FACULTY OF SCIENCE

SCHOOL OF PSYCHOLOGY

PSYC2061

SOCIAL AND DEVELOPMENTAL PSYCHOLOGY

SEMESTER 1, 2018

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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**	2018
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 Involved in the Course				
HEAD TUTOR				
Name	**Phone**	**Email**	**Office**	**Contact Time & Availability**
Nick Levy		psyc2061@unsw.edu.au	---	Email to arrange appt
LECTURERS				
Name	**Phone**	**Email**	**Office**	**Contact Time & Availability**
Dr Jenny Richmond (coordinator)	9385-3036	j.richmond@unsw.edu.au	MAT707	Email to arrange appt
Dr Rachel Stephens	9385-3713	r.stephens@unsw.edu.au	MAT713	Email to arrange appt
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AProf. Jacky Cranney	9385-3527	j.cranney@unsw.edu.au	MAT911	Email to arrange appt
TUTORS				
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Nick Levy		nkalevy@gmail.com		Email to arrange appt
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Liz Summerell		e.summerell@unsw.edu.au		Email to arrange appt
Miriam Capper		miriam.capper@live.com		Email to arrange appt
Ashneeta Prasad		ashneeta.prasad@unsw.edu.au		Email to arrange appt

3. Course Timetable

Component	Day	Time	Location
Weeks 1-12			
Lecture	Monday	4pm	MATA
Lecture	Wednesday	1pm	MATA
Tutorials	Weeks 2,3,4, 5 (online),6,8 (online),10,11		

NB. Course timetables are subject to change without notice. Students are advised to check Moodle regularly for updates

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 capabilities, and the way humans interact with, and are influenced by each other.

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

5. Student Learning Outcomes

By the end of this course you have:

1. An intermediate knowledge and understanding of Psychology with regard to:	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
2. An intermediate knowledge of research methods in	2.1 Describe, apply and evaluate different research methods used in developmental and social psychology 2.2 Demonstrate practical skills in psychological research

	psychology, enabling you to:	2.3 Design and conduct basic studies to address psychological questions: frame research questions, undertake literature searchers, 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
3.	Enhanced critical thinking skills in Psychology, enabling you to:	3.1 Apply knowledge of the scientific methods in thinking about problems related to social and developmental psychology 3.2 Question claims that arise from myth, stereotype, pseudoscience 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, development, defend, and criticise arguments and persuasive appeals 3.7 Demonstrate creative and pragmatic problem solving
4.	A greater appreciation of values in Psychology, allowing you to:	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 4.4 Acknowledge and respect diversity in scientific opinion
5.	Enhanced communication skills in Psychology, including the ability to:	5.1 Write effectively in a variety of formats (short reports, blog posts) and for a variety of purposes (e.g. informing, arguing, evaluating) and demonstrate effective communication skills in various formats (e.g. group discussion, debate) 5.2 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. 5.3 Collaborate effectively, demonstrating an ability to work with groups and to complete projects within reasonable timeframes in an ethical manner.
6.	A greater understanding of psychology in a broader framework, allowing you to:	6.1 Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society 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.

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. Understanding will be assessed via weekly formative quizzes on Moodle. The ability to synthesise and apply knowledge will be assessed via written assignments (i.e. essay, report).
2. Research methods in psychology	2	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; students will have the opportunity to collect and analyse data in the context of relevant research questions.
3. Critical thinking skills	3	Students will engage in critical analysis, problem solving, and inquiry in preparing for tutorials and in interacting with their peers in class. The written assignments are designed to challenge students to think critically about the field of social and developmental psychology generally, and about specific pieces of empirical work.
4. Values, research and professional ethics	3	Discussion of experimental ethics in the context of social psychology forms the basis of the written assignment for the social psychology section of the course. There is a tutorial devoted to students understanding of APA principles and students will need to engage with and apply these principles to completing the social assignment.
5. Communication skills	3	Students will work together in group tutorials and will develop and receive feedback on oral and written communication skills throughout the session. Communicating scientific concepts to a lay audience and digital literacy will be emphasised in the developmental section of the course.
6. Learning and application of psychology	2	Connections between course content and personal, social, and societal issues will be made during lectures and tutorials.

7.   Rationale for the Inclusion of Content and Teaching Approach

This course provides intermediate level coverage of topics in developmental and social psychology. It follows from, and assumes knowledge from PSYC1001. The course provides coverage of current research in social and developmental psychology, as it relates to major theories in each field. The course provides a good foundation for advanced study in Social Psychology (PSYC3121) and Developmental Psychology (PSYC3341).

The two, one hour lectures each week will provide students with an introduction to a broad range of topics within each field. Within these topic areas, the lectures will cover current theory, research methods, findings, and the application of these findings. There are 6 x 90 min face to face tutorial classes that are designed to allow for in-depth discussion and active learning. The sessions will be used to demonstrate and explore some of the issues covered in lectures and to prepare students to complete the in-session assessments. Opportunities will be provided to explore methods used in social and developmental research, to take part in practical demonstrations, and to debate issues.

There are also two online tutorials. These data exercises walk you through data analysis works in the context of real psychology research. The exercises will reinforce your learning from Research Methods class and represent a low-stakes opportunity to practice applying your understanding of statistics.

In order to fully benefit from the activities planned in face-to-face tutorials, it is important the students come to class prepared. There will be preparation activities that must be completed on Moodle in advance of each tutorial. The tutor is entitled to ask students to leave if they come to class ill prepared to engage with their peers.

Attendance at face-to-face tutorials and timely completion of online tutorials is essential in accordance with UNSW Assessment Implementation Procedure.

		8. Course Schedule			
Week	**Date**	**Topic**	**Lecturer**	**Reading (numbers are pages from the assigned text)**	**Tutorial (S=social; D=development; O= online)**
SOCIAL PSYCHOLOGY					
1	28/2	History and methods in social psychology	Forgas	Belonging: 281, mate selection: 296-300, ingroup favouritism: 123-125,	No tuts
	1/3	Human sociability and interpersonal behaviour	Forgas		
2	7/3	Social perception and cognition I	Forgas	social perception: 82-90, 114-115, attributions: 94-105	S1: Ethics
	8/3	Social perception and cognition II	Forgas		
3	14/3	Impression formation and attribution I	Forgas	impression formation: 103-114	S2: Starpower
	15/3	Impression formation and attribution II	Forgas		
4	21/3	Social interaction and communication I	Forgas	self-perception, motivation: 44-50; self-serving attributions: 64-67; self-awareness: 58-59	S3: Mystery
	22/3	Social interaction and communication II	Forgas		
5	28/3	Intergroup relations, prejudice and discrimination I	Forgas	stereotypes: 129-136, causal attributions: 91-93	O1: Data exercise 1
	29/3	Intergroup relations, prejudice and discrimination II	Forgas		
MID SESSION BREAK					
6	11/4	Indigenous psychology I	Cranney	TBA	D1: Media
	12/4	Indigenous psychology II	Cranney	TBA	
7	18/4	Research Designs	Hayes	Chap. 1 pp. 20--31.	No tuts
	19/4	Genetic foundations	Richmond	Chap. 2 pp. 36-- 51	
DEVELOPMENTAL PSYCHOLOGY					
8	25/4	Prenatal Development	Richmond	Chap. 2 pp. 51-- 60	O2: Data exercise 2
	26/4	No lecture- ANZAC Day	NA	NA	
9	2/5	Perceptual Development	Richmond	Chap.4 pp. 105--126	No tuts
	3/5	Memory Development	Richmond	Chap. 6 pp. 185--189	
10	9/5	Social Development	Richmond	Chap. 9 pp. 325-327	D2: Coding
	10/5	Cognitive Development I	Stephens	Chap. 5	

11	16/5	Cognitive Development II	Stephens	Chap. 5	D3: Feedback
	17/5	Children's understanding of health and illness	Stephens	TBA	
12	23/5	Emotional Development I	Stephens	TBA	No tuts
	24/5	Emotional Development II	Stephens	TBA	

9. Useful Resources for Students	
TEXTBOOKS	The following textbooks are recommended but not required. We have highlighted components of each text that relate to the material covered in lectures. The books are available in the High Use Collection in the Library, and sections are available as digitised resources in the Leganto list, which is available on Moodle. White, F., Hayes, B.K., & Livesey, D. (2016). Developmental Psychology: from Infancy to adulthood, 4th edition. Pearson Education Australia. **NOTE:** 4th edition White text is not required. 3rd or 2nd edition are fine. Kassin, Fein, Markus, McBain, & Williams (2015). Social Psychology: Australian & New Zealand Edition. Cengage Learning Australia. **NOTE:** Kassin is also required text for PSYC 3121.
OTHER READINGS	Additional reading/resources may be posted to the Leganto link on Moodle. Check the course website for regular updates.
QUESTIONS	Questions about course content are encouraged. You are best to ask in lectures or after class. Questions about the tutorials and assessment should be directed to you tutor or email psyc2061@unsw.edu.au

10. Course Evaluation & Development
Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's myExperience digital survey.

11. 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*.

12. Special Consideration

If you find that unexpected short-term illness, misadventure, or other circumstances beyond your control impact your ability to attend compulsory laboratory classes, significantly impacts your performance in assessable work, and/or prevents you from completing a course requirement on time, you can apply for Special Consideration.

Students enrolled in a School of Psychology course should make a Special Consideration application regarding an assessment task regardless of the weighting given to this assessment task. Note that applications for Special Consideration will not be considered unless there is evidence of these circumstances lasting for *more than three consecutive days or a total of five days or more* within the teaching period.

An application for Special Consideration together with supporting documentation should be submitted as soon as the problem occurs or at the latest within 3 working days of the assessment or the period covered by the supporting documentation. Failure to so will result in your application being rejected.

All applications must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration. You must submit the supporting documentation to Student Central for verification within 3 working days of the assessment or the period covered by the supporting documentation. If your application is on the grounds of unexpected short-term illness, the original documents should include a Professional Authority form which has been completed by a medical practitioner. For further information and to download the Professional Authority form, go to:

https://student.unsw.edu.au/sites/all/files/uploads/group47/forms/ProfessionalAuthority.pdf

Please note:
- All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy,
- Further details about assessment requirements and marking criteria will be provided to students in tutorials
- Students who submit assignments on time will receive marks/feedback within 10 working days of the due date.
- Supplementary assessments will be offered and implemented in accordance with UNSW Assessment Implementation Procedure and the School of Psychology Student Guide 2019.
- Electronic submission via Turnitin is required for written all assessments
- Alternative examinations will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure and School of Psychology Student Guide 2019
- **Absolute Fail Policy on Submission of Assessments:** Failure to submit an assignment within 10 working days of the initial deadline will result in a mark of 0 for the assignment, unless a Special Consideration request has been approved to undertake a supplementary assessment.

13. Assessment								
	Weight	**Learning Outcomes Assessed**	**Graduate Attributes Assessed**	**Date of**		**Feedback**		
				Release	**Submission**	**Who**	**When**	**How**
Formative Assessment								
Optional Moodle quizzes	0%	1, 2, 3	1, 2, 3	Each week	Throughout	Moodle	Instantly	Online
Summative Assessment								
Social Essay	20%	2, 3, 4, 5	2, 3, 4, 5	Week 2	Week 5 (Thu 29/3)	Tutor	Week 7	Written
Tutorial preparation	5%	3,5	3,5	Week 2	Throughout	_	_	_
Developmental Media Piece + Peer feedback	25%	1, 2, 3, 5	1, 2, 3, 5	Week 6	Draft W8 (Thu 26/4) Review W10 (Thu 10/5) Final W12 (Thu 24/5)	Peers/ tutor	Before exams	Written
Final Exam (multiple choice)	50%	1, 2, 3	1, 2, 3	Exam period	Exam period	_	_	_

14. Plagiarism & Academic Integrity

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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your 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, 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.

- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

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: http://www.lc.unsw.edu.au/academic-integrity-plagiarism. They also hold workshops and can help students one-on-one.

- **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, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: https://teaching.unsw.edu.au/elearning.

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 your 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

https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

Examples of plagiarism

Using the internet appropriately

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

Working together on a math assignment

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this lead to some student failing the assessment.

No referencing in an assessment

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

Copying design work

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

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)

http://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

COFA Campus Learning Centre

Email: cofalearningcentre@unsw.edu.au

Phone: 9385 0739