Unit of Study Code: PSYC2010

Coordinator: Dr Ian Johnston
Office: Room 454 Brennan MacCallum Building
Phone: 9351 4353  E-mail: i.johnston@sydney.edu.au

Lecturers by topic area (NB: PSYC2010 & PSYC2910 have the same lectures)

Learning and Motivation: Dr Evan Livesey
Office: Room 480 Griffith Taylor Building
Phone: 9351 2845  Email: evan.livesey@sydney.edu.au

Neuroscience & Biological Psychology: Dr Ian Johnston (see above)

Clinical Psychology: Dr Marianna Szabo
Office: Room 417 Brennan MacCallum Building
Phone: 9351 5147  E-mail: marianna.szabo@sydney.edu.au

Associate Professor Ilona Juraskova
Office: Room 446 Brennan MacCallum Building
Phone: 9351 6811  E-mail: ilona.juraskova@sydney.edu.au

Perceptual systems, brain development and evolution:
Professor Bart Anderson
Office: Room 526 Griffith Taylor Building
Phone: 9306 7259  E-mail: barton.anderson@sydney.edu.au

Professor Alex Holcombe
Office: Room 504 Griffith Taylor Building
Phone: 9351 2883  E-mail: alex.holcombe@sydney.edu.au

Senior Tutor (PSYC2010): Ms Caroline Fielden
Office: Room 310 Griffith Taylor Building
Phone: 9036 7268  E-mail: caroline.fielden@sydney.edu.au

Format of Unit: 3 x 1 hour lectures/week x 13 weeks
1 x 1 hour tutorial/week x 12 weeks

Credit Point Value: 6 Credit Points

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 unit. Audio recordings made of most lecture content and most slides posted online.

Tutorial attendance: Required. 80% recommended to pass unit. Attendance recorded.

Prerequisites: PSYC1002
**Syllabus Overview**

**What topics are covered in this course?**
The four core areas of Psychology covered in this course are:
1. Learning and Motivation
2. Clinical Psychology
3. Perceptual processes, brain development and evolution
4. Neuroscience and biological psychology

Together with PSYC2012, PSYC2013, and PSYC2014, this is an intermediate unit of study on an APAC-accredited pathway to becoming a registered psychologist. These intermediate units of study are also part of the core units of study in the Behavioural Sciences Major. See “Other Useful Links” section below for more information about the APAC-accredited pathways and the Behavioural Sciences Major.

**LECTURE SYLLABUS (NB: PSYC2010 and PSYC2910 attend the same lectures)**
Fundamental principles of instrumental conditioning based on animal research and their human applications, involving both positive and aversive events, and their neural and pharmacological bases; fear, anxiety and stress; applications of research on learning; Clinical Psychology; psychopharmacology of addiction and of anxiety; genetic basis of behaviour; human auditory, visual and tactile perception and underlying brain mechanisms.

**What is the difference between PSYC2010 and PSYC2910?**
Students in these courses have the same lectures and sit the same final exam. All students do the same tutorials from weeks 8-13, and receive the same assessment for the debate in week 12 and the tutorial quiz in week 13. However, the tutorials in weeks 2-7 are different for these courses.
- **PSYC2010** is designed for students who are more interested in learning about applied psychology. Students do a tutorial program teaching the basics of behavioural therapies, and learn applied skills to analyse the environmental determinants of behaviours, and then develop a program to analyse and modify their own behaviour. This program is assessed by a 1,500 word written scientific report on the behavioural modification exercise.
- **PSYC2910** is for students who are more interested in laboratory research. Students do a series of within class experiments demonstrating principles and methods of researching conditioning, perception, psychopharmacology, learning, and biological psychology. This program is assessed by a 1,500 word written scientific report on one of these experiments.

**PSYC2010 TUTORIAL SYLLABUS**
The tutorial program for PSYC2010 from weeks 2-7 will consist of a series of tutorials demonstrating the basic principles of behavioural analysis and behavioural therapies, which form the fundamental core for most Psychological therapies. You will then apply these skills to try to increase a healthy behavior and decrease unhealthy behaviours – this year, it will be to reduce daily sugar consumption. This will form the basis of the written practical report for PSYC2010.

The second part of the tutorial program from weeks 8-13 is done in both PSYC2010 and PSYC2910. It is a series of tutorials exploring important concepts in psychopharmacology, neuroscience, vision and auditory perception. These tutorials will be assessed in a multiple-choice quiz in week 13.
**LECTURE TIMETABLE**

The lectures will be audio recorded and made available through the University’s Lectopia system. The Lectures will be in the following locations and times:

Monday 2pm (Wallace Theatre); Wednesday 2pm (Eastern Avenue Auditorium); Thursday 2pm (Wallace Theatre)

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Lecture #</th>
<th>Topic</th>
<th>Lecture topic</th>
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<tbody>
<tr>
<td>5-Mar</td>
<td>1</td>
<td>1</td>
<td>LM</td>
<td>Fundamental concepts in the behavioural sciences (Johnston)</td>
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<td></td>
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<td>2</td>
<td></td>
<td>Positive reinforcement and extinction (Livesey)</td>
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<td></td>
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<td>3</td>
<td></td>
<td>The role of the discriminative stimulus in behaviour (Livesey)</td>
</tr>
<tr>
<td>12-Mar</td>
<td>2</td>
<td>4</td>
<td></td>
<td>The motivating role of the reinforcer in behaviour (Livesey)</td>
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<td>5</td>
<td></td>
<td>Fear and punishment (Livesey)</td>
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<td></td>
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<td>6</td>
<td></td>
<td>Avoidance learning (Livesey)</td>
</tr>
<tr>
<td>19-Mar</td>
<td>3</td>
<td>7</td>
<td></td>
<td>Efficacy and perceived control in motivation (Johnston)</td>
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<td>8</td>
<td></td>
<td>Intrinsic motivation (Johnston)</td>
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<td>9</td>
<td></td>
<td>Choice and self-control (Johnston)</td>
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<tr>
<td>26-Mar</td>
<td>4</td>
<td>10</td>
<td>CP</td>
<td>Assessment and Diagnosis (Szabo)</td>
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<td>11</td>
<td></td>
<td>Anxiety (Szabo)</td>
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<td>12</td>
<td></td>
<td>Depression and Bipolar (Juraskova)</td>
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<td>No classes: Mid-semester break</td>
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<tr>
<td>9-Apr</td>
<td>5</td>
<td>13</td>
<td></td>
<td>Addiction (Juraskova)</td>
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<td>14</td>
<td></td>
<td>Psychosis (Juraskova)</td>
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<td>15</td>
<td></td>
<td>Psychotherapy evaluation (Szabo)</td>
</tr>
<tr>
<td>16-Apr</td>
<td>6</td>
<td>19</td>
<td></td>
<td>Behavioural therapies (Johnston)</td>
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<td>20</td>
<td></td>
<td>Cognitive-behavioural therapies (Johnston)</td>
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<td>21</td>
<td></td>
<td>Neuropsychology (Johnston)</td>
</tr>
<tr>
<td>23-Apr</td>
<td>7</td>
<td>19</td>
<td>PS/ND</td>
<td>Hearing (Anderson)</td>
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<td></td>
<td>20</td>
<td></td>
<td>Hearing (Anderson)</td>
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<td>21</td>
<td></td>
<td>Hearing (Anderson)</td>
</tr>
<tr>
<td>30-Apr</td>
<td>8</td>
<td>22</td>
<td></td>
<td>Vision (Anderson)</td>
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<td></td>
<td></td>
<td>23</td>
<td></td>
<td>Vision (Anderson)</td>
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<td>24</td>
<td></td>
<td>Vision (Anderson)</td>
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<tr>
<td>7-May</td>
<td>9</td>
<td>25</td>
<td></td>
<td>Neural development 1 (Holcombe)</td>
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<td></td>
<td>26</td>
<td></td>
<td>Neural development 2 (Holcombe)</td>
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<td></td>
<td>27</td>
<td></td>
<td>Neural development 3 (Holcombe)</td>
</tr>
<tr>
<td>14-May</td>
<td>10</td>
<td>28</td>
<td>NSc</td>
<td>Evolutionary psychology (Johnston)</td>
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<td></td>
<td>29</td>
<td></td>
<td>Behavioural genetics (Johnston)</td>
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<td></td>
<td></td>
<td>30</td>
<td></td>
<td>Gene-environmental interactions in behaviour (Johnston)</td>
</tr>
<tr>
<td>21-May</td>
<td>11</td>
<td>31</td>
<td></td>
<td>Fundamental concepts in psychopharmacology (Johnston)</td>
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<td>32</td>
<td></td>
<td>Dopamine: reinforcement (Johnston)</td>
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<td>33</td>
<td></td>
<td>Addiction: dysregulation of brain and behaviour (Johnston)</td>
</tr>
<tr>
<td>28-May</td>
<td>12</td>
<td>34</td>
<td></td>
<td>Appetite: The Hypothalamus (Johnston)</td>
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<td></td>
<td></td>
<td>35</td>
<td></td>
<td>Appetite: The Cortex (Johnston)</td>
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<td>36</td>
<td></td>
<td>Neurobiology of sexual and prosocial behaviour (Johnston)</td>
</tr>
<tr>
<td>4-Jun</td>
<td>13</td>
<td>37</td>
<td></td>
<td>Stress and endocrine responses (Johnston)</td>
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<tr>
<td></td>
<td></td>
<td>38</td>
<td></td>
<td>Neurobiology of fear and anxiety (Johnston)</td>
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<tr>
<td></td>
<td></td>
<td>39</td>
<td></td>
<td>No lecture</td>
</tr>
</tbody>
</table>

LM=Learning and Motivation; CP=Clinical Psychology; PS/ND=Perceptual systems and Neural Development; NSc=Neuroscience.
PSYC2010 TUTORIAL SYLLABUS

A full list of tutorial class times and locations, and your tutor’s names and contact details will be posted on the School of Psychology’s website at [http://sydney.edu.au/science/psychology/teachAdmin/timetable/index.php](http://sydney.edu.au/science/psychology/teachAdmin/timetable/index.php)

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-Mar</td>
<td>1</td>
<td>No tutorials</td>
</tr>
<tr>
<td>12-Mar</td>
<td>2</td>
<td>Behaviour modification 1: Beginning the behavior modification exercise.</td>
</tr>
<tr>
<td>19-Mar</td>
<td>3</td>
<td>Behaviour modification 2: First data collection.</td>
</tr>
<tr>
<td>26-Mar</td>
<td>4</td>
<td>Behaviour modification 3: A case study in behavioural therapies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No classes: Mid-semester break</td>
</tr>
<tr>
<td>9-Apr</td>
<td>5</td>
<td>Behaviour modification 4: Designing your modification plan.</td>
</tr>
<tr>
<td>16-Apr</td>
<td>6</td>
<td>Behaviour modification 5: Second data collection.</td>
</tr>
<tr>
<td>23-Apr</td>
<td>7</td>
<td>Behaviour modification 6: Discuss results, discuss report writing.</td>
</tr>
<tr>
<td>30-Apr</td>
<td>8</td>
<td>Perception 1: Hearing</td>
</tr>
<tr>
<td>7-May</td>
<td>9</td>
<td>Perception 2: Vision</td>
</tr>
<tr>
<td>14-May</td>
<td>10</td>
<td>Neuroscience 1: Psychopharmacology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday 14th May: Behaviour modification report due.</td>
</tr>
<tr>
<td>28-May</td>
<td>12</td>
<td>Debate: Conceptual analysis of biological psychology.</td>
</tr>
<tr>
<td>4-Jun</td>
<td>13</td>
<td>Final in-class Quiz</td>
</tr>
</tbody>
</table>
Assessments

There are four assessments for PSYC2010: A written report (30%), a tutorial quiz (15%), an in-class debate (5% participation mark), and the final exam (50%).

<table>
<thead>
<tr>
<th>Assessment Title</th>
<th>Compulsory*</th>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Description</th>
<th>Individual/Group</th>
<th>Length / Duration</th>
<th>Weight</th>
<th>Due Date &amp; Time</th>
<th>Closing Date and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC2010 Research Report</td>
<td>YES*</td>
<td>Submitted work</td>
<td>Assignment</td>
<td>Major assignment based on tutorial exercise in weeks 2-6</td>
<td>Individual</td>
<td>1,500 words</td>
<td>30%</td>
<td>Before 11:59pm, Monday, 14th May (Week 10)</td>
<td>Before 11:59pm Monday, 4th June (Week 13)</td>
</tr>
<tr>
<td>Debate</td>
<td>NO</td>
<td>Skills based assessment</td>
<td>Demonstration</td>
<td>Prepare for and participate in the debate in class in week 12</td>
<td>Individual</td>
<td>1 tutorial class, week 12</td>
<td>5%</td>
<td>Before Friday 1st June (week 12)</td>
<td>11:59pm Friday 29th June</td>
</tr>
<tr>
<td>Tutorial quiz</td>
<td>NO</td>
<td>In class assessment</td>
<td>Tutorial quiz</td>
<td>Quiz on tutorial content for weeks 8-11</td>
<td>Individual</td>
<td>During class, week 13</td>
<td>15%</td>
<td>Before Friday 8th June (week 13)</td>
<td>Friday 15th June</td>
</tr>
<tr>
<td>PSYC2010 final exam</td>
<td>YES*</td>
<td>Exam</td>
<td>Final Exam</td>
<td>Major PSYC2010 Exam</td>
<td>Individual</td>
<td>120 min; 50 multiple choice; 2 short answer questions</td>
<td>50%</td>
<td>Will be scheduled during the exam period (18-30th June)</td>
<td></td>
</tr>
</tbody>
</table>

*A serious attempt is required at all compulsory assessments to avoid an Absent Fail (AF). Replacement assessments are available for all compulsory assessments (see below)
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)

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

Types of disabilities include (but are not limited to): Anxiety, Arthritis, Asthma, Autism, ADHD, Bipolar disorder, Broken bones, Cancer, Cerebral palsy, Chronic fatigue syndrome, Crohn’s disease, Cystic fibrosis, Depression, Diabetes, Dyslexia, Epilepsy, Hearing impairment, Learning disability, Mobility impairment, Multiple sclerosis, Post-traumatic stress, Schizophrenia, Vision impairment.

In this unit of study Simple Extensions are not granted. Apply formally for special consideration or via Disability services if you require any extension.

Assessment standards and criteria

1. Research Report

The Research Report Assignment is a compulsory assessment and must be:

- Under the word limit (1,500 words, not including the abstract, Figures, Tables, titles and legends, and references list)
- On the correct topic, and in the correct format
- Written wholly by you for this assignment

Otherwise it will not be considered a serious attempt. Because this is a compulsory assessment requirement, if you do not submit a serious attempt at the Research Report you will receive an AF (Absent fail) for PSYC2010. Guidelines for writing the assignment will be posted on the eLearning site.

In PSYC2010 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 5% of the maximum value of the Research Report assignment (5 marks / 100) for each calendar day or part thereof it is submitted after your due date. After 10 calendar days after your due date, a mark of zero is applied. Submissions will not be accepted after the closing date of the assignment.

<table>
<thead>
<tr>
<th>Example submission time</th>
<th>Penalty Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1203am the day after due date (4 minutes late)</td>
<td>-5%</td>
</tr>
<tr>
<td>3 days and 4 seconds after due date</td>
<td>-20%</td>
</tr>
<tr>
<td>9 days and 3 hours after due date</td>
<td>-50%</td>
</tr>
<tr>
<td>After closing date</td>
<td>-100% AND not accepted (replacement assignment required to avoid AF)</td>
</tr>
</tbody>
</table>
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 1,500 word assignment 3 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 to pass PSYC2010. We will accept no further reports after the closing date as we will return marked reports and feedback to students in week 13.

Even if you have received special consideration that extends beyond the closing date, we will not accept any further reports once we release the marks and feedback to students in week 13. You must submit the alternative assignment instead.

If you have not completed your report by the closing date, you will be required to write an alternate assignment instead. The alternative assignment will be due on Monday 2nd July. Students who submit the alternative assignment without an extension via special consideration will receive 0. However, completion of the written assessment is compulsory to pass PSYC2010. Students who do not submit either the report or the alternative assignment will receive an AF (Absent Fail) for PSYC2010. Please note, we will not accept written assessments that are obviously not serious attempts at this work.

2. Debate
The debate will be conducted on a topic regarding the relationship between psychology and neuroscience. It will be conducted in your scheduled tutorial class in week 12. If you come to the class and participate in the debate AND bring evidence of preparation for the debate, you will receive 5% of your course marks. The evidence of preparation for the debate is one page of hand-written notes, which summarise your personal background research into the topic. Please note, HAND WRITTEN NOTES are required so you don’t just copy and paste information from another source without reading it. If you come to the class without these notes, you will not get any marks for participating in the debate.

Special consideration
If you suffer illness or misadventure on the day of your debate, you may apply for special consideration. An alternative written assignment in lieu of the debate participation may be available to students whose application for Special Consideration is successful. The written assignment will be a 1,000 word written statement either for or against the debate topic. The due date for this alternative assignment will be BEFORE 11:59pm Friday 29th June. The submission process for this will be online, via a Turnitin link on the PSYC2010 Blackboard site and the assignment will be marked and returned to you online.

3. Tutorial Quiz
A 20 item multiple-choice online quiz will be administered during your regular tutorial class in Week 13. This quiz will cover the neuroscience and perception tutorials in weeks 8 - 11. The quiz is designed to test your knowledge of the material in these tutorials only. It is not a test of the lectures related to these topics. There will not be any questions related to the content of the tutorials in the learning and motivation tutorials as this is assessed by the written report.

Special consideration
If you suffer illness or misadventure on the day of your quiz, you may apply for special consideration. If your claim for special consideration is successful, you may sit an alternative quiz in STUVAC. Note that the quiz is NOT a compulsory part of assessment: if you do not complete the quiz you will NOT fail the entire unit. However, you will forfeit your chance to practice multiple-choice questions and to receive up to 15 marks.
4. Final examination

You will sit a two-hour examination during the University exam period. The examination will consist of 50 multiple-choice questions (40% of the total mark) covering all the lecture topics, and 2 short answer questions (10% of the total mark) one each from the Neuroscience and the Perception lectures. All of the material assessed in the final exam will come from the lectures and the readings which lecturers require you to read.

Each lecturer writes their own exam questions, and each lecturer has their own advice on how to study the material presented in their lectures, and which readings are assessable. Therefore, it is impossible, at this stage, to give you advice on how to study for the material in the final exam. You will need to wait for each lecturer to give you this advice.

The precise date, location and seat number of your examination will be posted on the MyUni website toward the end of Semester. Much more information (and advice for study) will be posted on Blackboard as the exam approaches.

Special Consideration

If you suffer illness or misadventure close to the final examination, consider whether you will attempt it. If you choose to sit the exam while you are ill, you can still apply for special consideration within five working days of the examination date. You may be offered a supplementary exam at a later date. If you choose not to sit the exam, then apply for special consideration within five working days of the examination date and you may be offered a supplementary exam at a later date. We will inform you about the time and location of any supplementary exam via email.

Replacement examination

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

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.

All students commencing their study at the University of Sydney are required to complete the Academic Honesty Education Module (AHEM) which is accessible via your eLearning site.
Objectives

When planning and prioritising your study aim to:

1. Understand the key concepts presented in each lecture topic – read ahead for each lecture, take good lecture notes, and revise as you go. Don’t go out of your way to memorise names and dates (unless they are really famous or lent their name to a test or effect). You will be required to be able to identify and name the key concepts from examples in the multiple choice section of the FINAL EXAM.
2. Be able to describe the evidence for these concepts. This will be assessed in the short answer question section of the FINAL EXAM.
3. Organise the key concepts into integrated models and themes. This will be assessed in the short answer question of the FINAL EXAM.
4. Use library readings to enhance your understanding of topics. Lecturers will make it clear if certain readings are assessable in the FINAL EXAM, or if they are only there to assist you and give you another perspective.
5. Participate in the tutorial practicals and experiments so you can experience first hand the methods and techniques used in research in Psychology and how the research is applied to change behavior. This will be assessed in your RESEARCH REPORT.
6. Understand that the RESEARCH REPORT is NOT directly related to lecture content. Your objectives for this assessment should be to focus on how APA research reports are constructed, what their purpose is, and how research papers are found and cited. The content of the assessment changes each year, and only exists to allow you to demonstrate your report writing skills, so aim to master it to the extent that you are able to write what you need in the report.
7. Apply your understanding of the key concepts of this course to a contentious contemporary issue during the DEBATE in week 12.
8. Attend tutorials so you can interact with your peers and tutor to develop your understanding of lecture concepts, and get assistance for your RESEARCH REPORT. If tutorial content overlaps with lecture content, it will also be assessed in the FINAL EXAM. Material in the tutorials in weeks 8-11 will be assessed in the TUTORIAL QUIZ in week 13.

Learning outcomes (and Graduate Qualities)

Individual tutorials have learning outcomes listed on Canvas. Individual lecturers have learning outcomes which they will present as part of their lecture topic materials. These are just the general learning outcomes of PSYC2010:

1. A broad understanding of the diverse areas of Psychology taught: Learning and Motivation; Clinical Psychology; Perceptual systems; Neuroscience (Depth of Disciplinary Expertise)
2. A significant understanding of what binds such diverse pursuits into the single discipline of ‘Psychology’ in regard to language, research methods, attitude and approach, and an appreciation of the ethical issues associated with behavioural research (Depth of Disciplinary Expertise, An integrated professional, ethical and personal identity)
3. A thorough understanding of the core research design principles and statistical approaches used throughout of Psychology, and the ability to apply them in a critical manner (Depth of Disciplinary Expertise, Broader Skills)
4. A good understanding of the APA style used for the presentation of written material, particularly research reports (Broader Skills)
5. An appreciation of the complexity of the interaction between the individual and their environment which produces such diverse behavior both generally and in relation to personality, development and prejudice (Cultural Competence)
TEXTBOOKS

No single textbook covers all the topics taught in this course so we must recommend more than one text. Because we realize that students may not be able to afford two books for a single course, multiple copies of these texts will be made available in the Library Reserve so you may copy the relevant sections as an alternative to buying the complete text. However, please note that in previous years that demand for the texts in Reserve is extremely high, and students have reported they have not been able to access the texts in Reserve when they have wanted them. These texts are also used in Senior level Psychology courses (PSYC3011 & PSYC3018, see below). If you plan on taking these senior level courses, you may want to buy these texts now. The two recommended texts are:

(This text will be particularly useful in Weeks 1-3 and is also used in the Senior Psychology course PSYC3011 *Learning and Behaviour*. Please note, the old version of Bouton is fine as well.)

Rieger, E. (Ed.) (2017) *Abnormal Psychology: Leading researcher perspectives*. Sydney: McGraw-Hill Education (4th Edition). (This text will be particularly useful in weeks 4 – 6, and is also used in the Senior Psychology course PSYC3018 Abnormal Psychology.)

FURTHER READING

Each lecturer will provide references to sources for you to study in their lecture notes or on their eLearning site. These sources will be made available to you from the Library’s reserve section. Please look at the following website for information on what material is held in reserve for you: [http://opac.library.usyd.edu.au/search/r](http://opac.library.usyd.edu.au/search/r)

You will be provided with detailed tutorial notes in your tutorial classes.

Library Readings

To find all your readings for this unit of study, look for “UOS Readings” on the left menu of the CANVAS site.

Data collection

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

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.

Contesting Marks

Students do not have an automatic right to request re-marking of class work or exam papers, but they are encouraged to discuss the assessment of their work with members of the teaching staff. Before doing so, students must make sure they have read and understood any written comments already supplied by the marker. The following remarking/appeal process must be initiated within 2 weeks of students being notified on Blackboard that assignments are ready for collection.

Students who are dissatisfied with some aspect of their assessment should:
• First consult the marker (usually their tutor), who will provide feedback for the given mark. If the tutor was not the marker of the assessment and cannot supply sufficient feedback, the Unit co-ordinator of the relevant Unit will direct them to the staff member responsible for the assessment.

• If the student is not satisfied, they should provide a written case explaining why they believe the work should be re-marked and approach the Unit co-ordinator with this written case. This must be done within two weeks of receiving your marked assignment. The Unit co-ordinator may agree and allow the work to be re-marked. Note: 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 work should be re-marked, or if after re-marking, the student still believes that the work has been improperly assessed, s/he should address such concerns in writing to the Associate Head of Teaching and Learning. Letters to the Associate Head Education should be emailed directly.

Normally, the Associate Head of Education will consider re-marking of submissions only if both the following are true:

• The student has discussed the reasons for their mark with the staff member(s) responsible for the assessment.

• The student clearly establishes, in writing, reasons for receiving a mark higher than that awarded, taking into account the feedback they have received from the previous marker(s).

Please note that the new mark may be lower than the original mark, in which case the new mark will stand.

Student Code of Conduct

Students at the University of Sydney are bound by a Code of Conduct, which can be found here: http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOS2011/215&RendNum=0

University Email

Check your University email on a regular basis, or forward your University email to an address you do check regularly. All electronic University communication will be sent to your University email address. Always use your University email when contacting staff in this course. Find a login for your email, eLearning site, Sydney Student (Enrolment) and Timetable and much more here: https://sydney.edu.au/students/
School of Psychology Student Information Office

PSYC1001, PSYC1002 and ATHK1001 students: psychology.firstyear@sydney.edu.au

Second and Third Year Students: psychology.ugsupport@sydney.edu.au

Please ensure when you send an email, that you do so from your university email account, and that you include your name and SID.

Other Useful Links

Information about the Psychology Major can be found here for students enrolled in the pre-2018 degrees: http://sydney.edu.au/handbooks/science/table1/table1_psychology.shtml

Information about the Psychology Program for the post-2018 degrees can be found here: http://sydney.edu.au/handbooks/science/subject_areas_nz/psychology.shtml

Information about the Behavioural Sciences major and minor for the post-2018 degrees can be found here: http://sydney.edu.au/handbooks/science/subject_areas_ae/behavioural_sciences.shtml

Information about becoming a registered psychologist in Australia can be found at: http://sydney.edu.au/science/psychology/future_students/becoming_reg_psychologist.shtml

Information about what constitutes a psychology major and accreditation of a psychology major in University of Sydney degrees can be found at: http://sydney.edu.au/science/psychology/current_students/accred_psychology_major.shtml

Information about honours in psychology at the University of Sydney can be found at: http://sydney.edu.au/science/psychology/future_students/honours/index.shtml

Information about the Bachelor of Psychology at the University of Sydney can be found at: http://sydney.edu.au/science/psychology/future_students/bachelor_psych.shtml


Australian Psychological Society: http://www.psychology.org.au/