Unit of Study Code: PSYC2012

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Always contact staff using your own University email address. Please put “PSYC2012” in the subject line of your emails.

Format of Unit:  
2 x 1 hour lectures/week x 7 weeks (odd weeks)  
3 x 1 hour lectures/week x 6 weeks (even weeks)  
1 x 2 hour tutorial/week x 12 weeks (Tutorials commence in Week 2)  
Tutorial sizes: maximum of 22 students per tutorial (OTC405) or 24 students per tutorial (OTC325)

Credit Point Value: 6 Credit Points

Time Commitment: 4 hours (odd weeks) and 5 hours (even weeks) face to face per week; 8 hours private study per week (including 2 hours preparation for each tutorial)

Lecture attendance: 80% expected and recommended to pass unit. Audio and video (of slides) recordings made of most lecture content and most slides posted online.

Tutorial attendance: 80% expected and recommended to pass unit. Attendance recorded. Attend your timetabled tutorial.

Prerequisites: 6 credit points of First Year Psychology (PSYC1001 or PSYC1002)
About this course
PSYC2012 introduces you to some of the basic concepts of statistics and statistical inference as well as research design as applied in psychological research. The aim of the course is to develop your ability to understand the published research literature, to design and plan research questions with a clear idea of how to test the questions of interest, and to become critical consumers of any sort of statistical information. You will also be introduced to the computer package SPSS, which is a widely-used program for statistical analysis. This course is structured around the graduate qualities associated with the scientist-practitioner model, which is the basis for the training of psychologists in Australia and internationally. Together with PSYC2X10, 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 (http://sydney.edu.au/handbooks/science/subject_areas_ae/behavioural_sciences.shtml).
You are strongly advised to log on to the course’s eLearning site as soon as possible. This contains more information and is where lecture slides, lecture recordings, and tutorial notes will be posted. From here: https://sydney.edu.au/students/ select Canvas, login, and look for PSYC2012.

Lecture and Tutorial Program

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES (1 hour)</th>
<th>READINGS</th>
<th>TUTORIALS (2 hours)</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (5/3 – 9/3)</td>
<td>1. The importance and ethics of statistics for psychological research 2. Variables and descriptive statistics</td>
<td>Chapters 1, 2, &amp; 9 in Statistics for Social Sciences Chapters 1, 2, &amp; 6 in Research Methods in Psychological Science</td>
<td>1. Descriptive statistics</td>
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<tr>
<td>2 (12/3 – 16/3)</td>
<td>3. Linear transformations and z-scores 4. The normal distribution, standardisation, and z-scores 5. What is qualitative research? When and why would I use it?</td>
<td>Chapters 3, 6, &amp; 7 in Statistics for Social Sciences Chapter 12 in Research Methods in Psychological Science</td>
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<tr>
<td>3 (19/3 – 23/3)</td>
<td>6. The research process &amp; research designs 7. Null hypothesis significance testing</td>
<td>Chapter 9 in Statistics for Social Sciences Chapters 2, 6, &amp; 10 in Research Methods in Psychological Science</td>
<td>2. Linear transformations, normal distribution, z-scores</td>
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<tr>
<td>PUBLIC HOLIDAY: Friday 30 March*</td>
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<td></td>
<td>Tutorial Test 1 (7.5%) (Lectures 1-4; Tutorials 1-2)</td>
<td></td>
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<tr>
<td>WEEK</td>
<td>LECTURES (1 hour)</td>
<td>READINGS</td>
<td>TUTORIALS (2 hours)</td>
<td>ASSESSMENTS</td>
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<tr>
<td>5 (9/4 – 13/4)</td>
<td>11. t-test for a single mean I 12. t-test for a single mean II &amp; confidence intervals</td>
<td>Chapters 7, 8, &amp; 10 in <em>Statistics for Social Sciences</em></td>
<td>4. z-tests &amp; t-tests for a single mean</td>
<td></td>
</tr>
<tr>
<td><strong>PUBLIC HOLIDAY:</strong> Wednesday 25 April**</td>
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</tr>
<tr>
<td>8 (30/4 – 4/5)</td>
<td>18. One-way ANOVA I 19. One-way ANOVA II 20. Doing qualitative research: Data analysis and reporting</td>
<td>Chapter 12 in <em>Statistics for Social Sciences</em>  Chapter 12 in <em>Research Methods in Psychological Science</em></td>
<td>7. Independent samples t-test  Tutorial Test 2 (12.5%) (Lectures 6-9,11-12; Tutorials 3-5)</td>
<td></td>
</tr>
<tr>
<td>WEEK</td>
<td>LECTURES (1 hour)</td>
<td>READINGS</td>
<td>TUTORIALS (2 hours)</td>
<td>ASSESSMENTS</td>
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<tr>
<td>10</td>
<td>23. Correlation I</td>
<td>Chapter 14 in <em>Statistics for Social Sciences</em></td>
<td>9. Two-way ANOVA</td>
<td>In semester Exam (25%) (Lectures 1-15; Tutorials 1-6)</td>
</tr>
<tr>
<td></td>
<td>24. Correlation II</td>
<td>Chapter 12 in <em>Research Methods in Psychological Science</em></td>
<td></td>
<td></td>
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<td></td>
<td>25. Doing qualitative research: Interpretation and reporting</td>
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<tr>
<td></td>
<td>27. Regression II</td>
<td>Chapter 12 in <em>Research Methods in Psychological Science</em></td>
<td></td>
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<tr>
<td>12</td>
<td>28. Chi-square tests I</td>
<td>Chapter 13 in <em>Statistics for Social Sciences</em></td>
<td>11. Regression</td>
<td>Tutorial Test 3 (12.5%) (Lectures 16-19, 21-22; Tutorials 7-9)</td>
</tr>
<tr>
<td></td>
<td>29. Chi-square tests II</td>
<td>Chapter 12 in <em>Research Methods in Psychological Science</em></td>
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<td></td>
<td>30. Putting the ‘quality’ in qualitative research</td>
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<tr>
<td>13</td>
<td>31. Reliability, validity and replicability</td>
<td>Chapter 1 in <em>Statistics for Social Sciences</em></td>
<td>12. Chi-Square &amp; Revision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>32. Test selection &amp; revision</td>
<td>Chapters 1, 2, &amp; 6 in <em>Research Methods in Psychological Science</em></td>
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</tr>
</tbody>
</table>

Monday (1pm) and Thursday (12pm) lectures are held in Wallace Lecture Theatre. Thursday (5pm) lectures are held in the Footbridge Lecture Theatre. All tutorials are held in OTC (Old Teacher’s College) 325 or 405. Refer to your timetable - https://sydney.edu.au/students/ then select ‘Timetable’.

*Students in the Friday tutorial will be contacted to make arrangements to be allocated to a different tutorial for this week only to sit Tutorial Test 1.

**Students in a Wednesday tutorial will be contacted with an option to be allocated to a tutorial on a Friday for this week only.
<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>Available / Due Date</th>
<th>Feedback / Return of Marks Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Test 1</td>
<td>NO</td>
<td>In class assessments</td>
<td>Tutorial quiz or small test or small continuous assessment</td>
<td>Open book, short answer small test on lecture &amp; tutorial content</td>
<td>Individual</td>
<td>15 minutes working (+ 2 mins reading time)</td>
<td>7.5%</td>
<td>During your timetabled tutorial in Week 4</td>
<td>By the end of Week 6</td>
</tr>
<tr>
<td>Tutorial Test 2</td>
<td>NO</td>
<td>In class assessments</td>
<td>Tutorial quiz or small test or small continuous assessment</td>
<td>Open book, short answer small test on lecture &amp; tutorial content</td>
<td>Individual</td>
<td>17 minutes working (+ 2 mins reading time)</td>
<td>12.5%</td>
<td>During your timetabled tutorial in Week 8</td>
<td>By the end of Week 10</td>
</tr>
<tr>
<td>In semester Exam</td>
<td>YES</td>
<td>Exam</td>
<td>In semester exam</td>
<td>Closed book, computerized multiple-choice questions on lecture &amp; tutorial content</td>
<td>Individual</td>
<td>45 minutes (no reading time)</td>
<td>25%</td>
<td>During your timetabled tutorial in Week 10</td>
<td>Week 10 (upon completion of the exam)</td>
</tr>
<tr>
<td>Tutorial Test 3</td>
<td>NO</td>
<td>In class assessments</td>
<td>Tutorial quiz or small test or small continuous assessment</td>
<td>Open book, short answer small test on lecture &amp; tutorial content</td>
<td>Individual</td>
<td>17 minutes working (+ 2 mins reading time)</td>
<td>12.5%</td>
<td>During your timetabled tutorial in Week 12</td>
<td>During STUVAC</td>
</tr>
<tr>
<td>Textbook Engagement</td>
<td>NO</td>
<td>In class assessments</td>
<td>Tutorial quiz or small test or small continuous assessment</td>
<td>Answering questions in the assigned chapters of the textbook</td>
<td>Individual</td>
<td>Variable</td>
<td>2.5%</td>
<td>Throughout the semester</td>
<td>By the end of Week 13</td>
</tr>
<tr>
<td>Final Exam</td>
<td>YES</td>
<td>Exam</td>
<td>Final exam</td>
<td>Closed book, written multiple-choice questions on lecture &amp; tutorial content</td>
<td>Individual</td>
<td>120 minutes (+ 10 mins reading time)</td>
<td>40%</td>
<td>During University exam period</td>
<td>University Final Results Release Date</td>
</tr>
</tbody>
</table>

*A serious attempt is required at all compulsory assessments to avoid an Absent Fail (AF). Students who fail to complete either of these compulsory components will receive an AF grade, regardless of their marks in other assessments. Replacement assessments are available for Tutorial Test 2, the In semester Exam, Tutorial Test 3, and the Final Exam (see table below)
## Replacement Assessment Table**

<table>
<thead>
<tr>
<th>Assessment Title</th>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Description</th>
<th>Individual/ Group</th>
<th>Length / Duration</th>
<th>Weight</th>
<th>Available / Due Date &amp; Time</th>
<th>Feedback / Return of Marks Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement Tutorial Test 2</td>
<td>In class assessment</td>
<td>Small test</td>
<td>Open book, short answer small test on lecture &amp; tutorial content</td>
<td>Individual</td>
<td>17min (+ 2 mins reading time)</td>
<td>12.5%</td>
<td>11/05 10:00am or 11:00am in OTC325</td>
<td>By the end of Week 10</td>
</tr>
<tr>
<td>Replacement In semester exam</td>
<td>Exam</td>
<td>In semester Exam</td>
<td>Closed book, written combination of multiple-choice questions, True/False questions, and Fill-in-the-blank questions on lecture &amp; tutorial content</td>
<td>Individual</td>
<td>45 minutes (no reading time)</td>
<td>25%</td>
<td>25/05 10:00am or 11:00am in OTC325</td>
<td>By the next business day</td>
</tr>
<tr>
<td>Replacement Tutorial Test 3</td>
<td>In class assessment</td>
<td>Small test</td>
<td>Open book, short answer small test on lecture &amp; tutorial content</td>
<td>Individual</td>
<td>17min (+ 2 mins reading time)</td>
<td>12.5%</td>
<td>08/06 10:00am or 11:00am in OTC325</td>
<td>During STUVAC</td>
</tr>
<tr>
<td>PSYC2012 Replacement final exam</td>
<td>Exam</td>
<td>Final Exam</td>
<td>Closed book, written combination of multiple-choice questions, True/False questions, and Fill-in-the-blank questions on lecture &amp; tutorial content</td>
<td>Individual</td>
<td>120min (+10 mins reading time)</td>
<td>40%</td>
<td>Will be scheduled during the replacement exam period</td>
<td></td>
</tr>
</tbody>
</table>

**Available to students with approved special consideration applications only.
Equipment

Students will need a calculator to be brought to all tutorials and assessments. The calculator should have statistical functions. The calculators used in HSC mathematics courses will be suitable. Your calculator will need to be approved before the final exam by the Exams Office. See this link for information about how to obtain approval and this link for the list of approvable calculators. Students may also find it useful to have a USB for saving tutorial data.

Textbook

The required textbook for this unit of study is an online interactive text:


By special arrangement with Top Hat Publishers, the statistics text will be packaged along with 5 chapters from the following research methods text:


Two recommended resources are the two versions of David Howell’s texts:


For those students who have done no statistics before (PSYC 1001/1002 not included) and are apprehensive, the ‘Fundamental’ book is recommended. For those who have some statistical training, the ‘Methods’ book is more advanced and a valuable reference for further study in Psychology. Earlier editions of the textbooks are suitable.

Other recommended resources:


*This text is useful for understanding statistics as well as SPSS.
For Research Methods, useful resources are:


*These resources are useful for qualitative research methods.

For using SPSS, some useful resources are:


**Software**

Purchasing SPSS software is not essential for PSYC2012 (but if money is no object, it might be recommended for those wishing to continue with psychology. Note however that recent licencing arrangements for students are not generous, and from v19 only one-year licences are available). There are 2 versions that can be purchased at the Co-Op bookshop:

- the *Standard Grad Pack*, a fully-functioning version (23) of SPSS for Win/Mac (recommended); and
- the *Base Grad Pack* (formerly known as the *Student* version), a cut-down version (23) that is less expensive and is suitable for PSYC2012, but not for 3rd year and beyond.

Note that SPSS is available via the [ICT Virtual Desktops](http://www.ict.sydney.edu.au/services/virtual-desktops) located in the Access labs and University Libraries, and can also be accessed online through [Bring Your Own Device (BYOD)](http://www.yourguide.to). SPSS is now up to version 24, but earlier versions are more than adequate. More details will be given in the first lecture and on the eLearning site.

Note that all statistical tests introduced in PSYC2012 can be conducted using the [free software R](http://www.r-project.org) (see supplementary documents on the eLearning site).
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

If you fall ill or suffer a misadventure before an in-class assessment, do not sit the assessment; apply for Special Consideration instead. A successful Special Consideration application for Tutorial Test 1 will result in a marks adjustment such that each of the other two Tutorial tests will be weighted at 16.25% instead of 12.5%. A successful Special Consideration application for Tutorial Test 2, Tutorial Test 3, or the In semester Exam will result in a varied assessment to be completed the Friday of the week after the initial assessment (i.e., Friday 11th May in Week 9 for Tutorial Test 2; Friday 8th June in Week 13 for Tutorial Test 3; Friday 25th May in Week 11 for the In semester Exam). If you still have not completed the In semester Exam by Friday 25th May, you must complete an alternate assessment. The alternate assessment will be held during STUVAC (date and time to be confirmed). Marks are usually not awarded for the alternate assessment; it is intended for students who did not attempt the assessment. The In semester exam is a compulsory assessment, which is why a serious attempt is required to be eligible to receive any mark other than an Absent Fail (AF).

Please note: If you are ill and miss a tutorial, contact the tutor of another tutorial and request permission to attend that person’s tutorial time for that week; do NOT use the online special consideration form for missed tutorials unless the missed tutorial contains a Tutorial Test or In semester Exam. If in doubt, please contact Steson (steson.lo@sydney.edu.au).

If you have (or develop) a continuing issue, register with Disability Services here: 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.
Assessment standards and criteria

In PSYC2012 no minimum mark for any assessment automatically results in a fail for the overall unit of study. If your marks for all assessment tasks together add up to 50 or more, you will pass the unit.

Textbook Engagement: 2.5%
Textbook engagement refers to submitting your answers to questions within the chapters of the interactive text. Textbook engagement is not compulsory. The answers you submit reflect your engagement with the text; it does not matter whether your responses are correct. If you do not submit any answers across any of the chapters, you simply will not receive the marks associated with textbook engagement. An approved Special Consideration application applied to textbook engagement will result in a re-weighting outcome. Note that special consideration is not given for textbook engagement unless you are affected for more than four chapters because you can miss up to four chapters with no effect on your mark.

Tutorial Test 1: 7.5%
Tutorial test 1 is not compulsory. If you do not complete this test, you simply will not receive the marks associated with the test. An approved Special Consideration application for this test will result in a marks adjustment such that each of the other two Tutorial tests will be weighted at 16.25% instead of 12.5%.

Tutorial Tests 2 & 3: 12.5% each
Tutorial tests 2 & 3 are not compulsory. If you do not complete either of these tests, you simply will not receive the marks associated with it. An approved Special Consideration application for either of these tests will result in sitting a replacement version of the test the Friday of the week after the initial assessment (i.e., Friday 11th May in Week 9 for Tutorial Test 2; Friday 8th June in Week 13 for Tutorial Test 3).

In semester Exam: 25%
The In semester exam is a compulsory assessment; you must make a serious attempt at the exam or you will receive an Absent Fail (AF) mark, although no minimum performance is required. If you do not have an approved Special Consideration application, you may complete the In semester exam by 25th May for 0 marks (this would constitute a “serious attempt” at the assessment). If you do not have an approved Special Consideration application and do not attempt the In semester exam by 25th May, then you must complete an alternate assessment, which will be held during STUVAC (date and time to be confirmed). Marks are not awarded for the alternate assessment. An approved Special Consideration application for the In semester exam will result in sitting a replacement version of the In semester exam the Friday of the week after the initial assessment (i.e., Friday 25th May in Week 11).

Final Exam: 40%
The initial final exam is a compulsory assessment, but so long as you attend no minimum performance is required. An approved Special Consideration application for the final exam will result in you being offered a replacement exam during the replacement exam period. Unlike the initial multiple choice exam, note that the format of the replacement is a combination of multiple choice questions, true/false questions, and fill-in-the-blank questions. Final exams are never offered earlier.
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.

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.

**Syllabus**

**Descriptive statistics:** Measures of central tendency and variability. Effects of transformation on a set of scores. Finding areas under the normal curve.

**Inferential statistics:** Formulating hypotheses for tests of statistical significance for a single mean, using $z$ and $t$-tests; for 2 related means and for 2 independent means using $t$-tests. Confidence intervals and power. Analysis of variance and follow-up tests for tests about means with two or more groups. Looking at relationships between two continuous variables: correlation. Factors affecting correlation. Testing correlation coefficients for statistical significance. Simple linear regression. Categorical data: tests for frequency data using the chi-square statistic. Effect size measures for different statistics.

**Research methods:** Understanding the problems of designing experiments to answer specific questions, and limitations in the conclusions that can be drawn. Recognising the theoretical approaches underpinning qualitative research, and describing and defining qualitative research and its role in psychological science.

**Library**

All readings related to this course can be accessed via the ‘eReserve’ link on the Canvas eLearning site. The library itself has a page for Psychology which includes links to Psychology databases, Internet resources, information on tests and more: [http://libguides.library.usyd.edu.au/psychology](http://libguides.library.usyd.edu.au/psychology)

Objectives

When planning and prioritising your study aim to:

1. Understand the key details for the content of each lecture topic – read ahead for each lecture, take good lecture notes, and revise as you go. Complete the practice exercises provided at the end of the lectures. Understanding the key content is important because it will be assessed in the TUTORIAL TESTS, IN SEMESTER EXAM, and FINAL EXAM.

2. Use the interactive text and recommended library readings to enhance your understanding of topics. Submitting your answers to the questions within the assigned chapters of the interactive text will be assessed in TEXTBOOK ENGAGEMENT. Lecturers will make it clear if certain readings are assessable in the TUTORIAL TESTS, IN SEMESTER EXAM and FINAL EXAM, or if they are only there to assist you and give you another perspective.

3. Attend tutorials so you can interact with your peers and tutor to develop your understanding of lecture concepts, and get assistance for answering the tutorial questions. Tutorial content will be assessed in the three TUTORIAL TESTS. When tutorial content overlaps with lecture content, it will also be assessed in the IN SEMESTER EXAM and FINAL EXAM.

4. Attend tutorial consultations (with your own tutor or any of the other tutors) to receive assistance for answering the tutorial homework questions, practice exercises from the lectures, and overall content. Review your TUTORIAL TESTS and IN SEMESTER EXAM during tutorial consultations, because understanding where you went wrong in these assessments will guide you on the FINAL EXAM assessment.

5. Use the online revision quizzes (for 0 marks) to support your understanding of the content which will be assessed in the TUTORIAL TESTS, IN SEMESTER EXAM, and FINAL EXAM.

Learning Outcomes and Graduate Qualities

The following student learning outcomes and their associated graduate qualities will be developed through lectures, tutorials and assessment activities in particular. The assessments target all the elements of the qualities.

1: Depth of Disciplinary Expertise

By the end of this Statistics and Research Methods in Psychology unit of study, you will have a strong understanding of introductory statistics relevant to Psychology, and you will be able to apply introductory statistics within Psychology. Specifically, you will be able to:

- calculate and interpret descriptive statistics such as measures of central tendency and variability
- demonstrate understanding of graphical and tabular representations of data, and be able to use statistical tables
- conduct significance tests for statistical hypotheses relevant to Psychology
- compute and interpret confidence intervals and other effect size indices
- understand the limitations of, and possibility of errors in, statistical inference
- carry out appropriate statistical tests on computer using SPSS and interpret the output accordingly
You will also have a moderate degree of understanding the basic research methods in Psychology. Specifically, you will be able to:

- describe the basic characteristics of the science of Psychology
- describe, apply, and evaluate the different quantitative research methods used by psychologists
- describe and define qualitative research
- determine whether a research question requires a qualitative methodology approach
- recognize and discuss the theoretical approaches underpinning qualitative research
- describe the steps in qualitative research
- identify markers of methodological rigour in qualitative research
- demonstrate practical skills in laboratory-based and other psychological research

2: Broader Skills
By the end of this Statistics and Research Methods in Psychology unit of study, you will have improved your critical thinking skills. You will be able to apply knowledge of the scientific method in thinking about problems related to Psychology. Specifically, you will be able to:

- question claims that arise from myths, stereotypes, pseudoscience or untested assumptions by emphasising tools to test such assumptions (not assessed)
- recognise and defend against the major fallacies of human thinking such as graphical misrepresentations and overemphasis of mean compared to variance measures

3: Cultural Competence
By the end of this Statistics and Research Methods in Psychology unit of study, you will have improved your ability to work productively, collaboratively, and openly in diverse groups and across cultural boundaries. Specifically, you will be able to:

- recognise potential bias in human thinking, including cultural biases in interpretation of research
- use your knowledge to work effectively within diverse groups

4: An Integrated Professional, Ethical, and Personal Identity
By the end of this Statistics and Research Methods in Psychology unit of study, you will have been introduced to the values relating to research and professional ethics in Psychology. Specifically, you will be able to:

- use information in an ethical manner (e.g., acknowledge and respect work and intellectual property rights of others through appropriate citations in oral and written communication); understand the ethical obligations of research scientists and understand best practice in research design
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 Canvas that assignments are ready for review.

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 three 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 Education. Letters to the Associate Head of 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:

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/
STUDENT ENQUIRIES

If you have an enquiry about this unit of study and you cannot find the answer to your question in this document, please contact the Psychology Education Support team.

- 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. Students can expect a response within 3 business days.

Other Useful Links

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/