

MACQUARIE  
UNIVERSITY



FACULTY OF  
HUMAN SCIENCES

**DEPARTMENT OF PSYCHOLOGY**

**PSY104**

**INTRODUCTION TO PSYCHOLOGY 1**

**UNIT STUDY GUIDE**

**SEMESTER 1**

**2011**

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## ABOUT THIS UNIT

This unit introduces students to the discipline of psychology through a focus on the history of psychology, physiological bases of behaviour, motivation, learning, the nature of personality, psychopathology, and cross-cultural and indigenous psychology. The unit conveys information about substantive material and assumptions of theory associated with the science and profession of psychology through lectures, and tutorial/practical classes. A further important aim of the unit is to develop students' competency in critical thinking and essay writing in psychology.

Credit Points: 3

Co-requisites: PSY122

PSY104 has its own website through *Blackboard*. Here you can find details on the lectures as well as other important information necessary for this course.

<https://learn.mq.edu.au/>

*It is University policy that the University issued email account will be used for official University communication. All students are required to access their University account frequently.*

## STAFF RESPONSIBLE FOR THE UNIT

**Course Convenor:** Dr Nasreen Yasin  
Room: C3A 425, Telephone: 9850 8001  
e-mail: [PSY104@mq.edu.au](mailto:PSY104@mq.edu.au)  
Consultation Hours: Monday 2-5 pm.

**Official Email:** [PSY104@mq.edu.au](mailto:PSY104@mq.edu.au)  
This email is accessed by the Course Convenor and her Assistant.  
General enquiries related to PSY104 must be sent to this address.

**Administrative:** Psychology Undergraduate Office, Room: C3A 334, Telephone: 9850-8050, Fax: 9850-9911, email: [PSY\\_OFF@mq.edu.au](mailto:PSY_OFF@mq.edu.au)  
Postal Address: Psychology Undergraduate Office  
Location C3A 334  
Psychology Department  
Macquarie University  
North Ryde  
NSW 2109

**Personal Tutor:** .....  
Room: ..... Telephone: .....

### Frequently asked Questions:

Your tutor can answer most of the questions that you may have about the unit. So if you experience difficulty in this unit, you should approach your tutor first.

**The psychology office can assist you with any questions related to the administration of the unit.**

### LECTURING STAFF

<b>Dr. Eugene Chekaluk</b>	98508009	<a href="mailto:eugene.chekaluk@mq.edu.au">eugene.chekaluk@mq.edu.au</a>
<b>Prof. Julie Fitness</b>	98508015	<a href="mailto:julie.fitness@mq.edu.au">julie.fitness@mq.edu.au</a>
<b>Dr John Franklin</b>	98508643	<a href="mailto:john.franklin@mq.edu.au">john.franklin@mq.edu.au</a>
<b>Assoc Prof. Judi Homewood</b>	98508652	<a href="mailto:judi.homewood@mq.edu.au">judi.homewood@mq.edu.au</a>
<b>Dr. Julia Irwin</b>	98508006	<a href="mailto:julia.irwin@mq.edu.au">julia.irwin@mq.edu.au</a>
<b>Dr Tony Miller</b>	98506214	<a href="mailto:anthony.miller@mq.edu.au">anthony.miller@mq.edu.au</a>
<b>Dr Wayne Warburton</b>	98508643	<a href="mailto:wayne.warburton@mq.edu.au">wayne.warburton@mq.edu.au</a>
<b>Dr. Nasreen Yasin</b>	98508001	<a href="mailto:nasreen.yasin@mq.edu.au">nasreen.yasin@mq.edu.au</a>

### TEXTBOOK AND MATERIALS

1. **Textbook:** (these are essential and the same as those set for PSY 105)
  - a. Burton, L., Westen, D., & Kowalski, R. (2009). *Psychology: 2<sup>nd</sup> Australian and New Zealand edition*. Qld, Australia: John Wiley & Sons Australia, Ltd.
  - b. Burton, L. (2010). *An interactive approach to writing essays and research reports in psychology* (3<sup>rd</sup> ed.). Qld, Australia: John Wiley & Sons Australia, Ltd.
2. **PSY104 Unit Guide** -what you are reading (provided in first lecture, also available from your tutorial (until week 2), then from the psychology office)
3. **Lecture Resources:** Lecture overheads and audio/video-recordings of lectures can be obtained from the PSY104 homepage on *Blackboard*.

### WORK LOAD FOR PSY104

The number of credit points a unit is worth is determined by how many hours the student is expected to spend each week at formal classes, writing essays, preparing for tutorials and in study related to the unit. For a half year unit 4 hours is allowed per credit point, so it would be expected that a student would spend 3 (credit points) by 4 hours = 12 hours per week on Introduction to Psychology I.

## HOW TO CHANGE TUTORIALS

Changes to all units can be done on-line via eStudent. After week 2, no further changes will be entertained unless supporting documentation about the reason for changing is provided and there is space in the tutorial you wish to change into.

## ATTENDANCE AT TUTORIALS

**ELIGIBILITY FOR FINAL EXAMINATION:** You are expected to attend all tutorials and submit all required assessment tasks; otherwise the Executive Dean of the Faculty has the power to refuse permission to attend the final examination. Please note that Attendance at Tutorials will be recorded and may also be taken into account when making final decisions regarding your overall grade for this unit.

**ALTERNATIVE CLASSES:** On a maximum of **three** occasions during the semester you can attend a different class if the tutor of that class gives permission. It is your responsibility to obtain a signed record of alternative attendance and give it to your usual tutor. Failure to do so will result in a non-attendance record for that week.

**NON-ATTENDANCE:** Students who are absent because of medical reasons must submit the medical certificate to their tutor in order for them to avoid non-attendance record. However, absence in any one tutorial due to any other extenuating circumstances (e.g., attendance to a funeral, urgent overseas visit, poor health condition of a dependent, etc) should be supported by adequate documentations from Professional Authority (clearly stating the reasons for the absence) and should be forwarded to the unit convenor, Dr Nasreen Yasin.

**MISSING CONSECUTIVE THREE TUTORIALS/LECTURES:** If students miss **consecutive three tutorials and/or lectures**, it is the university policy that the students MUST submit a “Special Consideration” form. This should be submitted to the Student Enquiry Services **with a copy to Psychology Office in C3A334** as soon as possible. To read more about the procedure, please visit:  
<http://www.reg.mq.edu.au/Forms/APScons.pdf>

## GRADUATE CAPABILITIES DEVELOPED

*At the completion of this unit you will be able to:*

### 1. Discipline Specific Knowledge and Skills

- identify the key terms in the areas of history of psychology, physiological bases of behaviour, motivation, learning, personality, psychopathology, and cross-cultural and indigenous psychology.
- discuss the key theories and research in the areas of history of psychology, physiological bases of behaviour, motivation, learning, personality, psychopathology, and cross-cultural and indigenous psychology.

### 2. Critical, Analytical & Integrative Thinking

- competently access, use and synthesise information
- review and critique literature
- competently use information technology applications e.g. Blackboard, e-mail, web-browsers, etc

- critically evaluate psychological theories and arguments
- interpret empirical data in relation to theoretical questions
- critically evaluate designs and analyses in psychological experiments and studies
- develop a set of useful evaluation criteria for educational resources

### **3. Creative and Innovative**

- display creative thinking skills
- construct cohesive arguments
- present ideas in new and creative ways
- consider problems from new perspectives
- generate a range of options and innovative solutions
- discern problems and gaps in knowledge
- find effective alternative solutions to problems

### **4. Effective Communication**

- demonstrate essay writing skills
- present ideas clearly with supporting evidence
- communicate the results of analyses clearly and effectively
- plan and present written arguments in coherent and documented form
- express ideas with clarity and rigour
- communicate complex ideas simply in jargon-free English
- present information in a coherent and integrated way

### **5. Engaged & Ethical Local and Global Citizens**

- consider the ways in which values and ethical issues affect psychological research
- evaluate information, ideas and arguments including those of diverse cultural assumptions

### **6. Socially and Environmentally Active and Responsible**

- effectively participate in a team to carry out a specific task
- effectively manage a group to maximise attainment of goals
- analyse and solve problems collaboratively
- work pro-actively and accept responsibility when necessary

### **7. Capable of Professional and Personal Judgement and Initiative**

- apply and adapt knowledge to the real world
- reflect on how personal experiences influence your critical analysis capacity
- recognise the strengths and limitations of psychological research
- present a balanced critical view of various psychological research
- describe methodological and ethical challenges involved in psychological research

### **8. Commitment to Continuous Learning**

- demonstrate effective time management and work organisation skills
- assess your own learning against a set of pre-selected criteria
- accurately assess your own performance
- reflect on how you have analysed information and solved problems, and incorporate lessons learnt into future work
- critically review your problem-solving approaches
- reflect on how you can apply your learning in other contexts

## LEARNING OUTCOMES

The knowledge and skills provided in PSY104 are essential for any further study in psychology. However, students will also gain generic skills, which are applicable to many areas outside psychology. These include:

- Research and Study skills (developed through planning research assignments, achieving study goals, and meeting deadlines).
- Communication and Interpersonal skills (developed through written assignments, interactions in tutorial groups, and working with class members on assignment tasks).
- Team skills developed as a result of working with a small number of fellow students on a group project.
- Information Technology Skills (developed through practical assignments and experience with the web-based elements of the course).
- Critical Thinking skills (developed through discussion of competing theories and application of the scientific method to understand psychological phenomena).
- Appreciation of Ethical Issues (developed in class discussion of ethical issues in research and exposure to actual participation in research).

## TEACHING AND LEARNING STRATEGY

Each week PSY104 students are expected to attend:

1. Three hours lectures (Tuesday-2 hours & Thursday-1 hour (Day or Evening))
2. A 1-2 hour compulsory tutorial/practical (MUST attend their own registered time slot)

## UNIVERSITY GRADING POLICY

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

HD: Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

D: Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Cr: Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

P: Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

F: Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

**An overall grade in PSY104 of Pass or higher is required for enrolment in further Psychology units.** On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. For more information please refer to the Macquarie University Handbook.

## ASSESSMENT

Your final grade is based on five different pieces of assessment. They are listed here in order of their contribution to the total mark:

1. **Annotated Bibliography.** An annotated list of minimum 5 references (in addition to the starter references) to be used in essay. It is worth **10%** of the total mark.
2. **Essay.** One essay of 1250 words. It is worth **25%** of the total mark.
3. **Group Presentation.** A 10 minutes group presentation on any of the psychological disorders. It is worth **10%** of the total mark.
4. **Research Participation.** Four hours participation in research. It is worth **5%** of the total mark.
5. **Examination.** One multiple-choice examination of 2 hours 30 minutes duration, consisting of 120 questions, worth **50%** of the total mark. Both lecture and tutorial material will be examined, as will relevant parts of the textbook.
  - **NOTE: Attendance in the final exam is compulsory in order to pass PSY104.**

*\*\*Please ensure you keep a copy of all forms and work submitted\*\**

## RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOME

Assessment in this unit is directly related to the learning outcomes in the following ways:

- The ability to interpret empirical research findings in relation to theoretical questions/issues is assessed through students' competency in critical thinking and essay writing in psychology (Annotated Bibliography & Essay - assessments 1 & 2).
- Students are helped to develop communication skills, organisational skills, and interpersonal skills, which is assessed by group presentation (assessment 3)
- Students' familiarity with various methods of data collection and ethical practices in research are enhanced by encouraging their participation in experiments (assessment 4)
- Students' basic understanding of theories and research in PSY104 is assessed in an end-of-semester exam (assessment 5)

## ASSESSMENT DUE DATES, RETURN DATES, AND FEEDBACK STYLE

### 1. Annotated Bibliography.

- a. **Due:** Week 6 on Thursday 31<sup>st</sup> March 2011 by 10am (*electronic copy via Turnitin and hard copy via PSY104 assignment box in C3A*).
- b. **Return:** Day students Monday 18<sup>th</sup> April between 12 pm - 1:00 pm in C4A 238; Evening Students: Monday 18<sup>th</sup> April between 6:00 – 7:00 pm in C4A 238.
- c. **Feedback style:** Written feedback and raw mark.

### 2. Essay.

- a. **Due:** Week 8 on Thursday 28<sup>th</sup> April 2011 by 10 am (*electronic copy via Turnitin and hard copy via PSY104 assignment box in C3A*).
- b. **Return:** Day students Friday 3<sup>rd</sup> June between 12 – 1 pm in C4A238; Evening Students: Friday 3<sup>rd</sup> June between 6 - 7 pm in C4A238.
- c. **Feedback style:** Only grades & written feedback (no mark).

### 3. Group Presentation.

- a. **Due:** Week 11 tutorial (Students are also required to provide the tutor with a hard-copy of their presentation slides + write on a paper each group member's contribution to the project).
- b. **Return:** In week 12 during tutorial students will receive their group presentation score.
- c. **Feedback style:** Group raw mark and written feedback (No individual mark can be identified).

### 4. Research Participation.

- a. **Due:** Finishes on Friday 3<sup>rd</sup> June 2011 by 5 pm.
- b. **Results:** Tuesday 7<sup>th</sup> June at 5 pm through PSY104 Blackboard.
- c. **Feedback style:** Raw marks only, no written feedback. In case of discrepancy, please appeal to the unit convenor in writing to [PSY104@mq.edu.au](mailto:PSY104@mq.edu.au) by Friday 10<sup>th</sup> June (5 pm).

### 5. Examination.

- a. **Due:** In the mid-year examination period (between 6 June and 24 June, 2011).
- b. **Results:** Tuesday 12 July 2011 (12.01 am through Web).
- c. **Feedback style:** Final multiple-choice examination raw marks NOT available.

**\*\* The remaining/uncollected assignments will be available for collection from the Psychology Office. During Semester time, the Psychology Office opening hours are 10AM to 5PM. \*\***

## ASSESSMENT DETAILS 2011

### FINAL EXAMINATION 2011

The examination (50% total mark) held in during the **university mid-year examination period (6<sup>th</sup> to 24<sup>th</sup> June 2011)** will consist of 120 multiple-choice questions. Time allowed is 2.5 hours plus 10 minutes reading time. Most questions are derived from lectures 2-36 inclusive and tutorial/practical classes, but some are derived from additional material in the textbook. There are 5 choices on each question. Unless specified on a question, there is only one correct answer to each question (that is, you are not required to choose the "most correct" one). Wrong answers are not penalised (that is, the total score is simply the sum of correct answers). Some sample exam questions are available on the PSY104 home page. **Past exam papers are not available.**

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at

<http://www.reg.mq.edu.au/Forms/APSCon.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process, the examination will be scheduled after the conclusion of the official examination period.

Supplementary Examination in the Department of Psychology will be held on the: **7<sup>th</sup> and 8<sup>th</sup> of July**, for Semester One 2011.

Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam.

Instructions on applying for sitting of a supplementary exam are available from the website, [www.psy.mq.edu.au/speccond](http://www.psy.mq.edu.au/speccond). It is the student's responsibility to follow the steps outlined in this website. When a supplementary exam has been granted an email will be sent to the student. It is the student's responsibility to check the Department of Psychology Special Consideration website for information relating to the date and location of the supplementary exam. Students who are granted to sit for a supplementary exam must make themselves available to sit for the supplementary exam on the specified dates. There will be only one alternative time. It is the student's responsibility to email the Psychology Office, [psy\\_off@mq.edu.au](mailto:psy_off@mq.edu.au) to confirm attendance to the supplementary exams.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available

until the end of the teaching semester, which is the final day of the official examination period.

If you do not attend the PSY104 exam you will fail PSY104 unless you submit a Special Consideration form. Except under exceptional circumstances, at the discretion of the Dean of Faculty, absence from a required supplementary exam results in a Fail.

## RESEARCH PARTICIPATION 2011

Research participation is educationally beneficial in that students often report that they learn a good deal about a particular topic from their participation. For example, the methodological approaches employed in the research programs reflect the different ways of gathering data discussed in PSY104. Moreover, participation in a research program is an important component in the development of the research skills of a psychologist.

We also think it is important for you to know something about the ethics of research. All of the psychology research conducted in the Department of Psychology has been reviewed by the Research Ethics Committee, and has been certified as appropriate in terms of the ethical principles outlined by the Australian Psychological Society for the conduct of research with human participants. In addition, investigators typically provide information about the nature and meaning of the research both before and after the collection of data; they might not be able to answer all the questions that come to mind when you participate, but they will give you as much information as they can. At the end of the semester a summary of each project and the result obtained is placed on the research participation web-site by the relevant investigator(s).

The Research Participation component of PSY104 (**5% of total mark**) involves **FOUR hours participation (= total 8 credits)** in research conducted in the Department of Psychology. Time spent is credited on a pro rata basis. For example: 15 min = 0.5 credits, 30 min = 1 credit, 45 min = 1.5 credit, 1 hr = 2 credits, 1 hr 15 min = 2.5 credit, 1 hr 30 min = 3 credit, 1 hr 45 min = 3.5 credit, 2 hr = 4 credits, 2 hr 15 min = 4.5 credit, 2 hr 30 min = 5 credit, 2 hr 45 min = 5.5 credit, 3 hr = 6 credits, 3 hr 15 min = 6.5 credit, 3 hr 30 min = 7 credit, 3 hr 45 min = 7.5 credit, 4 hr = 8 credits.

A large number of psychology research projects is being conducted in 2011 by staff members, research assistants, postgraduate students, and honours students. The investigators rely on the participation of students in the research and are very grateful for your cooperation. Students with good reasons for not participating in research can apply to the unit coordinators for an alternative exercise.

Notices concerning the times, places and type of research will be posted on the PSY104 Blackboard so that you can select from the range of investigations and times that are convenient for you. **Make sure you take down, for your own information, the following details:**

- a) The experimenter's name
- b) The date and time of the experiment
- c) The location of the experiment
- d) ***The contact phone number (very important)***

## Booking a research session

You search for projects to participate in, make bookings, and view your research record on the Web at:

[www.subjectpool.com/mq/participant/](http://www.subjectpool.com/mq/participant/)

Once you have signed up, you must keep the appointment. If, as a result of illness or misadventure, this is impossible, please ring the experimenter. If unable to contact the experimenter, you may contact the Student Office (9850 8050), however, you will need to provide full details of the researcher, and/or the research. Please cancel any appointment as soon as possible (preferably before the appointment). **Failure to do so will result in a penalty.** To ensure that we have an accurate record of your research participation, the total number of hours that you have accrued over the semester will be posted on the PSY104 website *for you to check* at the end of semester one.

**\*\* Research Participation Ends Friday 3<sup>rd</sup> June (5 pm) \*\***

**\*\* Marks will be available via Blackboard on Tuesday 7<sup>th</sup> June (5 pm)\*\***

**\*\*In case of any discrepancy, students can appeal by Friday 10 June (5 pm). Any appeal received after that will NOT be attended\*\***

## GROUP PRESENTATION 2011

Students are required to present the findings of their group research (group of 3/4 students) on various psychological problems (one problem per group), their aetiology (causes), symptoms, some data related to the problem, and common treatment procedure to manage the problem.

This is a group presentation for 10 mints, so each of the group members is encouraged to cover different aspects of their presentation. The presentation may be in the form of a power-point or a poster assisted talk. Other students and tutor may ask some additional questions at the end of your (group's) presentation.

- This presentation is assessed by tutors during **week 11 tutorial and worth 10%** of the total grade.
- On week 4: Students form groups by deciding who they want to work with
- On week 7: Tutor will bring this list and each group has to inform the tutor about the topic they will cover in week 11. Tutor will keep this information in their files.
- On week 11: In addition to the oral presentation the students are required to provide the tutor with a hard-copy of their presentation slides + write on a paper each group member's contribution to the project.

## ANNOTATED BIBLIOGRAPHY 2011

To kick-start your essay, **you are required to hand-in an annotated bibliography in week 6 on Thursday 31<sup>st</sup> March, 2011**. This annotated bibliography (**max. 150 words for each bibliography**) is worth 10% of your total marks. The main purpose of this task is to ensure that you have collected the main references that you will use in your essay. This bibliography should cover at least 5 journal articles that you will have sourced from “scholarly” (peer-reviewed) journals. Please note that you may wish to include the provided starter references in your list, however, your submitted list **MUST** include 5 new journal articles beyond your starter references.

## ESSAY TOPIC 2011

George has just got his provisional licence – his “red Ps” and can’t wait to be able to go for a drive, without his Mum or Dad nagging him to be careful. George reckons he is a better driver than many of his mates anyway and definitely better than most of the older drivers he sees out on the roads! He is allowed to take the family car to drive to work and to university and occasionally on weekends for social events. Unfortunately George has poor time management skills and is often running late so he drives over the speed limit to make-up for lost time. He reasons that so long as you know where the red-light and speed cameras are located, you should be OK – besides driving fast is fun!

***Do you think George would be less confident of avoiding punishment if the speed cameras were hidden and if the police were in unmarked patrol cars?*** In other words, how might the conspicuousness of the punishing agent affect the perceived certainty of the delivery of punishment? What effect would increasing the fines or duration of licence suspension have on George’s speeding behaviour? Would it be more effective if speeding drivers were pulled over to the side of the road as soon as they have been detected (i.e., ‘caught’) than receiving a letter in the mail some time later?

From the perspective of a learning theorist critically reflect upon why the threat of legal sanctions has little effect on speeding drivers like George. In your answer discuss how the knowledge we have gained in the laboratory regarding the variables known to affect the effectiveness of punishment could be applied more successfully to deter drivers from speeding. What are the impediments to their implementation?

Starter References (can be found via e-Reserve):

- Azrin, N. H., & Holz, W. C. (1966). Punishment. In Honig W. K. (Ed.), *Operant behavior: Areas of research and applications* (pp. 380-447). East Norwalk, CT: Appleton-Century-Crofts.
- Burton, L., Westen, D., & Kowalski, R. (2009). *Psychology: 2<sup>nd</sup> Australian and New Zealand edition*. (pp. 225-227). Qld, Australia: John Wiley & Sons Australia, Ltd
- Stafford, M.C., and Warr, M. (1993). A reconceptualization of general and specific deterrence. *Journal of Research in Crime and Delinquency*, 30(2), 123-135.
- Van Houten, R. (1983). Punishment: From the animal laboratory to the applied setting. In S. Axelrod J. Apsche (Eds.), *The Effects of Punishment on Human Behavior*. New York: Academic Press.

## ANNOTATED BIBLIOGRAPHY AND ESSAY SUBMISSION INFORMATION

All assignments submitted must be accompanied by a completed and signed Psychology Department coversheet which is available from outside Room C3A 301 or downloadable from <http://www.psy.mq.edu.au/pdf/coversheet.pdf>

**Assignments will not be accepted unless a correct coversheet is completed and signed.** Please note that coversheets of other departments/faculty are NOT ACCEPTABLE. A copy of the assignment must be kept as proof that the assignment was completed and submitted.

*Assignments can ONLY be submitted via the LABELLED locked boxes in the foyer of building C3A or in the single Psychology Essay Box located outside the entrance of C3A after hours.*

Electronic copies of assignments are not accepted.  
Assignments submitted by post will not be accepted.

*It is department policy that assignments are set in terms of a specified word limit and specified format:*

**Word limit (Essay: 1250 words)**

**Double-spacing**

**12-point font**

**Times New Roman font**

**Margin of 1 inch (2.54 cm) at the top, bottom, left, and right of every page**

**The word limit includes in-text referencing but does not include the reference list at the end, nor the title page.**

### **Submission Requirements:**

- Students are required to complete **BOTH** written assignments
- An **Electronic copy** of the **Annotated Bibliography and Essay** should be submitted via *Turnitin* software. Detailed instructions are provided on **page 17**.

A **Hard copy** of your **Annotated Bibliography and Essay** must be submitted *via the LABELLED locked boxes in the foyer of building C3A or in the single Psychology Essay Box located outside the entrance of C3A after hours*.

- *Assignments submitted after the 10 am clearing on Friday will be cleared at 4pm on Fridays and they are counted as an additional one day late. Further, assignments submitted after the 4 pm clearing on Fridays will be cleared on Monday at 10 am and will incur an additional weekend penalty (counted as two additional days).*
- Before submitting your hard copy in the assignment box, please make sure that you have completed **ALL** the details on the **assignment coversheet** (including *Turnitin* Receipt Number and **your tutor's name**).
- **REPORTS CANNOT BE ACCEPTED AFTER THE RETURN OF MARKED MATERIAL.**

## **AFTER AN ASSIGNMENT IS SUBMITTED:**

It is the responsibility of the student to check the Psychology Webpage (<http://www.psy.mq.edu.au/assrec/>) after submitting the assignment to ensure that his/her assignment has been received. The webpage will be updated by 5pm on the due date of the assignment. If an assignment is not noted as being received, it is the student's responsibility to immediately contact the staff in the Psychology Office in writing to inform them. The student will then be required to submit a fresh copy of the assignment and the date of receipt will be the date the Psychology Office was informed of the non-receipt in writing. Lateness penalty will be applied until the date the Psychology Office is informed of the non receipt of assignment.

## **LATE SUBMISSION:**

**Assignments will not be accepted after the return of marked assignments**

## **PENALTY FOR WRITTEN WORK**

Unless an extension has been granted the following penalties apply:

**Late Submission**: A penalty of 5% of the maximum mark per day (including weekends) will be applied to late assignments. Therefore, for **Annotated Bibliography** (worth 10% of the overall assessment) if the student submits one day late then  $5\% \times 10 = .50$  marks will be subtracted from whatever the student received for the assignment. Further, for **Essay** (worth 25% of the overall assessment) if the student submits one day late then  $5\% \times 25 = 1.25$  marks will be subtracted from whatever the student received for the assignment.

**Note: Assignments submitted after the 10 am clearing on Friday will be cleared at 4pm on Fridays and they are counted as an additional one day late. Further, assignments submitted after the 4 pm clearing on Fridays will be cleared on Monday at 10 am and will incur an additional weekend penalty (counted as two additional days). Example:**

Essay received on Thursday 28 April, 10 am = No Penalty  
Essay received on Friday 29 April, 10 am = 1 day Penalty  
Essay received on Friday 29 April, 4 pm = 2 days Penalty  
Essay received on Monday 2 May, 10 am = 4 days Penalty

**Over-Length**: Writing over the allocated word limit attracts a penalty of 5% of the maximum mark will be deducted for every 100 words over the stated word limit. Therefore, for **Annotated Bibliography** (worth 10% of the overall assessment) if the assignment is 100 words over the limit in total (max. 150 words for each bibliography) then  $5\% \times 10 = .50$  marks will be subtracted from whatever the student received for the assignment. Further, for **Essay** (worth 25% of the overall assessment) if the assignment is 100 words over the limit (1250 words) then  $5\% \times 25 = 1.25$  marks will be subtracted from whatever the student received for the assignment.

## EXTENSION ON WRITTEN WORK

Ordinarily, no extensions of time for submission of written work will be granted since ample time for its preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this in writing by completing a Request for Extension on Written Work form, available outside the Psychology Office, with supporting documentary evidence (such as medical certificate, counsellor note, or similar). The form and the supporting documentary evidence must be submitted to the Psychology Office (C3A 334). **The staff in the Psychology Office will make all decisions regarding extensions. Neither individual tutors nor the course convenor will grant extensions.**

All requests for extensions must be made prior to the due date for the assignment. If an extension is granted the authorisation section of the form must be collected and attached to the assignment. Failure to do so will result in a late penalty being applied as the marker will not know that an extension has been granted.

## ACADEMIC HONESTY

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement. The Policy covering Academic Honesty is available on the web at: [http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)  
Plagiarism is an example of dishonest academic behaviour and is defined by the Policy on Academic honesty as: “Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas”.

Plagiarism is a serious breach of the University's rules and carries significant penalties. The Academic honesty Procedure is available at [http://www.mq.edu.au/policy/docs/academic\\_honesty/procedure.html](http://www.mq.edu.au/policy/docs/academic_honesty/procedure.html)

This procedure notes the following responsibilities for students:

- Act in accordance with the principles of the Academic Honesty Policy.
- Become familiar with what academic dishonesty is, what are appropriate referencing techniques and the consequences of poor practice.
- Seek assistance from the unit convenor (or their nominee) to remedy any deficits or if you are unsure of discipline specific practice.
- Submit only work of which you are the author or that properly acknowledges others.
- Do not lend your original work to any other person for any reason.
- Keep drafts of your own authored work and notes showing the authorship or source of ideas that are not your own.

The penalties which can be applied for academic dishonesty are outlined in the Academic Dishonesty – Schedule of Penalties which can be found at:

[http://www.mq.edu.au/policy/docs/academic\\_honesty/schedule\\_penalties.html](http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html)

The penalties range from applying a fail grade for the assessment task or requiring the student to re-submit the assessment task for a mark no greater than 50 to applying a fail grade to the unit of study and referral to the University Discipline committee.

You must read the University's Policy and Procedure on Academic Honesty.

## ANTI ACADEMIC DISHONESTY SOFTWARE

The University uses electronic software (“*Turnitin*”) to detect academic dishonesty. This will be used in PSY105 where you will be required to submit your half-report and full-report to the detection software via the Internet. Your assessment task will then be automatically compared to work of your classmates, previous students from Macquarie and other universities, with material available on the Internet, both freely available and subscription-based electronic journals. The results of the analysis will be sent only to the unit chairs and your tutor, who will analyse the results in reference to the University's standard Policy on Plagiarism.

### TURNITIN SUBMISSION PROCEDURE

1. Visit *Turnitin* <http://turnitin.com/static/index.html>
2. Register yourself in the PSY104 class. Do this by going to “Create Account” (top right hand corner).
3. Whether you are an existing account holder of Turnitin or a new user please click at: *Would you like to create your user profile?* [Click here.](#)
4. Next page will ask you two questions: 1) Have you ever used Turnitin? If yes, follow the instructions. Or 2) Create a New Account? If yes, then select *user type 'student'* and follow the instructions.
5. Enter *Turnitin class ID*, for PSY104 this is **3842556**
6. Enter *Turnitin class enrolment password*: **psy104**
7. Enter your University email address which is in the form of your **firstname.lastname@students.mq.edu.au**  
(If you have any difficulties with your email account then please contact Student IT Help via <http://www.sith.mq.edu.au/> )
8. To Submit a paper ONLY USE THE “cut and paste” and NOT the “File upload” option
9. USE YOUR STUDENT ID NUMBER AS THE “Submission title” – NOT “PSY104 Essay” – as everyone uses that!!!
10. Submit your report. (If you have any difficulty, go to: <http://www.turnitin.com/static/training.html> )
11. A digital receipt will be generated. Please save a copy of it. You will need to put this receipt number on the cover sheet of your report.  
Finally, remember to submit your assessment task in the usual way (hard-copy), including a signed coversheet. ASSIGNMENTS ARE NOT CONSIDERED TO HAVE BEEN SUBMITTED UNLESS THEY HAVE BEEN DEPOSITED WITH *TURNITIN*.
12. **NOTE: ONLY *Body (Text)* of your Essay should be submitted via *Turnitin* software. NOT the REFERENCES.**

### Check Your Originality Report & Re-Submit:

- Yes, you can VIEW your Turnitin Report!
- After submitting press “show Detail” to check Originality Report.

- You can resubmit your assignment... until the due date and time.
- No resubmissions allowed after the due date.
- After the first submission, Turnitin can take up to 24 hours to generate another report. So ...DON'T LEAVE IT UNTIL THE LAST MINUTE.

**APPEAL AGAINST GRADES**

If you want to appeal against an **assignment grade**, you must first discuss your grounds for appeal with the person who marked your assignment. If you still want to appeal, you and the marker must complete an Application for Remark Form (obtainable from the Psychology Office or downloadable from (<http://www.psy.mq.edu.au/pdf/remarkform.pdf>)). The original marker must sign the back of this form. Attach the completed form to your original assignment together with a fresh unmarked copy of your assignment and submit to the psychology office. **Applications for remarks will be accepted only up to 2 weeks after the marked assignment has been handed back.** Note that the new mark will stand, even if it is lower than the original mark.

If you want to appeal against your **final grade**, please refer to the Macquarie University Handbook of Undergraduate Studies 2011.

**STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

On matters pertaining to the regulations, the Registrar's Office should be consulted or, within the Department of Psychology, Dr Julia Irwin, Director of Undergraduate Studies. Students with disabilities who have problems within the Department should consult Ms Radha Pathy, the Disability Liaison Officer. If your difficulties cannot be resolved by these members of staff you should consult the Head of Department.

If you have a major difficulty associated with writing skills, you could enrol in a short course on writing skills. For details go to: [http://www.ling.mq.edu.au/support/writing\\_skills/index.htm](http://www.ling.mq.edu.au/support/writing_skills/index.htm)

**LECTURE PROGRAMME**

The lecture programme runs from Week 1 to Week 13. Students should attend **three hours** of lectures each week. If you are unable to attend the lectures, an audio/video recording of the lectures can be downloaded from the PSY104 Blackboard website.

When:	<b>WEDNESDAY</b>	<b>Original</b>	<b>11 am – 1 pm (Macquarie Theatre)</b>
		<b>Repeat</b>	<b>6 pm – 8 pm (W5A Price Theatre)</b>
	<b>THURSDAYS</b>	<b>Original</b>	<b>11 am – 12 pm (Macquarie Theatre)</b>
		<b>Repeat</b>	<b>6 pm – 7 pm (X5B, T1)</b>

**PSY104 LECTURE TIMETABLE 2011**

<b>Week</b>	<b>Topic</b>	<b>Lecturer</b>	
<b>1</b>	<b>Feb 23</b>	1. <b>Introduction to the course</b> 2. <b>History of Psychology</b>	<b>Yasin</b> <b>Chekaluk</b>
	<b>Feb 24</b>	3.	<b>Chekaluk</b>
	<b>Mar 2</b>	4. <b>Learning</b>	<b>Irwin</b>
<b>2</b>	<b>Mar 2</b>	5.	<b>Irwin</b>
	<b>Mar 3</b>	6.	<b>Irwin</b>
	<b>Mar 9</b>	7.	<b>Irwin</b>
<b>3</b>	<b>Mar 9</b>	8.	<b>Irwin</b>
	<b>Mar 10</b>	9.	<b>Irwin</b>
	<b>Mar 16</b>	10. <b>Psychological problems</b>	<b>Franklin</b>
<b>4</b>	<b>Mar 16</b>	11.	<b>Franklin</b>
	<b>Mar 17</b>	12.	<b>Franklin</b>
	<b>Mar 23</b>	13.	<b>Franklin</b>
<b>5</b>	<b>Mar 23</b>	14.	<b>Franklin</b>
	<b>Mar 24</b>	15.	<b>Franklin</b>
	<b>Mar 30</b>	16. <b>Biological Bases</b>	<b>Homewood</b>
<b>6</b>	<b>Mar 30</b>	17.	<b>Homewood</b>
	<b>Mar 31</b>	18.	<b>Homewood</b>
	<b>Apr 6</b>	19.	<b>Homewood</b>
<b>7</b>	<b>Apr 6</b>	20.	<b>Homewood</b>
	<b>Apr 7</b>	21.	<b>Homewood</b>
	<b>Mid-Semester BREAK Monday 11 April - Tuesday 26 April 2011</b>		
<b>8</b>	<b>Apr 27</b>	22. <b>Cross-cultural Psychology</b>	<b>Yasin</b>
	<b>Apr 27</b>	23.	<b>Yasin</b>
	<b>Apr 28</b>	24. <b>Motivation</b>	<b>Miller</b>
<b>9</b>	<b>May 4</b>	25.	<b>Miller</b>
	<b>May 4</b>	26.	<b>Miller</b>
	<b>May 5</b>	27.	<b>Miller</b>
<b>10</b>	<b>May 11</b>	28. <b>Social motivation</b>	<b>Fitness</b>
	<b>May 11</b>	29.	<b>Fitness</b>
	<b>May 12</b>	30. <b>Final Exam Discussion</b>	<b>Yasin</b>
<b>11</b>	<b>May 18</b>	31. <b>Personality</b>	<b>Warburton</b>
	<b>May 18</b>	32.	<b>Warburton</b>
	<b>May 19</b>	33.	<b>Warburton</b>
<b>12</b>	<b>May 25</b>	34.	<b>Warburton</b>
	<b>May 25</b>	35.	<b>Warburton</b>
	<b>May 26</b>	36.	<b>Warburton</b>
<b>13</b>	<b>Jun 1</b>	37. <b>Reading Week (Exam Preparation)</b>	<b>No Lecture</b>
	<b>Jun 1</b>	38.	<b>No Lecture</b>
	<b>Jun 2</b>	39.	<b>No Lecture</b>

## LECTURE SUMMARIES

### **Lecture 1: INTRODUCTION**

*Dr Nasreen Yasin*

The first lecture will outline the requirements of the unit.

### **Lectures 2-3: HISTORY AND METHODS IN PSYCHOLOGY**

*Dr. Eugene Chekaluk*

To understand contemporary psychology it is useful to look back into the origins and early influences of this broad discipline. Lectures 2 and 3 will investigate the historical roots of psychology and the development of the various theoretical perspectives that are important today. Psychology is renowned for its diversity and richness of theory; these lectures will introduce the following four theoretical perspectives: Behaviourist, Psychoanalytic, Cognitive and Biological.

#### Reference:

Burton et al. Chapter 1

### **Lectures 4 –9: LEARNING**

*Dr Julia Irwin*

Learning can be defined as a relatively permanent change in behaviour (or knowledge) that results from past experience. The focus of this series of lectures is on the various ways in which learning occurs: through associations (Classical Conditioning); through outcomes (Operant Conditioning); and through observation (Observational Learning). In these lectures we will be looking at these learning paradigms with respect to the basic procedures and terminology used to study them, and the independent variables that affect the development of learning. Where possible reference will be made to everyday examples of the various phenomena under discussion and in particular to its use in modifying behaviour.

#### Reading:

Burton et al. Chapter 6

### **Lectures 10-15: PSYCHOLOGICAL PROBLEMS**

*Dr John Franklin*

These lectures introduce the area commonly called "psychopathology" which is the study of "abnormal" psychological functioning. The first lecture will deconstruct the notion of abnormal functioning and address difficulties in identifying and classifying psychological problems. The other two lectures address trauma, dissociation, suicide and grief. Overview of the nature, diagnosis and treatment of psychological problems such as schizophrenia, anxiety and depression.

#### Reference:

Burton et al. Chapters 15 & 16

## **Lectures 16-21: BIOLOGICAL BASES OF BEHAVIOUR**

*Assoc Prof. Judi Homewood*

The goal of biological psychology is to understand the relationship between the brain and behaviour. Recent advances in techniques to study the central nervous system (CNS) have provided neuroscientists with a much greater understanding of this relationship than was available just a few years ago. To understand how the brain uses its cells (neurons) for communication, we will discuss the structure of those cells and explain how they are capable of transferring information. In these lectures you will also be provided with a general knowledge of the variety of regions of the brain, and the specific functions of some of those sites in regulating behaviours.

### Reference:

Burton et al. Chapter 3

## **Lectures 22 - 23: CROSS-CULTURAL PSYCHOLOGY**

*Dr Nasreen Yasin*

Cross-cultural psychology looks at the inter-relationship between culture and behaviour. It questions the universality of various psychological theories and findings: can they be applied across cultures? These lectures will give a brief introduction as to how cultural forces can shape and influence our values, beliefs, intentions and behaviours.

### Reference:

Burton et al. Chapter 19

## **Lectures 24 - 27: MOTIVATION**

*Dr Tony Miller*

While much of Psychology is concerned with the "How" of behaviour (the way in which multiple factors interact to shape the thoughts we have and the actions we perform), Motivation is more concerned with the "Why" of behaviour (what drives us to do anything at all!). These lectures will start with the basic biological motives (like hunger, thirst, threat, sex, etc.), because they provide a clear foundation for understanding more complex motivation. Later lectures will examine more complex motives and ask whether they can also be placed in an appropriately sophisticated biological context.

### Reference:

Burton et al. Chapter 10

## **Lectures 28-29: SOCIAL MOTIVATION**

*Prof. Julie Fitness*

In these two lectures we will examine two fundamental social motives: aggression and altruism. In particular, we will consider why humans hurt, and help, one another, and the implications of such motivated behaviours for social relationships.

### Reference:

Burton et al. Chapter 18

## **Lectures 31-36: PERSONALITY**

*Dr Wayne Warburton*

Personality is a dynamic organization of attributes that characterize a person. Some are acquired as a result of life experiences while other attributes have a significant origin in our biological makeup. In this section of the course we consider the methods used to study personality, historically and now. We look at self-report techniques, experiments, observation, case studies and the use of more projective methods. We then consider an array of historical and contemporary personality theorists, looking at their views of how best to describe the human personality, and their theories as to how our personalities develop. Finally, we will look at some specific personality styles. From the self-obsessed and unempathic narcissist and the ruthless and impulsive psychopath through to the shame-prone person who feels fundamentally flawed. Throughout the personality component of the course we will pay close attention to how these personality styles are assessed, the limitations and strengths of the various ways of assessing them, and possible new ways of approaching research.

### Reference:

Burton et al. Chapter 11

## **Lectures 30: Final Examination Discussion**

*Dr Nasreen Yasin*

This lecture will outline the requirements of final exam of the unit and will also present some sample exam questions.

## **PSY 104: Introduction to Psychology I TUTORIAL GUIDE**

**In this second part of the unit guide, you will find information for the tutorials.**

PLEASE NOTE that **tutorials and practicals are NOT separate** classes with different weekly times; your one tutorial/practical class time covers both tutorials and practicals. Students are required to bring this whole guide with them to each tutorial.

**The tutorial/practical program will run every week  
starting in Week 2.**

Please note that tutorials/practicals are held in C4A238 and C4A234. See PSY104 Blackboard or C3A 100 level notice-board for your classroom.

## PSY104 TUTORIAL TIMETABLE 2011

Tutorials are 1 - 2-hours in duration

<i>Week</i>	<i>Beginning</i>	<i>Topic</i>	<i>Supervision</i>
1	Feb 21	<i>No tutorial</i>	<i>n/a</i>
2	Feb 28	Introduction Administration Online Library Exercise	1.5 hours
3	Mar 7	Writing in Psychology I Authorship Discussion Annotated Bibliography Essay Writing	2 hours
4	Mar 14	Writing in Psychology II Group Exercise: Citation & Paraphrasing Group Exercise: Essay Marking Group Presentation Discussion <i>Establish groups for class presentation in week 11</i>	2 hours
5	Mar 21	Psychological Problems: Part I	1.5 hour
6	Mar 28	Learning Practical	1 hour
<b>*Week 6 ANNOTATED BIBLIOGRAPHY due Thursday 31<sup>st</sup> March by 10:00 am (submit via Turnitin and C3A Assignment Box)*</b>			
7	Apr 4	Neural Coding Practical	2 hours
<b>Mid-Semester BREAK Monday 11 April - Tuesday 26 April 2011</b>			
8	Apr 25	Computer Exercise: Neuropsychology <b>* Week 8 ESSAY due Thursday 28<sup>th</sup> April 10:00 am (Submit via Turnitin and C3A assignment box)*</b>	self-supervised
9	May 2	Discussion: Indigenous Psychology	1.5 hours
10	May 9	Motivation Practical	1 hour
11	May 16	Psychological Problems: Part 2 (Group Presentation)	2 hours
12	May 23	Personality Practical	1.5 hours

**\*\* Research Participation Ends Friday 3<sup>rd</sup> June (5 pm) \*\***

**WEEK 2**  
**INTRODUCTION: ADMINISTRATION AND ONLINE LIBRARY**  
**EXERCISE**  
**(1.5 hours)**

In this tutorial we will conduct an overview of the tutorial and practical program, explain how to find information that you need about the unit and its components, and discuss the assessment components of the unit. We will also take a brief tour of PSY104 online.

A variety of activities occur in the practical/tutorial classes. They range from computer-based exercises; participate-viewing and discussing films, group presentation, and class-based practical exercises in which the class will collect and analyse data.

Next week's class provides an introduction to reading and writing for psychology, and is pivotal to your producing good written assignments in this unit (and future psychology units).

Useful pdfs can be downloaded from the Library to help with “getting started”!

Go to <http://www.lib.mq.edu.au/training/notes/>. There are a number of Notes to be downloaded from the Training page – for example:

- **Get Started - Finding Library Materials:** Distinguish between the different items on your reading lists, using the catalogue, Journal Finder and Reserve.
- **Glossary of Information Terms:** This list is designed to assist users to understand Library terms and expressions when seeking information.
- **Internet for MU Students:** Not sure what a browser is? Or how to find your course materials. This course introduces the Web and how to use it to locate online resources required for your studies.
- **Making the Most of Your Online Unit:** Access and navigate your online course unit web site. Learn how to use the bulletin board and mail tools effectively.
- **Researching a Topic:** Develop strategies for finding material using the Library catalogue and databases. This is necessary when you do not have a reading list for an assignment.
- **Searching the Catalogue:** Quick tips and short cuts to help you find exactly what you are looking for in the Library Catalogue.
- **Searching the Web:** Search the Web to find information on specific topics, people or organisations. Learn how to use online directories and search engines, explore search strategies and cite & evaluate the information found.
- **Student Email:** Learn how to use Macquarie University's web based student email system.

**Useful Web Addresses**

Below are some of the web site addresses that you will be visiting quite frequently during this semester.

**Department of Psychology Home Page**

<http://www.psy.mq.edu.au/>

**PSY104 Home Page** login Blackboard via <https://learn.mq.edu.au/>

(You will need to enter a user name and password to navigate this site. If you are a new student, you will receive your username and a password in the mail. If you are a continuing student, and have been enrolled in an online unit before, you will be able to use your existing username and password.)

**Useful University Information website (MqnU)**

<http://www.student.mq.edu.au/index.html>

## **Library Home Page**

<http://www.lib.mq.edu.au/>

## **Library Information Technology Training**

<http://www.lib.mq.edu.au/training/>

### **Some Notes on Using the Internet**

Students vary in their skills in accessing and using the internet. Below are a few notes about using the internet, and about sites at which you can find information specific to psychology. The Library provides excellent courses in computer use and in searching the internet, and these are highly recommended to all students. If you are not an experienced computer, or internet, user then these courses are especially recommended and are well worth the relatively little time you will give to them. Check out the availability of courses on the Library's Training page at:

<http://www.lib.mq.edu.au/training/>

### **Searching the Internet**

There are a number of ways of searching the ever-changing and expanding internet resources to find specific information on any topic. Search engines are one such way. Each search engine has its own URL (www address) and provides the facility to search through the internet on any word or words. A title, brief description of the information resource, and its URL is presented on your screen as the result of your search. Click the hypertext title to view the document.

There are several search engines to choose from, with new ones appearing regularly. Each one can produce different results, so if one search fails, try another search engine. The knack to good searching using these search engines is in the astute selection of search terms and phrases. The most popular search engine is Google:

**Google:** <http://www.google.com/>

### **Useful Search Methods:**

#### **a) Boolean Operators**

Some search engines allow the use of Boolean operators which can be used to combine search words in a search request, exclude other words, and specify the context of words within a document.

The main Boolean operators are:

- 'AND' between words means only documents with ALL the words will be retrieved
- 'OR' between words means documents with ANY words will be retrieved
- 'NOT' between words will exclude will exclude documents containing the word following 'NOT'

Parentheses can be used to combine Boolean operators within a search request.

e.g., pies AND (blueberry OR apple)

#### **b) Truncation**

In addition to Boolean operators, most search engines allow for truncation, the ability to type the first part of a word (the truncated word), enter an asterisk (\*) at the end, and have the search engine return all documents beginning in that manner.

e.g., entering 'dog\*' could return 'dog', 'dogs', 'doggies', and 'doggedly'

Be careful where you place the truncation symbol as it can produce unwanted results.

e.g., 'psycho\*' will find 'psychology', 'psychologist', 'psychologists', 'psychodynamic', 'psychobiography', 'psychopath' etc.

The 'Help' function within each search engine will tell you which search methods are available within that search engine.

### **Some Useful Psychology-Related Meta-sites**

*American Psychological Society's Psych Net*

<http://www.apa.org/>

The home site of the APA is a true megasite, and is a good place for psychology students to start searching the web.

**APA Search Engine – Psychcrawler** <http://www.psychcrawler.com/>

**SOSIG Psychology Gateway** - a directory of psychology resources on the Internet. Each resource has been evaluated and categorised using the APA PsycINFO coding scheme.  
<http://www.intute.ac.uk/socialsciences/psychology/>

**PsycSite** (Nipissing University, Canada) <http://kenstange.com/psycsite/hotsites.html>

A list of psychological resources on the web. This site is essentially a list of hyperlinks organised by type of resource, including: psychology-related societies and organisations; sites created by university psychology departments; library sites; electronic journals; and psychology-related mailing lists and newsgroups.

**Psych Web** <http://www.psywww.com/>

This is a megasite of psychology resources for students and teachers. It includes tips for psychology students, tips on writing a psychology research paper, and books on employment and careers for psychology majors. It also includes discussion pages, where students can discuss psychology-related topics, and a useful psychology quiz.

**Encyclopedia of Psychology** <http://www.psychology.org/links/>

### **Library IT Support Services**

You can visit this site through the Library's Information Technology (IT) Support Desk at: <http://www.sith.mq.edu.au/>

You will find information about how to set up a university email account, as well as about obtaining student dial-up access, and IT services provided by the Library. It's strongly recommended that you attend some of the sessions offered by the Library in using these resources, particularly if you're not an experienced internet user. You can see a list of the training programs, and the times that they are offered, at:

<http://www.lib.mq.edu.au/training/>

## WEEK 3

### WRITING IN PSYCHOLOGY I: AUTHORSHIP DISCUSSION, ANNOTATED BIBLIOGRAPHY & ESSAY WRITING

(2 Hours)

The first part will involve an interesting discussion on “Authorship”. Students will be encouraged to take active part in the class discussion of what does it mean to be the author of something? What does a writer have to do to be the author? What about being the author of a psychology assignment? The purpose of this discussion is to help students avoid plagiarism by making them familiar with the proper writing procedures in psychology assignments.

The second part of the class we will be discussing the concepts of critical thinking and argument in psychology. The ideas discussed in this class form the cornerstone of your reading and writing in psychology for this, and future, psychology units. You will be putting these ideas into practice in the preparation of for your **essay that is due for submission in week 8**. In the third part of this class the focus will be more directed toward essay-writing techniques. To kick-start your essay, **you are required to hand-in an annotated bibliography in week 6**. This annotated bibliography is worth 10% of your total marks. The main purpose of this task is to ensure that you have collected the main references that you will use in your essay. This bibliography should cover about at least 5 journal articles that you will have sourced from “scholarly” (peer-reviewed) journals.

We have copied a section of notes that are derived in the main from a larger document [www.brocku.ca/sdc/learning/study\\_write\\_manual.pdf](http://www.brocku.ca/sdc/learning/study_write_manual.pdf) to help you in this task.

#### What Is an Annotated Bibliography?

An annotated bibliography is an organized list of citations to books, documents, and articles, which describes the source in a short, descriptive paragraph.

It may:

- be included as part of a larger paper
- describe the contents and form of the book or article
- suggest the source’s usefulness to your research
- evaluate the source’s method, conclusions or reliability
- record your reactions to the source

#### Why Write an Annotated Bibliography?

the annotated bibliography may serve a number of purposes. Including but not limited to:

- ✓ a review of the literature on a particular subject
- ✓ illustrates the quality of research that you have done
- ✓ provides examples of the types of sources available
- ✓ describes other items on a topic that may be of interest to the reader
- ✓ explores the subject for further research
- ✓ informs the reader of the accuracy and relevance of the research

#### How to Write an Annotated Bibliography

1. Read books, articles that pertain to your topic.
2. Choose works that have a variety of perspectives on your topic.
3. Cite books, articles, or documents using appropriate APA format

4. Summarize the central theme and scope of the book or article.
5. Evaluate the authority or background of the author.
6. Comment on the intended audience.
7. Compare or contrast the book or article with other works you have cited.
8. Explain how this source relates to your research topic.
9. Be brief. Include only significant details.

#### *What to Include in an Annotated Bibliography*

- author, title, publication information, formatted in APA style
- a discussion of the purpose of the work
- a description of the contents
- the possible audience for the work
- a discussion of any defects, weaknesses, or biases present in the work
- any information that would be helpful to someone who is trying to decide whether to use this source
- any special features

#### **Types of Annotated Bibliography**

1. Informative
  - State the main findings or arguments in the source.
  - Write the thesis, argument or hypothesis.
  - List proofs.
  - State the conclusion.
2. Evaluative
  - Assess the source's strengths and weaknesses.
  - Why is it helpful/not helpful to you?
3. Indicative
  - Define the scope of the source.
  - List important topics included.
  - Tell what the source is about.
4. Combination of the above Types
  - This "combination" approach is the most common type.
  - Present some or all of the points listed above.

What does the annotated bibliography look like?

#### **Sample citations and annotations**

Following are some examples of what an APA annotated bibliography may look like.

Barnard, W.A. & Benn, M.S. (1988). Belief congruence and prejudice reduction in an interracial contact setting. *Journal of Social Psychology, 128*, 125-134.

The authors investigated the effect of shared beliefs on the reduction of prejudicial attitudes in an interracial contact setting, using 74 White male undergraduates. Ss participated in discussion groups, each including two Black and two White confederates instructed to agree or disagree with the S. Prejudicial attitudes toward Blacks were assessed with a stereotyped attitude scale and a personal perception questionnaire before and after the discussion sessions. It was hypothesized that agreement conditions would result in more positive interpersonal perceptions and greater prejudice reduction than disagreement conditions.

Results show that prejudice reduction occurred in both conditions and suggest that group discussion procedures may reduce prejudice in the absence of belief congruity.

**Note: You also need to mention here why this citation is particularly important for your essay and how exactly it will help your argument.**

Accessed February 6<sup>th</sup> 2007 from <http://www.apa.org/pi/oema/racebib/psychofrace.html>

Blanchard, F.A., Lilly, T. & Vaughn, L.A. (1991). Reducing the expression of racial prejudice. *Psychological Science*, 2, 101-105.

The authors conducted two experiments (with 72 White female undergraduates) that were designed to evaluate the effects of normative influence (NI) on reactions to racism. The current problem of racism on college campuses provided the context for these studies. Exposure to strong antiracist NI induced the expression of stronger antiracist opinions, regardless of the number of influencing agents and regardless of whether Ss expressed their opinions publicly or privately. In contrast exposure to NI reflecting strong acceptance of racism led Ss to express antiracist opinions less strongly than when no influence was exerted.

**Note: You also need to mention here why this citation is particularly important for your essay and how exactly it will help your argument.**

Accessed February 6<sup>th</sup> 2007 from <http://www.apa.org/pi/oema/racebib/antirace.html>

McAskie, M. (1978). Carelessness of fraud in Sir Cyril Burt's kinship data? A critique of Jensen's analysis. *American Psychologist*, 72, 496-497.

McAskie logically replies to Jensen's (1978), claims that Sir Cyril Burt was merely careless. Jensen suggests that if Sir Cyril Burt was fabricating data, he would have done so more carefully. McAskie argues that fabrication is not always so carefully done. Jensen also suggests that Burt's results were consistent with other studies in the area. McAskie suggests that the results can be manipulated to achieve any result one wants to achieve. Lastly, Jensen reported that he simply could not find any fraudulent data. McAskie suggests that Jensen simply missed evidence suggestive of fraud related to the difference between numbers falling randomly and numbers which appear to be manipulated.

**Note: You also need to mention here why this citation is particularly important for your essay and how exactly it will help your argument.**

Accessed February 6<sup>th</sup> 2007 from [http://www.lemoyne.edu/OTRP/otrpresources/otrp\\_sci-misc.html](http://www.lemoyne.edu/OTRP/otrpresources/otrp_sci-misc.html)

### **Other useful websites for writing an annotated bibliography that were used in the compilation of these notes**

<http://online.sfsu.edu/~jnichols/APA-Style.htm>

<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

<http://library.ucsc.edu/ref/howto/annotated.html>

[http://www.library.mun.ca/guides/howto/annotated\\_bibl.php](http://www.library.mun.ca/guides/howto/annotated_bibl.php)

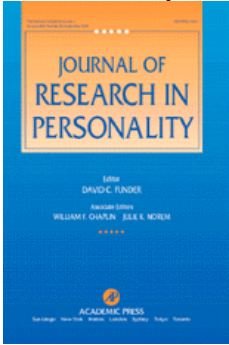
[http://www1.crk.umn.edu/library/researchresources/CRK\\_CONTENT\\_119694.html](http://www1.crk.umn.edu/library/researchresources/CRK_CONTENT_119694.html)

The references chosen for your essay should be from scholarly (peer reviewed) journals, rather than from the internet or from popular magazines. So how do you tell the difference?

The following website may be useful:

<http://www.lib.utsa.edu/Research/Subject/scholarlyguide.html>

### Scholarly Journals v. Popular Magazine Articles

<b>Characteristics</b>	<b>Scholarly</b>	<b>Popular</b>
How can you tell the difference between these two types of periodical articles?		
Length	Longer articles, providing in-depth analysis of topics	Shorter articles, providing broader overviews of topics
Authorship	Author usually an expert or specialist in the field, name and credentials always provided	Author usually a staff writer or a journalist, name and credentials often not provided
Language/Audience	Written in the jargon of the field for scholarly readers (professors, researchers or students)	Written in non-technical language for anyone to understand
Format/Structure	Articles usually more structured, may include these sections: <i>abstract, literature review, methodology, results, conclusion, bibliography</i>	Articles do not necessarily follow a specific format or structure
Special Features	Illustrations that support the text, such as tables of statistics, graphs, maps, or photographs	Illustrations with glossy or colour photographs, usually for advertising purposes
Editors	Articles usually reviewed and critically evaluated by a board of experts in the field (refereed)	Articles are not evaluated by experts in the field, but by editors on staff
Credits	A bibliography (works cited) and/or footnotes are always provided to document research thoroughly	A bibliography (works cited) is usually not provided, although names of reports or references may be mentioned in the text

## Critical Thinking and Argument in Psychology

### Aim

In studying Psychology, there are two broad goals to be met: to help you acquire knowledge about psychology; and to help you learn to think in a critical way about this knowledge. You may, for example, read a reference about crowd behaviour, and memorise the key aspects of this article. However, this is only one part of reading anything in psychology. As important as remembering the content of an article, is the ability to evaluate this content. So after reading the article, you may question: “What claims are being made about crowd behaviour?” and “Are these claims justified?”.

### Critical Thinking

Critical thinking is the key to understanding psychology. But what is critical thinking? To think critically doesn't mean to think negatively or to think in a "nit-picking" way. Rather, thinking critically implies being discerning – seeking the strengths as well as the weaknesses in what you read about or are told. Bensley (1996, p. 5) defines thinking critically as “reflective thinking involving the evaluation of evidence relevant to a claim so that a sound conclusion can be drawn from the evidence”.

The purpose of this tutorial is to consider some of the important steps in the process of critical thinking. See Smyth (2004) chapter 1 for more details.

You will think critically if you:

- have a *sceptical approach*, that is, don't take anything for granted, question assumptions and conclusions and consider whether they flow logically from the evidence provided.
- are *objective*, that is, you look at evidence rather than responding emotionally
- are *open minded*, that is, you are willing to look at all sides of the issue, rather than just one
- it also helps to be *flexible*, that is, you are willing to change your position if the evidence warrants it, or to change your method of enquiry if it seems to be fruitless
- are *intellectually honest*, that is, you accept evidence and entertain arguments even if they contradict your own beliefs; in other words, you are as sceptical about your own position as you are about others'
- are *systematic*, that is, you pursue each argument to its logical conclusion
- are *persistent*, that is, you attempt to resolve all inconsistencies in each argument; and
- *respect others' viewpoints*, that is, you are willing to admit that you are wrong and others are right

You will think critically if, when you read something, you ask questions such as:

1. Who says? (You need to know this to find the person's written reasons.)
2. Is this the person's opinion, someone else's idea, or does the person have evidence?
  - (a) If it is an opinion, be suspicious. Ask: Is it a sound opinion?
  - (b) If it someone else's idea, go back to Question 1.
  - (c) If there is evidence, go to Question 3.
3. Is the person's evidence sound?

4. Are there any other interpretations/explanations of the evidence? (see Smyth, 2004)

The aim of today's tutorial is to enable you to answer these questions.

### Arguments

- Think about the articles you have read for your essay. What are the authors trying to convince (or persuade) you of? That is, what are they claiming or stating? Once you've figured this out, you have identified the authors' arguments.

“In the context of reasoning and critical thinking, we define an **argument** as a conclusion together with the evidence supporting it” (Bensley, 1998, p. 12).

- At this point, however, you are not yet thinking critically; you are merely describing what you've been told. Once you've identified the argument, it's important to determine the quality of the argument and the degree to which the arguer is able to support his or her argument with sound reasoning. You will be thinking critically if, when you are told something (i.e., someone puts forth an argument), you identify and evaluate their reasons for making such a claim.

Think again about the article on personality and handedness. Identify the written reasons that the author uses to support his argument. These written reasons are called **assertions**.

“An **assertion** is a statement claiming that someone or something has a particular characteristic or property” (Bensley, 1998, p. 11). Think of assertions as the “logical building blocks” of an argument.

- Having decided what reasons, or assertions, the author uses to form the basis of his argument, you now need to decide if these reasons are supported, or well founded. This is because the strength of an assertion depends on the strength of the support. There are two types of support:

(1) *Empirical support (evidence)* - that is, specific observations that relate to the assertion, and

(2) *Theoretical support (explanation)* - that is, a hypothesised mechanism or model that logically justifies the assertion.

**Empirical evidence** given in support of an argument is anything that is derived from the real world. This may be an observation of someone or something in their natural surroundings, or a controlled study or experiment conducted in a laboratory, or any kind of data derived from real world experience.

**Theoretical support**, on the other hand, is hypothetical and it may not be based directly on real life information. You will no doubt already have been presented in your lectures, and in many of the readings, with arguments using both theoretical and empirical information to support certain assertions. The aim is to see if the theory can be supported in real life, that is, supported empirically.

Of course, the provision of both empirical support and theoretical explanation is not always made, nor is the distinction between the two always clear. Part of your task is to first find and then to judge the adequacy of this support.

- **Evaluating the Support**

In general, when evaluating **theoretical** material, it is important to consider:

- Whether there are any ‘gaps’ in the argument. That is, does the author leave out important facts or evidence that are required to make sense of the argument?
- Whether all terms in the argument are clear and unambiguous. Often arguments are carried out at cross purposes because the different arguers adopt different definitions of their terms. For instance, to speak of instincts in a psychoanalytic framework will mean something quite different to speaking of instincts in an ethological perspective. By examining the definitions adopted in the argument it may be possible to reveal inconsistencies or incorrect use. An inadequate argument may not have defined the terms used which leads to ambiguities and lack of clarity. Furthermore, the argument itself may be poorly worded and may not allow the reader to easily understand what is being asserted. Sometimes this is due to insufficient evidence being provided for the argument, leaving gaps that do not logically follow on from one another.

Another weakness to be aware of in arguments is circularity. Has the arguer already assumed what they are trying to prove? Consider the following argument:

"Men and animals are possessed of a territorial instinct. That is why men and animals acquire and defend territory. Clearly also, the fact that they do acquire and defend territory supports the contention that they are possessed of a territorial instinct".

This argument can be broken up into two main parts:

- A. Men and animals are possessed of a territorial instinct.
- B. Men and animals acquire and defend territory.

In this example it is clear that not only A is being offered in support of B, but B is in turn offered as support for A. This shows circularity in argument and can be criticised inasmuch as A must be able to be asserted independently of B. That is, the premise must be independent from the conclusion in order to provide support for the conclusion.

- How plausible are the claims made by the model? If the model/theory is purported to be universal, is it likely that the model/theory will in fact apply to everyone?

When evaluating **empirical** material it is also important to consider the origins of this evidence. Some of the aspects of the work you could consider are:

The way in which the empirical evidence was obtained, for example:

- type of study or experiment conducted
- type of subjects used in the study (sufficient number of subjects?, drawn from a representative sample?, randomly allocated to experimental conditions, in the case of a controlled experiment?)
- methodology of the study (any flaws or sources of error or bias in the way the study was conducted?)
- conclusions drawn from the study follow from the results obtained (that is, consider whether the researcher may be making broad claims which are beyond the findings of the given study. For example, a researcher may try to make claims which apply to the whole population but are based only on a sample of 5 people).

Have a look at the assertions you identify in the article you read for your essay. What do the authors offer to support their assertions? Evaluate this support.

- Bringing all of the above together, we can say that an argument in psychology consists of an assertion (or a number of assertions) along with empirical evidence and a theoretical explanation for the assertion. In other words, "...an argument is a statement describing the world (assertion) along with empirical support (evidence) and theoretical support (explanation) for the statement" (Mayer & Goodchild, 1995).
- Given what we have discussed in today's tutorial, evaluate the following excerpt from another argument, this time about TV viewing.

A key question to be addressed is the nature of television's presented messages. Television programming is organised in terms of genres in television guides and in much television research. Genre, then, is widely used and a very useful level of analysis for several reasons. Firstly, genre preferences remain quite stable but popularity of both television programmes and particular episodes fluctuate (Wober & Gunter, 1986). Secondly, there is evidence that genres are meaningful to viewers. It is well known that the various genres attract different numbers of viewers. As well, numerous studies have related differential genre viewing to psychological processes (e.g. attitudes, values, personality, motives). For example, Atkin (1985) has shown that viewers differentiate among genres in terms of instrumental purposes. Viewers report that they watch newscasts for both conversational material and advice, game shows for neither of these motives, while daytime soap operas are viewed for conversational material but not for advice. (Preston & Clair, 1993, p. 274).

## **Conclusion**

This has been a basic introduction to critical thinking in psychology. You will learn more about the process of critical thinking and develop more sophisticated skills through practice in reading and evaluating the research reports and theoretical papers you encounter in the coming years, and through presenting your own arguments in essays and reports. If you would like to find out more about critical thinking at this stage, however, a more detailed introduction is provided in Mayer and Goodchild (1995).

## **References:**

- Burton, L. (2010). *An interactive approach to writing in essays and research reports in psychology* (3<sup>rd</sup> ed.). Qld, Australia: John Wiley & Sons Australia, Ltd.
- Smyth, T.R. (2004). *The principles of writing in psychology*. UK: Palgrave Macmillan
- Mayer, R. & Goodchild, F. (1995). *The critical thinker* (2nd Ed). Sydney: Brown and benchmark.

## **WRITING AN ESSAY**

The following useful online page has provided information about writing tertiary level essays. You can access it at

[www.lr.mdx.ac.uk/helpsheets/study\\_skills/essay.pdf](http://www.lr.mdx.ac.uk/helpsheets/study_skills/essay.pdf)

There will be time at the end of class to continue working on the Library exercise if you haven't already completed it.

### **General Tips for Writing Essays:**

- Hand in your essay on time to avoid penalty
- Stick to the word limit to avoid penalty
- Make sure that your title page has the following information: course name and number, title of essay, your name, your tutorial time and your tutor's name.
- Please type or print legibly
- **Your essay should be *double-spaced with a wide margin*** (at least 3cm) for comments. (This applies even – and maybe particularly – if your essay is handwritten. That is, if you are hand writing your essay, write on only every second line and leave big margins!!)
- Keep a photocopy of your essay, including the cover sheet

**Title:** The essay question is not the title of your essay. Construct your own title that succinctly summarises the topic.

### **Introduction:**

The first couple of paragraphs introduce the argument you wish to make in your essay. You should introduce general issues and themes here, but not specific data.

### **Body:**

- In the body of the essay you should introduce procedures, data, theories, and criticisms.
- Organise your material on the basis of ideas, not authors. Each idea should be integrated with those previously espoused so that you do not end up with a “shopping list” of points that are unconnected to one another.
- A good essay is logical. It presents an argument, describes the evidence for and against the argument, evaluates the worth of the evidence and comes to a final conclusion based on this evaluation.

### **Conclusion:**

This is the final paragraph of the essay. In it you must summarise the arguments you have made and show how you have eliminated alternative arguments. The conclusion must follow logically from the body of the essay.

### **References:**

- All of the authors cited in your essay should appear in this list. Do not include books or articles that you read, but **did not cite**, in the text.
- The correct format for reference citation is the APA approved Author (date) method. Do not use footnotes in psychology assignments.
- Burton (2011) explains the acceptable formats for reference citation and reference listing.
- The reference list must be in alphabetical order.
- An excellent guide to APA referencing by Curtin University Library can be downloaded from: <http://library.curtin.edu.au/referencing/apa.pdf>

## SOME NOTES ON WRITING YOUR ESSAY

The content of your essay should be relevant to the questions asked or the problem posed. Do not include material that is not directly related to the topic. Your written work should be well informed. Read as widely as possible. Alternatively, study a select few references in depth, in order to consider them critically in your essay.

Your essay should be based on your own thinking. Think for yourself, and say what you think. By this we do not mean to encourage you to make rash, unconsidered statements; rather, we hope you will be stimulated by the references examined and that you will make the effort to think through the issues raised.

Use your reading to provide you with arguments, evidence and ideas but do not accept conclusions uncritically. Your conclusions should be developed from your own consideration of available evidence. Consider the implications of the arguments, data, etc., used by one author for other works you are referring to. One author may raise important questions or points not considered by others - try to examine other material in the light of these. A statement or theoretical position of one writer may be in conflict with those of others - which is the most plausible? Try to anticipate possible objections to your arguments and make an effort to deal with them. Make sure that statements you have made or accepted in one part of your essay do not contradict what is said elsewhere.

Do not simply take slabs from various references, acknowledge the source, place them in sequence and append a conclusion. Your essay should be constructed in such a way that it reflects the logical steps in an argument, with evidence from various sources being brought in where appropriate. Whenever you quote directly or paraphrase another writer's ideas, you should reference them correctly (see Burton, 2010). Failure to acknowledge quotations or paraphrasing amounts to plagiarism, which is severely penalised.

### STRUCTURING THE ESSAY

In the tutorial component of PSY104 some time will be spent discussing and practising the specific writing skills that are required in Psychology. Your essay should be structured according to the following subdivisions:

**Title:** The essay question is not the title of your essay. Construct your own title to succinctly summarise the topic.

**Introduction:** The first couple of paragraphs introduce the argument you wish to make in your essay. You should introduce general issues and themes here.

**Body:** In the body of the essay you should introduce theories, evidence and critiques. Organise your material on the basis of ideas, not authors. Each idea should be integrated with those previously espoused so that you do not end up with a “shopping list” of points that are unconnected to one another. A good essay is logical. It presents an argument, describes the evidence for and against the argument, evaluates the worth of the evidence and comes to a final conclusion based on this evaluation.

**Conclusion:** This is the final paragraph of the essay. In it you must summarise the arguments you have made and show how you have eliminated alternative arguments. The conclusion must follow logically from the body of the essay.

**References:** Burton (2010) in Chapters 6 and 7 explains the acceptable formats for reference citation and reference listing. All of the authors cited in your essay should appear in this list. Do not include books or articles that you read, but did not cite, in the text. The references must be in alphabetical order. The correct format for reference citation is the American Psychological Association (APA) approved Author (date) method. Do not use footnotes in psychology.

Secondary sources: see page 141 of Burton (2010).

The Vice-Chancellor has asked that writing skills be taken into account in the overall assessment of work. In particular "Markers should insist that ideas and facts should be expressed accurately and adequately, and should penalise the sort of writing which calls on them to provide a charitable interpretation of notions which have been vaguely or misleadingly expressed."

### **HELP FOR WRITING YOUR ESSAY:**

There will be a tutorial on writing annotated bibliography and essay in Week 3. In addition, chapter 4 in your writing text Burton, L (2010) is on essay writing. Students with particular difficulties in writing are advised to enrol in the Writing Skills course offered by the Dept. of Linguistics (Contact Ms Sue Spinks, 9850 8770 Office C5A 531).

The online library exercise will also assist in preparing and organising your essay. It is your responsibility to independently conduct a library research of the topic, write the essay and submit it by the due date. It is recommended that you start NOW.

Useful website: [www.lr.mdx.ac.uk/helpsheets/study\\_skills/essay.pdf](http://www.lr.mdx.ac.uk/helpsheets/study_skills/essay.pdf)

### **Nasreen's pet hates as a marker:**

- Including initials in the "in text" citation – they are only given in the final reference list
- Being lazy and using et al. on the first citation when there are 3 or more authors. N.B. et al. is not italicized and has a full stop after "al".
- Using et al. when there are only 2 authors (you give both names on every citation in this instance!)

### **Writing Style and Other Issues:**

- Write in simple, plain English. Avoid jargon as much as possible.
- Check your grammar and spelling. This is very important. If you are not sure, ask someone to help you with this.
- It's preferable to write in the past tense and avoid the first person.
- Avoid sexist language.
- Avoid plagiarism. Learn the correct formatting for citations. Name and parenthetical citations are preferable to direct quotes. Too many direct quotes in an essay suggest to the reader that you did not understand the issues well enough to put them in your own words!

\*\*\* Read the text book for more detailed information \*\*\*

Burton, L. (2010). *An interactive approach to writing essays and research reports psychology*, 3<sup>rd</sup> edn. John Wiley and Sons, Brisbane.

**WEEK 4**  
**WRITING IN PSYCHOLOGY II: GROUP EXERCISES, GROUP  
PRESENTATION DISCUSSION**  
**(2 Hours)**

***All classes: Establish groups for class presentation in week 11***

The first part of the tutorial will concentrate on two group exercises. First, students will be divided into small groups to finish some paraphrasing and citation tasks. This will be followed by an interesting group exercise where students will again be divided into small groups to mark an essay from previous year based on the provided marking criteria. Students will be asked to exchange their views with other fellow classmates.

Finally, your tutor will give a small demonstration of what makes a good presentation and give you some tips on how to score high in a group presentation. By the end of this tutorial you will be required to form your group for the group presentation which will take place in your tutorial during week 11.

**WEEK 5**  
**PSYCHOLOGICAL PROBLEMS: Part I**  
**(1.5 Hours)**

In this week's tutorial you will watch a series of short clips from well known movies, and after each clip will discuss a number of questions (see below).

**The Deer-Hunter: Post Traumatic Stress Disorder**

**Context**

Nick has returned from fighting in the Viet Nam war, where he was captured and tortured by the Viet Cong, He is questioned by a doctor in the hospital.

**Discussion Questions**

1. What did you notice about Nick's behaviour that would suggest PTSD?
2. In this short clip, what did you see in Nick's environment that might hinder his ability to heal?

**The Lost weekend: Substance Addiction (Alcoholism)**

**Context**

Don, a struggling writer and alcoholic, is about to go away for a week-end trip with his brother Nick and friend Helen.

**Discussion questions**

1. What are the indicators that Don is addicted to alcohol? List all the behaviours that point out his addiction?
2. Would you agree that Don is an alcoholic, and not just addicted to alcohol? Why? What is the difference?
3. How do Nick and Helen react to Don's behaviour? Is their reaction typical of friends' and family members reactions to alcoholic's behaviour?
4. What does Don need at this moment?

## **The American Werewolf in London: Sleep Disorders**

### **Context**

An American university student has been attacked during his visit to the English moors. He is recovering in hospital.

### **Discussion Questions**

1. What is a nightmare
2. How common are nightmares
3. How does Dave's nightmare carry over into his waking state?

## **Freud: Psychoanalytic Therapy**

### **Context**

Freud uses hypnosis to uncover the unconscious conflicts that are causing a patient's hysterical blindness.

### **Discussion Questions**

1. What is conversion disorder? What evidence in this clip indicates that the woman suffers from conversion disorder?
2. What method of treatment is Freud using to uncover his patient's symptoms? What ethical concerns might this type of therapy raise? Is that an issue here?
3. Why is repression a controversial issue among mental health professionals?
4. How might a behavioural psychologist deal with this patient's symptoms?

## **Raising Cain: Dissociative Identity Disorder**

### **Context**

While being interviewed by a psychiatrist, Carter Nix begins to exhibit several alternative personalities

### **Discussion Questions**

1. What are the dissociative disorders, and more specifically, what is dissociative identity disorder?
2. What controversies exist with regard to DID?
3. Why do people sometimes confuse DID with schizophrenia?
4. What treatment options would seem most appropriate for someone who suffers from DID?

## **WEEK 6**

## **LEARNING**

**(1 Hour)**

**ANNOTATED BIBLIOGRAPHY DUE THIS WEEK ON THURSDAY 31<sup>ST</sup> MARCH  
(10:00 AM) THROUGH TURNITIN AND  
ASSIGNMENT BOX**

This week we will consider various conditions that help us "learn" or "unlearn" some behavioural patterns. Due to interactive nature of this tutorial no more information can be provided here. Students are encouraged to participate in class exercises.

<p style="text-align: center;"><b>WEEK 7</b> <b>NEURAL CODING PRACTICAL</b> <b>(2 Hours)</b></p>
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In class today you will see an uncommon union of two different areas of psychology, role playing and neural transmission. The aim of the practical is to get you to take the part of neuron, neurotransmitters and drugs to show you how the neuron works and how drugs can affect neurotransmission. (Don't worry if you feel a little bit silly at the beginning of the process, this is completely normal!)

**Understanding Neural Coding and Synaptic Transmission**

(notes provided by Dr Judi Homewood)

**Neural Coding**

From the lecture you should remember the following three key concepts about electrical signalling between neurons :

- 1. threshold and the "all or none rule".** The neuron fires when incoming excitatory stimulation reaches a particular level. Generally it takes the combined effect of many inputs to elicit the all or none response
- 2. spatial and temporal summation** of inputs can occur. Firing of the neuron is influenced by the number and rate of firing of the inputs
- 3. some incoming stimulation can be inhibitory** ie. make the neuron less likely to fire. The balance between incoming excitatory and inhibitory stimulation determines if the neuron fires

Someone will be designated to be the neuron. Their job is to assess the incoming information. Others will act as inputs (they will be holding up cards for the neuron to see). If inputs exceed threshold level the neuron will fire (relax everyone, this is done by writing "I fire" on the chalkboard). We'll be counting the number of times the neuron fires in a two-minute period. When we vary the number of inputs (number of people holding up cards), the rate at which the cards are displayed and the information on the card, we will simulate the effects on the rate of firing of spatial summation, temporal summation and balance of excitation/inhibition input, respectively. It's important to remember that the same number of inputs is the same for the first three simulations.

Exercise 1	Exercise 2	Exercise 3	Exercise 4
Base rate	Temporal summation	Spatial summation	Addition of inhibition

**Champions' questions:**

What might account for the increased rate of firing of one input in Exercise 2 ?

The inputs that occur while the neuron is firing (has his/her back turned whilst writing on the blackboard) have no effect. This parallels what part of neurotransmission ?

## Synaptic transmission

Recall from lectures that neurons communicate with their neighbours by releasing chemicals called neurotransmitters. Psychoactive drugs have their effects by altering the way neurotransmitters operate in the synapse, perhaps by mimicking or by interfering with their effects. What we are hoping to do in this exercise is to demonstrate the release of neurotransmitters, occupation of the receptors sites and reuptake of the neurotransmitter. We'll do this by designating certain chairs as synaptic vesicles (remember, these contain the transmitter substance and are located on the presynaptic cleft), other chairs (located on our hypothetical postsynaptic membrane) will be the designated receptor sites. Students will take the role of neurotransmitters and drugs.

### **MID SEMESTER RECESS**

**NO TUTORIAL from Monday 11 April – Tuesday 26 April, 2011**

### **WEEK 8**

### **NEUROPSYCHOLOGY COMPUTER EXERCISE**

**(Self-Supervised)**

**ESSAY DUE THIS WEEK ON THURSDAY 28<sup>th</sup> April (10:00 AM) THROUGH TURNITIN AND ASSIGNMENT BOX**

**MONDAY & TUESDAY Classes: Attend other classes for this week as it is ANZAC Day and Easter Monday (public holidays)**

The learning objectives of this exercise are to

1. show the location and relative size of the lobes of the human brain from a lateral, medial and ventral view
2. show the location of major landmarks in the cerebrum
3. show the location of the primary sensory processing areas and the motor cortex, and the cortex involved in speech and language processing
4. introduce students to the language of neuroanatomy
5. develop generic skills including those in communication and information technology, problem solving and written and oral communication

Double click on the Brainstorm icon, then on Gross Dissections. You will be working with the information behind the Cerebrum-lateral, Cerebrum-medial and Brain-ventral icons.

The Department of Psychology has a site licence for Brainstorm. Unfortunately, it is not possible to supply you with a copy.

Answers to the questions will be posted on the PSY104 website the week after the tutorial session. As you will see, there is much more information in Brainstorm than what is being used in today's class. Students can spend as much time as is available in class exploring how

Brainstorm depicts the brain structures and their functions, but should initially cover the basics outlined in this document.

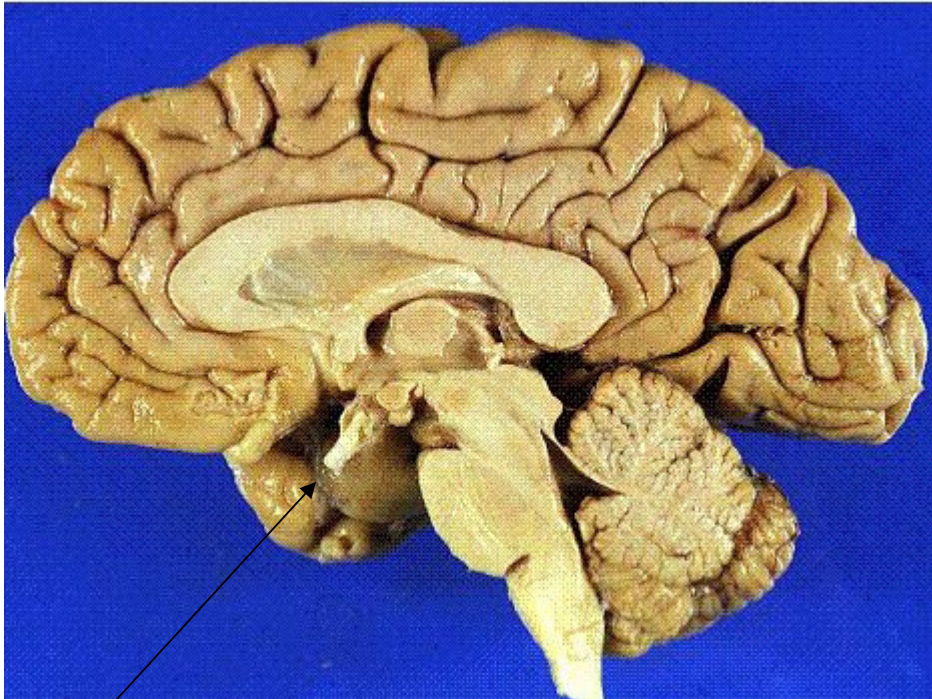


This is a lateral view of the left hemisphere. You can see that the surface is convoluted ie. it appears as a series of ridges (called gyri, singular gyrus) and furrows (called sulci, singular sulcus or fissures). It is divided into four lobes. Click on the name of the structure to see its location:

1. Mark the central sulcus and the lateral sulcus
2. Draw the outline of the frontal, parietal, temporal and occipital lobes and label them
3. The primary visual area is in the ..... lobe
4. The primary motor area is in the .....lobe
5. The primary somatosensory area is in the .....lobe
6. The primary auditory area is in the .....lobe

To answer the following, click on the name in the structure box, then “Function” in the toolbar

1. which lobe of the brain is important in integrating sensory information from different modalities ?
2. Broca’s area is in the .....lobe. Broca’s area is important in.....
3. The receptive speech area is also called .....



Optic Chiasm

This view is called a medial view and shows the right hemisphere.

Click on the name of the structure to see its location:

1. Draw the outline of the frontal, parietal, temporal and occipital lobes and label them.
2. Click on “primary visual area” in “Structures” and mark it on your diagram. You can see that it is mostly on the walls of the ..... sulcus
3. Label the corpus callosum. What is the role of the corpus callosum? (click on Function in the tool bar)
4. Label the right hemisphere of the cerebellum. Note the branching pattern of the tissue, the early anatomists called this the “arbor vitae” (Latin for tree of life)
5. Label the major parts of the brain stem: midbrain, pons and medulla oblongata
6. Note the location of the optic chiasm



This is a ventral view of the human brain

1. Draw the outline of the frontal, temporal and occipital lobes and label them
2. Draw the outline of the pons and medulla oblongata
3. Label the cerebellum. It plays an important role in coordination and also in cognition via its ability to direct switching
4. Label the optic chiasm: what happens here and what is the consequence ?
5. The white matter seen on the surface of the frontal lobe are the .....  
..... The pathway is unusual in that is “uncrossed” ie for the most part, pathways do not decussate (cross to the opposite hemisphere) before reaching the primary sensory processing areas (which are concealed in the cortex, near the uncus). This in not typical, see p.136 of the text book Westen et al *Psychology* which shows the visual pathway and p146 which shows the auditory pathway.

## WEEK 9

### DISCUSSION: INDIGENOUS PSYCHOLOGY

(1.5 Hours)

During this practical we will watch a documentary raising serious questions on poor mental health and social issues of our Indigenous community in Australia. This will be followed by a discussion on the importance of understanding Indigenous psychology and what resources are available to help reduce some of the significant psychosocial problems prevalent in the community. You are encouraged to express your viewpoints and ideas about the discussed issues.

## WEEK 10

### MOTIVATION PRACTICAL

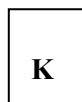
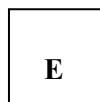
(1 Hours)

#### The logic of Evolutionary Psychology

The demonstration you just did is part (a *small* part) of a series of experiments by Cosmides (1989) in which she attempted to provide evidence for an evolutionary influence on human reasoning. Her reasoning goes like this:

1. People are normally bad at logical tasks like the Wason (1966) selection task, of which an example is provided below.

Wason (1966) selection task: Below are 4 cards. Each has a letter on one side and a number on the other. What is the minimum number of cards you need to turn over to verify the following rule: If a card has a vowel on one side it has an even number on the other side?



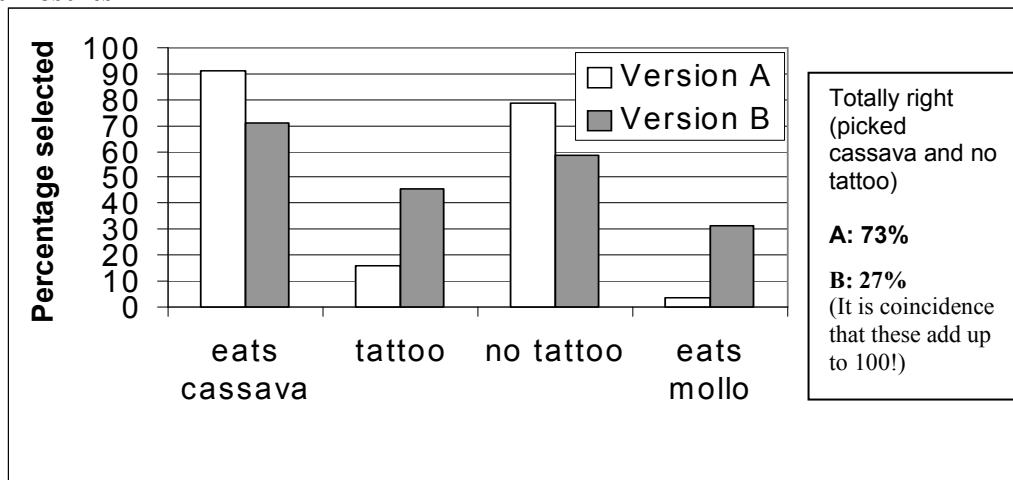
2. Maybe that's because the "cognitive module" we use to do these kinds of tasks actually evolved to solve a different kind of problem – one that involves testing whether social contracts have been violated (this is assumed to be an important thing to be able to do well in the "ancestral environment").
3. So if we redescribe the task (while keeping the logic *exactly the same*) as being a test of whether a *social contract* has been violated, people should do better. This is because we are assumed to have a "cheater detection" module.
4. But we need to make sure that this is not a simple consequence of familiarity, so we give people two examples of unfamiliar rules, set in unfamiliar cultures for good measure, both

of which are social, but only one of which involves a social contract, in which cheating on the rule would be advantageous.

- If we really do have a cheater detection module, we should be good at the social contract problem (version A) and not so good at the other version (B) which is *identical* except for the context provided.

The answer (of course) is E (you need to test if it has an even number on the other side) and 7 (you need to test if it has a vowel on the other side) – the other two cards can't violate the rule. 46% of people picked E and 4, and only 4% picked E and 7.

### Typical results



### Other issues in Evolutionary Psychology.

Lots of the research enterprise in evolutionary psychology is directed at explaining sex differences (since it tends to focus on humans, and this is one of the few *comparisons* that can be done).

Below are two sex differences which have been explained in this way.

Can you think of other ways of explaining the findings?

What sort of evidence would be needed to test between these accounts?

What other kinds of differences might evolutionary psychology be able to explain, and how would you test such accounts?

#### Difference 1: Characteristics of ideal partners

There is good cross cultural data (from lots of cultures, although the differences are most obvious in the least industrialized ones) that males and females value different things in their partners. Males rate physical attractiveness as much more important than females do, and females rate variations on “ability and willingness to provide” as much more important than males do. What makes a male a good “provider” varies from culture to culture, of course.

#### Difference 2: What is an “acceptable” number of sexual partners?

In every culture that has been properly studied, the rules governing sexual behaviour are different for males and females. It is considered more “acceptable” for males to have lots of sexual partners than it is for females. And when males and females have committed to each other (in a “marriage” of some sort), extra-marital sex is typically considered much worse if

females commit it than if males do (especially by males!!). If we assume that the males are the ones who made up these rules (it seems unlikely that the females did!), then we need to understand why they might *care* how many sexual partners females have. This rule makes perfect sense from an evolutionary point of view (because *if it is followed* it will ensure that a male will only care for his children, and he may be able to father others that he doesn't have to care for – these are the sorts of things evolution “likes”), but it makes *no* sense, logically (if all the adults in a group are paired up, then cheating males have to be doing it with *someone*).

It is important to remember how motivational mechanisms actually *work*, in thinking about this. Evolution can't make the *rule*, but it can make males *feel* a certain way, in the face of certain kinds of information (interacting with an “available” female, or discovering that their partner has been with someone else), in just the same way it makes us feel good after eating food when we are hungry. There is no sense in which they are *compelled* to act in a certain way – any more than you are unable to resist eating if you are hungry – other motives also need to be taken into account.

<p style="text-align: center;"><b>WEEK 11</b></p> <p style="text-align: center;"><b>PSYCHOLOGICAL PROBLEMS: PART 2</b></p> <p style="text-align: center;"><b>GROUP PRESENTATION</b></p> <p style="text-align: center;"><b>(2 Hours)</b></p>
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This week students are required to present the findings of their group research (group of 3/4 students) on various psychological problems (one problem per group), their aetiology (causes), symptoms, some data related to the problem, and common treatment procedure to manage the problem.

This is a group presentation for 10 mints, so each of the group members is encouraged to cover different aspects of their presentation. The presentation may be in the form of a power-point or a poster assisted talk. Other students and tutor may ask some additional questions at the end of your (group's) presentation.

This presentation is assessed by tutors and worth 10% of the total grade. **In addition to the oral presentation the students are required to provide the tutor with a hard-copy of their presentation slides + write on a paper each group member's contribution to the project.**

**WEEK 12**  
**PERSONALITY PRACTICAL**  
**(1.5 Hours)**

**Notes provided by Dr. Wayne Warburton**

**Trait approaches to personality**

One approach to describing personality is the trait approach. Trait models generally assume that all people have enduring characteristics or *traits*, such as levels of extraversion, warmth or conscientiousness etc., and that personality can best be described as a set of these characteristics.

Examples of traits include:

- Levels of warmth
- Extraversion/introversion
- Levels of anxiety
- Impulsiveness
- Conscientiousness
- Levels of trust

According to trait models, these characteristics:

- (a) occur in every individual at levels that can be mapped on a continuum from low to high,
- (b) are normally distributed across the general population, and
- (c) do not change much over the adult lifespan.

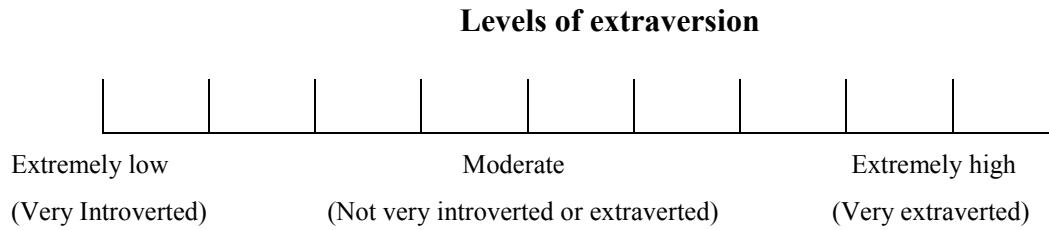
It is important to note here that even though many modern trait models emphasise the heritability of traits (that is, the extent to which traits are genetically determined; the personality predispositions we are born with), traits can be both genetically determined and acquired through our human experiences (i.e., learned). The degree to which we are born with a trait appears to differ, depending on the nature of the trait itself. For example, some traits, such as levels of anxiety, may be quite heritable, while others, such as levels of trust, may have a substantial learned component.

Traits are generally measured through personality inventories. These might be large collections of questions that try to assess the 'whole' personality, such as Costa & McCrae's NEO PI R or Tellegan's MPQ, or might be very specific to one type of trait such as levels of introversion/extraversion, or perceptions of personal happiness. To give you a taste of what personality inventories are like, we will be completing several of them a little later in this tutorial.

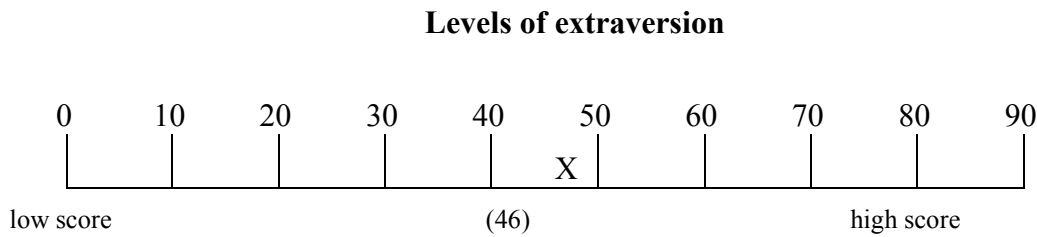
Assuming a normal distribution of personality traits: The nomothetic approach.

Despite the fact that personality psychology is often described as the study of individual differences – the way that the enduring characteristics of a person will determine how they will approach different situations – personality psychology is heavily influenced by trait models, which often employ a nomothetic approach to assessing personality. This approach assumes that levels of particular traits occur on a continuum from low to high in all people, and are normally distributed in the general population. In the nomothetic approach, the level of a particular trait in an individual is compared to the levels of that trait found in the wider population. Deductions about that person's personality are then made from that comparison. To illustrate, let's look at the meaning of scores from a hypothetical test of extraversion.

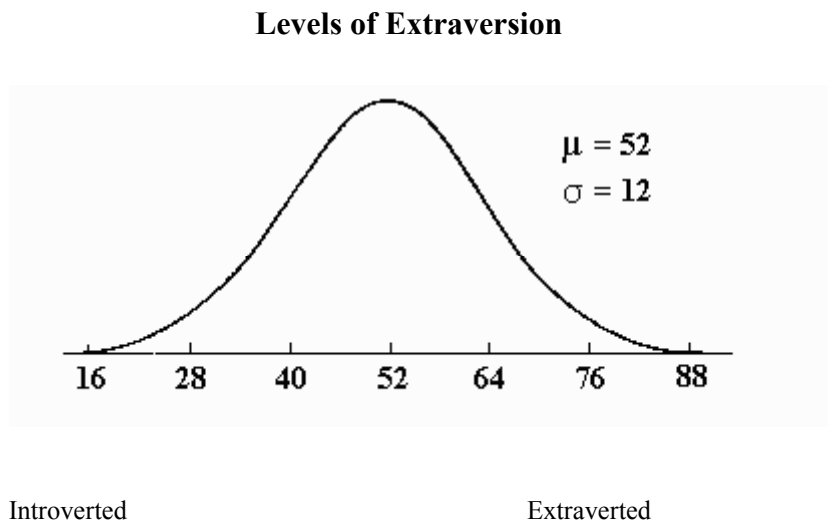
The scores can be marked as lying somewhere on a continuum like this one:



An individual might have a score that lies just past the mid point on such a continuum:

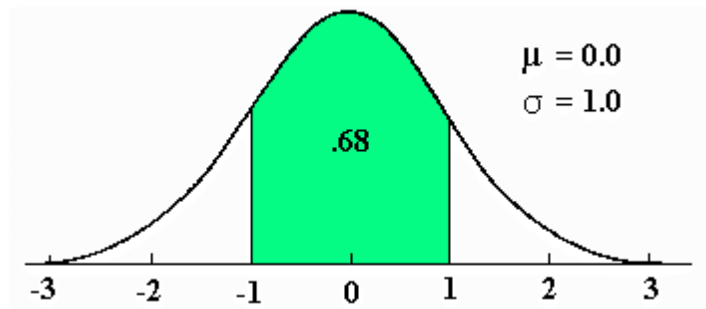


However, in the nomothetic approach, it is not the raw score that matters, but where that score lies in relation to other people's scores. For popular personality tests, the scores from a large, representative sample of people from the wider population have usually been obtained, and the mean and standard deviation of those scores published. It is assumed that such scores are normally distributed around the mean (not the scale mid-point). Individual scores are ranked according to where they lie in relation to this distribution of scores from the wider population.

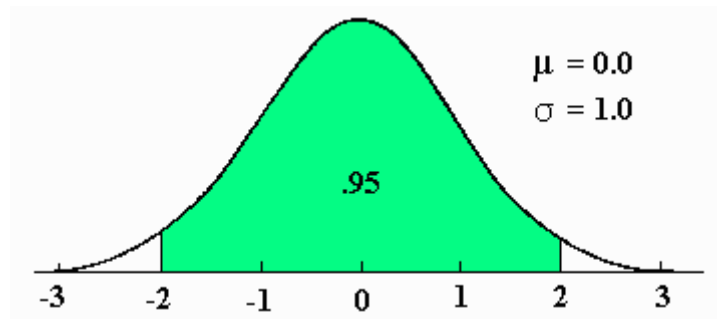


In this hypothetical test for the trait of extraversion, we have assumed that a large, representative sample of the population has provided an average score of 52 with a standard deviation (SD) of 12. This means that a score of above 52 is above average, and that a score below 52 is below average. So, a score of 46, which is just past the scale midpoint, turns out to be a little below the average score, not above it. The SD provides further information about how an individual score compares to the distribution of scores from the wider population.

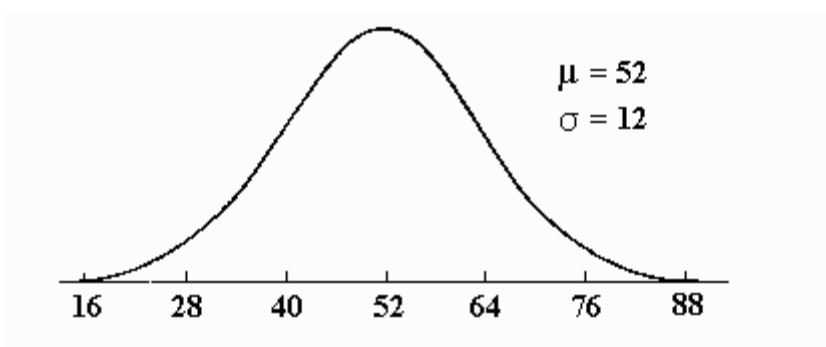
In a normal distribution, most people have scores that are not far off the average. In fact, 68% have scores that are between 1 SD below the mean and 1 SD above the mean.



Similarly, 95 % of people score between 2 standard deviations below the mean and 2 standard deviations above the mean.



That means that for this particular test of levels of extraversion, 68% of people will have scores between 40 (12 below 52) and 64 (12 above 52), and 95% of people will have scores between 28 (24 below 52) and 76 (24 above 52).



Introverted

Extraverted

With this knowledge, it can be deduced that someone with a score of 80 would probably be seen as being extremely extraverted (with this test, only 2.5% of people in the general population have a score above 76), and someone with a score of 20 as being extremely introverted (only 2.5 % of people in the general population have a score below 28).

[Remember that 95% of people have a score between 28 and 76: Therefore 2.5% have a score above 76 and 2.5% have a score below 28]. A score of, say, 54, would be seen as indicating extraversion levels near the average – neither greatly introverted nor greatly extraverted.

So, when a person fills out a psychometrically tested personality inventory, their score will usually be compared to the scores found in the general population, and then ranked according to that comparison, so that the person can be categorised as having a personality with a certain level of that trait (e.g., high, low, above or below average, fairly average etc.).

In summary, trait models often use a nomothetic approach to understanding personality. This approach assumes that there are general laws about personality that apply to all people (e.g., that every individual has a level of extraversion and an IQ), and is operationalised in personality research by having an individual fill out a test that measures a particular personality trait or ability (such as a personality questionnaire or IQ test), and then comparing that individual's score to the scores found in the wider population.

In contrast to the nomothetic approach, the idiographic approach tends to discount the importance of general laws of personality and the ranking of people within the general population. Instead, idiographic methodology emphasises the study of the uniqueness of each individual, and may involve using different tools, such as detailed case studies and observations, to assess an individual's personality.

### Stability over time

An important second assumption in the trait approach to personality is that traits are an enduring and stable part of personality that do not change much over the adult lifespan.

The advantage of believing that traits are stable over time, of course, is that it then becomes possible to believe that we can predict the way an individual will act in a given situation. The personnel director might be confident that a person who tests as being basically honest will not defraud the company; the battalion commander that a soldier with a strong respect for authority will obey orders under pressure; the TV producer that two 'housemates' will find each other attractive and possibly entertain viewers with a passionate affair.

The extent to which such traits *are* stable over time, however, is a matter of some debate, with theorists such as Costa & McCrae (1994, p. 34) suggesting that human traits are 'set in plaster' by the age of 30, and other theorists believing that there is as much evidence of personality change as there is of personality stability (e.g., Pervin, 1994a), and that, at the very least, some parts of personality seem to change less than others (Pervin, 1994b, p. 105).

This is an important issue for the interpretation and use of personality inventories. If a person's personality does change over the lifespan, then measures of personality traits can only give a snapshot of that person's personality at that time, and may not tell us anything valid about that person's behaviour in the future. Consequently, a personality test becomes a less valuable tool for predicting an individual's future behaviour in given situations.

Interestingly, personality tests are not perfect predictors of behaviour – companies are defrauded by employees who have tested as being honest; soldiers assessed as being resilient break down on the battle field, and reality TV shows still manage to throw up one boring episode after another. The reasons for this have not yet been nailed down, but some possibilities that spring to mind are that:

- (a) The questionnaires themselves may need further refinement,
- (b) People's personalities may *not* be as 'set in plaster' as some think,
- (c) Sometimes the situation rather than a set of enduring personality traits will influence behaviour (this is the basis of social psychology),
- (d) Taxonomies of personality may not capture *all* of the relevant parts of a personality that are involved in decision making and determining how we will behave, and
- (e) At times, other factors such as mood and current thoughts may be more powerful than personality traits in determining behaviour

#### Applying the results of personality inventories to the world at large

Large sectors in the world at large believe (at least to some extent) that the trait approach is a valid way to assess personality, and find the tools of this approach (such as personality inventories and analyses of personality profiles) useful in providing them with information about individuals that they may wish to know more about.

For example:

- organisations use the results of personality tests to assess the suitability of applicants for particular jobs (e.g., are they honest?)
- clinical psychologists may use personality tests to assess whether certain personality styles may be contributing to a particular problem
- the armed forces test new recruits to make sure they have personality characteristics that will impel them to behave in certain ways on the battlefield
- television producers for programmes like Big Brother and Survivor use personality questionnaires as a tool for selecting just the sort of people they want for their shows
- and so on

Because personality inventories are so widely used, it is important to know something about them, and to know a bit about their strengths and weaknesses.

That is what we will be doing over the two personality tutorials.

#### **References:**

Costa, P. T., & McCrae, R. R. (1994). "Set like plaster"? Evidence for the stability of adult personality. In T. Heatherton & J. Weinberger [Eds.], Can personality change pp. 21-40. Washington DC: American Psychological Society.

Pervin, L. A. (1994a). A critical analysis of current trait theory. Psychological Inquiry, 5, 103-113.

Pervin, L. A. (1994b). Personality stability, personality change, and the question of process. In T. Heatherton & J. Weinberger [Eds.], Can personality change pp. 315-330. Washington DC: American Psychological Society.

Information on this practical will be provided during your week 12 tutorial.

**WEEK 13**  
**NO PRAC CLASS THIS WEEK**

## **IMPORTANT NOTE:**

- **Research Participation Ends Friday 3<sup>rd</sup> June (5 pm)**
- **Marks will be available via Blackboard on Tuesday 7<sup>th</sup> June (5 pm)**
- **In case of any discrepancy, students can appeal by Friday 10 June (5 pm) via email to [PSY104@mq.edu.au](mailto:PSY104@mq.edu.au)**
- **Any appeal received after that will NOT be attended to.**

### **Motivation Tasks**

A

You are a Kaluame, a member of a Polynesian culture found only on Maku Island in the Pacific. The Kaluame have many strict laws which must be enforced, and the elders have entrusted you with enforcing them. To fail would disgrace you and your family.

Among the Kaluame, when a man marries, he gets a tattoo on his face; only married men have tattoos on their faces. A facial tattoo means that a man is married, an unmarked face means that a man is a bachelor.

Cassava root is a powerful aphrodisiac - it makes the man who eats it irresistible to women. Moreover, it is delicious and nutritious - and very scarce.

Unlike cassava root, molo nuts are very common, but they are poor eating - molo nuts taste bad, they are not very nutritious, and they have no other interesting “medicinal” properties.

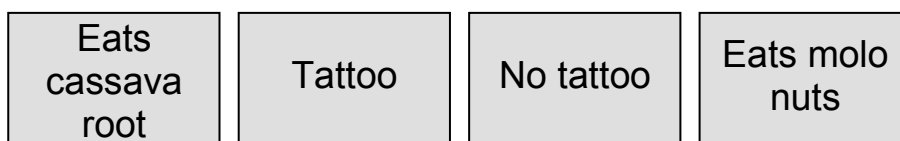
Although everyone craves cassava root, eating it is a privilege that your people closely ration. You are a very sensual people, even without the aphrodisiacal properties of cassava root, but you have very strict sexual mores. The elders strongly disapprove of sexual relations between unmarried people, and particularly distrust the motives and intentions of bachelors.

Therefore, the elders have made laws governing rationing privileges. The one you have been entrusted to enforce is as follows:

“If a man eats cassava root, then he must have a tattoo on his face.”

Cassava root is so powerful an aphrodisiac, that many men are tempted to cheat on this law whenever the elders are not looking. The cards below have information about four young Kaluame men sitting in a temporary camp; there are no elders around. A tray filled with cassava root and molo nuts has just been left for them. Each card represents one man. One side of a card tells which food a man is eating, and the other side of the card tells whether or not the man has a tattoo on his face.

Your job is to catch men whose sexual desires might tempt them to break the law - if any get past you, you and your family will be disgraced. Indicate only those card(s) you definitely need to turn over **to see if any of these Kaluame men are breaking the law.**



You are an anthropologist studying the Kaluame people, a Polynesian culture found only on Maku Island in the Pacific. Before leaving for Maku Island you read a report that says some Kaluame men have tattoos on their faces, and that they eat either cassava root or molo nuts, but not both. The author of the report, who did not speak the language, said the following relation seemed to hold:

“If a man eats cassava root, then he must have a tattoo on his face.”

You decide to investigate your colleague’s peculiar claim. When you arrive on Maku Island, you learn that cassava root is a starchy staple food found on the south end of the island. Molo nuts are very high in protein, and grow on molo trees, which are primarily found on the island’s north shore.

You also learn that bachelors live primarily on the north shore, but when men marry, they usually move to the south end of the island. When a Kaluame man marries, he gets a tattoo on his face; only married men have tattoos on their faces. A facial tattoo means that a man is married, an unmarked face means that a man is a bachelor. Perhaps men are simply eating foods which are most available to them.

The cards below have information about four Kaluame men sitting in a temporary camp at the centre of the island. Each man is eating either cassava root or molo nuts which he has brought with him from home. Each card represents one man. One side of a card tells which food a man is eating and the other side of the card tells whether or not the man has a tattoo on his face.

The rule laid out by your colleague may not be true; you want to see for yourself. Indicate only those card(s) you definitely need to turn over **to see if any of these Kaluame men are breaking the rule.**

