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IMPORTANT DATES FOR PSYCHOLOGY 1001

Last day for late enrolments in Psychology 1001	Check with your Faculty
Last day for tutorial time change requests	Friday of Week 2, 16 th March
Last day for withdrawal from Psychology 1001 without penalty	Check with your Faculty
Last day to request an essay as an alternative to participation in research	Friday of Week 6, 20 th April
First Online Quiz (1 of 7)	Week 3, Week beginning 19 th March
Submission of Essay	In your tutorial and via Blackboard in Week 9
Last day for 10 point penalty with late submission of essays without extensions*	The day of your tutorial in week 10
Last day for 20 point penalty with late submission of essays without extensions	The day of your tutorial in Week 11
Essays submitted after 4pm on Friday which have not already been granted an extension will receive an essay result of zero. The essay will be reviewed as a serious attempt only*	Essays submitted after 4pm on Friday 25th May *
Last possible time for submission of essays (with or without extensions)	4pm Friday Week 12
Last Online Quiz (7 of 7)	Week 12, Week beginning 28 th May
Last day for participation in research	Friday of STUVAC, 15 th June
Last day to review SONA Credits or Penalties	Friday 22 nd June
Last day for requests to sit supplementary exam (due to sickness/misadventure)	One week after the date of the final exam
Final day for any submission to do with Psychology 1001 for 2012 (e.g. Request for Special Consideration)	One week after the date of the final exam

* Date will vary if your tutorial falls on an earlier day of the week.

WELCOME AND INTRODUCTION

Welcome to the School of Psychology at the University of Sydney. Our Junior Psychology units of study aim to provide you with a solid grounding in the subject of Psychology, as well as skills, which will help you with study and employment more generally.

This manual contains all the important information you need for PSYC1001 so you should read it well and bring it to every tutorial.

Here are some issues, which affect many 1st year students:

- Should you buy the textbook and is the older edition okay? Have a read of the first few pages of this manual. There is significantly more important information you need to know.
- Check your university email address regularly (or have it redirected to an address you do check). Important reminders and messages are often sent to your uni email, and it is your responsibility to check for them.
- Access the PSYC1001 Blackboard website with a desktop computer. We have found that **smartphone** browsers block a huge amount of information. Blackboard is not designed for mobiles unless we finally get a mobile version this year.
- If you wish to ask a tutor, lecturer or our administration a question about the course (particularly if it relates to your personal situation) do so with your university email account.
- Do not plagiarize. Plagiarism is basically cheating by copying written material either from a friend, a reading, or the Internet. (See the section on PLAGIARISM)
- Do not skip course content. Go to all your lectures and tutorials. You are expected to attend 80% of all lectures and tutorials. Asking if it's okay for you to miss one lecture per week and still pass is like asking if you can walk into a movie 45 minutes late and still enjoy it – why would you waste your money and time like that?
- Quizzes and experiment participation are optional, but together are worth 10%, which is not insignificant.
- Be disciplined and pace yourself well. First year students fresh from High School are often expecting to be told what they have to do and when, but at University you plan your time and how and when you study. Don't leave things until the last minute.
- Ask for help if you need it, and WHEN you need it – **within five working days of the due date of the assignment or exam**. That means up to five days **after** by the way. (See the sections on SPECIAL CONSIDERATION and DISABILITY SUPPORT)
- Ask for help sooner rather than later. Your tutor is often the best person to ask first about many issues.

Dr Caleb Owens
First Year Director

A BIT ABOUT THIS MANUAL

Junior Psychology involves two separate units - Psychology 1001 & 1002. Each of these units lasts one semester, and both must be completed before you can enrol in any second year psychology subjects (Intermediate Psychology). This Manual includes necessary information about Psychology 1001 (e.g. lectures, tutorials, syllabus, assessment), important administrative rules, and advice. Taking the time to read through this information early in Semester 2 will help you perform well in your studies. This Manual also contains materials for the tutorial program.

WHERE YOU CAN GET MORE INFORMATION

There are a number of people who can help you with enquiries or concerns you have relating to Psychology.

THE PSYCHOLOGY COUNTER

Location:	Ground Floor, Brennan MacCallum Building
Psych 1 Admin Officer:	Erin Simpson
Telephone:	9351 7327
Email:	erin.simpson@sydney.edu.au
Opening :	12:00pm- 4:30pm Monday–Friday.

Enquiries about administrative matters should be directed to the Psychology counter. The Administrative Officer will answer emails containing enquiries that are specific to the student, but may not answer requests for information that has been made readily available on the Web pages, handouts or in this manual. It is your responsibility to access the information provided for you.

THE PSYCHOLOGY 1 CO-ORDINATORS

The First Year Director is Dr Caleb Owens. His office is in the Brennan MacCallum Building, Room 453, and his telephone number is 9351 7523. His email address is: caleb.owens@sydney.edu.au

The Undergraduate Coordinator is Dr Helen Paterson. Her office is in the Brennan MacCallum Building, Room 439, and her telephone number is 9036 9403. Her email address is: helen.paterson@sydney.edu.au

If you have a question, start by looking for the answer in this manual, look on Blackboard, or ask your tutor.

YOUR TUTORS

In your first tutorial (in Week 2) you will meet your tutor, who will give you their contact details, and their weekly consultation hours. One of your tutor's responsibilities is to help you with any difficulties that you are having with the content of the course. Usually these issues can be addressed in your tutorial. Otherwise, you may see your tutor during their consultation time. It is important to be reasonable in your demands of your tutor. Asking them to explain an entire tutorial or topic again is unreasonable; but asking them specific questions on content is fine.

Note importantly: Tutors are forbidden from directly commenting on your written work before you submit it. You can and should discuss any difficulties you are having with writing your assignment, but your tutor should not be shown or given an actual draft and asked for comment, **your assignment is solely your own work.**

THE PSYC1001 ELEARNING WEBSITE

Information relating to lectures and tutorials will be available on the PSYC1001 eLearning site. (logon to: <http://elearning.sydney.edu.au>) Since this manual was printed in February the latest information about this course will always be on this webpage.

TEXTBOOKS

1. Weiten, W. (2012). *Psychology: Themes and Variations (9th Edition)*. CA: Wadsworth, Cengage Learning.
2. Burton, L.J. (2010). *An Interactive Approach to Writing Essays and Research Reports in Psychology (3rd Edition)*. Milton, Queensland: John Wiley & Sons.

IMPORTANT: The first recommended textbook comes with an important electronic resource (CD) called "PSYKTREK". Many of the exercises on this disc will be the 'Pre-tutorial' exercises you are required to complete at your own pace. The CD should be included with the

textbook from the Coop Bookshop, so be wary if you are buying the textbook second hand or from another vendor. The PSYCTREK CD is now up to version 3.0, but version 2.0 is fine.

OLDER TEXTBOOKS: It is highly recommended you purchase or arrange access to the latest (9th) Edition of the main (Weiten) textbook. Resources and lecturers in this course will reference specific pages and chapters from this text. Trying to work out how the new pages relate to the old versions of the textbook is entirely up to you, but if you can work it out it means you have access to the new textbook anyway!? However you will not be at a disadvantage if you use a writing textbook other than the Burton (3rd Edition) a second hand copy of an earlier edition of Burton **or any other “writing for psychology”** style of textbook is likely to be useful in helping your psychology writing.

READINGS

A list of readings for different areas of Psychology 1001 is provided in the Section of this Manual titled: PSYCHOLOGY 1001 SYLLABUS. Your lecturers will tell you which of these are required readings, and which are merely recommended. Lecturers will also provide you with additional readings as part of their lecture programs.

Most required and recommended readings will be available to read or copy in the University of Sydney Library, Special Reserve (see Section on THE UNIVERSITY OF SYDNEY LIBRARY). Many will be available in electronic form. In addition, there are multiple copies of the textbooks in the Undergraduate section of the library.

STRUCTURE OF PSYCHOLOGY 1001

Each week you must attend three 1-hour lectures (starting in Week 1), and one 1-hour tutorial (starting in Week 2). You will also be required to complete a Pre-tutorial component BEFORE most tutorials, which will take about 1-hour on average. Students have become frustrated over the years by tutorials where no one has completed the pre-tutorial work, so this year our online quizzes will also cover upcoming content to encourage preparation.

LECTURE SERIES

Due to expected increased enrolments, our lecture schedule has become somewhat complicated in 2012. Each lecture is repeated multiple times (by the same lecturer), but this is now done across days. To ensure you attend the correct three lectures, consult your timetable on MyUni and stick to it. If students move beyond their timetabled lectures we face overcrowding, which could be potentially dangerous. **Do not sit or stand in an aisle or doorway in any lecture hall at any time.** If you believe that a situation has become dangerous, let the lecturer know and the lecture will be suspended or cancelled.

If you attend your timetabled lectures, you'll notice that in any given week you'll be learning about three different streams. And in the second half of semester you will be learning about another three areas. The Table below shows which areas are taught, and for how many weeks of Semester. You will not necessarily receive your lectures in this order, but you should receive a lecture in each area every week. The name and office location of the staff member responsible for teaching each area is also given in the Table.

PSYC1001 LECTURES ARE GIVEN IN THE WALLACE THEATRE or FOOTBRIDGE THEATRE. PLEASE CHECK YOUR TIMETABLE FOR ALLOCATION TIMES AND LOCATIONS.

STREAM	Topic	Lecturer	Office
A	Introduction (1)	Dr Caleb Owens	BM 453
	Science and Statistics (6)	Dr Caleb Owens	BM 453
	Neuroscience (6)	Dr Ian Johnston	BM 454
B	Personality (6)	Dr Niko Tiliopoulos	BM 448
	Applied Psychology		
	Forensic Psychology (3)	A/Prof Pauline Howie	BM 424
	Positive Psychology (3)	Dr Anthony Grant	BM 423
	Psychology as a Profession and Exam Revision (1)		
C	Social Psychology (7)	Dr Lisa Zadro	BM 455
	Human Development (6)	A/Prof David Livesey	BM 420

Office location key: BM – Brennan MacCallum (opposite Manning Bar); GT- Griffith Taylor Building (next to BM).

Time

The timetable that you download via the MyUni website will tell you the time and location of your lectures. You must attend the lecture to which you are allocated.

Materials

Lecturers will direct you to required, assessable readings and recommended readings during their lectures and as part of their lecture materials.

Most lecturers provide outlines for their lectures on the Psychology 1001 Blackboard website. Lecturers have different practices and opinions about the ways you should use the outlines. Each lecturer will tell you in their first lecture whether they will provide outlines and, if they will, what they will be and whether they will put them up before or after the relevant lecture.

The outlines should not be regarded as a replacement for attending the lectures. You are unlikely to obtain all the information you need to proceed in psychology (or to pass your exams) from the outlines alone. They are usually just the overheads that will be used – usually a few hundred words per lecture, whereas a lecturer will say 6,000-10,000 words in the same time. Also, you are likely to understand the material better when you hear someone explain it and take your own notes.

The ‘Lectopia’ system is run by a unit outside the School of Psychology, and is set up to automatically record lectures. We place the link to this service on your Blackboard site under “Lecture Materials”. Sometimes the recordings do not work at all, and because of the way we stream lectures, what is actually said on the recordings may not correspond precisely to your allocated lecture timetable. You should therefore see these recordings as a possible backup if you miss a lecture every now and again, or as a revision tool. Do not rely on Lectopia to replace lecture attendance. We cannot guarantee the reliability or quality of the recordings; you will never see visual copyrighted material presented by lecturers (and excluded from the online outlines); and there is nothing as exciting as being there.

TUTORIAL PROGRAM

You will need to attend one tutorial each week except week 1

Week	Begins on Monday	Tutorial Topic
1	5 th March	<i>No tutorial</i>
2	12 th March	Introduction to the course
3	19 th March	The science of psychology <i>Quiz 1 Online this week</i>
4	26 th March	Essay writing and arguing with evidence I <i>Quiz 2 Online this week</i>
5*	2 nd April*	Personality <i>Quiz 3 Online this week</i>
<i>Mid-Semester Break</i>	<i>Friday, 6th April to Friday, 13th April incl.</i>	<i>No tutorial</i>
6	16 th April	Essay writing and arguing with evidence II
7**	23 rd April	Research Design <i>Quiz 4 Online this week</i>
8	30 th April	Statistics <i>Quiz 5 Online this week</i>
9	7 th May	Social Psychology <i>Essay Due in Class this week</i>
10	14 th May	Neuroscience <i>Quiz 6 Online this week</i>
11	21 st May	Applied Psychology
12	28 th May	Human Development <i>Quiz 7 Online this week</i>
13	4 th June	Essay feedback and exam preparation
<i>StuVac</i>	<i>11th June to 15th June</i>	<i>No tutorial</i>
<i>Exam period</i>	<i>18th June - 30th June</i>	<i>No tutorial</i>

*Good Friday Public Holiday this week.

**Anzac Day Public Holiday this week.

NOTE: Tutorials are not held on Public Holidays. If your tutorial falls on the Public Holiday this week, please go to another tutorial session. It is a requirement that you ask the tutor before the tutorial if you can sit in.

Location

All tutorials are held in the Psychology tutorial rooms on level 4 of the Old Teacher's College. The Old Teacher's College is down the hill from Manning Bar, on the same side of the road, then climb up to the top floor, level 4, then you will find the Psychology tutorial rooms in the North-Western corner, or just keep walking around the top floor until you see them.

The time of your tutorial

The timetable that you download via the MyUni website will tell you the time and room of your tutorial. A large number of students will want to change their tutorial time - you will have access before semester to make changes through MyUni. If you are unsuccessful receiving the desired times through MyUni or the timetabling system then you will need to queue at the Psychology Counter.

Things to understand:

- Most tutorials will be full at the beginning of each semester.
- Do not attempt to 'bully' your way into a tutorial by intimidating the tutor.
- University policy is that you are marked absent unless you attend the correct tutorial. There is no point ignoring your timetable and asking a new tutor each week to 'sign you off'. If you are in the wrong place, you are absent.
- For the first few weeks tutors may let you into their classes until things settle, but this is just done as a week-by-week courtesy. If you keep attending the same, incorrect class, then you will eventually be refused entry.
- If your non-university commitments mean you are unable to attend any of the tutorial times you are offered, you will have to change those commitments or consider dropping this course.
- If you are trying to get into tutorials adjacent to lecture times then it is clear why you are having no success.
- Your assigned tutorial determines who will mark your major assignment (Essay).

What is a tutorial?

A tutorial is *not* intended to be a lesson where your tutor is a high school teacher and you sit passively while having facts explained to you. Tutors and tutorials exist to assist you to learn course material and develop general skills such as verbal explanation and presentation, or critical thinking. To get the most out of your tutorial, PREPARE BEFOREHAND. Some of your less structured university courses will assume this for tutorials, but in first year psychology we give you structured PRE-TUTORIAL exercises for every tutorial. Online quizzes based on pre-tutorial and tutorial content are usually available the week a tutorial runs. There is no excuse for sitting in a tutorial unable to answer the most basic questions your tutor asks you.

Tutorials are important in very large courses because it is an opportunity for you to interact actively with other students, your tutor, and the material itself. The more active you are in contributing to the tutorial, the more you and your colleagues will gain from it. Students often complain at the end of semester that "my tutor never managed to get through all the material". That is often an inappropriate complaint, because you and your colleagues are as much a part of the tutorial as your tutor is. If tutorials are slow because no one has completed their pre-tutorial work, and everyone waits for the tutor to answer each question, it is not really the tutor's fault is it?

ATTENDANCE

Students enrolled in PSYC1001 are expected to attend 80% of all timetabled activities. It is our view that students who attend less than 80% will struggle greatly to pass PSYC1001. Poor attendance cannot form the basis of a special consideration claim. In the 2011 Online Faculty of Science handbook it states: The Dean or the Head of School most concerned may determine that a student has failed a unit of study because of inadequate attendance.

If you choose to be absent from any part of PSYC1001 (for example for work, or by planning an overseas trip or family holiday), then it is completely up to you to make up for your absence. Any absence will obviously place you at a disadvantage, but you need to weigh up your priorities and decide for yourself. You cannot apply for special consideration on the basis of a voluntary absence. It's also a little rude to expect your tutors and lecturers to explain what you'll miss – instead look ahead in this manual and work it out for yourself; we have designed this course expecting you will attend everything. Also, exams cannot be brought forward because of your holiday plans. Because of their size the PSYC1 exams usually run in the first week of the exam period anyway, but there are no guarantees.

ASSESSMENT

There are four main components of assessment for Psychology 1001: an assignment (1000 word essay), 7 online tutorial quizzes, research participation, and a final examination. The following table shows what percentage of your final mark will be contributed to by each component.

Note importantly: If you do not complete a serious attempt on either of the compulsory components, you will receive an Absent Fail grade for the entire course. Also if you fail both compulsory components (Essay and Exam), you will fail PSYC1001 regardless of your final mark.

What?	When due?	% Assessment
<i>Compulsory Components</i>		
Assignment (Essay)	In tutorial class in Week 9 and online via Blackboard	25%
Exam	During exam period at the end of semester	65%
<i>Optional Components</i>		
Online Tutorial Quizzes (total of 7)	Throughout semester, from Weeks 3-12	5%
4 hours of Research Participation	Throughout semester. Sign-up online using SONA	5%
Total		100%

Your final mark is given on a scale from 0 to 100.

85 and above	=	High Distinction
75-84	=	Distinction
65-74	=	Credit
50-64	=	Pass
49 and below	=	Fail

Note that in the Faculty of Science there is no “Pass conceded” or “Concessional Pass” category. If you receive 49 or less then you have failed.

Also if you fail both compulsory components (Essay and Exam), you will fail PSYC1001 regardless of your final mark.¹

Your final mark will be available on the MyUni website, and an official transcript will be posted to you. **A minimum result of 50% in BOTH PSYC1001 and PSYC1002 is required to progress to Psychology 2 units of study.** A breakdown of the marks awarded to each student in each course component will be displayed on Blackboard several weeks after the final exam.

ASSIGNMENT: ESSAY (25% IN TOTAL)

For Psychology 1001 you must write a 1000 word essay (with ~150 word abstract). Essay topics will be released towards the end of Week 3. Tutorials in Weeks 4 and 6 are dedicated to instructing you on how to write an essay in the correct psychology format, and associated with those tutorials on Blackboard is a large number of supporting materials.

Common Problems Students have with assignments:

¹ If you fail both compulsory components, your final grade will be calculated by removing any marks for your “Online Tutorial Quizzes” Component. In other words if you fail both compulsory components you cannot receive marks for the online quiz component, which means you will fail overall.

- What essay? Even though submitting an essay is a compulsory requirement of passing PSYC1001, too many students forget to do so, or hand them in so late that they receive no marks for them.
- Students who think they are good at writing 'essays', ignore the instructions concerning how to write an APA formatted *psychology* essay.
- Students, who ignore instructions on how to reference correctly, plagiarise sections of their essay resulting in harsh penalties (Refer to the section PLAGIARISM).
- Students are not aware of the 'Writing for Psychology' textbook (Burton), which is available at the Coop bookshop and library, and is extremely helpful.
- Students reduce the font size to make their tutor think they have not exceeded the word limit. Reports should be printed in 12-point Times New Roman font. The word limit can be under or over by 5% without a penalty applying.

Submitting your essay:

- Your report is due **at your correct tutorial time in Week 9 (May 7th – May 11th)**.
- You must submit a paper-copy and an online copy of your assignment.
 - The paper-copy is for your tutor to mark and write comments on, and the online copy will be run through our word-count and similarity detecting software.
 - If the paper-copy and online copy are found not to match, then you may be penalized up to the entire value of the assignment.
- For the **paper-copy**, print out your assignment, and bring it to your tutorial in Week 9. Your tutor will give you a coversheet for you to sign and attach.
 - If you miss your tutorial, or are handing in your assignment late, you need to submit your assignment directly to the Psychology Counter submission drop box (Room 325 Brennan MacCallum Building). Do not attempt to hand it directly to your tutor outside class time.
- For the **online-copy** go to the assessment section of Blackboard and you will find instructions on how to submit it online. (This will appear about a week before the due date).
 - Do not email your assignment to anyone. If you do not understand any aspect of the online submission procedure, ask your tutor.

Penalties applying to the submission of essays

Paper-copy or online copy 1-7 days late	-10
Paper-copy or online copy 8-14 days late	-20
More than 14 days late, nothing submitted	No mark awarded
After 14 days late, Paper-copy submitted but online copy not submitted	-20 and assignment held back until online copy is submitted
After 14 days late, Online-copy submitted but Paper-copy not submitted	-20, and student is required to notify admin
No essay submitted before Friday 1 st June	No mark awarded and alternate assignment required
No essay of any kind submitted	Absent fail for PSYC1001

Note that these penalties may be modified by a successful application for SPECIAL CONSIDERATION (see section ahead), however this does not apply to the final possible submission date of Friday 1st June. All assignments must be received by 4pm on that date, because assignments on the same topics will be handed back to students from the following Monday.

Late essays (with or without extensions) must be submitted directly to the Psychology Counter, **Room 325 Brennan MacCallum Building**, during Office hours. After hours submissions can be dropped in the after hours submission boxes (located to the right of the Psychology Counter).

TUTORIAL QUIZZES (5% IN TOTAL)

Throughout semester from weeks 3 to 12, quizzes will be available on Blackboard. These assess tutorial material, including the compulsory pre-tutorial exercises available on Blackboard, and also any textbook readings or other reading referred to as 'required' in the manual. Clearly the material you learn in tutorials will also be discussed by lecturers so it may be worthwhile studying lecture notes too when they seem relevant.

There are seven quizzes available throughout the semester. They will be available for one week only at a time, and they will only be available online via Blackboard. There is no time limit for online quizzes but as they are intended to help you prepare for the final exam, you could self-limit yourself to 90 seconds per question for the first attempt or so.

Quizzes are treated as "mastery exercises", which means that it is expected that by your last attempt you will have answered almost all the questions right. After each attempt you will receive feedback on your responses, so learn from your mistakes and return to your materials between attempts. Read the textbook section again, or have a look at the in class or online materials. If you simply keep guessing until you guess right, you have ruined any chance you have at genuine practice for the final exam. Each year hundreds of students assume that multiple choice questions are easy and perform very poorly in the final exam – take any opportunity to practice you can get.

For each quiz you have unlimited attempts, and no time limit – the only limitation is that quizzes are only available for a week at a time; usually from 9am Monday to midnight on a Sunday. Your **HIGHEST score for a single quiz attempt which you submit** is the mark which will count. Because of this, you can continue to play with each quiz after you have full marks – many questions give option by option feedback, so you can fully discover why you were wrong and why you were right.

The quizzes generally assess all content associated with a particular tutorial, and are usually available the week a tutorial is actually running. While it is true you receive a small amount of marks for completing the quizzes (5% across the whole semester), their main value lies in being a tool of practice, reflection and mastery for you. Most students who remember to actually do the quiz, end up with full marks.

Strategies:

- Complete and master the quiz before the tutorial runs. Is this your learning style? You can potentially fully prepare for each tutorial in advance. The pre-tutorial exercises should be completed anyway, and you can read up on the rest of the tutorial content in advance. This way the tutorial will reinforce what you already know, and allow you to clarify some misunderstandings with your tutor.
- Treat the quiz as a practice final exam. Is this your learning style? Complete the pre-tutorial exercises, attend the tutorial, and then time and test yourself with your books closed.
- Use the quiz to scare yourself silly. Is this your learning style? Complete the quiz before the tutorial and before you finish the pre-tutorial exercises. Hard isn't it? The fact that many of the questions are multiple-choice makes little difference when you know nothing! Too many students enrol in PSYC1001 assuming that the final exam is easy because it contains just 100 multiple-choice questions. Hopefully the online quizzes will give you an early warning.

All 7 quizzes are weighted the same (regardless of number of questions), and your final quiz mark will give you a maximum of 5% for this component.

Quiz	Available	Topics Assessed
1	Week 3 - March 19 th - 25 th	The Science of Psychology
2	Week 4 - March 26 th - April 1 st	Essay Writing
3	Week 5 - April 2 nd - April 8 th	Personality
4	Week 7 - April 23 rd - 29 th	Research Design
5	Week 8 - April 30 th - May 6 th	Statistics
6	Week 10- May 14 th - May 20 th	Social and Neuroscience
7	Week 12 - May 28 th - June 3 rd	Applied and Human Development

Ensure you have eLearning access, you can see the PSYC1001 Blackboard site, and you have a desktop computer which has a browser which can run quizzes. It is your responsibility to ensure you can access Blackboard during the week each quiz runs and complete it.

Blackboard is very reliable, but is occasionally offline for maintenance (often over the weekend). If this is the case announcements will appear in advance after you login to Myuni.

Problems students have had with the quizzes in the past:

- What quizzes? Too many students (in 2011 an astonishing 25%!) simply ignore them altogether, yet they are the easiest course component to complete.
- Where are the quizzes? The quizzes appear on Blackboard only when they are running. The official assessable quizzes should not be confused with practice tests on the PsykTrek CD.
- Students' computers or browsers clearly don't work with the quizzes, yet they keep attempting them anyway. Switch computers, or your browser.
- The quizzes might not work at all from some heavily locked down computer labs on campus. Swap locations!
- Students wait until Sunday to begin each quiz, and if they have a problem they actually try to contact the school on Sunday and expect someone to be there. Start your quizzes early in the week, and you'll have plenty of time to sort out any problems. Contact eLearning support during the week by filling in a form here: http://sydney.edu.au/elearning/student/trouble/email_us.php
- Students do not submit a quiz once finished. A Blackboard quiz which is "in progress" or "needs marking" can hold up your grade, so remember to press the submit button!

Technical problems are not considered grounds for special consideration, unless they relate to systematic problems with eLearning access (which are extremely rare).

Blackboard is not designed to work with all browsers, the supported ones plus more information about getting things working can be found here:

<http://sydney.edu.au/elearning/student/getstart/requirements.shtml>

Servers crash, office networks suddenly stop working, little brothers trip over modem cables, outdated operating systems or browsers sometimes freeze. Because you have unlimited attempts on each quiz, address technical problems early and ensure your computer and connection is reliable. Problems could be caused by browsers, security settings turned up too high, or network firewalls (quizzes might not work inside companies or in some University computer labs). **Make successive attempts on different computers**

or **different networks**, or update the software that you believe is causing the problem. If you are having problems don't keep attempting the quizzes on the same computer.

FINAL EXAMINATION (65% IN TOTAL)

During the university examination period (beginning 18th June) you will sit a two and a half hour examination. The examination will consist of 100 multiple choice questions based on material covered throughout Psychology 1001. All of the material assessed in the final exam will come from the lectures and the readings, which lecturers require you to read, however since lectures and tutorials overlap to such a great extent, it is worth revising some tutorial materials too. Lecturers will inform you in their lectures of what material they will be assessing. The precise date, location and seat number of your examination will be posted on the MyUni website toward the end of Semester. Much more information (and advice for study) will be posted on Blackboard as the exam approaches.

Component	Number of Questions	% of final mark
Social Psychology	19	12.4%
Personality	16	10.4%
Neuroscience	16	10.4%
Applied Psychology (Forensic & Positive Psychology)	16 (8/8)	10.4%
Science and statistics in psychology	17	11.1%
Human Development	16	10.4%
TOTAL	100	65%

ACTING AS PARTICIPANTS IN RESEARCH (5% IN TOTAL)

There are two reasons that involvement in research is part of Psychology 1:

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

Involvement in research is Psychology's form of practical work, and you are encouraged to act as participants. The studies that you may participate in form part of the School's research program and are conducted by staff members, research assistants, and postgraduate or Honours students (under staff supervision).

Experiment time balance*	Mark
1 hour	1.25%
2 hours	2.5%
3 hours	3.75%
4 hours	5%
More than 4 hours	5%

*Note that if you sign up for a study and do not attend, you will be penalized the worth of the study. For example if you sign up for and complete a one hour study, but then sign up for and miss a one hour study, your balance will be back to zero. You cannot receive a negative score, nor can you carry over participation hours to another semester.

Note also that fractions are considered, e.g. completing 3.5 hours will give you 4.375%.

This is a non-compulsory assessment component of Psychology 1001. Students who do not complete this section will not automatically fail the unit of study, but will not gain the 5% allocated to this component.

If, for any reason, you do not agree to the requirements of this component, you may request alternative work. The alternate to this component will be a 800 word APA formatted essay on research design, based on the 'Science and Statistics' lectures and a stimulus paper. You will receive full feedback on your work and the 5% this component is worth. If you wish to do this instead of research participation, write to the Psychology Counter (erin.simpson@sydney.edu.au) requesting the alternate work **no later than the end of Week 6 (Friday 20th April)**.

Studies begin being advertised in Week 1 of semester, however very few are available at first – this is normal. By the end of semester there will be many more studies than you could ever want to complete, so if you are frustrated by the lack of studies early on, simply wait. **The last day you can participate in research and receive time credit is the end of STUVAC (Friday 15th June)**. This includes online surveys. If they are not completed and submitted by this final date you will not receive credit.

SIGNING UP FOR STUDIES ON SONA

The website to sign up for experiments is linked to from Blackboard but is actually separate, the direct address is:

<http://sydneypsych.sona-systems.com/>

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

Your login will be your UNIKEY. To find out your initial password, on the initial login screen on the bottom left select "Lost your password". Type in your UNIKEY and you will be emailed the details. You must have access to your university email address at all times in order to use SONA.

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

Around the time you first login, you may also want to follow the 'profile' link at the top and change your password, and perhaps nominate another email address for messages and reminders (it's your responsibility to ensure this second email address is working).

You may browse for available studies, and sign-up for those you are interested in. When doing so note that **you only need 4 'credits' to receive the maximum 5%, where 1 credit = 1 hour**. Also realize that each sign-up is an appointment you have with a researcher. The penalty for breaking an appointment if you do not cancel more than 24 hours before the study runs, is the value of the study (e.g. a one hour study will cause a penalty of 1 credit point if you sign up but miss it). Importantly, the online sign-up itself constitutes your informed consent to participate, so read the description well. Understand this:

Informed Consent

By signing up to an experiment on SONA, I am giving my consent and I acknowledge that:

1. I have read the procedures required for the project and understand the time involved, and any questions I have about the project have been answered to my satisfaction.

2. I have read the project information and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s.
3. I understand that I can withdraw from the study at any time once I begin, without affecting my relationship with the researcher(s) now or in the future.
4. I understand that my involvement is strictly confidential and no information about me will be used in any way that reveals my identity.

Note importantly that all research is monitored by the Human Ethics Committee to ensure that all studies are ethical. **Concerns or complaints contact: Deputy Manager, Human Ethics Administration, University of Sydney +61 2 8627 8176 (Telephone); +61 2 8627 8177 (Facsimile) or ro.humanethics@sydney.edu.au.** You have the right to withdraw from a study at any time if you have an objection to it.

Getting the most out of research

- Become familiar with the system once you have logged in. You are able to see all your future appointments, you are able to cancel appointments if they are more than 24 hours away, you are able to contact researchers for either future or past research, and you are able to see how much credit you have earned.
- **Never participate in an experiment you have not signed up for.** Good researchers will have a list of the participants they expect, and if you are not on that list:
 - You might be in the wrong place (and a researcher somewhere else is waiting for you).
 - You might have made an error signing up (you can check on the internet from anywhere)
 - Even if you complete the study, the researcher will be unable to credit you.
 - If something goes wrong, there is no record of you having consented to be tested in that particular experiment.
- Once you have participated in a study, find out what it was about. Make sure every researcher debriefs you properly, explaining the kind of psychology the study relates to, why the research is being conducted, and what they hope to find. All researchers should have a one page debrief sheet for you – if they do not give it to you straight away, ask them via email and they will send it to you once the study is complete.
- Don't get lost. If it is not clear to you a few days before the study runs where it will be, contact the researcher.
- Pay attention to the requirements. There is no point signing up for an experiment for "smokers only" if you are a non-smoker.
- If you receive a penalty, you might be able to negotiate with the researcher to participate in their study another time. If they agree, don't be late a second time or the penalty will stand.
- If you arrive at the correct location of a study on time, and there is no researcher there, the researcher deserves to be penalized, contact the researcher first, then the subject pool coordinator if a dispute persists, however do note that...
- It is reasonable for both participants and researchers to wait ten minutes after the appointment time for each other.

Where to ask for help

<i>I don't understand how to use SONA</i>	Read this manual. Check the online documentation on SONA. Ask your colleagues. Ask your tutor.
<i>I am unsure of what my password is</i>	Click on 'Lost your password?' on the SONA website and enter your UNIKEY. You MUST have access to your university email address.

<i>SONA does not recognize my UNIKEY</i>	Check you've entered your UNIKEY correctly. If you have enrolled late, then simply wait. If the problem persists, email your tutor with the details.
<i>I've forgotten the study details</i>	Login to SONA, and find your appointment slot - the details will always be there
<i>I cannot make the study (>24 hours before)</i>	CANCEL THE APPOINTMENT YOURSELF! Simply login and scroll down to your appointments to do this. There is no need to email anyone.
<i>I cannot make the experiment (<24 hours before)</i>	Login to SONA, then find the researcher's contact details - contact them and say you cannot make the time. Unless you have a medical certificate you will not necessarily escape a penalty, but you have saved them the trouble of waiting for you. NB: There's no point 'replying' to any automated reminder you will be sent, since you would be talking to a computer.
<i>Where is the room?</i>	The location is listed on the SONA website. Depending on how late you have left it to find out, you may want to contact the researcher by email or phone, ask your tutor, or consult a map on the University of Sydney website.
<i>I disagree with a penalty</i>	Contact the researcher first - login to SONA, find their details and email or phone them.
<i>I have a problem with the researcher</i>	Contact the Subject Pool Administrator Dr Caleb Owens caleb.owens@sydney.edu.au . Be sure to cite the experiment name and the names of the researchers involved.
<i>I have a problem with the research</i>	Contact the Deputy Manager, Human Ethics Administration, University of Sydney +61 2 8627 8176 (Telephone); +61 2 8627 8177 (Facsimile) or ro.humanethics@sydney.edu.au . Include as much information as possible.

Note importantly that since you have constant online access to SONA it is your responsibility to ensure that your study participation is appropriately rewarded. Researchers should be contacted as soon as a problem arises, and the pool administrator (see above) contacted promptly if problems persist. The last day changes can be made is one week after testing finishes (Friday 22nd June). Penalties and credits not contested by that date will stand.

PLAGIARISM

Plagiarism occurs when you present someone else's words or ideas as your own. Plagiarism is a kind of stealing, and is dishonest and unacceptable. The University has very clear and strict guidelines about responding to plagiarism and the penalties for this are quite severe.

You should complete the Library Plagiarism module before you submit your essay. If you enter your unikey at the end of the module, you will receive a certificate you have completed it. It can be found here:

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

In 2007 we introduced similarity detecting software for the first time and were shocked at how many students were simply copying material from sources word for word. In 2008 however we made referencing skills education a priority and demonstrated the power of the similarity detecting software early on in semester. The rates of plagiarism dropped dramatically, but many students were still caught. The results of our 2008 intervention are still accessible online for you to see and learn from, and you will see we spend a lot of tutorial time teaching correct referencing.

The University's policy on plagiarism and other forms of academic misconduct can be found here:

http://sydney.edu.au/learning/education_policy/academic_dishonesty_in_coursework_policy_2012.pdf

The School of Psychology's policy on plagiarism and information about the similarity detecting software we use can be found here:

http://www/current_students/psyc2_3/admin_guide/admin_plagiarism.shtml

We are linking to these sites because in 2012 the University is piloting new similarity detecting software and we want to keep you as up to date as possible. You may find you can access similarity detecting software online yourself (and it may even be provided by the university this year), however be aware that using software to produce assignments which don't get labelled electronically as copied, does not guarantee sections of your assignment are not plagiarised. If you rephrase every sentence, you're still cheating, you can still be caught, and sadly, you could have written your own work with less effort.

Our School Policy is this:

Plagiarism is not permitted

i) Are you sure you know what plagiarism is?

Please refer to the University policy on plagiarism:

http://sydney.edu.au/learning/education_policy/academic_dishonesty_in_coursework_policy_2012.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.

Here is a very clear outline of what is regarded by the University as plagiarism:

First, **never use another person's words without acknowledging that person.** Generally, it is best to avoid quotations anyway. Unless someone has said something more clearly than you could ever say it, or there is some special significance to what they have said, use your own words. You need to learn to express yourself clearly in writing and, like most other skills, this requires practice. If you do use a quotation this should be indicated in the conventional way by enclosing the quoted passage within quotation marks and by providing a precise reference for the source of the quote, including page number/s.

Second, **never use another person's ideas without acknowledging that person.** Even paraphrasing someone else is plagiarizing, if you do not acknowledge them. You do this by giving their name and the year in which they presented the idea; you do not need a page number except for quotes (see above). Expressing an idea without giving a citation implies that it is your own idea. Especially when you are starting out in psychology, most of what you say in an essay or report will be information that you have read somewhere. So we expect that you will provide a citation for almost every claim that you make. Correct referencing style is one of the things for which marks will be awarded.

This does not mean that you can simply string together a whole lot of ideas from other people and call it your Report or Essay. If all you do is reproduce what someone else has said about a topic (with a bit of editing) you are unlikely to understand the information. So,

you need to structure the information you have collected (and acknowledged appropriately) into an argument that is your own. The originality of your thinking should be evident in the way in which you answer the question, show understanding of the topic, and structure the written assignment.

The points made here also apply to non-textual material. For example, graphs or tables of data included in a report should be your own work and not copied from others. Very occasionally you may need to 'quote' a figure from some other source; if you do so, you should make its origin quite clear.

In all of the above, "another person" can be a published author or another student. Copying (even with some paraphrasing) is plagiarism. Avoid the possibility of copying, or being copied by, another student. It is okay to discuss a topic with another student, but avoid ever seeing their written work. It is too easy to "incorporate" it into your own work (even without realizing it). Also, avoid letting other students see your written work. On the rare occasion where this could be appropriate, make sure that the other student acknowledges your contribution as the original author. Otherwise what may perhaps have been intended as an act of generosity could have harmful consequences.

In Psychology 1, there are NO contexts where you should share your work with others.

There is no harm in talking with fellow students about an assignment, or even meeting formally to discuss an assignment as part of a study group. However since the work of *writing* the assignment is yours alone, you should not be writing the assignment together, you should not be sharing notes or written materials of any kind, and you should certainly not show, send or give anyone any part of your assignment.

Be very protective of your written work. Even if a close friend (of ten years!) begs you to email them your work to "help them get an idea of what to do" refuse the request. If you send them your work the temptation is often too much, and you will be condemning yourself and your friend to a severe penalty by being 'kind'.

If you must ask someone to proofread your work, ask someone who is not a Psychology student, and even then show them a hardcopy and sit by them while they correct it.

- Do not email your written work to anyone.
- Do not place your written work on a college network.
- Do not leave your work on a public computer.
- Do not leave the room while you are 'showing' your assignment to a colleague.
- Even if the person requesting your work is your best friend in the whole world, do not trust them with your work. This is an issue of temptation more than dishonesty.

NB: Do not accept written material from another student (or 'helpful' college tutor) who completed another course or the same course in previous years. It is still not your work if you accept this 'help' and you will be easily caught because we keep assignment submissions from earlier years.

SPECIAL CONSIDERATION

What to do:

- Understand that the Faculty of Science is in charge of Special Consideration for Psychology, regardless of what Faculty your degree originates in.
- Start by going to the Faculty of Science Webpage, and downloading the 'Special Consideration' pack

http://sydney.edu.au/science/cstudent/ug/forms.shtml#special_consideration

- The application pack contains a section which your practitioner must fill out. Keep this in mind, and plan a trip to your practitioner *after* you have obtained this form for them.
- Once you have completed your application, submit it to the Faculty of Science Office in person (Level 1 Carlaw building).
- After you have lodged the application with the Faculty of Science, they will stamp it if it is accepted, and you then need to bring it to the Psychology Counter (Level 3 Brennan MacCallum).

Important:

- If you are applying for Special Consideration, that usually means you have been sick or still are sick – and since the forms need to be submitted in person, you might want to ask a friend or family member to do this for you.
- Lodge your application **within five working days of the assessment task for which consideration is sought**. This is most important. The Faculty of Science will not accept late applications unless the illness itself is prolonged. “**Within five working days**” means **no earlier than five working days before and no later than five working days after**.
- Special Consideration exists to allow students who have suffered sickness or misadventure, **flexibility** in how they **complete** the course. It does not exist so that students may miss large amounts of course content, and we then ‘estimate’ your performance had you actually been able to attend. If you have a prolonged illness which is making you miss more than one assessment component and a large amount of course content, consider contacting DISABILITY SERVICES for advice (see next section), or rather than attempting to lodge a huge special consideration application, you might be better off applying to discontinue without fail (DWF).
- Special Consideration is not an option for students who wait until the final marks are made available (and just fail or go worse than they expected) to let us know there was a problem. If you are not sure whether a misadventure has affected you, it is wise to lodge a special consideration at the time just in case. Allowing you to find excuses for your poor performance after the fact is not what special consideration is for.

For the different components of PSYC1001

ESSAY

If you suffer illness or misadventure while completing your essay, apply for special consideration within five working days of the due date in Week 9 and ask for an extension. Do not submit an essay while sick, and expect to have marks added to it; instead, apply for an extension, and complete your report while you are well. Note that the Friday of Week 12 (June 1st 2012) is the last day we will accept assignments with or without extensions.

QUIZZES

Technical problems are not considered grounds for special consideration in regard to the online quizzes. Also, because each quiz is available for an entire week at a time, then you must be considerably incapacitated by illness. Lodge a Special Consideration application which notes the quizzes you have missed. If it is accepted then most likely your missing quiz score will be estimated from your average quiz score (including missed quizzes).

RESEARCH PARTICIPATION

Studies are available throughout the semester, and only 4 hours of participation are required for a maximum score. Since this is completed easily in half a day, Special Consideration for research participation is extremely rare, and would imply you are totally incapacitated for much of the semester, in which case we would recommend you attempt to discontinue without fail (DNF). If you are penalized by a particular researcher and they do

not accept your excuse, then you could apply for Special Consideration for just that session (within 5 working days of the penalty being issued).

FINAL EXAMINATION

If you are ill close to the final examination, consider whether you will sit it. If you choose to sit it while ill, you can still apply for special consideration within 5 working days of the examination, and you might be offered a supplementary exam depending on your final marks. If you choose not to sit the exam, then apply for special consideration within 5 working days and you can sit a supplementary exam at a later date (usually two weeks after the final exam). We will give you information about the time and location of any supplementary exam via email.

DISABILITY SERVICES

Disability Services assists current and prospective students of the University of Sydney who have a disability to access reasonable adjustments. Disability Services work closely with others in the administration and academic departments of the University to ensure that appropriate arrangements relating to teaching and assessment are made for students with disabilities, whilst maintaining the academic integrity and core requirements of individual courses.

The range of disabilities that Disability Services accommodates are those as defined by the Disability Discrimination Act (DDA) 1992 and include:

- * Deafness / hearing impairment
- * Blindness / vision impairment
- * Physical disability
- * Specific learning disability
- * Psychiatric disability
- * Acquired brain injury
- * Chronic medical conditions
- * Temporary disability

Services provided to students registered with Disability Services include Letter of introduction to Academic staff; Assistive Technology; Library Support Services; Resting Rooms; Lockers; Access Provisions for students with physical disabilities; T-Loops for students with hearing impairments; Support for assignment extensions; Notetaking Services; Exam Adjustments; Loan of Equipment; and Travel Concessions.

Who is eligible for Disability Services?

Services and support are provided through Disability Services where:

- A student has a disability as defined in the Disability Discrimination Act (1992), AND
- That disability impacts or in the case of prospective students has the potential to impact on the student's University studies in some way, AND
- The student has supporting documentation i.e. medical documentation describing the disability and any corresponding need for the services and/or adjustments.

Eligibility is determined at a registration appointment with a Disability Services Officer.

How do students register for Disability Services?

You will need to begin the registration process online via the Disability Services website. You will need to provide supporting documentation using the Supporting Documentation Form and make an appointment with a Disability Services Officer. During the appointment the Disability Services Officer will review the documentation and assess your eligibility for services.

Eligibility for each service is based on general eligibility for support services AND reasonable adjustments necessary to assist in reducing the impact of your disability on your studies.

The Disability Services Officer will discuss with you the options for reducing the impact of your disability on study,

When assessing whether an adjustment is 'reasonable', the Disability Services Officer will consider in consultation with academic or other staff if appropriate:

1. The inherent requirements of the course that demonstrate core learning outcomes
2. The extent to which your disability impacts upon your studies
3. The effect, if any, of the adjustment on other students or the teaching and learning process; and
4. The resources required.

Contacts

For an Appointment: 02 8627 8422

General Enquiries: 02 8627 8422

Email: disability.services@sydney.edu.au

For further information, including detailed information on the services provided, please refer to the Disability Services website www.sydney.edu.au/disability

THE UNIVERSITY OF SYDNEY LIBRARY

Find us at sydney.edu.au/library/

The University of Sydney Library has 12 libraries in different locations, on different subjects with different facilities. Fisher Library is where you will find the physical collection of most relevance to your Psychology studies. Fisher library is located on Eastern Ave, Camperdown Campus. We also have much available online – please visit the library homepage – see above

You can contact your Psychology Faculty Liaison Librarian at library.psychology@sydney.edu.au. We are located at Badham Library Ground Floor, Badham Building, Science Rd, Camperdown Campus. You can phone on 91141292 or email us at the above address.

Psychology books in high demand

Reserve (located on Level 2 of Fisher Library) is a 2-hour loan collection. Most of your required and recommended items will be here. Details of these can be located in the catalogue, you search for these at <http://opac.library.usyd.edu.au/search/r>

Psychology subject guide

Your Psychology Faculty Liaison Librarian has put together a comprehensive subject guide that includes links to Psychology databases, internet resources, information on tests and more. You will find this at <http://libguides.library.usyd.edu.au/psychology>

Finding items on your reading list

Your reading lists will contain different styles of citations, depending on your type of publication. The link below will take you to help on finding items on your reading list - <http://www.library.usyd.edu.au/elearning/learn/findbook/index.php>

Electronic Readings

If you go to the library website, then Catalogue, and search for the 'Unit of Study', PSYC1001; you will come across a huge number of readings. This is where you may find recommended references for your essay, or readings associated with tutorials or lectures. However **you do not need to read all the items**; only read something if you see that it is referenced elsewhere.

PSYCHOLOGY 1001 Syllabus

PERSONALITY

1. The concept of personality: in search of the "soul".
2. Psychoanalytic and psychodynamic approaches to personality.
3. Cognitive and behavioural approaches to personality.
4. Humanistic and existential approaches to personality.
5. Psychobiological and lexical approaches to personality.
6. Personality assessment and applications.

References:

1. Weiten, W. (2012). *Psychology: Themes and variations*. (9th Edition). CA: Wadsworth, Cengage Learning. Chapter 12, Personality.
2. Murphy, K., Davidshofer, C., Maltby, J., Day, L. & Macaskill, A. (2010). *Personality, Individual Differences and Intelligence*. Frenchs Forest, NSW: Pearson Education Australia. (one of the PSYC2014 textbooks)
3. Personality Theories:
<http://webspaceship.edu/cgboer/perscontents.html>
4. Sollod R.N., Wilson, J.P., & Monte, C.F. (2009). *Beneath the mask* (8th ed). NJ: JOHN WILEY & SONS. (ONE OF THE PSYC2014 TEXTBOOKS)

APPLIED PSYCHOLOGY

Applied Forensic Psychology

1. What is applied Psychology?
2. Applying psychological theory and research with children in forensic contexts
3. Investigative interviewing with children; optimizing accurate testimony
4. Suggestibility in child eyewitnesses

References:

1. Weiten Edn 9 pages 286-298 (Memory retrieval, forgetting, recovered memory); 308-309 Eyewitness fallibility); 450 (Children's understanding of the mind)
2. Ceci, S., Fitneva, S. & Gilstrap, L. (2003). Memory development and eyewitness testimony. In A. Slater and G. Bremner (Eds.), *An introduction to developmental psychology* (Chapter 12). Malden, MA.: Blackwell Publishing Ltd. (Optional reading)

Applied Positive Psychology

1. Can we have a science of well-being?
2. The psychology of goal attainment
3. Meaning, Purpose and engagement. What is the good life?

References:

1. Grant, A. M. (2011). Reality TV gets positive: Psychological reflections on "Making Australia Happy". *International Coaching Psychology Review*, 6(2), 229-239. (Optional reading)
2. Grant, A. M., Curtayne, L., & Burton, G. (2009). Executive coaching enhances goal attainment, resilience and workplace well-being: A randomised controlled study. *Journal of Positive Psychology*, 4(5), 396-407. (Optional reading)
3. Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14. (Key reading)

4. Weiten, W. (2011). *Psychology: Themes and variations*. Belmont CA: Wadsworth, Cengage Learning. pp: 16-17; 422-425; 657 (Key reading)

SCIENCE AND STATISTICS IN PSYCHOLOGY

1. The role of Science in Psychology.
2. Distinguishing scientific theories and explanations from pseudo-science.
3. Constructing hypotheses: understanding null hypotheses and experimental hypotheses and the distinction between seeking proof and disproof.
4. Understanding the role of constructs in psychological measurement.
5. Research designs in psychological research. The distinction between true experiments, quasi-experiments and correlational studies and how choice of design affects internal and external validity.
6. Variability in measurement as expressed by standard deviation, and the normal curve.
7. The use of statistics in scientific decision making. The role of probability in understanding scientific conclusions.
8. The role of the p-value and power. Recognizing the role of the sample and sample size in understanding conclusions.

References:

1. Weiten, W. (2012). *Psychology: Themes and variations*. (9th Edition). CA: Wadsworth, Cengage Learning. Chapter 2, The research enterprise in psychology; AND Appendix B, Statistical Methods.

NEUROSCIENCE

1. Investigating the biological basis of Psychology
2. The organisation of the nervous system
3. Nerves and psychopharmacology
4. The biological basis of emotions
5. The biological basis of memory and thought.

References:

1. Weiten, W. (2012). *Psychology: Themes and variations*. (9th Edition). CA: Wadsworth, Cengage Learning. Chapter 3, The Biological bases of behaviour.
2. Carlson, N.R. (2002). *Foundations of Physiological Psychology (5th Edition)*. Boston: Allyn & Bacon.
3. Nolte J. (2002). *The Human Brain: An Introduction to Its Functional Anatomy*. St Louis: Mosby.

SOCIAL PSYCHOLOGY

1. Introduction to social psychology.
What is social psychology? What do social psychologists study? Research methods used in social psychology: Descriptive methods vs. Experimental Methods.
2. Social influence I: Social facilitation.
Social facilitation in humans (Triplet). Social facilitation in animals. Theories of social facilitation (Mere Presence theory, Distraction-conflict theory, Evaluation-apprehension theory).
3. Social influence II: Social loafing
What is social loafing? Factors that contribute to social loafing. Theories of social loafing (Latané and colleagues). How to stop social loafing in groups.
4. Social influence III: Conformity; Helping behaviour, & Deindividuation.

Why do we conform? Studies of conformity (Asch, 1955). The consequences of conformity (the bystander effect). When will people help? What is deindividuation? Zimbardo,s (1959) studies on deindividuation.

5. Social Influence IV: Obedience & Minority Influence.
What is obedience? Milgram,s (1963) obedience experiments. Studies of minority influence (Moscovici).
6. Social Perception I: Attributions; stereotypes
Attribution theories. Person vs. situational attributions. Attributional biases (e.g., the fundamental attribution error). Stereotypes and attributions. The self-fulfilling prophecy.
7. Social Perception II: Attitudes and summary
What are attitudes? How attitudes guide our behaviour. Summary of the social psychology lectures.

References:

1. Weiten, W. (2012). *Psychology: Themes and variations*. (9th Edition). CA: Wadsworth, Cengage Learning. Chapter 13, Social Behaviour.

HUMAN DEVELOPMENT

1. Introduction to Human Development: Approaches and research methods
2. Nature vs Nurture: The role of genes and environment in development.
3. Studies of early deprivation (orphanage studies) and attempts to overcome the effects of early privation (Head Start and beyond).
4. Early influences on behaviour - motor skills and language development.

References:

Basic information about most of these topics can be found in the Psychology 1 textbook. Page numbers will be given in lecture web notes. You can deepen your understanding by consulting one of the many textbooks on developmental psychology. Three excellent texts are listed below (earlier editions would also be useful).

1. Berk, L. (2006). *Child Development* (7th ed.). Boston, MA: Allyn & Bacon.
2. Peterson, C. (2004). *Looking Forward through the Lifespan: Developmental Psychology* (4th ed.). Australia: Prentice-Hall.
3. White, F., Hayes, B. & Livesey, D. (2010). *Developmental Psychology* 2E. Pearson Education Australia

GRADUATE ATTRIBUTES AND STUDENT LEARNING OUTCOMES FOR PSYC1001

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.

Graduate Attribute 1: Knowledge and Understanding of Psychology

By the end of this course students should be able to demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology. In Psychology 1001, these topics were listed in the previous 'Syllabus' section, turn back a few pages to read about them in detail.

Students should also be able to:

- Demonstrate knowledge of the theoretical and empirical bases underpinning evidence-based approaches to psychological intervention.
- Delineate psychology as a scientific discipline.
- Explain the major themes (e.g., interaction of genetics and environment) and perspectives (e.g., behavioural, evolutionary, sociocultural) of psychology.
- Explain psychological phenomena using the concepts, language, and major theories of the discipline.

Graduate Attribute 2: Research Methods in Psychology

By the end of this course students should be able to understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

You should be able to:

- Describe the basic characteristics of the science of psychology.
- Describe, apply and evaluate the different research methods used by psychologists.
- Locate, evaluate and use information appropriately in the research process.
- Use basic word-processing, and online programs.
- Undertake literature searches; critically analyse theoretical and empirical studies and express this in writing.

Graduate Attribute 3: Critical Thinking Skills in Psychology

By the end of this course students should be able to respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes.

You should be able to:

- Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes.
- Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.
- Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
- Recognise and defend against the major fallacies of human thinking.
- Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.

Graduate Attribute 4: Values in Psychology

By the end of this course you should be able to appreciate the value of empirical evidence, but also the need to act ethically and professionally in obtaining it. Since human behaviour is often the focus of study, you should attempt to understand the complexity of socio-cultural and international diversity. For example in Psychology 1001 we have a tutorial dedicated to Prejudice.

Graduate Attribute 5: Communication Skills in Psychology

By the end of the course you should be able to write a standard psychology essay using American Psychological Association (APA) structure and formatting conventions. This can be a challenging task the first time, since a psychology essay must meet strict conventions relating to language and referencing.

Given many class discussions and interactions you should also be able to demonstrate effective interpersonal communication skills such as being able to listen accurately and actively and even use psychological concepts and theories to understand interactions with others.

Graduate Attribute 6: Learning and the Application of Psychology

By the end of this course you should also be able to apply psychological principles to personal, social, and organisational issues.

Aim to be able to:

- Describe major areas of applied psychology.
- Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
- Reflect on your experiences and learn from them in order to identify and articulate your personal, socio-cultural, and professional values; demonstrate insightful awareness of your feelings, motives, and attitudes based on psychological principles.
- Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporates feedback for improved performance; purposefully evaluate the quality of one's thinking (metacognition).
- Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.