Unit of Study Code: PSYC2013

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

LECTURING STAFF
Cognitive Processes: Professor Sally Andrews
Office: Room 508, Griffith Taylor Building
Phone: 9351 8297
E-mail: sally.andrews@sydney.edu.au

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

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

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

Dr Karen Gonsalkorale
Office: Room 445 Brennan MacCallum Building
Phone: 9351 8930
E-mail: karen.gonsalkorale@sydney.edu.au

Dr Ilan Dar Nimrod
Office: Room 420 Brennan MacCallum Building
Phone: 9351 2908
E-mail: ilan.dar-nimrod@sydney.edu.au

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

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

Format of Unit: 3 x 1 hour lectures/week x 13 weeks
1 x 1 hour tutorial/week x 12 weeks, commencing in Week 2

Credit Point Value: 6 Credit Points

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

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

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

Tutorial attendance: 80% recommended to pass the unit. Attend your timetabled tutorial. Attendance is recorded.
<table>
<thead>
<tr>
<th>Component</th>
<th>Available / Begins</th>
<th>Due</th>
<th>Closing Date (no more submissions accepted)</th>
<th>% Assessment Weighting</th>
<th>Compulsory</th>
<th>Assessment type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Critique</td>
<td>Week 2</td>
<td>Week 6: Thursday, 7 September Before 11:59pm</td>
<td>Week 11: Monday, 16 October</td>
<td>15%</td>
<td>Yes*</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>Social Research Report</td>
<td>Week 8</td>
<td>Week 11: Monday, 16 October Before 11:59pm</td>
<td>STUVAC: Friday, 10 November</td>
<td>35%</td>
<td>Yes*</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>Exam**</td>
<td>During exam period at the end of semester</td>
<td>University Final Results Release Date</td>
<td></td>
<td>50%</td>
<td>Yes*</td>
<td>Final Exam</td>
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</tbody>
</table>

Total: 100%

* Completion of these assessments is compulsory to pass this unit. Students who fail to submit or complete any of these components will receive an Absent Fail grade, regardless of their marks in other assessments. Students must complete an alternative assessment to avoid automatically failing the course.

** Students who miss or cannot complete the final exam through illness or misadventure will be offered a different supplementary exam as a replacement. To ensure the integrity of our final exam, all replacement exams will be in a different format (i.e., all short answer questions).

** DISRUPTIONS TO YOUR STUDY

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

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

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

** ASSESSMENT STANDARDS AND CRITERIA

** Cognitive Critique (15% OF TOTAL MARK)

You will receive detailed information about the content and structure of the 750 word Cognitive critique in tutorials. The Cognitive critique is a compulsory assessment requirement. If you do not complete the critique, you will receive an Absent Fail grade for the unit, regardless of your marks in other assessments. Therefore, if you suffer illness or misadventure, and are unable to complete the Cognitive critique by the due date, you must apply for Special Consideration.
Social Research Report (35% OF TOTAL MARK)

You will receive detailed information about the content and structure of the 2000 word Social Research report in tutorials. The research report is a compulsory assessment requirement. If you do not complete the report, you will receive an Absent Fail grade for the unit, regardless of your marks in other assessments. Therefore, if you suffer illness or misadventure, and are unable to complete the Social Research report by the due date, you must apply for Special Consideration.

The Cognitive Critique and Social Research Report are compulsory assessments and must be:
• Within 5% of the word limit;
• On the correct topic and in the correct format, and;
• Written wholly by you.

Otherwise they will not be considered serious attempts. Because these are compulsory assessment requirements, if you do not submit serious attempts you will receive an AF (Absent fail) for PSYC2013.

Full guidelines for writing these assignments will be posted on the eLearning site.

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

Late penalties

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

Academic Honesty

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

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

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

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

Academic Dishonesty and Plagiarism

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

You may be found to have engaged in academic dishonesty if you:
– Resubmit (or “recycle”) work that you have already submitted for assessment in the same unit or in a different unit or previous attempt;
– Use assignment answers hosted on the Internet, including those uploaded to document sharing websites by other students.
– Have someone else complete part or all of an assignment for you, or do this for another student.
– Except for legitimate group work purposes, providing assignment questions and answers to other students directly or through social media platforms or document (“notes”) sharing websites, including essays and written reports.
– Engage in examination misconduct, including using cheat notes or unapproved electronic devices (e.g., smartphones), copying from other students, discussing an exam with another person while it is in progress, or removing confidential examination papers from the examination venue.
– Engage in dishonest plagiarism.
Plagiarism means presenting another person’s work as if it is your own without properly or adequately referencing the original source of the work.

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

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

Use of similarity detection software

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

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

Changes made to this unit in response to student feedback

We liaised with the coordinators of PSYC2014 to make sure that the assessable components of these two units do not occur in the same week.

LEARNING OUTCOMES

PSYC2013 expands the depth and range of topics introduced in the first year lectures on Cognitive Processes, Social Psychology, and Developmental Psychology. The first section (17 lectures) on Cognitive Processes focuses on current theories of attention, memory, and reasoning and discusses the methods and issues involved in investigating these processes in both healthy individuals and people with cognitive dysfunctions. The next section (16 lectures) on Social Psychology examines salient social constructs such as impression management and prejudice, and explores how mental processes affect social judgment and behaviour. The final section (6 lectures) on Developmental Psychology presents and evaluates evidence about the early influences on children's social and cognitive development.

Cognitive Processes
Assessment will be based on a 750 word cognitive critique. At the end of semester, an examination consisting of multiple choice and short-answer questions will assess knowledge of lecture material (including readings indicated as examinable by lecturing staff) and tutorial material.

Social Psychology
Assessment will be based on a 2000 word research report. At the end of semester, an examination consisting of multiple-choice questions and short-answer questions will assess knowledge of lecture and tutorial material.

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

GRADUATE QUALITIES
PSYC2013 is structured around the graduate qualities associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally.
Graduate qualities are the generic skills and abilities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

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

**Depth of Disciplinary Expertise**

The course focuses on the following core topics in psychology:

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

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

**Broader skills**

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

a. describe, apply, and evaluate the different research methods used by psychologists (assessed primarily in the cognitive critique and social psychology research report);

b. design and conduct basic studies to address psychological questions: undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; interpret results; and write research reports (assessed primarily in the social research report).

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

a. apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes (assessed in the cognitive critique social research report and tutorial demonstrations and discussion);

b. question claims that arise from myth, stereotype, pseudoscience or untested assumptions (assessed in the cognitive critique, social research report, and tutorial demonstrations and discussion);

c. recognise and defend against the major fallacies of human thinking (assessed in the cognitive critique, social research report, and tutorial demonstrations and discussion)

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

a. write a standard research report using American Psychological association (APA) structure and formatting conventions (assessed in the cognitive critique, social research report);

b. demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes (developed in tutorials but not assessed).

**Cultural Competence**

In this unit of study, you will learn about cultural group differences, racial prejudice and bias. You will learn about the causes of racial prejudice and strategies to reduce prejudice.

**An integrated professional, ethical and personal identity**

Students will value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity. Students will learn how to apply scientific knowledge in an ethical manner (e.g., acknowledge and respect work and intellectual property rights of others through appropriate citations in oral and written communication) (assessed primarily in the cognitive critique, social research report and tutorial demonstrations and discussion).
Influence

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

a. apply knowledge of psychology, society and the workplace/influencing systems (assessed primarily in the social research report, social tutorials and final exam);

b. demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology (assessed in the cognitive critique, social research report, and final exam).

SYLLABUS

Cognitive Processes

Investigating cognition: An overview of the major theoretical and methodological approaches used to investigate unobservable cognitive processes.

Memory: Overview of different types of short-term and long-term memory and the encoding, storage and retrieval processes that distinguish them. Review of theories of the organisation and development of different memory systems and behavioural, neuropsychological and neuroscience evidence investigating them. Applications of theories of memory will be briefly considered.

Attention: Overview of early debates about the locus of attention, the nature of automaticity and the role of attention in skilled behaviour and dual–task performance. Discussion of theories of pre–attentive processes involved in visual search and attentional capture. Consideration of the implications of inattentional blindness and change blindness for understanding consciousness and the emergent nature of attention.

Thinking: An overview of higher–order cognition as the use and representation of knowledge. Phenomena and theories of problem solving. An introduction to decision making and judgment research, with an emphasis on how our biases and heuristics influence our choices.

Social Psychology

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

Social Influence: An overview of the social influence and compliance literature that is designed to demonstrate how people’s thoughts, feelings, and behaviours can be changed/ manipulated in accordance with the goals of others.

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

Developmental Psychology

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

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

Cognitive Processes:

Social and Developmental Psychology:

PSYC2013 TIMETABLE

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

The lectures will be at the following times and locations:
- Monday, 9am - Footbridge Lecture Theatre (A09);
- Wednesday, 4pm - Eastern Avenue Auditorium (F19);
- Thursday, 4pm – ABS Auditorium (B2010).

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<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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<tbody>
<tr>
<td>1.</td>
<td>COGNITIVE PROCESSES</td>
<td>No tutorials</td>
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<tr>
<td>July 31</td>
<td>Lecture 1: Theories and methods in cognitive psychology (SA)</td>
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<td>Lecture 2: Memory systems and processes I (SA)</td>
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<td>Lecture 3: Memory systems and processes II (SA)</td>
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<td>2.</td>
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<td>INTRODUCTION TO COURSE AND ASSESSMENTS</td>
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<td>Aug 7</td>
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<td>Data collection for Social report (major assessment)</td>
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<td>Information about Cognitive Critique (minor assessment)</td>
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<td>Lecture 4: Long-term memory I (SA)</td>
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<td></td>
<td>Lecture 5: Long-term memory II (SA)</td>
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<td>Lecture 6: Applications of theories of memory (SA)</td>
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<td>3.</td>
<td></td>
<td>COGNITIVE PROCESSES</td>
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<tr>
<td>Aug 14</td>
<td>Lecture 7: Early and late selection and models of attention (CO)</td>
<td>Working Memory: Demonstration and discussion</td>
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<td>Lecture 8: Attentional capacity and automaticity (CO)</td>
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<td>Lecture 9: Control over attention and preattentive processes (CO)</td>
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<td>Long-term memory: Demonstrations and discussion</td>
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<td>Aug 21</td>
<td>Lecture 10: Divided attention, inattentional blindness and change blindness (CO)</td>
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<td>Lecture 11: The reason for attention and applications of attention research (CO)</td>
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<td>Lecture 12: Thinking and problem solving (BB)</td>
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<td>5.</td>
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<td>Attention: Demonstrations and discussion</td>
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<td>Aug 28</td>
<td>Lecture 13: Problem-solving heuristics (BB)</td>
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<td>Lecture 14: Representation and problem solving (BB)</td>
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<td>Lecture 15: Decision-making phenomena (BB)</td>
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<td>Date</td>
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<td>Notes</td>
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<td>6. Sept 4</td>
<td><strong>Lecture 16:</strong> Heuristics and biases (BB)</td>
<td>Problem solving: Experiment and discussion</td>
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<td><strong>Lecture 17:</strong> Adaptive approaches (BB)</td>
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<td><strong>SOCIAL PSYCHOLOGY</strong></td>
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<td><strong>Lecture 18:</strong> Automatic and nonconscious influences on social judgment and behaviour I (IDN)</td>
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<tr>
<td>7. Sept 11</td>
<td><strong>Lecture 19:</strong> Automatic and nonconscious influences on social judgment and behaviour II (IDN)</td>
<td>Decision making: Demonstration and discussion</td>
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<td><strong>Lecture 20:</strong> Controlled influences on social judgment and behaviour (IDN)</td>
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<td><strong>Lecture 21:</strong> Mood effects on social judgment and behaviour (IDN)</td>
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<td>8. Sept 18</td>
<td><strong>Lecture 22:</strong> Tactics of Manipulation: Reciprocation I (KG)</td>
<td><strong>SOCIAL PSYCHOLOGY</strong></td>
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<td><strong>Lecture 23:</strong> Tactics of Manipulation: Reciprocation II (KG)</td>
<td>Presentation and discussion of Social Report data</td>
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<td><strong>Lecture 24:</strong> Tactics of Manipulation: Liking I (KG)</td>
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<tr>
<td>Sept 25</td>
<td><strong>MID-SEMESTER BREAK (NO LECTURES OR TUTORIALS)</strong></td>
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<tr>
<td>9. Oct 2</td>
<td><strong>Lecture 25:</strong> NO LECTURE (public holiday)</td>
<td>Automatic behaviour: Video and discussion</td>
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<td></td>
<td><strong>Lecture 26:</strong> Tactics of Manipulation: Liking II (KG)</td>
<td><em>Note: Monday, Oct 2 is a Public holiday, thus students who normally have their tutorial on a Monday must attend an alternative tutorial this week.</em></td>
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<td><strong>Lecture 27:</strong> Tactics of Manipulation: Consistency-Commitment and Authority (KG)</td>
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<tr>
<td>10. Oct 9</td>
<td><strong>Lecture 28:</strong> Tactics of Manipulation: Social Validation and Scarcity (KG)</td>
<td>Control and self-regulation: Demonstration and discussion</td>
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<td><strong>Lecture 29:</strong> The changing form of racial prejudice (FW)</td>
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<td></td>
<td><strong>Lecture 30:</strong> Implicit and explicit measures of racial prejudice (FW)</td>
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<tr>
<td>11. Oct 16</td>
<td><strong>Lecture 31:</strong> Theories of the causes of racial prejudice (FW)</td>
<td>Tactics of manipulation: Demonstration and discussion</td>
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<td></td>
<td><strong>Lecture 32:</strong> Reducing outgroup bias and racial prejudice I (FW)</td>
<td>*Social Report (35%) due: Monday, Oct 16 before 11.59 pm</td>
</tr>
<tr>
<td></td>
<td><strong>Lecture 33:</strong> Reducing outgroup bias and racial prejudice II (FW)</td>
<td></td>
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<tr>
<td>12. Oct 23</td>
<td><strong>DEVELOPMENTAL PSYCHOLOGY</strong></td>
<td>Prejudice: Demonstration and discussion</td>
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<td><strong>Lecture 34:</strong> Normal development: What can we do and when can we do it? (CM)</td>
<td>Approaching short-answer questions part I</td>
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<td><strong>Lecture 35:</strong> Socio-emotional development I: The first 18 months (CM)</td>
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<td></td>
<td><strong>Lecture 36:</strong> Socio-emotional development II: Toddlerhood and early childhood (CM)</td>
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</tbody>
</table>
LIBRARY READINGS

To find all your readings for this unit of study, look for “Library Readings” on eLearning, located as the second link down the left-hand side of the screen.

Data collection

Note that your participation in this unit of study permits us to use your learning analytics to be used to improve your experience of learning.

eLearning/Blackboard access

You are required to be given access to the eLearning site for this Unit of Study from the beginning of the week before semester begins. This document, and in particular details about assessment due dates, weightings and closing dates, must be available on that eLearning site from that time, and changes will not be made to these details throughout semester except in exceptional circumstances.