

# PSYC2013 Cognitive and Social Psychology

<b>Unit of Study Code:</b>	PSYC2013
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<b>LECTURING STAFF</b>	
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<b>Format of Unit:</b>	3 x 1 hour lectures/week x 13 weeks • Mon 5-6pm, Wed 2-3pm, Thu 2-3pm • Footbridge Lecture Theatre EXCEPT ON SEP 23 (Wed of Week 9). On Sep 23 the lecture will be held in the Wallace Theatre. 1 x 1 hour tutorial/week x 12 weeks Tutorial sizes: maximum of 20 students per group
<b>Credit Point Value:</b>	6 Credit Points
<b>Prerequisite:</b>	12 credit points of First Year Psychology including PSYC 1001 and PSYC 1002

**Assessment:****Classwork (50%):**

Developmental and Social Psychology

2000 word report (35% of the total mark),  
Due Date: Week 8, Friday 18 September  
**(submit paper to Psychology Counter and online)**

Cognitive Psychology

750 word critique (15% of the total mark),  
Due Date: Week 13, Friday 30 October  
**(submit paper to Psychology Counter and online)**

**Examination (50%):**

Multiple choice and short-answer questions for Cognitive section (30%) and multiple-choice and short-answer questions for Developmental and Social sections (20%).

**Out of class prescribed student workload:**

Library research for 2000 word report; library research for 750 word Cognitive critique; practical, tutorial and lecture preparation/readings

**Unit of study general description:**

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

**EVIDENCE OF LEARNING****Social and Developmental Psychology**

Assessment will take the form of a 2000-word written research report (due in Week 8) based on data collected in tutorial. At the end of semester, an examination consisting of short-answer and multiple-choice questions will assess knowledge of lecture and tutorial material (including the focus papers for tutorials).

**Cognitive Processes**

Assessment will be based on a 750-word critique due in Week 13. At the end of semester, an examination consisting of multiple choice and short-answer questions will assess knowledge of lecture and practical material and recommended reading.

## **Graduate Attributes and Student Learning Outcomes for Cognitive, Social and Developmental Psychology**

*This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally.*

Graduate Attributes are the generic skills, abilities and qualities 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 attributes and student learning outcomes will be developed through lectures, tutorial and assessment activities in particular. They will be assessed primarily in the laboratory report and/or essay, and in the final examination.

### **1: Knowledge and Understanding of Cognitive, Social and Developmental Psychology**

Display basic knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in Cognitive, Social and Developmental Psychology

#### *Student learning outcome for Cognitive Psychology*

- (i) Understanding of the major historical, conceptual and empirical issues that have contributed to the development of modern cognitive psychology.
- (ii) Knowledge of the major theories and critical research evidence in the areas of memory, attention, problem solving and decision making
- (iii) Experience of major methods of investigating cognitive processes
- (iv) Capacity to critically evaluate theories and evidence about cognitive processes
- (v) Ability to appropriately interpret outcomes of empirical research

#### *Student learning outcome for Social and Developmental Psychology:*

- (i) To stimulate an interest in the contribution of social psychologists to the understanding of group processes (both inter and intra group) and interpersonal processes (e.g., impression formation and impression management);
- (ii) To achieve an understanding of the social cognitive and emotional capacities of human infants, and to understand the nature of social cognitive and emotional development in early childhood.
- (iii) To think critically about the challenges facing developmental research, and the limitations of current empirical research methods.

### **2: Research Methods in Cognitive, Social and Developmental Psychology**

Understand, apply and evaluate basic research methods in Cognitive, Social and Developmental Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

#### *Student learning outcomes:*

- (i) To develop a critical understanding of the major methods of research in these areas.
- (ii) To critically assess the major theories and research findings in these areas.
- (iii) To interpret statistical analyses.
- (iv) Use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs.
- (v) Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.

### **3: Critical Thinking Skills in Cognitive, Social and Developmental Psychology**

Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.

*Student learning outcomes:*

- (i) Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
- (ii) Evaluate the quality of information, including differentiating empirical evidence from speculation.
- (iii) Evaluate issues and behaviour using different theoretical and methodological approaches.
- (iv) Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.

### **4: Values in Cognitive, Social and Developmental Psychology**

Value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity.

*Student learning outcomes:*

- (i) Recognise and respect social, cultural, linguistic, spiritual and gender diversity.
- (ii) Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication)
- (iii) Explain how prejudicial attitudes and discriminatory behaviours might exist in oneself and in others.
- (iv) Be able to recognise and promote ethical practice in research.
- (v) Promote evidence-based approaches to understanding behaviour.

### **5: Communication Skills in Cognitive, Social and Developmental Psychology**

Communicate effectively in a variety of formats and in a variety of contexts

*Student learning outcomes:*

- (i) Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
- (ii) Write effectively in a variety of other formats (e.g., essays, research proposals, reports, critiques) and for a variety of purposes (e.g., informing, arguing).
- (iii) Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.
- (iv) Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

### **6: Learning and the Application of Cognitive, Social and Developmental Psychology**

Understand and apply psychological principles to personal and social issues.

*Student learning outcomes:*

- (i) To develop an awareness of the applications of the theories and research findings in Cognitive, Social and Developmental Psychology.
- (ii) Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
- (iii) Understand some major areas of applied Cognitive, Social and Developmental Psychology

## SYLLABUS

### *Social Psychology*

#### **Impression Management**

An overview of the compliance, manipulation, and deception literature that is designed to demonstrate; a) how the thoughts, feelings, and behaviours of others can be changed/ manipulated in accordance with the goals of others; b) how one's own words and actions can be monitored and modified in order to create a particular impression or to attain a particular goal.

#### **Intragroup and Intergroup processes**

Relationships within small groups, particularly factors influencing group performance (task and maintenance); Leadership; group polarisation; and social facilitation.

#### **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; racism reduction strategies and interventions.

#### **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.

### *Developmental Psychology*

#### **Social cognitive development and Theory of Mind**

We 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*.

#### **Emotional development in infancy and early childhood**

We will consider emotional development from an evolutionary point of view (i.e., emotion allows the communication of motivationally salient internal states) and consider how children's emotion understanding develops in conjunction with other cognitive systems

### *Cognitive Processes*

**Investigating cognition:** Overview of major theoretical approaches to and methods of investigating cognitive processes: cognition as information processing; symbolic and connectionist models of cognition; cognitive neuropsychology; cognitive neuroscience.

**Theories and issues in long-term memory:** Multiple vs unitary memory theories; encoding, storage and retrieval of memories, the reconstructive nature of memory: false memory, eyewitness memory; semantic memory: cognitive and neuropsychological perspectives

**Attention:** Theories of attention; automatic vs attentional processing; selective attention.

**Thinking and reasoning:** Theories and methods of problem solving, judgement and decision- making; heuristics in thinking.

### TEXTS

Cognitive Processes: Eysenck, M.W. & Keane, M.T. (2005). *Cognitive Psychology: A student handbook (5th edition)*. New York: Psychological Press.

Developmental and Social Psychology: White, F. A., Hayes, B., & Livesey, D. (2005). *Developmental psychology: From Infancy to adulthood*. Sydney: Pearson Education Australia.

## TIMETABLE

WEEK	LECTURES	TUTORIALS
1. July 27	<b>Social Psychology</b> <b>Lecture 1:</b> Tactics of manipulation I (LZ)  <b>Lecture 2:</b> Tactics of manipulation II (LZ)  <b>Lecture 3:</b> Tactics of manipulation III (LZ)	No tutorials
2. Aug 3	<b>Lecture 4:</b> Recognising and resisting manipulation I (LZ)  <b>Lecture 5:</b> Recognising and resisting manipulation II (LZ)  <b>Lecture 6:</b> Deception (LZ)	<b>Data collection for Social Report</b>  Impression management: Demonstration and discussion
3. Aug 10	<b>Lecture 7:</b> Forms of racial prejudice (FW)  <b>Lecture 8:</b> Measuring implicit and explicit prejudice (FW)  <b>Lecture 9:</b> Causes of racial prejudice (FW)	<b>Results returned for Social Report, discuss report</b>
4. Aug 17	<b>Lecture 10:</b> Reducing racial prejudice (FW)  <b>Lecture 11:</b> Group processes (FW)  <b>Lecture 12:</b> Social cognition: Basic processes (KG)	Stereotypes, Prejudice and Discrimination: Video and discussion
5. Aug 24	<b>Lecture 13:</b> The influence of motivation on social judgment (KG)  <b>Lecture 14:</b> Automatic and unconscious influences on social judgment and behaviour I (KG)  <b>Lecture 15:</b> Automatic and unconscious influences on social judgment and behaviour II (KG)	Group processes: Demonstration and discussion
6. Aug 31	<b>Lecture 16:</b> Social prediction (KG)  <b>Developmental Psychology</b> <b>Lecture 17:</b> Socio-emotional development I: Zero to six months: Primacy of the caregiver (MdR)  <b>Lecture 18:</b> Socio-emotional development II: Six to 18 months: Social Information gathering (MdR)	Automatic behaviour: Demonstration/video and discussion
7 Sept 7	<b>Lecture 19:</b> Socio-emotional development III: Toddlerhood and early childhood (MdR)  <b>Lecture 20:</b> Theory of mind and moral understanding (MdR)  <b>Lecture 21:</b> Siblings and peers (MdR)	Learning to be scared: the social cognitive development of social fear

8 Sept 14	<p><b>Lecture 22:</b> Empirical methods and special topic (MdR)</p> <p><b>Cognitive Processes</b></p> <p><b>Lecture 23:</b> Theories and methods in cognitive psychology (KC)</p> <p><b>Lecture 24:</b> Memory systems and processes I (KC)</p>	<p>What can you do with a theory of mind?</p> <p><b>*Social report due: Friday 18 Sep</b></p>
9 Sept 21	<p><b>Lecture 25:</b> Memory systems and processes II (KC)</p> <p><b>Lecture 26 (NOTE: lecture will be held in Wallace Theatre):</b> Semantic memory I (KC)</p> <p><b>Lecture 27:</b> Semantic memory II (KC)</p>	<p>Working memory: demonstrations and discussion</p>
Sept 28	<i>Mid semester break</i>	
10. Oct 5	<p><b>Lecture 28: Monday Oct 5 Public holiday</b></p> <p><b>Lecture 29:</b> Early and late selection and models of attention (SA)</p> <p><b>Lecture 30:</b> Attentional capacity and automaticity (SA)</p>	<p>Reconstructive influences on memory: Demonstrations, video and discussion</p>
11. Oct 12	<p><b>Lecture 31:</b> Control over attention and preattentive processes (SA)</p> <p><b>Lecture 32:</b> Divided attention, inattention blindness and change blindness (SA)</p> <p><b>Lecture 33:</b> The reason for attention and applications of attention research (SA)</p>	<p>Attention: Demonstrations and discussion</p>
12. Oct 19	<p><b>Lecture 34:</b> Thinking &amp; problem solving (CO)</p> <p><b>Lecture 35:</b> Problem-solving heuristics (CO)</p> <p><b>Lecture 36:</b> Representation and problem solving (CO)</p>	<p>Problem solving: Experiment and discussion</p>
13. Oct 26	<p><b>Lecture 37:</b> Decision-making phenomena (CO)</p> <p><b>Lecture 38:</b> Heuristics and biases (CO)</p> <p><b>Lecture 39:</b> Adaptive approaches (CO)</p>	<p>Decision making: Exercises, discussion</p> <p>Unit of Study Evaluation (USE)</p> <p><b>*Cognitive critique due: Friday 30 Oct</b></p>

## School of Psychology Plagiarism Policy information for Students

### Plagiarism is not permitted

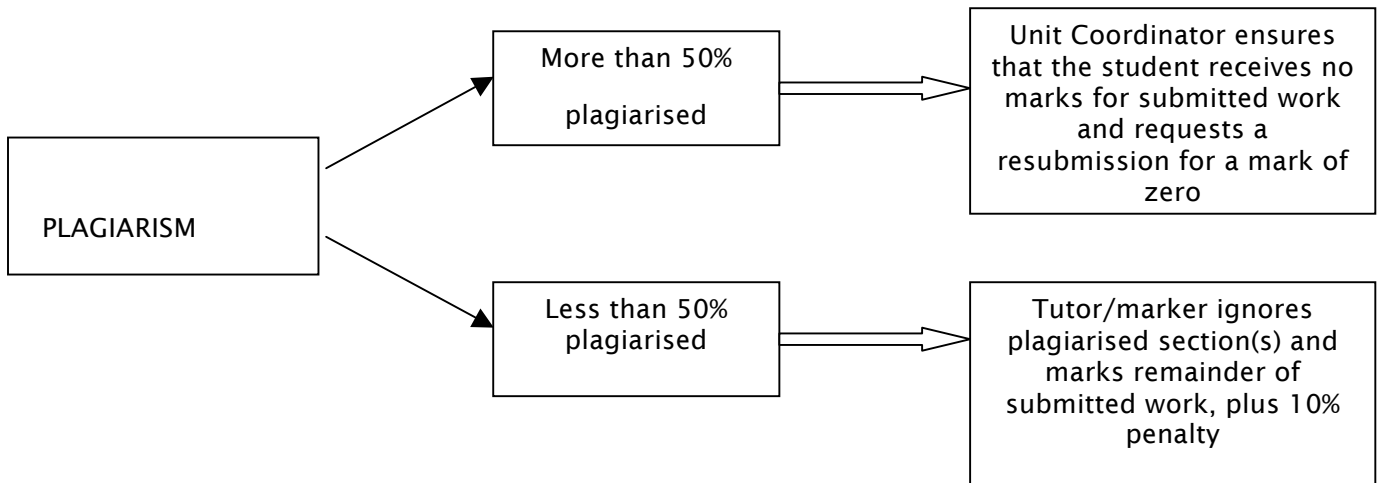
i) Are you sure you know what plagiarism is?

Please refer to the University policy on plagiarism:

<http://www.usyd.edu.au/senate/policies/Plagiarism.pdf>

ii) The School of Psychology will penalise **all** submitted work that is plagiarised;

iii) The School of Psychology is using software to detect **all** forms of plagiarism.



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Poppy Prezios is your Psychology Faculty Liaison Librarian. You can find her at Badham Library Ground Floor, Badham Building Science Rd, Camperdown Campus. You can phone her on 0434 606 913 or email at [p.prezios@library.usyd.edu.au](mailto:p.prezios@library.usyd.edu.au).

### Psychology books in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection. Most of the required and recommended items will be here. Details of items required can be located in the catalogue.

<http://opac.library.usyd.edu.au/search/r>

### Psychology Guide

includes links to Psychology databases, internet resources, information on tests and more.

<http://libguides.library.usyd.edu.au/psychology>

### Finding items on your reading lists

Your reading lists will contain different styles of citations, depending on the type of publication. The link below will take you to help on finding items on your reading list.

<http://elearning.library.usyd.edu.au/learn/readinglist/index.php>