



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Science

Faculty of Science
School of Psychology

PSYC 2061 Social and Developmental Psychology

Semester 1, 2016

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1. Information about the Course			
FACULTY	Science		
SCHOOL OR DEPARTMENT	Psychology		
COURSE CODE	PSYC2061		
COURSE NAME	Social and Developmental Psychology		
SEMESTER	Semester 1	YEAR	2016
UNITS OF CREDIT	6	LEVEL OF COURSE	2
ASSUMED KNOWLEDGE, PREREQUISITES OR CO---REQUISITES	PSYC1001, PSYC1002		
SUMMARY OF THE COURSE	This course introduces students to empirical research, methodology and theories in the fields of social and developmental psychology.		

2. Staff Contact Details				
HEAD TUTOR				
Name	Phone	Email	Office	Contact Time & Availability
Katie Osborne-Crowley		psyc2061@unsw.edu.au	---	Email to arrange apt
LECTURERS				
Name	Phone	Email	Office	Contact Time & Availability
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3. Course Timetable			
Component	Day	Time	Location
Weeks 1---12			
Lecture	Wednesday	5pm---6pm	CLB 7
Lecture	Thursday	5pm---6pm	CLB 7
Weeks 2, 3, 5, 6, 7, 9, 10, 11, and 12			
Tutorials	Various		
<i>NB. Course timetables are subject to change without notice. Students are advised to check Moodle regularly for updates.</i>			

4. Aims of the Course

The aim of this course is to introduce students to empirical research and theories in social and developmental psychology. These are two critical areas of psychological inquiry that directly deal with issues concerning the development of human capacities and abilities, and the way humans interact with, and are influenced by each other.

The course contains two components, Developmental and Social Psychology. These two components will be run consecutively. During the first half of the session, you will be acquainted with issues relating to the development of psychological processes that are important to the cognitive, emotional and social aspects of people's lives. During the second half of the session, the social psychology of interpersonal behaviour will be covered. There will be 12 lectures in each of the topic areas of Developmental and Social psychology.

5. Student Learning Outcomes

By the end of this course you will have:

<p>1. An intermediate knowledge and understanding of Psychology with regard to:</p>	<p>1.1. Developmental and Social Psychology as disciplines and the major objectives of each 1.2. Major themes and perspectives in contemporary Developmental Psychology and Social Psychology 1.3. Developmental milestones in human cognitive, perceptual, social, and emotional development 1.4. Social psychological explanations for human phenomena across various domains, including interpersonal relationships, social thinking, and communication 1.5. The ability to explain developmental and social phenomena using concepts, language and major theories drawn from each field.</p>
<p>2. An intermediate knowledge of research methods in Psychology, enabling you to:</p>	<p>2.1. Describe, apply and evaluate different research methods used in Developmental and Social Psychology. 2.2. Demonstrate practical skills in psychological research 2.3. 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. 2.4. Locate, evaluate and use information appropriately in the research process.</p>
<p>3. Enhanced critical thinking skills in Psychology, enabling you to:</p>	<p>3.1. Apply knowledge of the scientific method in thinking about problems related to the social and developmental psychology 3.2. Question claims that arise from myth, stereotype, pseudo---science or untested assumptions 3.3. Demonstrate an attitude of critical thinking that includes persistence, open---mindedness, and intellectual engagement. 3.4. Demonstrate a capacity for higher---order analysis, including the capacity to identify recurrent patterns in behaviour. 3.5. Evaluate the quality of information, including differentiating empirical evidence from speculation 3.6. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals. 3.7. Demonstrate creative and pragmatic problem solving.</p>
<p>4. A greater appreciation of values in Psychology, allowing you to:</p>	<p>4.1. Use information (e.g., research data, published research) in an ethical manner. 4.2. Exhibit a scientific attitude in critically thinking about, and learning about issues in social and developmental psychology. 4.3. Evaluate psychologists' behaviour in psychological research in relation to the Australian Psychological Society Code of Ethics and the complementary Ethical Guidelines.</p>

	4.4. Acknowledge and respect diversity in scientific opinion.
5. Enhanced communication skills in Psychology, including the ability to:	<p>5.1. Write effectively in a variety of formats (short reports, blog post) and for a variety of purposes (e.g., informing, arguing, evaluating).</p> <p>5.2. Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate).</p> <p>5.3. Demonstrate effective interpersonal communication skills including: listening accurately and actively; provide constructive feedback to others; adopt flexible techniques to communicate sensitively and effectively with diverse ethnic and cultural partners, including in the context of team-work.</p> <p>5.4. Collaborate effectively, demonstrating an ability to work with groups and to complete projects within reasonable timeframes in an ethical manner.</p>
6. A greater understanding of psychology in a broader framework, allowing you to:	<p>6.1. Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society</p> <p>6.2. Make conceptual links between the principles of social and developmental psychology and principles of other fields within psychology, including health psychology, psychobiology, and cognitive psychology</p>

6. Graduate Attributes		
School of Psychology Graduate Attributes*	Level of Focus 0 = No focus 1 = Minimal 2 = Minor 3 = Major	Activities/Assessment
1. Core knowledge and understanding	3	Lectures will focus on discipline-specific knowledge in social and developmental psychology. Content will cover the broad areas of research and provide theoretical integration.
2. Research methods in psychology	3	Lectures will cover relevant methodologies used in empirical social and developmental research. Tutorials will expand on this and give students first-hand experience in deploying research methods.
3. Critical thinking skills	3	Critical analysis, problem solving, and inquiry will be developed in tutorials and required for the preparation of written assignments.
4. Values, research and professional ethics	2	Experimental ethics will be discussed in tutorials and lectures. In particular, a tutorial session will be devoted to ethical issues involved in working with children.
5. Communication skills	3	Students will develop and receive feedback on oral and written communication skills in tutorial sessions. Communicating scientific concepts to a lay audience and digital literacy will be emphasised.
6. Learning and application of psychology	1	Connections between course content and personal, social, and societal issues will be made during lectures and tutorials.

* The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

7. Course Schedule					
Week	Date	Topic	Lecturer	Reading	Tutorial
DEVELOPMENTAL PSYCHOLOGY					
1	2/3	Introduction	Richmond	Chap. 1 pp. 4-7	No Tuts
	3/3	Genetic foundations	Richmond	Chap. 2 pp. 36---51	
2	9/3	Prenatal Development	Richmond	Chap. 2 pp. 51---60	D1: Media
	10/3	Research Designs	Hayes	Chap. 1 pp. 20---31.	
3	16/3	Perceptual Development	Richmond	Chap. 4 pp. 105---126	D2: Coding I
	17/3	Cognitive Development I	Hayes	Chap. 5	
4	23/3	Cognitive Development II	Hayes	Chap. 5	No Tuts (Good Friday)
	24/3	Children's understanding of health and illness	Hayes	TBA	
MID SESSION BREAK					
5	6/4	Emotional Development I	Hayes	Chap 9, pp. 316---321	D3: Coding 2
	7/4	Emotional Development II	Hayes	Chap 10, p. 365---366 + papers TBA	
6	13/4	Memory Development	Richmond	Chap. 6 pp. 185---189	D4: Ethics
	14/4	Social Development	Richmond	Chap. 9 pp. 325-327	
7	20/4	No Lecture Online indigenous psychology exercise	Cranney	TBA	D5: Review
	21/4	No Lecture Online indigenous psychology exercise	Cranney	TBA	
SOCIAL PSYCHOLOGY					
8	27/4	History and methods in social psychology	Forgas	Chapter 1	No Tuts (Anzac Day)
	28/4	Human sociability and interpersonal behaviour	Forgas	Chapter 9	
9	4/5	Social perception and cognition I	Forgas	Chapter 3 and 5	S1: Interpersonal behaviour I
	5/5	Social perception and cognition II	Forgas	Chapter 3 and 5	
10	11/5	Social perception and cognition III	Forgas	Chapter 3 and 5	S2: Nonverbal communication
	12/5	Impression formation and attribution I	Forgas	Chapter 3	
11	18/5	Impression formation and attribution II	Forgas	Chapter 3	S3: Interpersonal behavior II
	19/5	Social interaction and communication I	Forgas	Chapter 3 and 7	
12	25/5	Social interaction and communication II	Forgas	Chapter 3 and 7	S4: Power of the Situation
	26/5	Prejudice and discrimination	Forgas	Chapter 4	

8. Assessment								
Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
Developmental Report (Peer review= 5%, final report= 20%)	25%	1, 2, 3, 5	1, 2, 3, 5	Week 2	Draft W4 (Thu 24/3/16 4pm) Review W5 (Mon 4/4/16 4pm) Final W6 (Thu 14/4/16 4pm)	Peer/Tutor	Week 8	Verbal, written
Indigenous Psychology exercise/online quiz	5%	3, 4, 6	3, 4, 6	Week 7	Quiz W7 (online Fri 22/4/16 5am- 11pm)	Tutor	Week 9	Verbal, Written
Social Report	25%	1, 2, 3, 5	1, 2, 3, 5	Week 9	Final W12 (Thu 26/5/16 4pm)	Tutor	Pre-exam	Verbal, Written
Final Exam (multiple choice)	45%	1, 3, 5	1, 3, 5	Exam period	Exam period	---	---	---

9. Rationale for the Inclusion of Content and Teaching Approach	
<p>This course provides intermediate level coverage of topics in developmental and social psychology. It follows from, and assumes knowledge from PSYC1001. This course provides coverage of current research as it relates to major theories in each field. The course provides a good foundation for advanced study in Social Psychology (PSYC 3121) and Developmental Psychology (PSYC3314).</p> <p>The two, one---hour lectures each week will provide students with an introduction to a broad range of topics within the fields of social and developmental psychology. Within these topic areas the lectures will cover current theory, research methods, findings and the application of these findings. The 90 min tutorial classes are designed to allow opportunities for in---depth and active learning. The sessions will be used to demonstrate and explore some of the issues covered in the lectures. Opportunities will be provided to explore the methods used in social and developmental research, to take part in practical demonstrations, to debate issues and case studies and to participate in role---plays.</p>	
10. Expected Resources for Students	
TEXTBOOKS	<p>White, F., Hayes, B. K., & Livesey, D. (2016). <i>Developmental Psychology: From Infancy to Adulthood, 4th edition</i>. Pearson Education Australia.</p> <p>NOTE: 4th edition White text is not required, 3rd or 2nd edition are fine.</p> <p>NEW BOOK THIS YEAR: Kassin, Fein, Markus, McBain, & Williams (2015). <i>Social Psychology: Australian & New Zealand Edition</i>. Cengage Learning Australia.</p> <p>NOTE: the Social Psyc topics are also covered in the old book (Vaughan & Hogg), however, Kassin will be required for PSYC3121 from 2017.</p>
REQUIRED READINGS	Additional reading may be posted to Moodle. Please check the course website for regular updates
RECOMMENDED INTERNET SITES	<p>http://moodle.telt.unsw.edu.au</p> <p>http://subjectguides.library.unsw.edu.au/content.php?pid=7030&sid=49947</p>

11. Course Evaluation & Development
Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement.
- **Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- **Collusion:** Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes students providing their work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task and passing it off as your own, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work. This should not be confused with academic collaboration.
- **Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- **Self-plagiarism:** "Self-plagiarism" occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as "recycling", "duplication", or "multiple submissions of research findings" without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

Where can I find out more information?

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <https://student.unsw.edu.au/plagiarism>. They also hold workshops and can help students one-on-one. Helpful hints on how to paraphrase here: <https://student.unsw.edu.au/paraphrasing-summarising-and-quoting>

- **How can Elise help me?**

ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: <http://subjectguides.library.unsw.edu.au/elise>

- **What is Turnitin?**

Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, and academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: <http://teaching.unsw.edu.au/turnitin>.

Examples of plagiarism

Copying/poor paraphrasing

As part of their media report, a PSYC 2061 student described the theoretical rationale for their empirical study. When the article was submitted into Turnitin, it let the lecturer know that several ideas were *copied* directly from the original source article, and other paragraphs were *poorly paraphrased* with just a word or two changed here and there. While the student acknowledged that the ideas were not their own by making reference to the author of the

study, the student had not paraphrased the ideas, and had not acknowledged that the words were not his own using quotations.

Collusion

A student in PSYC 2061 had a friend who had done very well in the course a few years ago. This friend offered to share their essay to help the student out. The student took the essay and changed the real-world example that the essay referred to a more recent incident, but used the same theoretical and empirical ideas and same argument structure.

Duplication

In reviewing the Turnitin results, the lecturer discovers an assignment that has 100% crossover with a paper that was submitted the previous year. Upon investigation, it became clear that the student had not passed the course last year and had recycled their own assignment, changing the title but nothing else.

What if plagiarism is found in my work?

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed.

However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

www.unsw.edu.au/studentmisconductprocedures.pdf

Important Notes on File-sharing Websites

There are some file-sharing websites around that specialise in buying and selling academic work to and from university students. Examples of such websites include but are not limited to:

- Course Hero;
- Nexus Notes;
- StudyMode; and
- Thinkswap.

You should be aware that you would be committing plagiarism if you download a piece of work from these websites and present it as your own either wholly or partially. If you upload your original work to these websites, and if another student downloads and presents it as their own either wholly or partially, you might be found guilty of collusion—even years after graduation.

Your work may be posted by others unbeknownst to you. The surest way to avoid putting yourself at risk is to take care to not share your work with another student. If you stumble across your work online, the School of Psychology recommends you take action to have it removed at the earliest opportunity. These file-sharing websites may also accept for purchase course materials, such as copies of lecture slides and lab handouts. By law, the copyright on course materials, developed by UNSW staff in the course of their employment, belongs to UNSW. It constitutes copyright infringement, if not plagiarism, to trade these materials.

Further information and assistance

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

UNSW Learning Centre

Lower Ground Floor, North Wing, Chancellery Building
(C22 Kensington Campus – near Student Central)

www.lc.unsw.edu.au

Phone: 9385 2060

Email: learningcentre@unsw.edu.au

Opening Hours:

Monday to Thursday: 9am - 5pm and

Friday: 9am - 2.30pm

13. Administrative Matters

The *School of Psychology Student Guide*, available on <http://www.psy.unsw.edu.au/current---students/student---guide>, contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements;
- Assignment submissions and returns;
- Assessments;
- Special consideration in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.

