FACULTY OF SCIENCE

SCHOOL OF PSYCHOLOGY

PSYC2061

DEVELOPMENTAL AND SOCIAL PSYCHOLOGY

SEMESTER 1, 2017

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1. Information about the Course

FACULTY	Science
SCHOOL OR DEPARTMENT	Psychology
COURSE CODE	PSYC2061
COURSE NAME	DEVELOPMENTAL AND SOCIAL PSYCHOLOGY

SEMESTER	Semester 1	**YEAR**	2017
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
Sarah Robuck		psyc2061@unsw.edu.au	---	Email to arrange appt

LECTURERS

Name	Phone	Email	Office	Contact Time & Availability
Dr Jenny Richmond	9385-3036	j.richmond@unsw.edu.au	MAT707	Email to arrange appt
Prof Brett Hayes	9385-3713	b.hayes@unsw.edu.au	MAT713	Email to arrange appt
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TUTORS & DEMONSTRATORS

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Sarah Robuck		psyc2061@unsw.edu.au		Email to arrange appt
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3. Course Timetable			
Component	**Day**	**Time**	**Location**
Weeks 1-12			
Lecture	Tuesday	12pm	MATA
Lecture	Wednesday	4pm	MATA
Weeks 2, 4, 5 (online), 6, 9, 10, 11 (online), 12			
Tutorials	Various		
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, Developmental and Social Psychology. These two components will be run consecutively. During the first half of the session, you will learn about issues relating to the development of psychological processes that are important to the cognitive, emotional and social aspects of people's lives. In the second half of the course, the social psychology of interpersonal behaviour will be covered. 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 Psychology, enabling you to:	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 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) 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.
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 for tutorials and written assignments.
4. Values, research and professional ethics	2	Experimental ethics will be discussed in tutorials and lectures and will form the basis of written in relation to either developmental or social psychology.
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	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, 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 (PSYC3314).

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. 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 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, to debate issues and case studies and to participate in role plays.

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.

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[*] 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).

		1. Course Schedule			
Week	**Date**	**Topic**	**Lecturer**	**Reading**	**Tutorial**
-6 DEVELOPMENTAL PSYCHOLOGY					
1	28/2	Introduction	Richmond	Chap. 1 pp. 4-7	No tuts
	1/3	Research Designs	Hayes	Chap. 1 pp. 20--31.	
2	7/3	Genetic foundations	Richmond	Chap. 2 pp. 36--51	D1: Media
	8/3	Prenatal Development	Richmond	Chap. 2 pp. 51--60	
3	14/3	Perceptual Development	Richmond	Chap.4 pp. 105--126	No tuts
	15/3	Memory Development	Richmond	Chap. 6 pp. 185--189	
4	21/3	Social Development	Richmond	Chap. 9 pp. 325-327	D2: Coding
	22/3	Cognitive Development I	Hayes	Chap. 5	
5	28/3	Cognitive Development II	Hayes	Chap. 5	O1: Data exercise 1
	29/3	Children's understanding of health and illness	Hayes	TBA	
6	4/4	Emotional Development I	Hayes	Chap 9, pp. 316-321	D3: Review
	5/4	Emotional Development II	Hayes	Chap 10, p. 365-366 + papers TBA	
7	11/4	History and methods in social psychology	Forgas	Chapter 1	No tuts (Good Friday)
	12/4	Human sociability and interpersonal behaviour	Forgas	Chapter 9	
-6 MID SESSION BREAK					
-6 SOCIAL PSYCHOLOGY					
8	25/4	NO LECTURE (ANZAC DAY)	NA	NA	No tuts (Anzac Day)
	26/4	Social perception and cognition I	Forgas	Chapter 3 and 5	
9	2/5	Social perception and cognition II	Forgas	Chapter 3 and 5	S1: Ethics
	3/5	Impression formation and attribution I	Forgas	Chapter 3	
10	9/5	Impression formation and attribution II	Forgas	Chapter 3	S2:Power
	10/5	Social interaction and communication I	Forgas	Chapter 3 and 7	
11	16/5	Social interaction and communication II	Forgas	Chapter 3 and 7	O2: Data exercise 2
	17/5	Prejudice and discrimination	Forgas	Chapter 4	
12	23/5	Indigenous psychology I	Cranney	TBA	S3: Communication
	24/5	Indigenous psychology II	Cranney	TBA	

8. Expected Resources for Students	
TEXTBOOKS	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

9. 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.

10. 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*.   **ALL QUESTIONS** about lectures, tutorials, assessment should be directed to psyc2061@unsw.edu.au

11. Assessment

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
Developmental Report	20%	1, 2, 3, 5	1, 2, 3, 5	Week 2	Draft W4 (Thu 23/3 4pm Final W7 (Thu 13/4 4pm)	Peers/tutor	Week8	Written
Peer feedback exercise	5%	3, 5	3, 5	Week 2	Review W5 (Thu 30/3 4pm)	Tutor	Week8	Written
Social Essay	20%	2, 3, 4, 5	2, 3, 4, 5	Week 8	Week 12 (Thu 25/5 4pm)	Tutor	Pre-exam	Written
Tutorial preparation/online participation	5%	3,5	3,5	Week 2	Throughout	_	_	_
Final Exam (multiple choice)	50%	1, 2, 3	1, 2, 3	Exam period	Exam period	_	_	_

12. 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