she was a woman. Got offered to take PhD from Radcliffe College but she refused because that would mean that Harvard would probably never open up their PhD program for women. Still she is regarded as the first woman to have earned a PhD (but was never officially conferred).</td>
<td>The first psychological laboratory founded by a woman, 12 years after Wundt. Wrote textbook <em>An Introduction to Psychology</em>. First female president of the American Psychological Association.</td>
</tr>
<tr>
<td>1894</td>
<td>(1871 -1939)</td>
<td>First women to officially receive a PhD in Psychology.</td>
<td>Studied under Titchener. Was the second woman to become the president of the American Psychological Association.</td>
</tr>
<tr>
<td>1899</td>
<td>(1856 -1939)</td>
<td>Publication of book ‘<em>Die Traumdeutung</em>’</td>
<td>??</td>
</tr>
</tbody>
</table>

**THE 1900's**

<table>
<thead>
<tr>
<th>Year</th>
<th>Who is it</th>
<th>What did (s)he do</th>
<th>Why was it significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td></td>
<td>???</td>
<td>Theory developed in collaboration with his assistant Tolochinov. ???</td>
</tr>
<tr>
<td>1910</td>
<td></td>
<td>One of the 3 founders of Gestalt Psychology</td>
<td>???</td>
</tr>
<tr>
<td>Name (born-died)</td>
<td>Famous paper: Psychology as the behaviorist views it. <em>Psychological Review</em>, 20, 158-177.</td>
<td>???</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Name (born – died)</td>
<td>Created puzzle boxes</td>
<td>???</td>
<td></td>
</tr>
<tr>
<td>Name (born-died)</td>
<td>Operant Conditioning</td>
<td>???</td>
<td></td>
</tr>
<tr>
<td>Name (born –died)</td>
<td>Famous for his four development stages</td>
<td>???</td>
<td></td>
</tr>
<tr>
<td>???? (1913 – 1999)</td>
<td>Developed the Strange Situation Test/Assessment of early childhood attachment.</td>
<td>Very important player in the field of attachment theory</td>
<td></td>
</tr>
<tr>
<td>Name (born-died)</td>
<td>His book Cognitive Psychology</td>
<td>The book is often seen as the start of cognitive psychology and a departure from Behaviorism</td>
<td></td>
</tr>
<tr>
<td>???</td>
<td>Name (born)</td>
<td>???</td>
<td>Also seen as the co-founder of the cognitive revolution. Very active in many fields.</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>-----</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>???</td>
<td>Name (born-died)</td>
<td>The magical number seven, plus of minus 2</td>
<td></td>
</tr>
<tr>
<td>Find photo!</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Add 5</th>
<th>more</th>
<th>important</th>
<th>persons / events / (if you have time)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All photos above are sourced from the public domain*
WEEK 4: WRITING, PARAPHRASING AND REFERENCING IN PSYCHOLOGY

FORMAT

- Your tutor will explain and answer questions about the research report assignment
- You will write a short paragraph based on stimulus material in APA format
- In the tutorial you will have an opportunity to submit your own writing to Turnitin to experience similarity detecting software first hand and understand how it works

LEARNING OUTCOMES

By the end of this tutorial you should:

- Have a good understanding of what is expected in the research report assignment
- Understand what similarity detecting software will do to your report

PREPARATORY WORK & PRE-TUTORIAL EXERCISES

- If you still have not completed the Academic Honesty Education Module, do so before this tutorial. Since we will be using computers in this tutorial, open up any quiz you are struggling with as soon as you arrive and your tutor should be able to assist you.

THIS IS A PRACTICAL TUTORIAL WHICH CANNOT BE SIMULATED ONLINE

- Come on time and sit at a computer and log on to blackboard when you first arrive.
- Attend your correct tutorial this week. Computers are limited and students in the right place have priority; plus in this tutorial your tutor (the future marker of your assignment) will be making it very clear what they expect to see.
- The Turnitin assignment used in this writing tutorial is a real, live version of Turnitin which will capture and store whatever you submit to it. Do not submit anything to it except for what you write within this tutorial.
WEEK 5: WRITING A RESEARCH REPORT IN PSYCHOLOGY: SECTIONS OF AN APA REPORT AND THE MARKING RUBRIC

FORMAT
- Each section of a research report is covered. The marking rubric and exemplars for each section are specifically discussed.

LEARNING OUTCOMES
By the end of this tutorial you should:
- Understand what your research report should look like when you submit it
- Understand the important APA formatting and referencing requirements for a Psychology Research Report
- Understand the assessment criteria which will be used to mark your research report

PREPARATORY WORK
- Complete at least one attempt at the online “Exemplar exercise” which shows you what is required for each section of a research report. The exemplar exercise asks you to be the marker of real PSYC1001 student’s research reports (section by section). You will find this exercise on blackboard in the ‘tutorial materials’ folder for this tutorial and also the Research Report folder.
- Check the Assessment: Research Report folder to see all the materials released so far. By this stage in semester you should have everything you need to complete your report.
- Also you should become familiar with psycINFO, the most essential research tool for psychology students. Go to the psychology subject guide on the library webpage, and click on “Finding Articles”: http://libguides.library.usyd.edu.au/psychology
  o We expect an interactive module on searching using PsycINFO to be ready soon
    - refer to blackboard for the latest

INTRODUCTION TO REPORT WRITING
The writing of psychological reports is the method we use for presenting the results of our research to the world. In the tutorial you will learn about the standardised layout and formatting required when writing a psychological report. Requiring all researchers to follow such specific rules when reporting their research creates a transparent layout of all components, materials and procedures used. This allows a reader to easily find any piece of information about a published study or experiment. Learning how to write a research report is therefore as much about learning how to read a research report. A basic understanding of the research report format and PsycINFO gives you the ability to do your own research on any topic in Psychology you could ever be interested in right now. One way to quickly get a feel for what is required is to actually read lots of research reports which are APA formatted. Most set references for assignments are usually APA formatted. In first year Psychology however, we will take your through the steps one at a time.

WRITING RESEARCH REPORTS AND THE MARKING RUBRIC
Many students expect that a written Psychology assignment will involve a summary or regurgitation of lecture material. However we have written assignments in Psychology (and they are compulsory as a requirement of our accreditation) to teach reading and writing skills in APA format. The topic is often not covered in lectures, and APA writing skills are not covered in lectures. To assist as much as possible there is a comprehensive multipoint marking rubric for you to refer to as you construct your report. Hopefully you will also see that the number of different tasks you need to complete are so diverse, that you will start researching and writing
much earlier. It is worth pointing out that after first year psychology, marking rubrics are unlikely to be this detailed again, but the skills you pick up by realising precisely what we are looking for will hopefully stick with you.

**Sections of a Research Report**

- Title
- Abstract
- Introduction
- Method
  - Participants
  - Design
  - Apparatus/Materials
  - Procedure
- Results
- Discussion
- References

**TITLE**
A very brief (usually 5 to 15 words) description of the main content of the report, which may mention the area of interest, methodology, or even conclusions of the study, depending on what you believe makes the study distinctive. Do not be afraid to make the title fairly detailed and include jargon. You are trying to represent the content of the report, not promote a movie.

For example: “Perception of rigid motion in depth from the optical deformations of shadows and occlusion boundaries”

The title is not marked in the marking rubric; however you are welcome to adhere to the full APA formatting guidelines in your presentation (presenting the title on a separate page no longer wastes paper with online submission!).

**ABSTRACT**
The Abstract is a summary of your research report. However, it is not like an introduction to the subject, nor like a newspaper article trying to “sell” your study to the reader. It is not normally appropriate to define terms or discuss the theoretical background of the study in an abstract; when students do this it usually indicates they are confusing the ‘summary’ purpose of an abstract, with the purpose of an ‘introduction’. The Abstract is a dispassionate overview of what the report contains. It should include some material from all of the four major sections (Introduction, Method, Results, and Discussion), and it should provide a basic understanding of why the study was done, what was done in the study, what general results were obtained (do not cite specific p-values or means), and what these results mean. The Abstract should be the last thing you do in writing up your report, as it is a summary of everything else. It should be no more than four or five sentences and around 150 words.
Marking rubric items related to abstract (1&2):

<table>
<thead>
<tr>
<th>Abstract is 100-150 words and consists of four or five concise sentences which describe in turn: Background to the study, What was done, What was found, What it means.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract is precise, correct and complete. Content of the abstract accurately describes the content of the report and all its subsections including its conclusion in an appropriate style. Details concerning the study are correct.</td>
</tr>
</tbody>
</table>

Note that citations for a key reference are allowed in an abstract.

You can place keywords at the end of an abstract but it is not essential for the PSYC1001 assignment.

INTRODUCTION

In an introduction section you begin by discussing the existing theories and previous studies that relate to your report. Your review of the literature becomes more and more focused, until you begin to address similar issues to those that are addressed by your study. You then introduce your study, explaining what approach was taken, and how the study was carried out. The approach taken can be justified in relation to the previous studies just discussed, or a new theory or idea.

The introduction finishes with a statement of hypotheses and aims relating to the study. A hypothesis is like a prediction about what will happen and why. It is very important that these hypotheses are specific. If they are too vague, then the logic of the entire study may fall apart.

While the rubric sections will help you construct a draft introduction, to ensure the paragraphs are well integrated, keep in mind the purpose an introduction serves: The introduction must justify the existence of the study. The reason why background information is introduced, reviewed, and developed, is to argue for the existence of the study. It may even help to imagine that you are applying for funding to do more research like this. The argument in a research report is effectively an argument that the research that was done made sense, and was worthwhile and important to the field of study. If you forget this, your introduction may consist of nothing but a dull and disconnected summary of a few research papers, which has a description of a study in the middle, and a hypothesis at the end.

As you write the introduction, realize that you are heading towards describing and justifying the study that was done. Even when you are reviewing general material, you can direct the reader towards problems in that background material, or interesting questions; basically any aspect that gives the introduction a direction. If you are writing effectively the reader should have a sense of what needs to be done before the current study is even introduced. There should also be a clear connection between the description of the current study and the hypotheses. While a large amount of methodological detail is not required in an introduction, there should be enough so that the reader understands the logic of the research, so that once more they can work out what might happen for themselves, before they read your prediction. Students too often describe an experiment adequately, but then throw in a hypothesis from nowhere. A hypothesis must be derived from the background material, previous research, and the logic of the current study. If it comes from nowhere it will sound like a guess.

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1 For Psychology research report assignments (in most of our units of study) you are being asked to pretend you are the researcher, and that you designed, ran and are now reporting on the study. Don’t spoil this illusion by failing to even consider why such a study might ever have been done, or by critiquing the study so severely nothing of value is extracted.
Marking rubric items related to Introduction (3,4,5,6,7):

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Introduction opening paragraph provides background and key definitions and outlines the argument of the research report.</td>
</tr>
<tr>
<td>4</td>
<td>Introduction second paragraph describes previous relevant studies. Relevant studies are described in sufficient detail that their relevance is obvious or is explicitly stated; the studies described are indeed the most relevant (recent or critically important) for the particular topic of the report; the studies are integrated with each other and the current topic not just listed with conclusions summarised.</td>
</tr>
<tr>
<td>5</td>
<td>Introduction third paragraph introduces and describes the current study in relation to previous relevant studies. A clear description of the current study is linked well to previous research in very specific terms; similarities between the previous study(s) and the current study are explicitly outlined, and differences between the current study and previous study(s) are explicitly outlined, such that the actual scientific progression and methodological innovation of the current study is clear.</td>
</tr>
<tr>
<td>6</td>
<td>Introduction fourth paragraph derives hypothesised results from previous research and/or a new proposed explanation. It is explained why a particular outcome is expected in very specific terms. It may be because previous researchers found something similar (differences and similarities in research must be stated explicitly and taken into account) or because of an overarching theory, or a more sophisticated combination of both (i.e. coupling a theory with a new method which has never been used before).</td>
</tr>
<tr>
<td>7</td>
<td>The Introduction as a whole makes it very clear WHY the study was needed (in relation to previous findings or a pressing need), and how this particular study is an appropriate and effective way to meet that need (solve that problem, or clarify that issue).</td>
</tr>
</tbody>
</table>

METHOD

The Method section is normally made up of several parts, each with its own subheading (Design, Participants, Apparatus and Materials, and Procedure are common subheadings). These sections contain whatever information someone else would need to know in order to do the study for themselves based on your report.

- The Participants subsection tells the reader about who participated in the study. It should identify the number of participants, and possibly details about the age and gender of participants, as well as anything possibly important about them (e.g., they are Psychology 1 students, they were recruited using a newspaper advertisement, etc.).
- A Design subsection may be employed to explain the structure of the study. For example, it identifies the dependent, independent and control variables, and perhaps how these relate to experimental groups or conditions.
- The Apparatus subsection identifies the physical equipment needed for the study (e.g., computers or questionnaires used). The Procedure subsection explains, in order, how the study was conducted, including any instructions given to the participants. Where you have long or elaborate descriptions and procedures, it is common to give a summary of them in the Method section, and put the details in an Appendix (Appendices are not part of your overall word count). However, the reader should be able to understand the study without referring to the Appendices.
- The Procedure section explains what was done in the experiment, in the order in which it was done.

There are no marking rubric items related to Method, because you are given a method section and do not need to write one. Do not include the method section you are given in your report – just write your report as if it is there.
RESULTS
In the Results section, you report the findings of your study. This may include statistical analyses, and also tables and figures to illustrate the results. You MUST refer to the tables/figures in the text of your Results section (e.g., See Figure 1.). It is pointless to include a table or graph and assume the reader will know when to look at it, or what it is referring to. The content of tables and figures must be summarized in text. That is, tell the reader what to look for, as tables and figures are intended to supplement rather than replace text. Make sure that tables and graphs are given clear and informative titles and labels. Do not present the same results in a table as well as a figure, you must choose which is more appropriate. Do not include any interpretation of the results in the Results section. Interpretation belongs in the Discussion.

You may include subheadings in the Results section if they help make different aspects of your results clearer - especially when your study included different sections or multiple studies. The results and analyses are also described in the past tense.

Marking rubric items related to Results (8,9):

| Results section accurately describes key findings in full sentences which stand independently. A reader is able to accurately determine the basic un-interpreted meaning, direction and statistical significance (p-values used appropriately) of all key findings without referring back to the method section. |
| Results section graphs or tabulates key findings in a way which makes them easier to understand. Table or graph is APA format, clearly titled; axes or columns are clearly titled; a Figure or Table caption describes the content accurately; the appropriate kind of table or graph is used. The Table or Graph is referred to in the text and corresponds to the way results are described. |

DISCUSSION
The Discussion is arguably the most important section of your report. It is here that you put all the pieces together to make sense of what you've done. This is where you will interpret your findings according to the ideas and theories presented in the Introduction, discuss limitations and strengths of your study, and (sometimes) point to areas of further research.

Normally, begin with a statement of whether your hypotheses were supported or not. It is often a good idea to briefly re-state what your hypotheses were when saying whether they were supported, so that the reader is reminded of them. Be sure to outline to the reader how the specific results relate to the interpretation of the hypotheses you will argue for. You can then move to a more general discussion.

Has a theory been supported? Have previous findings been overturned? You must write about what the results mean for the theoretical questions raised by other studies in the introduction section, and if any general questions have been answered or raised. It is not appropriate to introduce new references into a discussion section to help explain the results, but it is appropriate that the discussion section refers back to the research already discussed in the introduction.

It is also important to talk about possible problems or limitations with the study, but try to talk about important systematic problems that may have occurred that may have serious implications for the results. Do not waste your word limit picking on the research, without explaining why the problem would have been important. For example most participants would have been Psychology students, but if it is an experiment on the visual system, you would expect the sample to be completely representative of the general population. When talking about problems with the study it is especially elegant to then propose solutions, and expand this into a discussion of possible research in the future.
Marking rubric items related to Discussion (10, 11, 12, 13):

Discussion opening paragraph concisely and accurately summarises all key findings in a comprehensible manner.

Concise description of what was actually found without reference to statistical significance or p-values; language is at the level of the introduction (ideas, effects).

Discussion second and third paragraphs relate key finding to hypotheses and prior research. Results used to either support or disconfirm hypotheses in a precise, well explained manner. Differences and similarities to prior research precisely described in the context of what was found and why it might have been found. The impact of the results on a re-conception/confirmation of prior research and/or theories/model is precisely explained.

Discussion fourth paragraph describes key implications and applications of research, along with any possible limitations, and directions for future research. Results are qualified in regard to their generalisation and application. The achievement of the research is conceptualised in regard to past research and future research.

The Discussion as a whole emphasises the novelty of its findings, and makes it clear how these new findings relate to previous literature/theories, and advance the field/understanding or lead to potential applications.

REFERENCES

In the References section, list all of the references that you have cited during the report. Do not list any references that you do not cite in the text (just to make it look like you have done a lot of reading)!... And do not cite any references in the text that you do not list in the reference section. There should be one-to-one correspondence. In the reference section, indent the second and subsequent lines of each reference. APA Style Central outlines how to present a reference section.

Marking rubric items related to References (13, 14):

References section consists of recent, relevant, peer reviewed journal articles, all of which are cited in the report. PsycINFO has clearly been used to find the most relevant recent papers for inclusion.

Research cited throughout the report has been well integrated with the argument. Methodological details have been extracted and explicitly compared; differences in results/findings have been explored/explained.

APA FORMATTING OF A RESEARCH REPORT

APA format governs the style of all the writing and presentation in a research report, but here are some specific things we will be looking out for (Markingrubic items: 16, 17, 18, 19, 20).

Font: Time New Roman 12 point font has been used throughout.

Headings correct (Abstract labelled Abstract – centred; No heading for Introduction; Results labelled – Results- centred; Discussion labelled Discussion – centred; References labelled References – centred).

Indents correct (None for abstract; First line of every paragraph indented in Introduction/Results/Discussion; Inverse indent for References).

Spacing – double spaced lines throughout.

Language: Formal writing style, no colloquial language, no use of first person or rhetoric.
APPENDICES
There is never any need to include an Appendix in a first year research report. If something is important, include it in the main body. Appendices are generally not read, and will not contribute to marks, but may actually reduce your marks (just like footnotes) if they make it more obvious that your sense of priority is so poor that you cannot see what is important.

THE TOPIC YOUR REPORT IS ON
Your report is based on a study you were a participant in. As you write the report however, you will pretend to be the researcher who designed the study and is now reporting the findings. Much more information about the specific report topic will be posted on Blackboard in the folder called ASSESSMENT Research Report. By this time of semester a great deal of content related to the specific topic will have been released.
WEEK 6: EMOTION

FORMAT

- The universality and origin of emotions as they naturally occur, as indexed by facial expressions.
- Applications of emotion research: Video on polygraph accuracy.
- Exercise on lying and the detection of deceit using physiological cues.

LEARNING OUTCOMES

By the end of this tutorial you should be able to:

- Describe the cognitive, physiological, and behavioural components of emotion.
- Describe how the autonomic nervous system and areas in the brain regulate emotion.
- Understand the body language of emotions and the facial feedback hypothesis.
- Understand behavioural indicators of deception.
- Describe the polygraph and know the limitations it has as a technique for the detection of deceit.

PRE-TUTORIAL READING


Available from the library or directly from:
http://www.davidmatsumoto.com/content/Matsumoto%20Chapter%2012%20Pages%20from%20Manusov%20II%20Proff-14.pdf

IN-CLASS MATERIAL

This first part of the in class material looks at the question of the universality and origin of emotions as they naturally occur, as indexed by facial expressions.

You will see a short video which describes how scientists such as Charles Darwin, Margaret Mead and Paul Ekman have considered whether emotional expressions are innate or learned.

What evidence suggests that basic human facial expressions are innate?

What evidence suggests that human facial expressions are learnt?

Emblems differ across cultures. Give three examples of how the meaning of a gesture might mean different things in different cultures.
Different cultures have different **cultural display rules**. The table below summarizes the research of Matsumoto and others on cross-cultural differences.

<table>
<thead>
<tr>
<th>Research</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friesen (1972)</td>
<td>Americans and Japanese watched a stressful film as they sat alone or with an older male experimenter. This made no difference to the Americans but the Japanese were more likely to smile when the older male researcher was present.</td>
</tr>
<tr>
<td>Matsumoto &amp; Kupperbusch (2001)</td>
<td>Individualistic and collectivist women watched emotional films and their expressions with and without an experimenter present and were monitored. With an experimenter present collectivistic women were far more likely to mask their negative emotions with smiles.</td>
</tr>
<tr>
<td>Matsumoto (1990)</td>
<td>Japanese rated photographs of negative emotions as much less ‘appropriate’ (in each of eight social situations) than Americans. Japanese rated negative emotions as <em>more</em> appropriate toward lower status individuals than Americans.</td>
</tr>
<tr>
<td>Matsumoto, Takeuchi, Andayani, Kouznetsova, &amp; Krupp (1998)</td>
<td>Russians exerted the highest control over their expressions, followed by South Koreans, Japanese and Americans with the lowest control. Females were more likely to mask or inhibit: anger, contempt and disgust (when with family members). Males were more likely to inhibit or mask expressions of fear and surprise.</td>
</tr>
<tr>
<td>Matsumoto, Yoo, Hirayama, &amp; Petrova (2005)</td>
<td>Americans and Russians were more likely to express anger and contempt than Japanese. Americans expressed fear and disgust more than Russians. Americans expressed happiness more than Russians or Japanese.</td>
</tr>
</tbody>
</table>


When do **cultural display rules** *not* apply?

Do these differences indicate that human emotional expressions are not universal?

Do these differences indicate that human emotional expressions are caused by culture?
How might a culture affect the emotional expressions of its members?

APPLICATION OF EMOTION RESEARCH: LIE DETECTION AND EMOTIONS

As discussed in lectures, deception can be defined as “a successful or unsuccessful deliberate attempt, without forewarning, to create in another a belief which the communicator considers to be untrue” (Vrij, 2000, p. 6). Our ability to detect deception has clear importance within the legal system. Consequently, psychologists have been studying lie detection for many years.

Throughout history, many scientists have assumed that criminals can be detected by the physiological manifestation of their denials. The first ‘lie detector’ measured systolic blood pressure and was invented around 1917 by William M. Marston (incidentally also the creator of the comic strip “Wonder Woman”). However, the modern ‘poly’-graph (poly = many measurements, not just one) was developed around 1921 by Californian police officer John Larson (1932), and popularized in the 1930s by Larson’s protégé, Leonarde Keeler. The theory behind the polygraph is simple – criminals know if they are lying, are anxious about being detected, so will display physiological signs of anxiety when lying.

It is important to note that polygraphs measure physiological change caused by the sympathetic nervous system, not lies.

Polygraphs measure physiological symptoms including:

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________

While measuring physiology is entirely objective, there are at least two possible ways in which data collected through this method may provide an inaccurate measure of a subject’s deceitfulness. Watch the video-clip on polygraphy. What are these two key problems with the polygraph as a measure of emotional reaction to lying?

1. ___________________________________________________________:
2. ___________________________________________________________:

While there has been considerable work attempting to show that many specific emotions each have a set of unique, specific physiological reactions attached to them, the general consensus nowadays is that physiology (alone) does not provide enough information to be able to distinguish between very many emotions at all.
Four possible outcomes in any situation involving detection/diagnosis:

<table>
<thead>
<tr>
<th>True positive</th>
<th>False negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>“hit”</td>
<td>“miss”</td>
</tr>
<tr>
<td>False positive</td>
<td>True negative</td>
</tr>
<tr>
<td>“false alarm”</td>
<td>“correct reject”</td>
</tr>
</tbody>
</table>

So how good are we at detecting deceit?

1) There are no perfect methods for deception detection using physiological indicators.

2) Some people are better than others at detecting deceit. Ekman and colleagues have run two studies comparing ability to identify lying across a range of professions.

<table>
<thead>
<tr>
<th>Study</th>
<th>% accuracy (50% = chance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekman, O’Sullivan &amp; Frank (1999)</td>
<td></td>
</tr>
<tr>
<td>Federal officers (CIA)</td>
<td>73.0</td>
</tr>
<tr>
<td>Deception-interested clinical psychologists</td>
<td>67.5</td>
</tr>
<tr>
<td>Regular clinical psychologists</td>
<td>62.1</td>
</tr>
<tr>
<td>Federal judges</td>
<td>62.0</td>
</tr>
<tr>
<td>Academic psychologists</td>
<td>57.7</td>
</tr>
<tr>
<td>Mixed law-enforcement officers</td>
<td>50.8</td>
</tr>
<tr>
<td>Ekman &amp; O’Sullivan (1991)</td>
<td></td>
</tr>
<tr>
<td>Psychiatrists</td>
<td>57.6</td>
</tr>
<tr>
<td>Federal polygraphers</td>
<td>55.8</td>
</tr>
<tr>
<td>College students</td>
<td>52.8</td>
</tr>
</tbody>
</table>

DEMONSTRATION

Your tutor will get a volunteer to demonstrate how Galvanic Skin Response (GSR) Monitors can be used for deception detection. These monitors detect any change in skin conductance when telling the truth or telling a lie. A high pitch sound from the GSR monitor suggests that there is low resistance in skin conductance due to high sweating. This high sweating indicates higher levels of stress, which maybe an indication of lying.

Please note that a real polygraph measures a lot more than just GSR. This is a simplified version used for demonstration purposes.
WEEK 7: THE SCIENCE OF PSYCHOLOGY

FORMAT

- Review of pre-tutorial reading and pre-tutorial exercise
- Elements of science and examples of fallacious reasoning
- Evaluating sources

LEARNING OUTCOMES

By the end of this tutorial you should:

- Understand why science is necessary for studying psychology
- Reflect upon the limits of opinion and self-evaluation
- Be able to identify common errors in reasoning
- Distinguish between peer reviewed and popular literature, and know how to find it

PRE-TUTORIAL WORK

1. Complete this short exercise: https://sydneypsy.qualtrics.com/SE/?SId=SV_bw3bqXOFoDcSoPr
2. Read this book Chapter: "The Fine Art of Baloney detection", from the book "Demon Haunted World" by Carl Sagan. Follow this link to the library website for the PDF: http://opac.library.usyd.edu.au/record=b2863250~S4
3. Complete the Science of Psychology Tutorial Learning Module (available on blackboard)

IN CLASS MATERIAL

REVIEW OF BARNUM/FORER EFFECT EXERCISE

What does this exercise demonstrate to you about the way all humans evaluate information, particularly information about themselves?

What factors associated with the sentences/statements do you believe are important in making the effect work?

What factors associated with the person who is reading the sentences do you believe are important in making the effect work?
COMMON LOGICAL ERRORS (TO BE COMPLETED IN CLASS)

In groups of three or four, match up the following bits of information:

- Name of logical error
- Explanation of logical error
- Example of logical error

Do this by using the numbers given in the first list.

LOGICAL ERRORS

1. Ad hominem
2. Argument from authority
3. Appeal to ignorance
4. Begging the question
5. Observational selection
6. Slippery slope
7. Confusion of correlation and causation
8. Straw man
9. Weasel words
10. The pragmatic fallacy
11. Excluded middle

EXPLANATIONS

__. Assuming an answer in the way the question is phrased.
__. Unwarranted extrapolation of the effects.
__. Caricaturing (or stereotyping a position to make it easier to attack).
__. Use of euphemisms and misleading terminology.
__. Considering only the two extremes in a continuum of intermediate possibilities.
__. Something is true because it works.
__. Counting the hits and forgetting the misses.
__. Attacking the arguer and not the argument.
__. If you are not certain about your argument, then mine must be true.
__. Something is true because the person who said it is of high status.
__. Since two things go together, one must have led to the other.
EXAMPLES A

__. Even after so much research, there are still many unanswered questions in science, which proves the spiritual world is real.

__. I don’t care what the scientists say, acupuncture works so Chi must be real.

__. The vaccination of babies is widely considered to be the leading cause of autism.

__. We know that vitamin C can cure common colds and even cancer, because the idea was first proposed by Linus Pauling, the only scientist to ever win two, unshared, Nobel Prizes.

__. If we allow stem cell research in 2012, we will be dissecting fully grown children by 2040.

__. We must censor videogames to prevent violence in society.

__. Scientists need to decide whether natural medicines help people a lot, or do not help them at all.

__. A greater proportion of university graduates are homosexual than those with lesser education, so university makes you gay.

__. The theory of evolution says that structures as complicated as human eyes fell together by chance... what rubbish.

__. They say that teenagers are dangerous drivers, but none of my teenage friends have ever had an accident.

__. Einstein was just a patent clerk when he proposed the ridiculous ‘photoelectric effect’.
EXAMPLES B

__. Two top scientists at the UES University failed to explain just how the statue could weep by itself (they were “baffled”, so it must be the work of God.

__. The fact that psychoanalysis has helped so many people validates every idea Freud had.

__. It is said that the left side of our brain is more artistic and emotional.

__. There must be something to Homeopathy, because Prince Charles (The Prince of Wales and soon to be the King of Australia) argues that it works.

__. If we allow very old people who are suffering greatly, to end their lives with dignity, then one day we will be euthanizing the mentally ill, political opponents and asylum seekers.

__. Should we reduce cases of brain cancer by subsidizing the cost of hands free kits for mobile phones, or by changing their design?

__. Given the conflicting observations, there is either a huge plesiosaur living in Loch Ness or nothing at all.

__. The divorce rate for Conservative Christians is much higher than for Atheists, so religion must ruin marriages.

__. “Welfare states” which give out taxpayers’ money to anyone who asks, cannot possibly work in the long term.

__. In Parapsychology, when a true psychic is able to predict outcomes greater than chance, they are “in tune” that day; but some days they won’t be able to do this so they are “out of tune”.

__. Charles Darwin was mentally ill, which casts doubt on his theory of evolution by natural selection.

NB: If you miss this tutorial, or just could not keep up, or your tutor only has time to go through one set of answers; the answers to these are NOT available online. All examples do have a single “best” answer. Read the required Carl Sagan reading again, and make good use of Google and Wikipedia to work them out for yourself. Ask your tutor if you are still struggling.
SEARCHING FOR AND EVALUATING EVIDENCE

Identifying errors in logic and reasoning is often not enough to fully evaluate claims and statements. At some point we also have to go in search of research and evidence. Unfortunately the internet is filled with just as much misinformation as information. Some good general advice about evaluating internet sources can be found at these links:

http://www.virtualsalt.com/evalu8it.htm

http://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content

However the standard of information required to argue your case at University, and the only source of information you should use for all your assignments, is information which comes from the peer reviewed literature. Peer review means that before a paper or book chapter is published it is scrutinized for errors and issues by a team of other scientists with expertise in the same field. If the paper does not meet an appropriate standard, it is returned to the authors for revisions, or often simply rejected outright. The process is not flawless, but certainly results in a much higher standard of information than information which is not scrutinized at all by experts.

You have probably had access to the internet most of your life, but if you have just started studying at university, for the first time you will also have access to many of the peer reviewed journals and papers in the world. Google Scholar may give you access to some journals, but many journals only display their abstracts, and charge exorbitant fees if you want to access the full papers. (If you think that is outrageous – it is, why is important, publicly funded research being held away from the public?). You have access to all these papers now via the University of Sydney Library. The final part of this tutorial will involve your tutor showing you the main search engine for psychology: psycINFO. And you will be able to practice using this yourself.

The topic chosen by my tutor for us to search on is: ___________________________

What does the information on the internet in general say about this topic? (How varied is it? How well supported by evidence is it?)

What does the information in the peer reviewed literature say about this topic? (Is it more consistent? Are studies actually performed?)

NB: When you discover how to search using psycINFO (and the whole world is suddenly at your fingertips), don’t forget that it only gives you ABSTRACTS to begin with, which are brief summaries of the conclusions of studies. For the complete picture, you will need to keep clicking until you obtain the full articles or book chapters. Do not write your research report based on the shallow summaries of information you find in abstracts (it’s obvious and results in a poor report) - make sure you get and read the full articles.
WEEK 8: RESEARCH DESIGNS

FORMAT
- Review of terminology and Blackboard exercises
- Video: Extract from ‘Discovering Psychology’
- Types of design and the inferences that can be drawn: Field study; Correlational study; True experiment; Quasi-experiment
- Validity: internal validity and external validity
- Echinacea and 4WD examples of research design

LEARNING OUTCOMES
By the end of this tutorial you should:

- Have an understanding of the difference between a correlational study, a quasi-experiment, and a true experiment, and the implications of each for drawing inferences
- Be familiar with the concepts of external and internal validity
- Be familiar with the concepts of bias and error

PREPARATORY WORK AND READING
REVISE: Science and Statistics Lecture 3 – This tutorial is very closely based on that lecture. You should certainly complete the Lecture 3 resource module if you haven’t already.

IN CLASS MATERIAL

VIDEO
You will begin by watching a short video introducing you to some of the difficulties and important issues that arise when performing research in psychology.
TYPES OF DESIGN

CORRELATIONAL STUDY
At least two variables are simply measured in a correlational study. The measures are taken at the same time, and the experimenter does not intervene in any way.

For example, a researcher allows a group of children to watch the kind of television they like, simply records how much violent material they watch, and then simply rates how violently they behave. The strength and direction of the relationship between the measures is then determined (refer to your statistics lectures for information about the meaning of a correlation coefficient).

What are the advantages of a correlational study?

What are the disadvantages of a correlational study?

TRUE EXPERIMENT

In a true experiment there are two kinds of variables.

An independent variable is a variable which a researcher has control over. For example, a researcher may create different videotapes containing different levels of violence, and then randomly allocate the subjects to watch one of those videotapes (i.e. to one of the experimental conditions).

A dependent variable is a variable that is simply measured as in a correlational study. For example, the researcher will still simply measure how violent the children become.

What are the advantages of a true experiment?

What are the disadvantages of a true experiment?
QUASI-EXPERIMENT

In a quasi-experiment, an attempt is made to control at least one of the independent variables, but other variables which are important in drawing inferences cannot be manipulated or are not manipulated.

For example, the researcher can randomly allocate children to high or low violence videos, but if they are interested in sex differences they cannot randomly allocate children to be male or female. Quasi-experiments usually involve pre-existing groups, and they are common since there are many variables that cannot be controlled or have subjects randomly allocated to them for practical or ethical reasons (for example: sex, brain damage, socio-economic status, illicit drug use, parenting style).

NB: Many published experiments claim to be ‘quasi-experiments’, not because there is control over one of the variables, but because some attempt has been made to rule out alternative explanations, for example the children in different groups may not be randomly allocated but might be matched on age, family income etc. Since there are many different interpretations of ‘quasi-experiment’ it could simply be interpreted to mean ‘not quite an experiment’.

What are the advantages of a quasi-experiment?

What are the disadvantages of a quasi-experiment?

ALTERNATIVE EXPLANATIONS AND INTERNAL VALIDITY

Internal validity is the extent to which changes in the dependent variable (the measured variable) can be attributed to changes in the independent variable (the controlled variable). Or another way to think of internal validity is the strength of the causal inference that can be drawn from the research - that is, how certain we are that changes in one variable (TV violence) caused changes in the other (violent behavior).

A key concern for researchers is the possibility that it is not the independent variable of interest (e.g. TV violence) that is causing the observed change in the dependent variable (violent behaviour), but some other, less obvious variable that happens to be linked to the independent variable. These are called confounding variables. For example, violent TV programs may have faster-moving pictures than non-violent ones – perhaps violent behaviour results not from the violent content of the programs but from the sensory onslaught of rapidly moving images? Speed of image is a possible confound – another possible explanation that will reduce our confidence as to the cause of the effect we observed.

A good research designer will try to think of as many possible alternative explanations when designing their research, so as to remove as many confounding variables as possible. Any design feature they include which effectively rules out alternative explanations will increase the internal validity of their research. Some common methods for reducing the possibility of alternative explanations are:
RANDOM ALLOCATION

Random allocation of subjects to the different conditions (the feature which distinguishes a true experiment) rules out numerous alternative explanations. For example, simply letting the children choose which kind of television to watch means that children who are already violent may choose to watch violent television.

COUNTERBALANCING THE ORDER OF CONDITIONS

For example, the children may first watch a non-violent program, have their behaviour measured, then a violent program, and have their behaviour measured. However, perhaps they are likely to be more violent after the violent program simply because they have been sitting around longer. In order to counterbalance the conditions, half the children would watch the violent program first, then the non-violent, and the other half would watch the non-violent program first.

DOUBLE-BLIND PROCEDURES

If the researcher making the assessment of the children knows which ones saw the violent video then their observations may be biased. It is harder of course to blind the children to the nature of their exposure, but at least they should be blinded to the aims of the research, because if they guess what is expected of them (and children are really good at this) then their behaviour will be biased.

A common use of the double-blind procedure is in research investigating the efficacy of treatment drugs. Because some patients may improve simply through believing that the drug they are taking is effective (the Placebo effect), in order to judge the actual effect the drug is having, a researcher will give some subjects the drug, and others an inert placebo (e.g. a sugar pill, or saline injection). Not only will the researcher not tell the subject that they may be getting a placebo ('single-blind'), but they will also make sure the practitioner giving the drug to the patients does not know whether that patient is receiving the drug or the placebo ('double-blind'). This way, there is no chance that the practitioner may act (consciously or unconsciously) in a different way towards a patient, depending on the group they are in, which might provide an alternative explanation for any differences between the groups that the research may discover.

EXTERNAL VALIDITY

When you are reading about the results of a study you might be tempted to ask just how those results could be applied in the real world. External validity is the extent to which results from a study can be generalized to other populations and contexts. This is increased with the following procedures:

RANDOM SELECTION

Random selection involves selecting your subjects from the population about which you wish to draw an inference, at random. It is not as easy as it sounds. Subjects may select themselves, for example if you advertise an experiment which will look at ‘depression in adolescents’, and find that 40% of those who sign up are actually depressed, could you conclude that 40% of the general population is depressed? Subjects may also be chosen from a limited population. For example if 30 children were selected for the television violence study, and all of them were from an upper class school in New York, how relevant would the findings be for children in the eastern suburbs of Perth?

NATURALISTIC CONTEXT

You may have already completed an experiment this semester which involved questionnaires, or pressing buttons on a computer, and afterwards the researcher told you that the experiment was about self-esteem, or driving performance, or other complex constructs. If the conditions under which such variables are measured are highly artificial then the external validity of the study may be extremely poor (this really depends on the nature of the research though).
DESIGNING RESEARCH
Test your understanding of the different kinds of research design by constructing studies based on an investigation on the causes of motor vehicle accidents and these variables:
- Alcohol consumption
- Speed (of vehicle)
- Likelihood of having an accident

How would a **correlational study** involving these variables be designed?

How would a **true experiment** involving these variables be designed?

How would a **quasi-experiment** involving these variables be designed?

EXAMPLES OF RESEARCH DESIGNS
Below are 6 examples of research design. For each, state what kind of design it is (correlational study, quasi-experiment or true-experiment), and list the alternative explanations which have been ruled out and those which have not. A simple way to tell the difference is to ask: Have the key variable, about which inferences will be drawn, been manipulated or not? (If ALL = true experiment, If NONE = correlational; If SOME but not others / or an attempt at matching IVs = Quasi-Experiment).

**EXAMPLE 1**
A researcher wishes to find out whether 4WD vehicles are more dangerous than medium sized cars. They collect data from a nation-wide database on road fatalities and discover that 4WD’s were 40% more likely than medium sized cars to be involved in accidents involving a fatality. The researcher concludes that 4WD’s are indeed more dangerous to both drivers and other road users.

List the variables being considered:

Which variables are being manipulated?

Which variables are simply being measured?

What kind of study is this? (correlational/quasi /true-experiment)?

Which alternative explanations cannot be ruled out by this study?
EXAMPLE 2
A researcher wishes to determine whether the popular plant extract ‘Echinacea’ is effective in preventing colds and flu by strengthening the immune system. The researcher randomly selects a group of people who take Echinacea, and a group who do not, and carefully matches the two groups on diet, exercise, age and lifestyle. They discover that the group which takes Echinacea suffers from fewer colds over a 4 month period. The researcher concludes that Echinacea is effective in preventing colds and flu.

List the variables being considered:

Which variables are being manipulated?

Which variables are simply being measured?

What kind of study is this? (correlational/ quasi / true-experiment)?

Which alternative explanations cannot be ruled out by this study?

EXAMPLE 3
A researcher wishes to find out whether 4WD vehicles are more dangerous than medium sized cars. The researcher approaches an Adelaide based delivery company at the start of their financial year, and convinces them to purchase 50 4WD’s and 50 medium sized cars, matched in as many categories as possible. One hundred workers at the company are given, using a coin toss, either a 4WD or a medium sized car. Over a six month period the researcher records the number of minor and major accidents and injuries the workers experiences, and finds that those driving the 4WD’s suffered more injuries, and caused more injuries to other road users. The researcher concludes that 4WD’s are indeed more dangerous to both drivers and other road users.

List the variables being considered:

Which variables are being manipulated?

Which variables are simply being measured?

What kind of study is this? (correlational/ quasi / true-experiment)?
Which alternative explanations cannot be ruled out by this study?

**EXAMPLE 4**
A researcher wishes to determine whether the popular plant extract ‘Echinacea’ is effective in preventing colds and flu by strengthening the immune system. The researcher conducts a telephone questionnaire, ringing people up at random and asking them how many bouts of colds and flu they have experienced in the last four months, and how much Echinacea they consumed in the same period of time. The researcher discovers that those who claimed to take more Echinacea suffered fewer bouts of cold and flu and vice versa. The researcher concludes that Echinacea is effective in preventing colds and flu.

List the variables being considered:

Which variables are being manipulated?

Which variables are simply being measured?

What kind of study is this? (correlational/ quasi / true-experiment)?

Which alternative explanations cannot be ruled out by this study?

**EXAMPLE 5**
A researcher wishes to find out whether 4WD vehicles are more dangerous than medium sized cars. The researcher takes a random sample from the population of 50 4WD owners and 50 owners of medium sized cars. The researcher hires a driving circuit for the day, and drivers are randomly allocated to various road conditions involving oil, sudden pedestrian appearance, or sharp swerving. More spinouts, dead cardboard pedestrians, and near rollovers are recorded for the 4WD group. The researcher concludes that 4WD’s are indeed more dangerous to both drivers and other road users.

List the variables being considered:

Which variables are being manipulated?

Which variables are simply being measured?
What kind of study is this? (correlational/ quasi / true-experiment)?

Which alternative explanations cannot be ruled out by this study?

EXAMPLE 6
A researcher wishes to determine whether the popular plant extract ‘Echinacea’ is effective in preventing colds and flu by strengthening the immune system. The study was advertised in the local university at Doctor’s clinics and the offices of naturopaths. This resulted in the selection of around 700 children aged between 2 and 11. The children were divided into two groups at random. One group received Echinacea tablets for four months, while the other group received a sugar pill. The researcher discovered that those children who were given Echinacea tablets suffered no fewer bouts of cold or flu, but were 5% more likely to suffer from a skin rash. The researcher concludes that Echinacea is not effective in preventing colds and flu and may have adverse consequences.

List the variables being considered:

Which variables are being manipulated?

Which variables are simply being measured?

What kind of study is this? (correlational / quasi / true-experiment) ?

Which alternative explanations cannot be ruled out by this study?
WEEK 9: STATISTICS

FORMAT
• Tutor answers any questions about the Statistics revision
• Discussion of the research and everyday scenarios illustrating statistical issues

LEARNING OUTCOMES
By the end of this tutorial you should:

• Understand the role of statistics in research
• Understand the application of the statistical concepts of power, sampling, variability and reliability, decision rules, probability and certainty, and the meaning of retaining the null hypothesis
• Be familiar with the concept of ‘Statistical Significance’ and the meaning of a ‘p-value’

PREPARATORY WORK
REVIEW: Statistics lectures 3, 4, 5 and 6 and their Resource Modules
READ: Either (or both) of the two textbook chapters on Statistics, either the supplement to this chapter: Westen, D., Burton, L., Kowalski, R. (2006 or later), Chapter 2: Research methods in Psychology: Statistics Supplement (library readings)
ANSWER: The revision questions below

What is the critical p ‘cut-off’ value? When is it set? (Statistics Lecture 5)

What is Statistical Power? Why is having hundreds or thousands of participants often a bad idea? (Statistics Lecture 6)

What is the difference between ACCEPTING and RETAINING the null hypothesis? Why is this difference important? (Statistics Lecture 4)
Why does less variability in samples lead to more reliable conclusions? (Statistics Lectures 4 and 5)

What is observational bias? What problems does it cause? (Statistics Lecture 3)

What is the difference between "Absence of evidence" and “Evidence of absence”? (Statistics Lecture 6)

THE P-VALUE (LECTURE REVISION)

We use statistics to determine whether a result we have obtained is likely to have been due to chance alone, or has been most probably caused by a real, underlying effect. Our expression of this is the P-value. A rough way to describe it, is that it is the probability that we obtained the result that we did (in our sample) if nothing systematic is happening (in the population). A small p-value, is therefore a good result, as it means that it is highly improbable that we obtained our result by chance alone, so something must be happening. A large p-value, simply means that it is highly probable that a result of the magnitude and reliability that we obtained, could be due merely to random sampling error.

For Psychology and most sciences, 0.05, is the usual cut-off p-value for statistical significance. If a p-value is smaller than this (<0.05, e.g. 0.043, 0.002) then the result is statistically significant, the null hypothesis can be rejected and a conclusion can be made. On the other hand if the p-value is larger than this (>0.05, e.g. 0.06, 0.12, 0.67) then the result is not statistically significant, and most probably arose by chance alone.

Understanding the logic of hypothesis testing, sampling, and the critical role of decision making in statistics, is important in being able to understand and critique all psychology research. Too many students believe that statistics is purely mathematical, and is an irrelevant ‘sideshow' to studying psychology. Hopefully this tutorial will convince you otherwise.

IN CLASS EXERCISES

In this tutorial, you need to work through twelve scenarios: six of which are everyday examples, and six of which are examples of psychological research. In all these examples consider:

- Does the person in the scenario make the correct decision or conclusion?
- Whether the decision is correct or incorrect, what is the statistical or research principle that is being used?

The scenarios are arranged in pairs (on each page). If the connection between each pair is not obvious at first, keep considering what the nature of the decision is.
EXAMPLE 1

At the beginning of 2009, a well-known Astrologer boasts on national television that they can make accurate predictions. They list twenty predictions (e.g. there will be an assassination attempt against President Obama). The host of the television show says that they'll be amazed if half of the predictions come true. One year later, the Astrologer is invited back on the show, and even with some very imaginative interpretation of their previous predictions, they admit that only 5 out of 20 were even close to correct. The host of the show states that they are still amazed.

What error has the host of the show made?

EXAMPLE 2

A psychologist is studying the claim that the use of handheld videogames to ‘train your brain’ actually increases children’s working memory capacity. They run a one month long experiment, where they require half the children to play a lot of ‘training’ videogames, while the control group is simply instructed to ‘draw lots of pretty pictures’. A month later, the psychologist finds a small mean difference between the groups, which favours the use of videogames. However the p-value is only 0.08, and if the researcher uses the standard decision rule most psychologists use (Reject Ho if p<0.05), this key result will not be statistically significant. The psychologist is excited about their ‘discovery’ however, so they change their decision rule to something more liberal (Reject Ho if p<0.1), and conclude that videogames do increase children’s working memory.

What error has the psychologist made?

What statistical/research principle is important here?
EXAMPLE 3

Maria is afraid because she is convinced that there are spiders living in her garage. She tells her husband, who disbelieves her, yet reluctantly agrees to try and find them. Her husband goes into the garage with a torch, and he searches around every corner for around ten minutes. After doing this every day for a week, he tells Maria, “there is nothing to be afraid of; I haven’t been able to find a single spider”. Maria is not convinced, and buys ten night vision cameras, and puts them in the garage pointing them in all directions. She records constantly for a week (168 hours x 10 cameras), and then reviews the footage. She finds two occasions where a single spider is visible in a corner of the garage. She tells her husband that this proves she was right to be afraid.

Has Maria made the correct conclusion?

EXAMPLE 4

A researcher wants to determine if a new therapy designed to relieve anxiety is effective. They run a study where they randomly allocate 30 subjects to the new therapy and 30 to a waiting list control. After a month, they find no difference at all between the groups.

A second researcher who uses the new therapy in their clinics disputes this finding, and runs a second study, identical except that she uses 250 subjects in each condition. After a month she find a small but reliable (p=0.03) difference between the groups. She concludes that the first study was flawed and the therapy is highly effective.

Has the second researcher made the correct conclusion?

What statistical/research principle is important here?
**EXAMPLE 5**

Brad is a caffeine dependent human adult, who is always on the lookout for better tasting coffee. He currently gets his daily fix from a non-descript ‘coffee cart’ close to his office, but a colleague mentions to him that better coffee is to be found at “Jeff’s”, a substantially more pretentious coffee outlet nearby. After a few days of sourcing his coffee from “Jeff’s”, Brad is not impressed, so returns to buying coffee from the coffee cart. Brad’s colleague notices this and says to him: “Gee you must be a fan of the coffee cart”.

Is Brad’s colleague justified in making the final statement?

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**EXAMPLE 6**

A psychologist is investigating the hypothesis that women wear (red lipstick) to appear as if they are more sexually aroused. They ask 50 subjects to view 100 photographs of women, and rate how ‘aroused’ they think the women are. Some of the women are wearing red lipstick, some black lipstick, and some no lipstick – and although subjects can clearly see this, they are not told this is the critical part of the experiment. Once the experiment is complete the psychologist analyses her data, and finds no difference in subjects’ ratings depending on whether the women were wearing lipstick or not (p>0.05). She concludes that she has found strong evidence that there is no link between the wearing of lipstick and apparent sexual arousal.

Is the researcher’s conclusion justified?

---

What statistical/research principle is important here?
EXAMPLE 7

Yuko has been dating two different men for a few months, and finally has to decide between them because they are both getting curious about what she does during the other half of her week. Boris is a young German exchange student who is covered in tattoos, and drinks heavily. Yuko has had some amazing dates with him, but too often he forgets he even has a date with her, and on the occasions when he does remember he sometimes gets far too drunk; once he even threw up all over her. Marcus on the other hand is an electrical engineer who is always on time, and never forgets Yuko. Marcus generally takes her out to restaurants, is very polite, and nothing ever seems to go wrong. When Boris forgets Yuko’s birthday, she begins to doubt if he even cares for her at all. Yuko never doubts that Marcus is keen though, so chooses him.

Why did Yuko pick Marcus?

EXAMPLE 8

A clinical psychologist is deciding between training her staff in a new therapy, or training them in a more conventional therapy. The conventional therapy is cognitive behavioural therapy (CBT) which generally results in small to modest improvements in most clients. How the psychologist is enticed by the new therapy, called “challenge therapy”, because several prominent celebrities have made astonishing recoveries from depression using it. However she is concerned when she discovers that there have also been a handful of cases of extreme harm and one suicide as a possible result of the therapy. Some studies in the literature support “challenge therapy” but many also conclude that it is worthless. She decides to look at the numeric data of the most recent study:

<table>
<thead>
<tr>
<th></th>
<th>Mean Improvement Score</th>
<th>Average Variability of scores (standard deviation)</th>
<th>p-value (when compared to no difference)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular CBT</td>
<td>+10.1</td>
<td>3.6</td>
<td>0.042</td>
</tr>
<tr>
<td>“Challenge Therapy”</td>
<td>+10.4</td>
<td>64.3</td>
<td>0.551</td>
</tr>
</tbody>
</table>

The psychologist concludes that “Challenge Therapy” has no systematic positive effect and may be very dangerous.

Why did the psychologist not choose “Challenge Therapy”?

What statistical/research principle is important here?
EXAMPLE 9

Tina is a heavy smoker and a very busy investment banker who is only ever free for social engagements late at night. She is approaching her mid forties and always seems to discuss her single status in her free time, as she is constantly on the lookout for a soul mate. Tina is thinking of moving to Melbourne because she notices that all the friends who she has met in Sydney always look tired or bored, and cough a lot.

Is Tina’s conclusion about Sydney people justified?

EXAMPLE 10

A social psychologist is interested in Australian’s attitudes toward Anzac Day, and whether positive attitudes reflect a need to recognize the tragedy of war, or a need to celebrate the heroic feats performed in war. She advertises her study for first year psychology students at the University of Sydney, and collects responses from 120 of them. From her data analysis, she concludes that nearly 20% of all Australians don’t understand what Anzac Day is, and that of the ones that do, 94% think that war is inappropriately glorified on Anzac Day.

If the social psychologist’s conclusion about ‘Australians’ correct, and if not why not?

What statistical/research principle is important here?
EXAMPLE 11

Jane is looking for a day-care centre for her four year old, and discovers from a government website that the “Young-uns Day Care Centre”, is accredited, and has received excellent reviews and several awards. However she also discovers that several years ago the centre did acknowledge it had made an error in letting the kids play with toys without checking for lead content. Jane’s other option is the “Little-uns Day Care Centre”, which is not listed on the web. Jane chooses the “Little-uns” centre for her four year old because there is no negative news about it.

Did Jane make the right decision?

EXAMPLE 12

Richard is a clinical psychologist who is asked to give advice about the best treatment for a client suffering from Eisoptrophobia (fear of mirrors). One treatment which has been widely researched and used simply involves extended exposure until the clients symptoms subside. Richard finds that the latest study concludes that: “at a significance level of 0.05 (95% confidence), we conclude that exposure therapy is beneficial for sufferers of Eisoptrophobia.” Another treatment which has never been formally tested involves asking sufferers to ‘meet the challenge’ and break lots of mirrors as part of their therapy. Concerned that the conclusions of the exposure therapy research were not absolutely 100% certain, Richard suggests the mirror breaking treatment.

Did Richard make the right decision?

What statistical/research principle is important here?
WEEK 10: SOCIAL PSYCHOLOGY

FORMAT
- Video - a demonstration of artificially created prejudice in adults and children.
- Discussion of video and connected topics.

LEARNING OUTCOMES
By the end of this tutorial you should:

- Have an understanding of what is meant by the terms prejudice and discrimination
- Be aware of ‘hidden’ or covert prejudice and discrimination
- Have an awareness of some of the theories about how prejudice is formed and how it is maintained

PRE-TUTORIAL WORK
COMPLETE: Social Tutorial Learning Module and answer the questions below

INTRODUCTION TO PREJUDICE AND DISCRIMINATION
Prejudice is a widespread and persistent phenomenon in society, and the study of prejudice has been a major area within social psychology for many years. Researchers in the area attempt to answer questions about how prejudice forms, how it might be stopped, and what relationship exists between prejudiced attitudes and prejudiced actions - to name a few. One of the classic experiments in this area which gave an insight into the nature of prejudice was the Robber’s Cave Experiment (Sherif et al., 1961).

The study was conducted at a summer camp at Robber’s Cave in Oklahoma. Twenty-two eleven and twelve year old boys were the unknowing subjects of this experiment. Sherif divided the boys up into two groups by assigning them to one of two cabins (set apart from each other). They participated in activities such as hiking, fishing, swimming, playing cards in their separate groups and within a short space of time each group had formed a close-knit mini-community, complete with hierarchies and in-jokes. Each group thought up a name for their group: one was the Eagles, the other was the Rattlers.

At this point, Sherif sought to involve the two groups by pitting them against each other in a tournament in which they competed for a trophy. Very quickly, a culture of hostility between the two groups emerged. They called each other names, spat on each other, the Eagles burned the flag of the Rattlers and the Rattlers broke into the Eagles’ cabin and scattered or stole their belongings. Sherif noted that the tournament had turned them into “wicked, disturbed and vicious [and prejudiced] bunches of youngsters” (Sherif, 1966, p.85). There appeared to be more than just a superficial antagonism between the groups.

Having established this inter-group hostility, the researchers were interested in how the relations between the two groups might be improved. Allowing the two groups to interact outside of the tournament did not result in any improvement. It was only when the experimenters set up conditions for the boys to work together on a common goal that the situation improved. They deliberately sabotaged the water supply of the camp so that the boys had to track down the blockage and restore supply, and later the boys worked together to fix a broken truck. On the final night, the experimenters induced the boys to pool their money to see a movie. Once they had switched to cooperative rather than competitive ventures, the relations between the two groups greatly improved.
PRE-TUTORIAL EXERCISE – DEFINITIONS, THEORIES AND MEASUREMENT

Work through the textbook reading and tutorial learning module, filling in answers to the following questions.

According to the Tutorial Learning Module, what is prejudice and how does it differ from discrimination?

What are stereotypes?

Why do stereotypes persist?

According to the Tutorial Learning Module exercise, how does observational learning lead to prejudice and discrimination?

According to the Tutorial Learning Module exercise, how does the “just world hypothesis” lead to prejudice and discrimination?

How does the tendency to form ‘ingroups’ and ‘outgroups’ facilitate prejudice and discrimination?
IN CLASS MATERIAL
You will now watch segments from two videos showing workshops on discrimination and prejudice run by Jane Elliot. Please keep in mind that community attitudes to prejudice and discrimination vary considerably, and as a consequence, there may be a wide range of opinions expressed in this class. It is important that every student respects what others have to say, even if they strongly disagree.

What techniques did Jane Elliot use to create a sense of inequality between the brown-eyes and the blue-eyes:

a) In the classroom?

b) In the Australian workshop?
Do you think the workshop would have changed participants’ attitudes?

What possible problems were there with Jane Elliot’s approach?

Would you call Jane Elliot’s methods an experiment? How are they different from what psychologists mean when they describe laboratory experiments?
GOING FURTHER

HIDDEN DISCRIMINATION
Prejudice and discrimination can take many different forms. Some forms are easy to recognize (e.g. racial violence or government segregation policies), but other forms are less obvious. Hidden forms of prejudice have the potential to be just as destructive as more visible forms of prejudice and discrimination, and can be even more dangerous because they are not as easily identified or targeted. Hidden discrimination may be particularly common in today’s society, because open discrimination is increasingly considered unacceptable. This may have the effect of “driving discrimination underground”. When people sense that their attitudes and actions are socially unacceptable, they may simply mask their prejudice and disguise or rationalise their discriminatory behaviour. Or they may act in a discriminatory way without realising it. Below is a list of some types of covert or hidden discrimination, and some questions to consider concerning these forms of discrimination. Take some time to think over each of these examples.

FAILURE TO ACT
For example: a woman is given an entry-level job in a traditionally male-dominated profession (e.g. stockbroking) and her male colleagues fail to give her the informal advice and tips that they would have given to a male in the same position. As a result, the woman may find it hard to get promoted in this job, not because of a lack of talent, but because she has not been given the information that she needs to demonstrate her skills.

What other ways might people fail to act in such a way as to be discriminative?

REVERSE DISCRIMINATION
Sometimes, members of minority groups are given special treatment to ‘prove’ that society does not negatively discriminate against them. To demonstrate this form of discrimination, Dutton (1973) conducted a study in which black men and white men tried to enter a restaurant which had a strict dress code. The men from both groups were dressed similarly, and none of them wore a tie. Dutton found that more white men than black men were refused entry.

In policy decisions (for example in government or business), reverse discrimination is sometimes called ________________________________.
WEEK 11: PERSONALITY THEORIES

FORMAT
- Go through the answers to the online exercise and readings with your tutor, discussing differences and similarities between Freud's psychoanalysis and Bandura's social-cognitive theory
- Small group discussion of the case study
- Class discussion of interpretations drawn from either theory
- Class discussion of limitations with the case study approach

LEARNING OUTCOMES
By the end of this tutorial you should:
- Understand the significance of Personality theory in psychology
- Understand the differences and similarities between Freud’s psychoanalytic theory and Bandura's social-cognitive theory
- Know how theories apply to interpreting case studies and problems/limitations with this approach

PREPARATORY WORK
COMPLETE: Personality Tutorial Learning Module
ANSWER: The questions below

How does Freud's psychoanalytic theory attempt to explain personality and in particular, how does it explain disturbances in personality?

________________________________________________________________________________________

________________________________________________________________________________________

What are defence mechanisms? List five of the defence mechanisms outlined in the module and briefly define each one.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Briefly describe how personality develops as a product of behavioural conditioning according to Bandura.

IN CLASS MATERIAL

The study of personality is arguably one of the most fascinating and important areas of psychological research. Although there are diffuse understandings of the word ‘personality’, theories of personality tend to focus on both characterising and understanding human nature. For example, theories of personality address issues such as basic human motivation (e.g., are humans innately aggressive, or is this something that develops due to environmental influences?), the nature of ‘mind’ (e.g., how conscious are we of our mind’s workings?), and describing and understanding the characteristics of ‘persons’ (e.g., why are some people more outgoing and sociable, whilst others more withdrawn and shy?). To some extent, personality theory can be seen as a synthesis of all the other domains studied within psychology, whether it be that of social psychology, neuroscience, the study of cognition or the study of motivation.

The importance of understanding human nature and the ‘person’ is manifested in several concrete ways. Our understanding of human nature guides, in part, what we consider to be ‘normal’ and ‘abnormal’ behaviour and what we consider to be ‘therapeutic cure’. Our understanding of personality also guides (again, in part) how we think children should be raised. Furthermore, any understanding of human nature has certain social implications. If you believe that humans (or at least some humans) are aggressive ‘by nature’ (that is, aggressiveness is somehow a part of their genetic make-up), then this may influence your view on how society should respond to violent offenders (for instance, you might believe that there is no chance for rehabilitation.

In general then, personality theories guide how we both understand and explain the behaviour of others. It is probably fair to say that each of us holds our own theory of personality (our own view of human nature), whether implicitly or explicitly, that helps us understand people around us. Today’s exercise asks you to understand a case study from two different theoretical perspectives. After developing each interpretation try and identify strengths and
weaknesses of each respective position and finally decide whether you believe that one theory better explains the case than the other.

**CLASS EXERCISE**

In small groups discuss the following (fictitious) case study and answer the questions concerning the understanding of the character's personality from both the psychoanalytic and social-cognitive viewpoints.

**INTERPRETATION OF A CASE STUDY**

| Troy is 34-year-old male who has a peculiar relationship with the opposite sex. Whilst his friends have begun to settle down and form long term relationships, Troy shuns intimacy and holds a negative, and at times aggressive, attitude towards women. This is not to say that he hasn’t had any relationships. He has had a long string of short-term partners, but he always ends the relationship very early on, particularly when emotional intimacy develops. His friends think that he has a fear of commitment, but if you ask Troy he will tell you that he has always been like this; he simply doesn’t want a ‘heavy’ relationship and he dislikes ‘needy’ people. Moreover, he says that it is important to stay in emotional control; ‘it’s what a man does’. Only once in his adult life, after meeting a very loving and caring woman, did he achieve a degree of emotional intimacy. His negative attitude towards women suddenly disappeared and to his shock he found himself totally overwhelmed by anxiety and a fear of abandonment. To his knowledge he had never felt such emotional vulnerability like this before which terrified him, and it wasn’t long before his old attitude re-asserted itself and he rejected her. ‘After all’, he said, ‘a man must remain in control’.

As a young child Troy displayed what might be considered a ‘normal’ desire for affection and closeness to his parents. He was gentle and loving, but his father believed that a boy should be strong and independent and that affection was a sign of weakness. His father was someone who always acted in an uncaring and unaffectionate manner, and would also often make derogatory remarks towards women, which his father’s friends would often applaud. Then, as Troy reached the age of about 4 or 5 he began to become ‘clingy’, as his parents described it; he was always seeking his mother’s affection and wanted to be physically close to her. His father made it clear that this ‘needy’ behaviour was to stop and if he acted like this he would then be physically punished. His mother would also send him to his room to try and discourage this ‘clingy’ behaviour and Troy would react to her with mixed feelings. He would be intensely angry with her for what he perceived to be her rejection of him, but he would also desperately fear that he would lose her. This behaviour also resulted in physical punishment from his father and as a consequence, it seemed, both the angry and ‘clingy’ behaviour disappeared. Given all that was happening, his parents believed that it was in his best interests to send him to boarding school, ‘to teach him some discipline’. There his attitude dramatically changed; he got heavily involved in sports, like the other boys, and started developing a strong ‘tough-minded’ attitude, similar to that of his father’s, and thereafter winning his parents’ approval.

When he reached puberty his interested in the opposite sex increased. However, he carried his ‘tough-minded’ attitude over into his usually brief relationships. He was only interested in girls who were very keen on him, but he would always remain aloof, fostering an attitude that the girls he saw meant nothing to him. If any girl he was seeing appeared only half-interested he would get intensely angry and insultingly reject them. He would then boast to his mates that he ‘always ends the relationship on his terms’ (His mates thought that this was ‘cool’). On the other hand, if a girl acted in a loving and caring fashion he would feel uncomfortable and would verbally attack this ‘neediness’, which he believed was a sign of ‘weakness’. In a similar fashion to his father then, Troy developed the belief that women were the ‘weaker sex’, since they lacked emotional control. All of these behaviours reflected Troy’s general derogatory and antagonistic attitude towards women, an attitude that persisted into his adult life.

Based on the pre-tutorial material and the case study, answer the following questions in small
A PSYCHOANALYTIC INTERPRETATION OF THE CASE

What are the childhood experiences that a psychoanalyst might believe determined Troy's later personality?

What defence mechanisms might be being displayed?

How might psychoanalysis explain Troy's attitude towards women?

Can you identify any problems with the psychoanalytic interpretation of Troy's case?

A SOCIAL-COGNITIVE INTERPRETATION OF THE CASE

What are the childhood experiences that a social-cognitive theorist might believe determined Troy's later personality?
How might social-cognitive theory explain Troy's attitude towards women?

Can you identify any problems with the social-cognitive interpretation of Troy's case?

**FURTHER DISCUSSION: COMPARISON & CONTRAST**
Which features of each explanation are common across both theories and which features are distinct?

In your opinion, do the theories provide incompatible explanations?

In your opinion, which theory better explains Troy’s behaviour? Why?

How might each of the theoretical perspectives approach Troy's case in terms of therapy?

**IMPORTANT LIMITATIONS OF THIS DEMONSTRATION**
Today’s exercise was primarily designed to give you an experience of understanding human behaviour from two different theoretical perspectives. However, a general problem for such interpretations is that they are deduced ‘after the fact’ (*ad hoc*), and are open to the charge of being exercises in ‘confirmation bias’. That is, the facts are interpreted in such a way so as to fit the theory, rather than the theory being made to fit the facts. Furthermore, in such cases it is difficult to evaluate whether the interpretation is correct, a problem that is especially pronounced when you have two competing theories, each claiming to ‘explain’ the case.

Transference is a form of displacement whereby our feelings towards significant others may be displaced or shifted onto other people who we encounter later in life. Put a little differently, it is process where our past relationships affect our present ones. For example, if we grow up in a house terrified by our father then that may influence how we feel towards other males later in life who are in a similar authoritative position (eg. a fear of one’s male boss).
WEEK 12: HUMAN DEVELOPMENT

REQUIRED READING FOR PRE-TUTORIAL EXERCISE


Answer questions on the reading in your manual (below).

FORMAT

- Discussion of the use of twin, family and adoption studies in researching genetic and environmental contributions to the development of intelligence.
- Examination and discussion of correlational data on similarity in intelligence between family members and non-related individuals.
- View and discuss video material about the effect of enriched environments in producing exceptional abilities and achievement.

LEARNING OUTCOMES

By the end of this tutorial you should:

- Understand what we can learn about genetic contributions to intelligence from data about intellectual similarity between biologically related and unrelated individuals.
- Understand arguments on both sides of the debate about:
  - The origins of intelligence with particular reference to the nature/nurture debate.
  - The importance of the early environment for intellectual development.

PRE-TUTORIAL EXERCISE

Answer the following questions relating to the reading:

1. What are the seven types of experiences identified by Ramey & Ramey as ‘essential to ensure normal brain and behavioural development’?
2. What is the evidence that maternal speech affects language acquisition?

3. How many years behind are children from impoverished (high risk) backgrounds in comparison with age-mates reared in more typical environments at the time they start kindergarten?

4. Why does the developmental age of children from high-risk environments stop increasing over the summer holidays whereas children from typical environments show steady continuous development (see figure 3)?

5. Do the results from the Abecedarian program indicate that early intervention can have a long-term effect on intelligence (see figure 5)?

6. What is the evidence that provides a justification for targeting disadvantaged children rather than universal intervention?

7. What do the studies discussed in this paper tell us about the role of environmental factors in the development of intelligence?
IN-CLASS MATERIAL

There are two major obstacles to studying the behavioural impact of heredity in humans. Firstly, it is obviously unethical to selectively breed humans for research. Secondly, we can examine the similarity between pairs of individuals who differ in how closely they are related genetically, but we cannot assume that these similarities are entirely the result of their genetic similarity. This is because genetically related individuals usually experience common environments (for example, siblings living in the same house, cousins have parents with common experiences and values). Twin and adoption studies, however, have allowed these obstacles to be overcome to some extent.

1. TWIN STUDIES

Twins can be either monozygotic (MZ) or dizygotic (DZ). MZ twins arise as a result of the splitting of a fertilized ovum, and are thus genetically identical. DZ twins develop from the separate fertilization of two ova, and are thus no more genetically alike than any two siblings. If MZ twins are more similar than DZ twins on a particular characteristic, heredity is likely to be involved in the expression of that characteristic (although note that some writers have questioned this assumption). If the resemblance between MZ twins is similar to that of DZ twins, it can be concluded that heredity has not played as substantial a role in the expression of that characteristic.

Additionally, cases where siblings (especially twins) have been adopted by different environments provide useful evidence as to the effects of EV on genetically similar individuals.

2. CASE STUDY: “TWINS, DOWN TO THE LAST DECIMAL PLACE”

A front-page article of the Sydney Morning Herald in 1991 featured the above headline. It reported on a pair of non-identical (DZ) twins, both of whom scored exactly the same ATAR (then TER) of 97.70. They attended the same school but had not studied the same subjects. What (if any) genetic and/or environmental factors might have contributed to this outcome?

3. CORRELATIONAL DATA ON SIMILARITY IN INTELLIGENCE BETWEEN FAMILY MEMBERS AND NON-RELATED INDIVIDUALS

Here are the results of a study conducted by Henderson (1982). They display the correlation between IQ scores for people with differing amounts of genetic similarity.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Rearing</th>
<th>% genetic similarity</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same individual</td>
<td>n /a</td>
<td>100</td>
<td>.87</td>
</tr>
<tr>
<td>Identical Twins</td>
<td>Together</td>
<td>100</td>
<td>.86</td>
</tr>
<tr>
<td>Fraternal Twins</td>
<td>Together</td>
<td>50</td>
<td>.62</td>
</tr>
<tr>
<td>Siblings</td>
<td>Together</td>
<td>50</td>
<td>.41</td>
</tr>
<tr>
<td>Siblings</td>
<td>Apart</td>
<td>50</td>
<td>.24</td>
</tr>
<tr>
<td>Parent - Biol. Child</td>
<td>Together</td>
<td>50</td>
<td>.35</td>
</tr>
<tr>
<td>Parent - Biol. Child</td>
<td>Apart</td>
<td>50</td>
<td>.31</td>
</tr>
<tr>
<td>Parent – Adopted Child</td>
<td>Together</td>
<td>Unknown</td>
<td>.16</td>
</tr>
</tbody>
</table>

These results suggest that IQ is related to genetic similarity. It is important to note, however, that the conclusions refer to population trends and should not be interpreted as applying to any given individual.
a. The correlation between identical (MZ) twins is _______________ and between non-
identical twins (DZ) is _______________. This suggests that the MZ twins’ greater genetic
similarity is producing greater intellectual similarity. Could environmental similarity also be
greater in MZ than DZ twins?

b. The correlation between siblings reared together is ____________ and reared apart
is _______________. What does this suggest about the role of genetics and environment in the
development of intelligence?

c. Are the environments of siblings (with respect to intellectual development) necessarily the
same? If not, what impact would this have on the correlation between siblings’ intelligence?
Would the role of environment be under- or overestimated?

d. What might happen to the genetic/environmental impact on cognitive performance, as
children get older? Why?

e. The correlation between parents and their biological children reared together
is__________ and reared apart is ____________. What does this suggest about the role of genetic
factors in intelligence?

4. A CASE STUDY THAT MAKES A STRONG CLAIM FOR THE DOMINANCE OF
ENVIRONMENTAL FACTORS IN PRODUCING “GENIUS”

In the tutorial you will see a video clip of a family in which all the offspring have made
extraordinarily accelerated progress through school, and who were exposed to intensive
training from birth and before

a. The family have ______________daughters, all of whom are very advanced intellectually.

b. The parents claimed that their daughters could say words by the time they
were ___________ of age, and full sentences by the time they were_________ of age.

c. The girls’ mother claims that their achievement is due to three important factors:
“______________ , ______________and______________teaching methods”.

d. Some specific teaching methods referred to by these parents were:
e. The video argues for a strong role of environment in explaining the girls’ level of ability. Reasons suggested as to why genetic explanations are not sufficient are:

f. In the video clip, the psychologist Irving Siegel claims that the girls are not “smart by chance” or by genetic endowment alone. He claims that their genetic endowment would make them very bright, but it is the addition of ___________ that has resulted in their level of achievement.

What do you think?

What are the pros and cons of providing enriched environments during intellectual development?
WEEK 13: COURSE FEEDBACK, RESEARCH REPORT FEEDBACK AND FINAL EXAM REVISION

FORMAT
- You are asked for feedback on every aspect of the course
- Tutor talks about format of the final exam, and study tips
- Tutor reminds you to check and confirm your SONA (research participation) credit
- Your tutor will answer all questions about the research report and explain how it was marked

LEARNING OUTCOMES
By the end of this tutorial you should:

- Understand why you received the research report mark you were awarded
- Have thought through the study techniques you use in preparation for exams
- Have a chance to ask your tutor any question you may have about the course, about the final exam, or about further study in psychology

PREPARATORY WORK
The only preparatory work for this week is a reminder to start studying for the final exam if you haven’t already.

CHECK YOUR SONA CREDIT NOW!
You have always been able to check whether or not researchers have been crediting you by logging on to SONA at anytime from anywhere, so if you have been keeping up then just do a final check and you have nothing to worry about. If you are still finishing up studies or have not been checking, now is the time to do this. If you think there has been an error contact the researcher now (their contact details are on SONA). The last day you can participate in studies in the last day of stuvac. The last day you can contest final SONA participation marks is precisely a week later. Any SONA credits or penalties not queried with the researcher before that date will stand.

Research Reports
Your research reports will have been marked online, and full feedback for them, including comments, will be released the week before. This gives you a few days to have a look through everything your tutor has written, and think of any questions you might have for them. You should be able to see your mark and comments by going back to the place where you submitted and clicking on VIEW.

Since you will come to this tutorial knowing your grade and having seen your feedback, this is your chance to fully reflect on your achievements and errors. Try your best to learn from this experience.

EXEMPLARS OF GOOD WORK AND OTHER MATERIALS

On Blackboard with the other assessment materials, you will find this week a: "Research Report Mark FAQ" which contains the answers to most questions students will have at this time of semester about their report mark. Also look out for an HD exemplars PDF.