WELCOME TO PSYCHOLOGY

PSYC1002 is a very large course (>1500 students), so it is critical you understand what is required of you and how the course works. If you’re used to smaller courses (or school) where you could get away with reading nothing and asking friends or teachers as questions arise, please do not adopt that strategy with PSYC1002. Your tutor (who you will meet in Week 2) should be able to assist in that manner, but ultimately it is your responsibility to understand how this course works by reading this manual/unit of study outline.

Please don’t be offended if you are emailed a screenshot of this page in response to a query. This means you have just asked a question answered in this manual. The latest version of this manual is always available at the top of the CONTENT page on your PSYC1002 eLearning Blackboard site.

Common questions / topics covered in this manual:

- I want to know when all the lectures are? See LECTURE SERIES (page 3)
- I cannot attend all my lectures! I will start the course late and need advice? See “If you enrol in the course late or cannot attend everything” (page 7) and ATTENDANCE (page 8)
- I want to change my tutorial? See TUTORIAL TIMES (page 5)
- Which textbook do I buy? What do I need to read? What topics are covered? See TEXTBOOKS (page 2)
- What are the assessments in this course, what are they worth and when are they due? See ASSESSMENT (page 10)
- What do I do if I’m sick and want special consideration? (See SYSTEMS OUTSIDE THE SCHOOL OF PSYCHOLOGY (page 2)
- I want a simple extension for my assignment! See SIMPLE EXTENSIONS (page 11)
- What if I didn’t study PSYC1001? Read the notes for the first tutorial (page 26)

EMAIL

Students must read all official correspondence sent by the University. Check your university email address regularly (or have it redirected to an address you do check).

When sending email to any staff at the University of Sydney such as Coordinators, Support, Lecturers or Tutors always use your university email account. Many staff use filters for external email addresses which means your Gmail or Hotmail message might not even be read. Even if it is read, we cannot confirm that it comes from an enrolled student, so cannot give out information. At most, you might receive a message asking you to resend from your university account – but if not, and you are waiting a long time – resend your message from your University account.

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>BM332, 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 PSYC1002 Coordinator is Dr Caleb Owens. His office is in the Brennan MacCallum Building, Room 453, and his telephone number is 9351 7523. His email address is: caleb.owens@sydney.edu.au. Caleb is also your ‘Cognitive Processes’ lecturer this semester, so you can always talk to him after any of those lectures as well. Given the number of students in PSYC1002 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://sydney.edu.au/science/psychology/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:

THE PSYC1002 ELEARNING WEBSITE

Information relating to lectures and tutorials will be available on the PSYC1002 eLearning site. (logon to: http://elearning.sydney.edu.au).

TEXTBOOKS

You do not need to purchase anything for PSYC1001 or PSYC1002 other than this manual (and even then, only if you require a hardcopy). Textbook chapters relevant to each lecture stream are made freely available via Blackboard and the “Library Readings” item on the content page of Blackboard. These are listed in the Section titled: PSYCHOLOGY 1002 SYLLABUS.

If you attempted 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 attempted PSYC1002 in 2016 and purchased a PSYKTREK CD-ROM, it should still work, and it’s still packed with great resources (retrieve a 2016 PSYC1002 manual from the School website to see how it was used), however all pre-tutorial exercises are now contained within the PSYC1002 eLearning site.

STRUCTURE OF PSYCHOLOGY 1002

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 over-crowded lecture theatre in a time you are not timetabled to attend, leave.

ALL PSYC1002 LECTURES ARE GIVEN IN THE WALLACE THEATRE. CHECK YOUR TIMETABLE FOR YOUR ALLOCATED TIMES.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 2</td>
<td>Cognitive Processes</td>
<td>Dr Caleb Owens</td>
<td><a href="mailto:caleb.owens@sydney.edu.au">caleb.owens@sydney.edu.au</a></td>
</tr>
<tr>
<td>3 to 4</td>
<td>Neuroscience</td>
<td>Prof Justin Harris</td>
<td><a href="mailto:justin.harris@sydney.edu.au">justin.harris@sydney.edu.au</a></td>
</tr>
<tr>
<td>5 to 7</td>
<td>Perception</td>
<td>Prof Bart Anderson</td>
<td><a href="mailto:barton.anderson@sydney.edu.au">barton.anderson@sydney.edu.au</a></td>
</tr>
<tr>
<td>7 to 9</td>
<td>Mental Abilities</td>
<td>Dr Irina Harris</td>
<td><a href="mailto:irina.harris@sydney.edu.au">irina.harris@sydney.edu.au</a></td>
</tr>
<tr>
<td>9 to 11</td>
<td>Abnormal</td>
<td>AProf Ilona Juraskova</td>
<td><a href="mailto:ilona.juraskova@sydney.edu.au">ilona.juraskova@sydney.edu.au</a></td>
</tr>
<tr>
<td>12 to 13</td>
<td>Learning and Motivation</td>
<td>Dr Evan Livesey</td>
<td><a href="mailto:evan.livesey@sydney.edu.au">evan.livesey@sydney.edu.au</a></td>
</tr>
</tbody>
</table>
Expected of lecturers in PSYC1002 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 PSYC1002 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)

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.
Labour Day Public Holiday on the Monday of this week. 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: http://sydney.edu.au/science心理学/teachAdmin/timetable/index.cgi

### 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 change. Unfortunately this is not possible in 2017.

**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 PSYC1002.

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

---

<table>
<thead>
<tr>
<th>Week</th>
<th>Begins on Monday</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>31st July</td>
<td>No tutorial</td>
</tr>
<tr>
<td>2</td>
<td>7th August</td>
<td>Introduction to the course, PSYC1001 revision, and the Research Report Experiment</td>
</tr>
<tr>
<td>3</td>
<td>14th August</td>
<td>Cognitive Processes Quiz 1 online</td>
</tr>
<tr>
<td>4</td>
<td>21st August</td>
<td>Neuroscience Quiz 2 online</td>
</tr>
<tr>
<td>5</td>
<td>28th August</td>
<td>Writing a research report in psychology: Sections of an APA report and the marking rubric</td>
</tr>
<tr>
<td>6</td>
<td>4th September</td>
<td>Writing, paraphrasing and referencing in Psychology</td>
</tr>
<tr>
<td>7</td>
<td>11th September</td>
<td>Perception Quiz 3 online</td>
</tr>
<tr>
<td>8</td>
<td>18th September</td>
<td>Mental Abilities Research Report due Wednesday this week</td>
</tr>
<tr>
<td></td>
<td><strong>Mid-Semester Break</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2nd October*</td>
<td>Research Ethics* Quiz 4 online</td>
</tr>
<tr>
<td>10</td>
<td>9th October</td>
<td>Abnormal Quiz 5 online</td>
</tr>
<tr>
<td>11</td>
<td>16th October</td>
<td>Learning</td>
</tr>
<tr>
<td>12</td>
<td>23rd October</td>
<td>Motivation Quiz 6 online</td>
</tr>
<tr>
<td>13</td>
<td>30th October</td>
<td>Revision, feedback and research report feedback</td>
</tr>
<tr>
<td></td>
<td><strong>StuVac</strong> 6th – 10th November</td>
<td>No tutorial</td>
</tr>
<tr>
<td></td>
<td><strong>Exam period</strong> 13th – 25th November</td>
<td>No tutorial</td>
</tr>
</tbody>
</table>

*Labour Day Public Holiday on the Monday of this week. Tutorials are not held on Public Holidays. If you are in 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: [http://sydney.edu.au/science/psychology/teachAdmin/timetable/index.cgi](http://sydney.edu.au/science/psychology/teachAdmin/timetable/index.cgi)
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 PSYC1002 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 PSYC1002 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.

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 (PSYC1002 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 subscribe to 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 PSYC1002, 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 PSYC1002 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 PSYC1002

If you have failed PSYC1002 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 PSYC1002 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. PSYC1002 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 PSYC1002 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 PSYC1002 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 PSYC1002</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>
</tbody>
</table>
ASSESSMENTS

There are four main components of assessment for Psychology 1002: 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 PSYC1002 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.

*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 PSYC1002 must be completed individually. No assessments involve group work.

<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 14th August</td>
<td>9am Monday 21st August</td>
<td>0.83%/</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Quiz #2</td>
<td>9am Monday 21st August</td>
<td>9am Monday 28th August</td>
<td>0.83%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Quiz #3</td>
<td>9am Monday 11th September</td>
<td>9am Monday 18th September</td>
<td>0.83%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Quiz #4</td>
<td>9am Monday 2nd October</td>
<td>9am Monday 9th October</td>
<td>0.83%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Quiz #5</td>
<td>9am Monday 9th October</td>
<td>9am Monday 16th October</td>
<td>0.83%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Quiz #6</td>
<td>9am Monday 23rd October</td>
<td>9am Monday 30th October</td>
<td>0.83%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Research Report Written Assignment*</td>
<td>Week 2</td>
<td>Before the end of Wednesday 20th September</td>
<td>Before the end of Thursday 26th October</td>
<td>25%</td>
<td>Yes*</td>
</tr>
<tr>
<td>Research Participation</td>
<td>Weeks 1-13 and Stuvac</td>
<td>Before the end of 10th November (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>

Total 100%
ASSIGNMENT: RESEARCH REPORT (25% IN TOTAL)

For PSYC1002 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) PSYC1002 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 5 and 6 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)

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 (late = submitted after the DUE DATE), up to the closing date of the assignment, after which no more submissions will be accepted.

Incorrect submission penalty

If you discover before the closing date that the file you submitted on Turnitin was incorrect, and let us know, you may be given the option to resubmit a corrected version which will incur a 50 mark (50 marks /100) penalty. If you do not discover this before the closing date and/or do not let us know, your submission will be considered for what it was.

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 PSYC1002 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 27th November. 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>
</table>
| End of Week 2 to End of Week 4 | Method section (first version)  
Starter references  
The study itself  
Marking rubric  
APA writing guides | Obtain and read the starter references  
Consider the Method section and how the study may have been inspired by the starter references  
Revisit the study (particularly conditions you did not do initially)  
Consider hypotheses – what you expect to happen and why  
Draft your introduction (literature review, justification of study, hypotheses) |
| Week 5 to End of Week 6 | Results information  
Final Method Section  
Research Report FAQ | Graph or tabulate results. Write results section.  
Attempt to understand the results – re-read starter references and talk about possible interpretations in tutorials/study groups. |
| Week 6 to Week 8 | | Draft discussion; re-write introduction to cohere with discussion |
| Week 8 | Research Report due | |

TUTORIAL QUizzes (5% IN TOTAL)

Throughout 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\(^1\). 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>Cognitive Processes</td>
</tr>
<tr>
<td>2</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>3</td>
<td>Perception</td>
</tr>
<tr>
<td>4</td>
<td>Mental Abilities and Ethics</td>
</tr>
<tr>
<td>5</td>
<td>Abnormal</td>
</tr>
<tr>
<td>6</td>
<td>Learning and Motivation</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). Before applying for special consideration, consider the online/unlimited attempts/mastery nature of this assessment. Unless you’re going to be in a location without internet, you disadvantage yourself by not engaging with what is essentially final exam practice.

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 PSYC1002. 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 Questions</th>
<th>% of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Processes</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Abnormal</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Mental Abilities</td>
<td>16</td>
<td>10.4%</td>
</tr>
<tr>
<td>Perception</td>
<td>18</td>
<td>11.7%</td>
</tr>
<tr>
<td>Learning and Motivation</td>
<td>18</td>
<td>11.7%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><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 Neuroscience section of the exam, then you meet the basic level of understanding required to pass. If you get 7 or fewer questions correct in that section, then you have not even demonstrated you understand the basics.

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

**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 – 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>Cognitive Processes</td>
<td>2</td>
<td>10.4%</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>2</td>
<td>10.4%</td>
</tr>
<tr>
<td>Abnormal</td>
<td>2</td>
<td>10.4%</td>
</tr>
<tr>
<td>Mental Abilities</td>
<td>2</td>
<td>10.4%</td>
</tr>
<tr>
<td>Perception</td>
<td>2</td>
<td>11.7%</td>
</tr>
<tr>
<td>Learning and Motivation</td>
<td>2</td>
<td>11.7%</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 PSYC1002 assessment. There are two reasons that involvement in research is part of Psychology 1:

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

Involvement in research is Psychology’s form of practical work, and you are encouraged to act as participants. 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 1002. 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 1st September).

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 10th November). This includes online surveys. If they are not completed and submitted by this final date you will not receive credit.

SIGNING UP FOR STUDIES ON SONA

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

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

Your User ID will be your UNIKEY. To obtain a password, on the initial login screen on the

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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.
bottom left select "Lost your password?". Type in your UNIKEY and you will be emailed the details. You must have access to your university email address at all times in order to use SONA.

Within the first few weeks, you will be offered the opportunity to complete a ‘pre-screen’ questionnaire. You do not have to complete this. If you choose to, then allow 30min to complete it – and you will receive 30min credit time. The aim of pre-screen is to allow researchers to more efficiently select subjects for later studies, but if you choose not to complete it you will still be able to participate in most experiments.

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

You may browse for available studies, and sign-up for those you are interested in. 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 5 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 so many 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 17th November). 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](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](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 PSYC1002

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 and keep attempting it until you receive full marks – it is a low variance component. 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 reports 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 PSYC1002 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 PSYC1002 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](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 PSYC1002. All of these are available electronically and can be read online on campus or from home. This is also where you may find recommended references for your assignments, or readings associated with tutorials or lectures. However you do not need to read all the items; only read something if you see that it is referenced elsewhere (or if you’re interested).

Database searching 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](http://libguides.library.usyd.edu.au/psychology)

APA Style Central

PSYCHOLOGY 1002 SYLLABUS

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

References:

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

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

References:

HUMAN MENTAL ABILITIES
1. An introduction to human mental abilities: differential psychology, intelligence, and psychological testing
2. Psychometric issues: measurement, reliability, validity, and standardisation
3. Specific tests of IQ
4. Models of intelligence
5. Group differences in intelligence: evidence and possible causes
6. Recent developments in understanding mental abilities

References:

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

References:

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

References:
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: 5.5% HD; 16.4% D; 22.1% CR; 32.8% P; 23.3% F (including 8.6% AFs).

QUIZZES, RESEARCH PARTICIPATION, AND REPORTS

In this course in 2016, 41.4% of students received close to a perfect score for all quizzes, while 23.4% received less than half the marks or no marks at all for quizzes. For Research Participation, 75.2% completed near to 5 hours, while 16.6% completed less than half of the hours or no hours. In the Research Report, the breakdown was 4.8% HD; 12.2% D; 20.0% CR; 33.5% P; 20.8% F; 8.7% AF (AF = did not submit a research report).

LEARNING OUTCOMES AND GRADUATE QUALITIES

Because of the diversity of content in PSYC1002, 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 (Cognitive Processes, Perception, Neuroscience, Mental Abilities, Abnormal Psychology, Learning and Motivation), 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 to 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.

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.

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. The
“Research Ethics” tutorial and “Abnormal Psychology” lecture stream emphasise the care that needs to be taken when researching and applying Psychology in the wider world.

TUTORIAL NOTES

WEEK 1

There are no TUTORIALS this week

WEEK 2: INTRODUCTION TO PSYCHOLOGY 1002

FORMAT

- Introductions
- Your Manual: Administrative information, assessment, tutorial program
- Revision of (or introduction to) key concepts acquired in PSYC1002

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 any differences between Psychology 1001 and Psychology 1002
- Be aware of the main administrative requirements of Psychology 1002, and where to find further information about these.
- Be familiar with the layout of Psychology 1002 tutorial classes and the Blackboard tutorial exercises.
- Have the basic computer skills you will need during the tutorial program, and a basic knowledge of how to navigate around the School of Psychology website and the PSYC1002 Blackboard page, and know how to sign up as a participant in School of Psychology research.

PREPARATORY WORK & PRE-TUTORIAL EXERCISES

Required Reading

- The first section of this tutorial up to but not including “In Class Material”
- The administrative section of this manual

Blackboard exercise – Unlock and EXPLORE Blackboard

You will log in via MyUni or by going here: https://elearning.sydney.edu.au

Familiarise yourself with the Blackboard environment. Know where to go to find your tutorial exercises, lecture overheads, and tutorial quizzes. And do this with a desktop computer. You should be able to see a menu on the left and pages on the right. Smartphones often hide either the menu or the pages on the right.

Once you are in Blackboard for the first time you may not be able to see information for Lectures or Tutorials or quite a few other things. That is because many of those links will be hidden until you complete ‘The Quiz you need to get full marks on to unlock the rest of this website’ quiz (it’s really called that!). You have unlimited attempts and the questions cover the most basic (and important) things you need to know about PSYC1002. Once you have completed this quiz, with all answers correct, the entire Blackboard site will be available to you. Be sure to explore it thoroughly so you know what is available to you.
How does Psychology 1002 differ from Psychology 1001?

Content

The topics studied:

- **PSYC1001**
  - Social
  - Personality
  - Science and statistics*
  - Emotion
  - Developmental
  - History*

- **PSYC1002**
  - Cognition
  - Abnormal
  - Perception
  - Learning and motivation
  - Mental Abilities
  - Neuroscience

You can see each first year psychology course is six different topics. They are presented in no particular order; except for History, and Science and Statistics which are in PSYC1001 because it makes more sense to have a basic grounding in the nature of the discipline. This means if you have just started psychology in PSYC1002, you might want to have a look at the research methods and statistics chapters of any introductory psychology textbook after considering the revision exercises in this tutorial.

Experiment Participation

You may remember from PSYC1001 that at the beginning of semester there were not many experiments available and it was only later in the semester that more became available. In Psychology 1002 the opposite is the case. There should be plenty of experiments available to begin with, so you can finish your five hours before the stress of semester begins to get to you. Since there will be more available early on though, that means there will be less available later in the semester, so do not leave your participation to the last minute. Also remember there is a restriction that you cannot complete any more than 3 of your 5 hours with online studies, so ensure you sign up for at least two hours’ worth of studies requiring you to come in.

WHAT IF I DID NOT STUDY PSYC1001?

Since PSYC1001 is not a pre-requisite for PSYC1002, many of you will be studying psychology for the first time. It can be intimidating, especially since you will be surrounded by students who (80%) did complete PSYC1001. However there is no reason to think that you are at a significant disadvantage. In this first tutorial for PSYC1002, you will learn some of the basic skills and concepts which were taught in PSYC1001 and do carry over; and you will probably be pleased to see much of the rest of the class which did complete PSYC1001, needs to revise as well.
IN-CLASS MATERIAL

GETTING TO KNOW EACH OTHER

Know who your tutor is for Psychology 1002! Your tutor 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 report you will write as part of your assessment. Your tutor will also mark your 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.

<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>

IN CLASS REVISION

Writing and referencing

Students who completed PSYC1001 have already completed an APA Research Report, and most would have received lots of critical feedback. Writing for psychology is difficult at first because it requires a scientific, argumentative style, which is very different from the ‘summary’, and ‘regurgitative’ styles of high school writing. Writing for psychology also involves understanding citing and referencing conventions.

What do each of the below citation examples mean? In each case what is the writer saying? Who are they saying wrote the sentence, and whose opinion are they describing?

1. She argued that, “There is no evidence whatsoever that teaching children two languages from birth causes any deficit in general cognitive abilities” (Wood, 2008, p.154).

2. There is no evidence whatsoever that teaching children two languages from birth causes any deficit in general cognitive abilities (Wood, 2008).

3. There is no evidence whatsoever that teaching children two languages from birth causes any deficit in general cognitive abilities (Livesey, 1998, as cited in Wood, 2008).

4. There is no evidence whatsoever that teaching children two languages from birth causes any deficit in general cognitive abilities.

You can see that each of these statements means four completely different things depending on the context they are placed in. If your citation is sloppy, incorrect or absent, then you may be accused of stealing someone else’s work (see earlier section on PLAGIARISM).

For all students struggling with referencing, it is recommended you make use of APA Style Central (http://ezproxy.library.usyd.edu.au/login?url=http://APAStryleCENTRAL.apa.org), and ensure you have completed the University’s Academic Honesty Education module.
Statistics

Statistics is a terrifying subject to many students but will always be used in psychology courses, and a good grasp of statistics will always help you interpret research findings. There is no need to panic, since only a few basic concepts are needed. These can be understood and applied superficially without penalty in Psychology 1002. The main concept you need to understand is that of ‘statistical significance’, which is simply a way of expressing whether or not the finding that was obtained was likely to be due to chance, or whether it more likely represents a real, underlying effect.

Generally, statistical significance is indicated with ‘p-values’. A small p-value means that it is highly unlikely that the result obtained was simply caused by chance or error, and in psychology a p-value smaller than 0.05 usually results in the finding being declared ‘statistically significant’. For the purposes of reading and writing reports, you need to understand that findings which are ‘statistically significant’ (p<.05) represent evidence for or against experimental hypotheses and can be discussed further, whereas findings which are not ‘statistically significant’ (p>.05) could have been caused by chance or error, and may not need to be further addressed. Your tutor and colleagues will be able to help you understand any statistical concepts you need throughout Psychology 1002.

Try this example:

Guybrush, a psychologist who is interested in obesity, hypothesises that obese people have little awareness of ‘internal’ cues of satiety, and instead focus on outside sources of information to tell them how hungry they should be. Participants sign up for his research study, and at 11am each day they are placed in a ‘waiting room’ with a large clock without a second hand, and a bowl of peanuts on a table in the middle of the room. Forty participants are divided into two conditions randomly. In the first condition, they are simply kept waiting for an hour, and the number of peanuts they eat is recorded. In the other condition, the clock is made to move 1.5 times faster than normal, so ‘lunch time’ seems to approach much sooner. At the end of the study Guybrush notes down the average of how many peanuts everyone has eaten:

<table>
<thead>
<tr>
<th></th>
<th>Clock at normal speed</th>
<th>Clock at 1.5x speed</th>
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<tbody>
<tr>
<td>Normal weight participants</td>
<td>12</td>
<td>14</td>
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<tr>
<td>Overweight or obese</td>
<td>13</td>
<td>21</td>
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</table>

Guybrush runs several statistical tests, and obtains the following p-values.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>p-value</th>
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<tbody>
<tr>
<td>Difference in amount eaten by normal and overweight</td>
<td>0.293</td>
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<tr>
<td>participants when clock is at normal speed</td>
<td></td>
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<tr>
<td>Difference in amount eaten by normal and overweight</td>
<td>0.032</td>
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<tr>
<td>participants when clock is at 1.5x speed</td>
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</table>

The p-values are calculated by using information about the variability of the raw scores, but understanding how this is done is beyond the scope of PSYC1002. Needless to say the p-values say something about the reliability of the difference, and the robustness of the effect, and not necessarily its size or importance.

Based on this information, what should Guybrush conclude?
Research Methods and Research Design

If you hear your tutor talking about ‘independent’ and ‘dependent’ variables, and concepts like internal and external ‘validity’, then they are using jargon from the research design lectures and tutorials from Psychology 1001. As with statistics, an understanding of such matters is very useful, particularly when writing the research report. And as with statistics, a good strategy is to ask your tutor to clarify what they mean each time they mention this research terminology.

Using the previous research example, identify the key concepts concerning the methodology:

Guybrush, a psychologist who is interested in obesity, hypothesises that obese people have little awareness of ‘internal’ cues of satiety, and instead focus on outside sources of information to tell them how hungry they should be. Participants sign up for this research study, and at 11am each day they are placed in a ‘waiting room’ with a large clock without a second hand, and a bowl of peanuts on a table in the middle of the room. Forty participants are divided into two conditions randomly. In the first condition, they are simply kept waiting for an hour, and the number of peanuts they eat is recorded. In the other condition, the clock is made to move 1.5 times faster than normal, so ‘lunch time’ seems to approach much sooner. At the end of the study Guybrush notes down the average of how many peanuts everyone has eaten.

What is/are the dependent variable(s)?

What is/are the independent variable(s)?

Which extraneous variables does the design attempt to control?

Which is the control condition? And which is the experimental condition?

How is the concept of ‘hunger’ operationalized?

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

Note importantly: Students are often so keen to show off their understanding of research design that they proudly state in their research reports things like: “This is a true experiment…. the independent variables are…. “ and so on. However these concepts are used to help researchers understand what they are doing, and since most psychologists understand them; a phrase like “We manipulated this variable by changing…” is more likely to be used, and is preferable. Do not fill up your report with jargon just for the sake of it.
WEEK 3: COGNITIVE PROCESSES

FORMAT
- Memory task demonstration
- Discussion about false memories

LEARNING OUTCOMES
By the end of this tutorial you should:

- Demonstrate several short term memory effects
- Discuss the reliability of memories and implications for eye-witness testimony and ‘recovered memory’ therapy

PREPARATORY WORK & PRE-TUTORIAL EXERCISES

Reading

Pre-tutorial Exercises
Please complete the pre-tutorial exercises before this tutorial.
- Cognitive Processes Tutorial Learning Module (available on Blackboard)

IN-CLASS MATERIAL
Your tutor will begin the tutorial with a demonstration about short-term and working memory. You will be read a series of sentences then asked to count backwards by threes **out loud**, before being asked a simple question. Write the answers below then use the table and graph to record the class results.

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MEMORY DEMONSTRATION RESULTS
Your tutor will explain how to obtain the results that you will put in the table below.

YOUR SCORES

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<td>Threes</td>
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<td>Twos</td>
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<td>Ones</td>
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<td>Noncases</td>
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CLASS SCORES

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<td>Noncases</td>
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MEMORY DEMONSTRATION GRAPH (OF CLASS SCORES)

Discussion questions
What do the names of the conditions: e.g., ‘Fours’, ‘Threes’, refer to?

Which condition is confidence and memory best for? Why do you think this is?
What does the condition label ‘NEW’ refer to?

How can we explain these results?

Discussion about false memories

CONTENT WARNING: While this content does not mention sexual assault, any tutorial discussion of 'recovered' memories by your tutor or class members may lead to a discussion of aspects of sexual assault.

In experiments run many years ago Loftus and Palmer (1974, see also Loftus & Zanni, 1975) asked subjects to view a video of a car accident, then immediately asked them questions about what they had seen. If the subjects were asked: "Did you see the broken headlight", they were much more likely to say they had than if they were simply asked: "Did you see a broken headlight."

When subjects were asked to estimate the speed of the cars, their guesses were higher when the question was phrased as: “How fast were the cars going when they smashed into each other” (66km/h), than when they were asked: "How fast were the cars going when they hit each other” (55km/h). Subjects were also more likely to remember seeing broken glass if the word "smashed" was used.

What do studies like this suggest about the nature of memory?

Elizabeth Loftus has also conducted research, which is directly relevant to the problem of 'recovered-memories' in therapy. In an even more classic, and much more controversial study, over a series of interviews Loftus and Pickrell (1995) tried to convince 24 subjects (between 18 and 53) that they had been lost in a shopping mall at a young age. Loftus and Pickrell were able to confirm with relatives of the subjects that this had not in fact happened, and in a complex procedure the untrue memory was introduced amongst true memories that relatives and parents had supplied. The subjects recalled 68 percent of the true memories, and 29 percent also recalled the false ‘lost in a shopping mall’ memory. This was not a simple case of subjects saying ‘yes’ mistakenly, in fact they recalled the entire episode, often elaborating with details.

Studies like this raise serious concerns for therapists conducting treatments where clients are 'encouraged' to retrieve memories from their hidden past.
Are memories more likely to be true if we have more confidence in them?

What features do you think distinguish a ‘true’ memory from a ‘false’ memory?

What might cause the creation of ‘false-memories’?
WEEK 4: NEUROSCIENCE

FORMAT
- Review of pre-tutorial exercises
- Video and questions relating to video

LEARNING OUTCOMES
By the end of this tutorial you should:

- Have an appreciation of the evolution, mystery and complexity of the human brain.
- Be familiar with some of the research tools and methods used to investigate brain-behaviour relationships.
- Increase knowledge of a variety of research which examines the brain

TEXTBOOK READING

PRE-TUTORIAL EXERCISES
Before your tutorial this week, please complete the Neuroscience Tutorial Learning module on Blackboard and answer the questions below.

Where are the corpus callosum and cerebrum located? What are their functions?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

What are the names of the 4 lobes located in each cerebral hemisphere?

_______________________________________________________________________________
_______________________________________________________________________________

What processes are reported to be localised to each lobe?

1. _________________________________________________________________

2. _________________________________________________________________

3. _________________________________________________________________

4. _________________________________________________________________
Which important structures are located in the frontal lobe?

What is the *motor homunculus*?

When we are listening to music which lobe/s are likely to be processing the sounds we are hearing?

What methods do neuroscientists use to investigate the connections between the brain and behaviour?

*Animal Research*

a) Name two methods described which are used to investigate brain function in animal studies.
b) Describe how they are conducted.
c) Outline an important research finding uncovered by this method.

1. a) ______________________________________
   b) ______________________________________
   c) ______________________________________

2. a) ______________________________________
   b) ______________________________________
**Human Research - Brain Imaging**

**CT Scans**

a) How does a CT Scanner work?  
b) What does it detect/measure?  
c) List some of the limitations associated with using a CT Scanner?

a)  
b)  
c)  

**EEG**

a) How does an EEG work?  
b) What does it detect/measure?  
c) List some of the limitations associated with using an EEG?

a)  
b)  
c)  

**PET Scans**

a) How does a PET Scanner work?  
b) What does it detect/measure?  
c) List some of the limitations associated with using a PET Scanner?

a)  
b)  
c)  

MRI Scans

d) How does an MRI Scanner work?
e) What does it detect/measure?
f) List some of the limitations associated with using an MRI Scanner?

a) __________________________________________________________________________
______________________________________________________________________________
b) __________________________________________________________________________
______________________________________________________________________________
c) __________________________________________________________________________
______________________________________________________________________________

fMRI Scans (see your text book for information on fMRI pp. 95)
g) How does an fMRI Scanner work?
h) What does it detect/measure?
i) List some of the limitations associated with using an fMRI Scanner?

a) __________________________________________________________________________
______________________________________________________________________________
b) __________________________________________________________________________
______________________________________________________________________________
c) __________________________________________________________________________
______________________________________________________________________________
IN CLASS MATERIAL

VIDEO – EXCERPTS FROM ‘DISCOVERING PSYCHOLOGY’

You will now watch 4 segments from a video on Discovering Psychology. Your tutor will stop the video after each section for discussion of the concepts raised by the video. The four sections focus on the following information.

1. Brain Imaging
2. Vision and Imagination
3. Learning How to Read
4. Prejudice and IAT

DISCUSSION QUESTIONS FOR THE VIDEO

1. Brain imaging techniques
   
   What kinds of mental processes could each of these methods be used to study?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. Vision and Imagination

   a. What evidence is shown supporting the idea of localization of function?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

   b. What evidence is shown demonstrating that not every brain area is locked to a single function?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
3. Learning How to Read

How does learning to read change the way the brain processes words?

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

4. Prejudice and IAT

Does the finding that European-Americans take longer to process positive items associated with African-Americans indicate conclusively that European-Americans are afraid of or are prejudiced towards African-Americans?

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________
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 PSYC1 research report (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.
- Access APA Style Central if you haven’t already done so and familiarise yourself with the sections of a research report: http://ezproxy.library.usyd.edu.au/login?url=http://APAStyleCENTRAL.apa.org
- 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
  - The library also has a "Introduction to Research Skills" module which is available on the Assessment Research Report Blackboard page.

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 you 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.</td>
</tr>
<tr>
<td>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 PSYC1002 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.

---

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):

| Introduction opening paragraph provides background and key definitions and outlines the argument of the research report. |
| 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. |
| 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. |
| 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). |

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).

**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.
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.

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 (Marking rubric 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: 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.

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 7: PERCEPTION

FORMAT
- Watch sections of a video: “Is seeing believing?”
- Complete discussion questions on those segments.

LEARNING OUTCOMES
By the end of this tutorial you should:

- Appreciate that senses are different from physical instruments, in particular
  o that relationships among stimuli are not necessarily accurately perceived
  o that, even when we are inaccurate, we are very consistently wrong
- Appreciate the idea – or start thinking about it - that senses need to be ‘good
  enough’ rather than perfect in order to survive

PREPARATORY WORK & PRE-TUTORIAL EXERCISES

Reading

Pre-Tutorial Exercise
Before the tutorial complete the Perception Tutorial Learning Module on Blackboard which is mainly concerned with illusions.

A key point this tutorial aims to reinforce in you is that our senses do not necessarily provide objective, clear information about our surroundings. To understand the relationship between our senses and our environment requires us to understand the broader relationship between us and our environment.

IN-CLASS MATERIAL
Video shown: is seeing BELIEVING? (BBC, 2011)

Introductory section

What do scientists and magicians have in common?

What is the difference between sensation and belief? (sensation & perception)
Colour constancy and the hollow mask illusion

How can grey tiles be perceived as yellow and blue, or a concave face be experienced as convex? Why might this happen?

Taste/flavour perception and the “rubber hand” illusion

Why would hearing influence our perception of flavour, or our vision influence the perception of touch?

What is the role of multisensory integration in human perception?
WEEK 8: MENTAL ABILITIES

FORMAT
- Pre-tutorial readings
- An example IQ and Emotional IQ Test on Blackboard
- Video and discussion on the issue of “Race” and IQ.

LEARNING OUTCOMES
By the end of this tutorial, you should:

- Be aware of aspects of contemporary theory and practice in the assessment of intelligence
- Have a more professional appreciation of problems associated with measuring “intelligence” or “IQ”
- Be able to distinguish between “crystallized” and “fluid” intelligence
- Be able to consider what “Emotional Intelligence” might be
- Understand how intelligence has been defined and used (and misused) historically
- Be aware of newer definitions of intelligence which help to explain the global (and local) spread of “intelligence”.

PREPARATORY WORK & BLACKBOARD EXERCISES

Reading

Pre-tutorial Exercise

What is Intelligence?

Take any group of people that you want and ask them if they know what intelligence is. Most of them will probably say that they do. Now ask each of them to define, in their own words, what intelligence is. The odds are that you’ll get as many different definitions as there are people in the group. Psychologists aren’t immune to this confusion either. A group of prominent researchers was once put in exactly the situation described above. Every single one of them produced a different definition of intelligence. It was this sort of uncertainty that prompted Edwin G. Boring to make his famous statement about the relationship between intelligence and intelligence tests:

“Intelligence is what the tests test.”

Setting aside for a moment the circularity of this statement, it does make a valid point. The way that we view intelligence must surely influence the tests that we construct to assess it. It is no coincidence that two of the largest intelligence tests, the Stanford-Binet and WAIS, both contain problems involving analogies, matrices, and short-term memory. They contain these problems because these are things thought to be crucial to intelligence.

In the preparatory work for this tutorial, you will complete two tests (check Blackboard now). During this tutorial, you’ll have a chance to break down these tests, to see how they work and to discuss what aspects of intelligence they are thought to assess. The tests are available on Blackboard – refer to the Tutorials section for this week. Do your best to complete the tests, and answer the questions below before your tutorial.
**Questions for the IQ test**

1. Which items are tests of fluid intelligence (Gf)? Record the item numbers

2. Which items are tests of crystallised intelligence (Gc)? Record the item numbers

3. Are there any items that display bias? If so, what are they?

**Questions for the EIQ test**

1. Is the true/false nature of the answers appropriate for this test? Why or why not?

2. Who decides which answer is correct?

3. What does it mean to give the "correct" answer on an EIQ test?
IN CLASS MATERIAL

You will watch two sections of a video called "Race and IQ: Science’s last taboo". After each section you will be asked to discuss the issues raised. You can make notes on the discussion questions as the video runs if you need to.

First set of discussion questions.

Is intelligence immutable?
Is intelligence genetically determined?

For what purpose did Binet originally intend IQ tests for?
What did intelligence tests end up being used for?

Second set of discussion questions.

Why do you think students with an Asian heritage made up 40% of entrants to Berkeley when the admission rules were changed?
Is this fair?

What does Professor James Flynn think IQ is?
Why does Flynn think the gap between ‘races’ will close?
WEEK 9: RESEARCH ETHICS

Labour Day Public Holiday on the Monday of this week. 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: http://sydney.edu.au/science/psychology/teachAdmin/timetable/index.cgi

FORMAT
- Video (“The Chelmsford Scream”) and discussion of ethics in clinical psychology.
- Discussion of ethical issues in animal research.
- Video (Milgram’s “Obedience to Authority” study) and discussion on ethics in human research.

LEARNING OUTCOMES
By the end of this tutorial/demonstration class you should:
- Have a basic understanding of what ethics is, particularly with regard to Ethical Absolutism and Ethical Relativism
- Be aware of the three main areas of ethics in psychology and the regulatory bodies that govern them.
- Know the four main principles of ethics in professional practice.
- Know the six main principles of ethics in research.

PREPARATORY WORK & BLACKBOARD EXERCISES

Required Reading

Background to Ethics and Morality
Ethics is the branch of philosophy concerned with moral problems and moral judgements. It involves an investigation of the (systems of) rules, regulations, standards, and norms which govern or guide peoples’ behaviour in relation to other people or organisms. Ethics is concerned with judgements about behaviours that involve notions such as “right” or “wrong”, “good” or “bad”, “acceptable” or “unacceptable” - about behaviours one “should” or shouldn’t perform.

When you use words like “right” and “wrong”, “good” and “bad”, or “should” and “shouldn’t”, in arguments, you are often making an ethical claim or evaluation (but not always- for example, you could say something is “bad” if it has negative consequences). If you try and imagine raising children (or treating people with psychological problems) without using these kinds of terms, you will come to realise how central ethics is to human existence and why so many philosophers have argued that being ethical is what defines a person and separates people from all other biological entities.
Blackboard exercise – Moral Dilemmas

Work through the Ethics Tutorial Learning Module on Blackboard and answer the following questions:

Why is ethics of relevance to psychology?

While the terms ethics and morality are often used interchangeably in everyday use, some philosophers do distinguish between the two:

Morality:

Ethics:

Though there are a number of important considerations in ethics we will only consider one briefly here: the question of whether ethical rules are absolute or relative.

What is Ethical Absolutism?

What is Ethical Relativism?

So which view do you think you hold? Are you an absolutist or a relativist when it comes to moral decisions? As the on-line exercise may have demonstrated, it can be difficult to maintain either perspective consistently across all moral decisions you could be faced with, because both views have weaknesses:

Some problems with Ethical Absolutism?

Some problems with Ethical Relativism?
IN-CLASS MATERIAL
Psychology is a discipline that is particularly fraught with ethical dilemmas, because it involves research and professional practice with living creatures. For example, research methods often require unpleasant tasks and deception, and results may reveal unpleasant facts about the behaviour of people generally, or of marginalised social groups, which can be used to further unacceptable political aims.

Various regulatory bodies govern psychological research and practice with Codes of Conduct which have evolved to protect both psychological professionals and their clients or research participants. A number of recent abuses and malpractice issues highlight the need for such regulatory bodies and form the basis for our discussion of the three areas of ethical concern in psychology outlined in this tutorial. However, regardless of such Codes of Conduct, the need for further discussion and consideration of difficult issues remains. Many ethical situations are not clear-cut, and require careful thought and informed debate for their resolution.

1. Professional Psychological Practice (i.e. Counselling and Related Areas)
Psychology is used in a variety of applied settings, such as clinical practice and human resources. Similar to medical doctors, professional psychologists are capable of acting unethically towards their clients, through for example inappropriate clinical treatments, breaches of confidentiality, and inappropriate psychologist-client relationships. Consequently, psychological practice in Australia is regulated federally by the Psychology Board of Australia (PBA) under the auspices of the Australian Health Practitioner Regulation Agency (AHPRA).

The Psychology Board of Australia regulates psychological practice by requiring registration in order to use the term “psychologist”. That is, you cannot legally call yourself a “psychologist” unless you have appropriate training and are registered with the Board. (Note that terms like “therapist”, “psychotherapist”, “counsellor”, etc. are NOT controlled. Anyone can legally use these terms, even if they have no training in psychology.)

A condition of registration is that you abide by the Board’s “Code of Professional Conduct”. Further, the Australian Psychological Society (the largest association for practicing psychologists in Australia) also has a “Code of Ethics” related to professional practice that its members are required to follow. As regards professional practice, these codes cover four areas:

Four areas of ethical regulation in professional practice

1.
2.
3.
4.

CONTENT WARNING: THE CHELMSFORD VIDEO SHOWS AN ACTOR SIMULATING A SEIZURE AND THE CONVULSIONS RESULTING FROM ELECTRO-CONVULSIVE THERAPY.

Chelmsford Private Hospital
Are such codes really necessary? You will now watch a segment from a 1990 “60 minutes” report on Australia’s worst psychiatric disaster – Chelmsford Private Hospital – which should answer that question.
As a result of the Royal Commission into the practices at Chelmsford, the NSW Mental Health Act was revised to specifically regulate two “therapeutic techniques” mentioned in the video. The Act prohibited the use of ______________________ and controlled the use of ______________________.

Which of the four areas of ethical regulation were breached at Chelmsford?

2. Ethics in research

Ethical decisions in research tend to involve a compromise between the potential benefits of the research and any discomfort or suffering that the research subjects (human or animal) may have to endure in order to achieve those benefits. That is, ethics in research tends towards a “relativist” perspective. Guided by legislation, ethics committees at the institution performing the research have the job of deciding whether the “ends justify the means” for each research project that is proposed. However, it is important to note that it is often difficult to judge the potential value of a piece of research. Some important research findings are made by accident, and others rely on incremental steps that don’t seem important on their own.

Ethical concerns in research can be grouped into six categories. Fill in the descriptions provided and whether the concern applies to human subjects, animal subjects, or both:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Applies to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Safety</td>
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<tr>
<td>2. Stress</td>
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<tr>
<td>3. Deception</td>
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<tr>
<td>4. Informed consent</td>
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<td></td>
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<tr>
<td>5. Freedom to withdraw</td>
<td></td>
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<tr>
<td>6. Confidentiality and anonymity</td>
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</tbody>
</table>

2.1. Research Utilising Animal Subjects

In Australia, the legality of animal research is covered by the Animal Research Act (1985) and by the Australian Code of Practice for the Care and Use of Animals for Scientific Purposes, overseen by the National Health and Medical Research Council of Australia. These laws and guidelines are translated into practice and supervised by the Animal Care and Ethics Committee associated with the institution conducting the animal research. These govern the accreditation of the institution to conduct animal research, the approval of specific projects and the on-going maintenance of animal facilities. For example, at the University of Sydney any student or staff member wishing to conduct animal research must attend training workshops conducted by the Animal Care and Ethics Committee, which provide information
about the current codes of practice and relevant legislation and the appropriate care and handling of animals in a variety of situations. Researchers must apply to the Committee for approval to run any given study with animals.

Typically, the focus of ethical concerns in animal research has been around minimising pain or suffering. However, one of the reasons for conducting research with animals is that we are generally prepared to use more unpleasant procedures with animals than with humans. The decision of how much suffering is warranted often involves a consideration of the possible value of the research. This, in turn, is influenced by consideration of the parallel between animals and humans. Some theorists claim that complex human activities are influenced by cultural factors (such as language) which may have no correlate in any other animal species, and so the use of animals is only justified in psychological research of very simple human responses.

**Animal research example: Harlow’s (1972) research with rhesus monkeys**

Harlow (1972) raised rhesus monkeys with varying degrees of separation from their mothers. Newborn monkeys were removed from their mothers at six to twelve hours after birth and (in one condition) raised alone with two surrogate mothers, a stiff and bare wire mesh cylinder or a wooden cylinder covered with a soft terry cloth. A nipple for feeding was attached to either of the substitute mothers in various combinations, and the results showed that regardless of which mother had the nipple, the infant would spend a great amount of time clinging to the cloth substitute. The conclusion Harlow drew from this experiment was that the main attribute infants need from their primary care giver is not nutrition but contact comfort. This research was then used by Bowlby (1973) in developing attachment theory which argued that in order for humans to establish satisfactory adult personal relationships they had to have formed an appropriate attachment to their primary care giver in their early years. This theory in its turn then had massive consequences for the raising of orphans and other children in state care in subsequent years. Thus, the research turned out to be valuable... but (and here is the ethical dilemma) was it worth the negative consequences for the monkeys, who developed severe and lasting behavioural dysfunctions and emotional traumas due to inadequate parenting by surrogate “mothers”?

**Some arguments FOR animal research:**

1. **Animals are like humans:**
   - *We can learn about ourselves through studying them*

2. **Animals are NOT like humans:**
   - *Animal behaviour is less complex, so is easier to study*
   - *They have simpler needs/emotions, so can be manipulated in ways harmful to humans but (arguably) not so for the animals:*
     - *Social environment manipulation*
     - *Testing for extended time periods or on laborious tasks*
     - *Genetic manipulation and selective breeding*
   - *They don’t live as long, so can be studied over the entire life-span*
   - *Most people (?) regard a human life more highly than an animal life*

3. **Practical consequences:**
   - *More plentiful and cheaper to house and maintain, so allows for more research*

**Some arguments AGAINST animal research:**

1. **Animals are like humans:**
   - *We presume they suffer in similar ways to us, so they should have the same rights not to be harmed as we do*
   - *Speciesism (differential treatment of organisms from different species) has been argued to be no different to racism/sexism (see: Peter Singer, ‘Animal Liberation’)*

2. **Animals are NOT like humans:**
   - *In being less complex, why presume animal behaviour can provide a model for understanding human behaviour*
   - *If they are fundamentally different, can they really teach us anything about ourselves*

3. **Practical consequences:**
   - *Animal research encourages the exploitation of animals in general*
Most animal research could be done using other methods
Animal research is sometimes done for trivial reasons (e.g., cosmetics?)

Note that some arguments can be used to support either side of the debate. Can you think of any more arguments for or against animal research?

2.2. Research Utilising Human Subjects

In Australia, psychological research with human subjects is governed by the Australian Psychological Society’s “Code of Ethics” (see the Blackboard Going Further section). At the University of Sydney, the Human Ethics Committee ensures the proper ethical conduct of research in accordance with these and other guidelines. Researchers must apply to the Committee for approval to run any study with humans.

Human research example: Milgram’s Obedience Studies

Before ethical regulation of research was introduced, a number of psychological experiments were performed which would be very unlikely to gain acceptance from an ethics committee nowadays. As an example, you will now watch a video containing actual footage of subjects participating in Milgram’s “Obedience to Authority” studies – one of social psychology’s most famous experiments. The film touches on many important questions from social psychology relating to obedience and social influence. If you are interested in following up details of the original research and its implications for obedience and authority, you could look at the relevant section of your textbook (pp. 554-559) and perhaps read Milgram’s 1974 book on his research, “Obedience to authority: An experimental view.”

As you watch the film take notes on which actions by the researchers involve breaking the six ethical principles in research:

SAFETY ______________________________________________________________
______________________________________________________________________

STRESS ______________________________________________________________
______________________________________________________________________

DECEPTION ___________________________________________________________
______________________________________________________________________

INFORMED CONSENT __________________________________________________
______________________________________________________________________

FREEDOM TO WITHDRAW ______________________________________________
______________________________________________________________________

CONFIDENTIALITY _____________________________________________________
______________________________________________________________________

It is important to realise that ethical issues are rarely clear cut, and that people may have different views to yourself. While discussing the issues, try to consider why you believe what you do about ethics, and also respect the views of others where they differ from your own. You may also like to consider what you would have done if you were a participant in the experiment.
WEEK 10: ABNORMAL PSYCHOLOGY

FORMAT
- Case scenarios and definitions of abnormal behaviour.

LEARNING OUTCOMES
By the end of this tutorial you should:

- Have an understanding of the main components of several kinds of psychological disorder
- Have an understanding of the concept of “abnormal” behaviour, and of some problems with using labels for individuals, such as “abnormal”.
- Be able to see how an understanding of different disorders can be used to distinguish between them

PREPARATORY WORK

Reading

The tutorial itself involves a lot of consideration of case studies so become as familiar as possible (from this reading and the lecture content) with the various kinds of disorders and their symptoms.

Background to ‘Abnormal Psychology’
When we think of “abnormal psychology”, it is easy to conjure up ideas from popular literature and recent motion pictures to get an image of someone with mental health problems. We all have some idea about how a person should act and behave when they are given diagnostic labels such as “schizophrenia”, “obsessive-compulsive disorder” or “manic-depression”.

However, it is important to realise that the media can create quite a one-sided, and therefore distorted, view of how someone with a mental health problem presents. Indeed, the concept of what actually is “abnormal” remains unclear today and is often subject to the social and cultural standards of the particular community in which the individual lives. As social and cultural standards change with time, so do our concepts of abnormal and normal behaviour. Indeed our definitions and criteria by which we make distinctions regarding (ab)normality are continually being revised not only as a result of research revealing more about a particular mental state, but also as societies’ standards and expectations change over time.

One of the main classification systems currently used to determine an individual’s need for intervention (which is the main reason we would want to classify them) is the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV & DSM-V). Until 1980, an earlier version of the DSM actually included homosexuality as a diagnosable mental disorder. Not until social and cultural expectations changed was a person’s same-gender sexual preferences taken out of the realm of psychiatric disorder.

Many of the symptoms that comprise the various disorders are merely extreme forms of the thoughts, feelings and behaviours that are natural in everyone’s repertoire. So, while many individuals in the population may experience these psychological symptoms and problems to some extent at some point in their lives, this does not mean they warrant a diagnosis of mental illness. In fact, some suggest that it may be more appropriate to view human behaviour and emotions as being on a continuum. That is, in abnormal psychology, the difference is in degree not in kind.
IN CLASS EXERCISE – WHAT IS ‘NORMAL’?

This week you will be presented with four case scenarios, each providing limited information about an individual’s behaviour. Your task is to address the following three questions for each of the case scenarios, and write your responses in the table below.

a) List at least 2-3 questions you would want to ask about the case before being able to determine whether the given behaviour is normal or abnormal.
b) Present various situations in which the described behaviour would be considered normal.
c) Suggest a possible diagnosis of mental illness for the described behaviour (The pre-tutorial exercises and reading will be useful).

<table>
<thead>
<tr>
<th>Scenario 1: Felicity</th>
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<tbody>
<tr>
<td>a) top three questions</td>
<td>b) normal situations/explanations</td>
</tr>
<tr>
<td>•</td>
<td>✓</td>
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<tr>
<td>•</td>
<td>✓</td>
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<tr>
<td>•</td>
<td>✓</td>
</tr>
<tr>
<td>c) possible diagnosis</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Scenario 2: Philip</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) top three questions</td>
<td>b) normal situations/explanations</td>
</tr>
<tr>
<td>•</td>
<td>✓</td>
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<tr>
<td>•</td>
<td>✓</td>
</tr>
<tr>
<td>•</td>
<td>✓</td>
</tr>
<tr>
<td>c) possible diagnosis</td>
<td></td>
</tr>
</tbody>
</table>
Scenario 3: Sasha

a) top three questions

- 
- 
- 

b) normal situations/explanations

- ✓
- ✓
- ✓

c) possible diagnosis

Scenario 4: Gloria

a) top three questions

- 
- 
- 

b) normal situations/explanations

- ✓
- ✓
- ✓

c) possible diagnosis

1. What are the main characteristics used to define behaviour as abnormal and what are the problems associated with each of these characteristics?

2. What are the main problems associated with diagnosing an individual with a psychological disorder and what strategies can be implemented to minimise these negative effects?
3. What are the advantages of diagnosing an individual with a psychological disorder?

FURTHER DIAGNOSIS

(Time permitting) You will next see videos of people suffering from several disorders. In each case note down the information to build a case profile.

BARBARA
Symptoms

Possible diagnosis

CHUCK
Symptoms

Possible diagnosis

ETTA
Symptoms

Possible diagnosis
WEEK 11: LEARNING

FORMAT
- Demonstration and discussion of classical vs. instrumental conditioning
- Demonstration and discussion of behaviour shaping.
- Video and review of classical and instrumental conditioning and their use in behaviour modification therapies.

LEARNING OUTCOMES
By the end of this tutorial you should:

- Understand the process of classical conditioning and the related terminology (CS, CR, US, UR).
- Be able to identify some phenomena of classical conditioning (acquisition, extinction, spontaneous recovery).
- Understand the process of instrumental conditioning and the related terminology (positive and negative reinforcement, punishment, omission).
- Be able to identify some phenomena of instrumental conditioning (discriminative stimuli, conditioned reinforcement).
- Appreciate some distinctions that have been made between classical and instrumental conditioning and problems with these distinctions.
- Be familiar with some clinical applications of classical and instrumental conditioning.

PREPARATORY WORK & PRE-TUTORIAL EXERCISES
Complete the Learning Tutorial Learning Module on Blackboard and answer the questions below.

Classical Conditioning
Describe Pavlov’s experiments on the physiology of dogs, and how he came to discover classical conditioning through this research:

The stimuli and responses involved in classical conditioning are summarised by the terms UR, US, CS, CR. What do each of these terms refer to?

Unconditioned Response (UR):

Unconditioned Stimulus (US):

Conditioned Stimulus (CS):
Conditioned Response (CR):

Note that the CR and the UR may have the same appearance on the surface but they are actually different responses because they differ in the conditions in which they arise: the UR is elicited by the US and the CS elicits the CR. That is, they result from different causal processes.

An example: Classically conditioning an eye-blink response from a puff of air, to occur when a tone is presented. The following type of diagram is often used to illustrate the acquisition of classically conditioned responses. Fill in the gaps:

### Stages of acquisition:

1. Present the CS alone to check that it is initially a neutral stimulus to the organism – ie. there is no CR (or other response) to the stimuli. Also present the US alone (not shown in diagram) to check that the US DOES produce a response – the UR.
2. Present the CS and the US together, usually with the CS slightly preceding the US (because of the principle of temporal contiguity, which states that the strongest conditioning occurs when the CS precedes the US by about 500 milliseconds). The UR will automatically occur in response to the US.
3. Gradually, as the organism begins to pair the CS and US together, the CR begins to emerge.
4. Eventually we can present the CS alone and observe the presence of the CR.

<table>
<thead>
<tr>
<th>BEFORE TRAINING (I):</th>
<th>EARLY TRIALS:</th>
<th>LATER TRIALS:</th>
<th>AFTER TRAINING:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS: tone</td>
<td>tone</td>
<td>tone</td>
<td>tone</td>
</tr>
<tr>
<td>US: air</td>
<td>air</td>
<td>air</td>
<td></td>
</tr>
<tr>
<td>CR:</td>
<td>blinks</td>
<td>blinks</td>
<td>blinks</td>
</tr>
<tr>
<td>UR:</td>
<td>blinks</td>
<td>blinks</td>
<td></td>
</tr>
</tbody>
</table>

### Stages of extinction:

1. Firstly, we present the CS alone and see how the participant responds. This is an important test to see whether the CS indeed elicits the CR that we want to extinguish before we begin.
2. Next we repeatedly present the CS alone. At first, all we observe is that the CS elicits the CR.
3. Gradually, however, the CR disappears as a result of the absence of an association between CS and US.
4. Extinction has taken place when the CR no longer occurs when the CS is presented.
# Classical Conditioning

## BEFORE EXTINCTION:

<table>
<thead>
<tr>
<th>CS:</th>
<th>US:</th>
<th>CR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>tone</td>
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</table>

## EARLY TRIALS:

<table>
<thead>
<tr>
<th>CS:</th>
<th>US:</th>
<th>CR:</th>
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<tbody>
<tr>
<td>tone</td>
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</table>

## LATER TRIALS:

<table>
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<tr>
<th>CS:</th>
<th>US:</th>
<th>CR:</th>
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<tbody>
<tr>
<td>tone</td>
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## AFTER EXTINCTION:

<table>
<thead>
<tr>
<th>CS:</th>
<th>US:</th>
<th>CR:</th>
</tr>
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<tbody>
<tr>
<td>tone</td>
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</table>

(Note that extinction only works on the association between the CS and US, so the CS ceases to elicit the CR. If we present the US, the UR will still occur.)

### Spontaneous recovery:

If the participant is allowed a period of rest after extinction and then the CS is presented, the CR sometimes reappears. If spontaneous recovery is shown, the participant can then be re-conditioned: either to relearn that there is an association between CS and US (re-acquisition) or to strengthen learning that there is no association between CS and US (re-extinction).

## AFTER EXTINCTION:

<table>
<thead>
<tr>
<th>CS:</th>
<th>US:</th>
<th>CR:</th>
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<tbody>
<tr>
<td>tone</td>
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</table>

## REST PERIOD:

<table>
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<tr>
<th>CS:</th>
<th>US:</th>
<th>CR:</th>
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## SPONTANEOUS RECOVERY:

<table>
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<th>CS:</th>
<th>US:</th>
<th>CR:</th>
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</table>

## AFTER RE-EXTINCTION:

<table>
<thead>
<tr>
<th>CS:</th>
<th>US:</th>
<th>CR:</th>
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</table>

Some other examples of classical conditioning:

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**Instrumental Conditioning:**

Describe Thorndike’s experiments on learning in cats.

---

Thorndike concluded that:

Responses followed by __________ consequences are likely to be repeated.

Responses followed by __________ consequences are likely to NOT be repeated.

Learning of this kind is termed instrumental conditioning because the animal’s response is instrumental in determining the consequences (that is, the response serves as a means for obtaining a pleasant or unpleasant stimulus). In classical conditioning, stimuli are presented regardless of what the animal does.

**The process of instrumental conditioning:**

A particular behaviour or response (R) leads to a particular outcome with reinforcement value (Rft or S*) in the presence of given stimulus (S). It is these consequences of a response that determine the likelihood of the response being repeated in similar situations (i.e. when S is again present). Outcomes may be either pleasant or aversive, and responses may cause them
to happen or not to happen. This yields four general instrumental learning situations, two of which increase the probability that the behaviour will be performed in the future, and two that decrease this probability.

Complete the table and think through each cell carefully:

<table>
<thead>
<tr>
<th>Response Produces:</th>
<th>Pleasant Outcome:</th>
<th>Aversive Outcome:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Response Eliminates/Avoids:</th>
<th></th>
<th></th>
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</thead>
</table>

Which two learning situations increase the probability that the behaviour will be performed:

Which two learning situations decrease the probability that the behaviour will be performed:

Some other examples of instrumental conditioning:

---

**Discriminative Stimuli**

Reinforcement can sometimes be contingent. That is, a specific behaviour may result in the reinforcement it has been paired with in some environments, but not others, or in the presence of one stimuli, but not another. Contextual cues such as these are called **discriminative stimuli**. There are two kinds:

\[ S^D: R \rightarrow S^R \]

**S**\(^D\) (pronounced ‘ess dee’): A stimulus which predicts that a response WILL produce reinforcement:

\[ S^\Delta: R \rightarrow \text{no } S^R \]

**S**\(^\Delta\) (pronounced ‘ess delta’): A stimulus that predicts that a response will NOT produce reinforcement:

Examples of discriminative stimuli:
Conditioned reinforcer (classical and instrumental conditioning working together)
Some discriminative stimuli may also become secondary or conditioned reinforcers. For example, a parent may punish a child every time they put a knife into a power point, by smacking the child (punishment). If a loud “No” precedes the smack, then this is an instance of classical conditioning in which the word “No” is the CS and the smack is the US. A CR of fear develops and the CS alone may be enough to discourage the behaviour in future (punishment). Classical and instrumental conditioning may thus operate in the same context.

\[
\begin{array}{c}
\text{CS} \quad \rightarrow \quad \text{US} \\
(\text{"No"}) \quad \downarrow \\
\text{CR} \quad \downarrow \\
(\text{fear}) \quad (\text{smack}) \\
\text{UR} \quad (\text{pain})
\end{array}
\]

Examples of conditioned reinforcers:

IN-CLASS MATERIAL

Demonstration 1: Classical and instrumental conditioning
You will be shown a couple of situations and you will be asked to analyse them for how the various types of conditioning procedures may influence the responses commonly evoked in these situations. Answer the following questions while you’re discussing these demonstrations:

What are the two situations, and could the responses evoked be described by classical conditioning or instrumental conditioning?

1. ________________________________
2. ________________________________

If the situation can be described by classical conditioning, identify the CS and CRs, and what was the US and UR? Remember, there may be more than one CR and/or UR.

US ________________________________
UR ________________________________
CS ________________________________
CR ________________________________

Are the CRs the same as the URs? In what ways do they differ?
If the situation can be described by **instrumental conditioning** identify the discriminative stimuli and the responses being made in the presence of the discriminative stimuli.

What is it that makes you think that these are not classically conditioned responses?

What might the sources of reinforcement and/or punishment be?

Might the responses evoked in these situations need to be described using a combination of classical and instrumental conditioning?

How might you try to modify these responses?

**Demonstration 2: Behaviour shaping**
You will watch a short demonstration of behaviour shaping. Answer the following questions while also recalling the demonstration in lectures.

What are some constraints on behaviour shaping?

A conditioned reinforcer is being used. What is it, and why is it reinforcing?

Why are conditioned reinforcers so effective in behaviour shaping?
What other factors are also important in the effective use of reinforcers?

Demonstration: Treatment of phobias
You will watch a video clip showing treatment of phobias. Answer the following questions while watching the video and during the discussion.

Describe how these phobias can be analysed using classical conditioning terms. That is, identify the CSs and CRs, and the USs and URs. Note that there may be more than one CR and UR.

What is the classical conditioning procedure being used in these cases to treat the phobias. How might this treatment affect the different CRs you identified as being produced to the CS?

Why is it important that the people are kept in the presence of the CSs until their fear and anxiety is diminished?

Note that the majority of problems experienced by the clients stem not from the phobia itself but from the disruption to their life caused by the patients trying to avoid situations where they may be faced with the source of their phobias. Describe how this avoidance behaviour can be analysed using instrumental conditioning terms.
How might classical conditioning contribute to instrumental avoidance behaviour?

Based on your analysis of the contribution of classical conditioning to avoidance, how would you design a therapy to reduce avoidance behaviour in a client?
WEEK 12: MOTIVATION

FORMAT
- General introduction to motivation and instinct accompanied by a short video.
- Video and discussion on the interaction between biology and learning in phobia development.
- Discussion of human instincts (time permitting)

LEARNING OUTCOMES
By the end of this tutorial you should:
- Understand the ethological definition of instincts.
- Understand how evolution may have led to the development of universal motives.
- Appreciate the problems in explaining behaviour as driven by instincts or biological drives.
- Appreciate how genetic predisposition (e.g., instinct) and experience (i.e. learning) can interact in the development of motivational processes.

PREPARATORY WORK & PRE-TUTORIAL EXERCISES

Preparatory reading
The Oxford dictionary defines motivation as “that which impels action”. We commonly think of motivation as something that drives, energises or activates certain behaviours. Typically, when we think of behaviours that are “motivated”, we think of behaviours related to study, work or sports. For example, we say that someone who studies very hard is highly motivated. However, all behaviours need energy to happen and the focus of this tutorial is on very basic behaviours.

Specifically, this tutorial examines the role of instinct in motivation. The material we will consider identifies that whilst instinct influences some behaviours, learning is often involved. These considerations are important theoretically, but may also be relevant in practice. For example, it has been proposed that aggression is an instinctive behaviour in humans, as it is in non-human animals. It is important that we understand the role of instinct and learning in aggression in order to minimise it in our society. Consideration of the role of instinct in behaviour has often involved research with non-human animals. Thus, we will first consider the studies of instinctive behaviours in animals (e.g., acquisition of fear). However, we are ultimately interested in whether instinct plays a role in human motivation, and we will discuss this issue at the end of the tutorial.

Evolutionary origins of behaviour
Any discussion on the biological origins of behaviour has to address Darwin’s theory of evolution by natural selection. That is, it is a basic fact that organisms have evolved into the shapes and habits we see today. However, Darwin was the first to put together certain observations and form a theory to describe how this process takes place – a theory that, more or less, remains the dominant explanation of how organisms evolve. In his book On the Origin of the Species by Means of Natural Selection (1859/1936) he argued that:

1. There is competition between and within species for limited resources, (Competition)
2. There is variation within a species such that different individuals may express certain traits in different frequencies within a population, (Variation)
3. Individuals that express traits that increase their success in competing for the limited resources will tend to reproduce more, so their traits will tend to be transmitted to succeeding generations at greater rates than other traits. (Selection).

So one of the key functions of biological traits is that they must confer some survival and/or reproductive advantage to the individual. In biological terms, this is referred to as fitness. If a trait increases the chance that an individual will reproduce, then that trait increases fitness.
Darwin, and many who followed him, noted that the behavioural repertoire of an animal is a strong determinant of its survival – and therefore, the prime motivator of these behaviours is to increase fitness. This has lead to a long standing controversy: Which behaviours are biologically determined, and how do they increase fitness? And, more importantly, how does ‘increasing fitness’ actually translate into ‘motivating behaviour’?

Ethology and the concept of instinct
An instinct is defined as “a behavioural sequence made up of units which are largely genetically determined and, as such, typical of all members of a species”. Thus, these behaviours are innate and occur “automatically” in response to particular stimuli, without any prior learning experiences involving these stimuli. Because these behaviour patterns are genetically determined, they have developed by a process of evolution and so are likely to have been adaptive at some time. Unsurprisingly then, behaviours which appear to be instinctive are often those associated with processes which are critical to the survival of the individual (e.g., eating, aggression) or the species (e.g., sex).

The systematic study of the role of instinct in motivation has occurred largely in the context of classical ethology, and this approach has had an important influence in Psychology. Thus, it is important that you understand the principles and concepts of classical ethology. You will see examples of some of these concepts in a video in the tutorial. The material we will cover here is designed to revise and extend the material covered in lectures.

Ethology - the study of innate factors in behaviour - began in the 1930s in Western Europe and was led by scientists who were trained in zoology, notably Tinbergen and Lorenz. It was characterised by the following features:

- It concentrated on innate rather than learned behaviour.
- Used birds, fish and insects rather than the mammals (e.g., rats) usually found in psychology labs.
- It stressed the importance of observing behaviour in a natural setting (and ethological studies were often carried out in the field rather than in a laboratory).
- It was not primarily concerned with human behaviour, although Lorenz, late in his career, argued for the value of ethological research for understanding human behaviour, as in his controversial book on aggression. “Human ethology” does exist, and has dealt with such topics as the expression of emotion, and the clinical assessment of mental disorders.

In 1963, Tinbergen published an influential paper on the aims and methods of ethology. He suggested that four questions should be addressed with respect to a particular behaviour pattern:

1. What is the cause? The ‘mechanism’ question.
2. How did it develop within the individual? The ‘ontogeny’ question.
3. What is its survival (adaptive) value? The ‘function’ question.
4. How did it evolve? The ‘phylogeny’ question.

There are clear interrelationships between these questions (e.g., 3 and 4), and it is important to understand which of them a particular theory or study is attempting to answer. Typically, Psychology seeks to address the first 2 of these questions, although it can sometimes be useful to consider the others. These days, most studies of instinctive behaviour occur within the sub-disciplines of evolutionary biology or sociobiology, and tend to address the last 2 questions. Consequently recent research on instincts has had far less impact on Psychology than the findings and theories of classical ethology. Nonetheless, some relevant ethological research continues.
Complete the Motivation Tutorial Learning Module on Blackboard (concerning Instincts) and answer the following questions.

1. **Note on terminology**

Because of its ambiguity and historical connotations the term 'instinct' is often replaced with terms such as 'innate' (=‘inborn’), 'genetically determined', 'species specific' or ‘biologically programmed’.

What are three main features of instincts?

a. 

b. 

c. 

2. **A reflex is not an instinct**

An instinct is a “behavioural sequence” whereas a reflex is a simple response. For example, the human knee jerk response is clearly a reflex and the complex sequence of behaviours that a bird might display as a courting ritual is clearly an instinct. Away from such extremes the distinction can be more difficult to make.

However, instincts can be distinguished from simple reflexes in that typically they:

a. 

b. 

c. 

3. **Instincts don’t require learning**

Because instincts are “largely genetically determined” they are innate behaviours that may occur without having to be learnt. Nonetheless, we will see that instincts and learning interact.

List some human behaviours that are possibly instinctual:

4. **Instincts as motivators and behaviour**

The definition of instinct is not motivational in that it describes a class of behaviours without implying what energises them. Nonetheless, everyday uses of the term “instinct”, such as in phrases like 'sex instinct' or 'aggression is instinctive', seem to imply the existence of special motivational systems. That is, we seem to be saying that these instincts energise behaviour, as well as directing it. This usage was common in instinct theories of human motivation.

For example, James and William McDougall proposed lists of human instincts that were supposed to explain particular behaviours (e.g., the “curiosity” instinct). Classical ethologists also incorporated this assumption into their theories. Thus, as we will see later, for Lorenz each Fixed Action Pattern (FAP - corresponding roughly to an instinct as defined above) was driven by a particular Action Specific Energy (ASE).
5. Components of instincts

Work through the examples of instinctive behaviour, taking note of the specific terms used to describe the elements of instinctual behaviour.

a. What is a Fixed Action Pattern (FAP)?

b. List six features of FAPs:
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 

c. What is an example of an FAP?

d. What is a releasing stimulus?

e. What is an example of a releasing stimulus?

f. What are supernormal stimuli?

g. What is an example of a supernormal stimulus?

h. What is Action Specific Energy (ASE)?
IN-CLASS MATERIAL

Motivation
Your tutor will take you through an introduction to motivation. You will also watch a video showing Spalding’s experiments on innate behaviours. Make sure you record answers to the following questions.

1. What is motivation? Your Preparatory Reading will help you answer this.

2. List two sources of motivation.
   a. ________________________________
   b. ________________________________

3. Spalding’s experiments & Ethological study of bird instincts: Video

Douglas Spalding was interested in whether certain behaviours were “instinctual” (i.e. not learned) and carried out a series of experiments to determine if animals were born with the capacity to behave in certain ways. While watching the video, answer the following questions.

   a. In the chick experiment how did he attempt to exclude the effects of learning?

   b. In the piglet study, what was the instinctive behaviour? How does this differ from the suckling reflex that all mammalian infants demonstrate when an object is placed in their mouth?

4. In the next part of the video, you will see some courtship and aggressive displays of birds, similar to those studied by Lorenz and other ethologists. While you are watching this video, see if you can identify some of the fixed action patterns displayed by these birds, and the releasing stimuli that evoked them:

   a. ________________________________
   b. ________________________________
   c. ________________________________
5. What aspects of human behaviour could be described as instinctive, if you use the same ethological definition of instincts used by Lorenz?

6. What is a ‘biological drive’, and how do these differ from instincts?

7. What are some problems in describing behaviour as instinctual or as motivated by specific biological drives?

8. Other than genetic descent, how else might a behaviour be transmitted from one generation to another?

**Interaction between innate & learned factors: Social Learning**

Most research on learning has examined the effects of direct experience. However, sometimes we learn things without ever experiencing them directly. For example, if we see someone react with pain after they touch a stove, we probably won’t touch the stove. Thus we learn from our social interactions and less directly from the media etc. This is called *social learning*.

Although social learning may be important for human development, it is also found in many other species. In the early 1980s, Susan Mineka was studying the principles of conditioning in rhesus monkeys at the University of Wisconsin. The colony of rhesus monkeys with which she was working had been started many years earlier with wild-reared animals imported from India. Mineka was intrigued by the fact that monkeys who had been born in the colony and lived there throughout their lives without any contact with snakes, nonetheless displayed intense fear when shown a snake or snake-like object.

Why would these monkeys fear snakes if they had no negative experiences involving snakes? Are monkeys born with an instinctive fear of snakes? Or, could the fear of snakes have been passed on from the first monkeys in the colony (who could have had experience with snakes) by a process of learning? In order for this to happen, fear would have to be socially transmitted. That is, the monkeys who had experience with snakes would have to react with
fear to snake-like objects, and monkeys observing this response would have to learn a similar fear response to the snake-like object.

Mineka designed experiments to test whether fear could be socially transmitted in this way. Fill in the table below, indicating whether the observer monkeys in Mineka’s experiment showed fear or not. Monkeys in the snake(+)/flower(-) condition watched, via video, other monkeys show fear of a snake but not a flower. Monkeys in the flower(+)/snake(-) condition watched other monkeys show fear of a flower but not a snake.

<table>
<thead>
<tr>
<th>Action Required</th>
<th>Reaching for food near snake</th>
<th>Reaching for food near flower</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snake (+) / Flower (-) condition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flower (+) / Snake (-) condition</td>
<td></td>
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</tbody>
</table>

Mineka’s study is one of the few to demonstrate social transmission of a fear in a primate. Simply observing another monkey display fear towards a particular object can be sufficient for the observer monkey to display a comparable level of fear when it later encounters the object. Mineka’s research was also the first to demonstrate that social learning could occur with a “virtual” (i.e., video), rather than real, demonstrator. This is clearly relevant to considerations of whether people can learn behaviours (e.g., violent behaviours) from watching T.V.

**Implication for motivation:** Mineka’s study shows an interaction between innate and learned factors. Indeed, the monkeys seemed to be genetically pre-programmed to learn a fear of snakes, but not flowers. Why do you think this is the case?

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Quite often nature and nurture are regarded as mutually exclusive. Consider the following:
  a) How learning can be involved in a behaviour that appears to be instinctive.
  b) How the process of learning can be genetically determined.

Mineka, whose emphasis was on learning, came up with similar answers to Spalding, who emphasised the importance of innate factors. The type of object an animal can come to fear, and the kind of social attachment it develops as an infant, are products of both its genetic endowment and its individual sensory experience.

As discussed in the **Going Further** section for the earlier tutorial on Learning, it seems that most species possess a genetic predisposition to learn some things more readily than others. For example, taste aversions can be conditioned easily. When a distinctive new taste is paired with nausea (e.g., elicited by a lithium chloride injection), it will later produce a disgust reaction. Associations between other stimuli (such as sounds or visual stimuli) and nausea, develop very slowly, if at all. In contrast, painful events, such an electric shock, can be easily associated with sounds or visual events, so that subsequently such stimuli evoke fear. However, it is very difficult to learn associations between tastes and events such as electric shock.

**Evolution of Universal Motives**
One of the characteristic features of biologically determined behaviour is that it is shared by all members of the species. In terms of human behaviour, it is thought that if the behaviour is performed by people from all cultures, then it is likely that it has a biological basis to it. In
this last section of the tutorial, we are going to discuss one of these universal behaviours, found in all human (and only human) cultures. Consider the following questions:

1. What is the universal behaviour for discussion?

2. Is there another explanation for why this behaviour is found in all human cultures?

3. Is it an instinct? Why/Why not?

4. Does it fulfil or satisfy some basic biological need or drive? If so, which need is being fulfilled? (There may be more than one)

5. Could people be predisposed to learning and doing this behaviour? Explain how this differs from being instinctual or being motivated by a specific biological drive.

6. How might doing this behaviour increase the fitness of the individual? Would variations in this trait be likely to be selected for? Could this explain why some people seem better at this behaviour, and like doing it more than others?
WEEK 13: COURSE FEEDBACK, 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.

EXEMPLARYs 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.

THE END