

MACQUARIE  
UNIVERSITY



FACULTY OF  
HUMAN SCIENCES

## **DEPARTMENT OF PSYCHOLOGY**

PSY105

Introduction to Psychology II

Unit Outline

Semester 2, 2011

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## ABOUT THIS UNIT

This unit continues with the introduction to core areas of psychology commenced in PSY104. The program introduces the areas of Cognition, Perception, Developmental Psychology, Social Psychology, Organisational Psychology, and Health Psychology. A further important aim of the unit is to provide students with first-hand experience conducting psychology experiments and to develop scientific report-writing technique.

Credit Points: 3

Co-requisites: PSY122 (*if not already completed*)

PSY105 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: [PSY105@mq.edu.au](mailto:PSY105@mq.edu.au)  
Consultation Hours: Monday 2 - 5 pm.

**Official Email:** [PSY105@mq.edu.au](mailto:PSY105@mq.edu.au)  
This email is accessed by the Course Convenor and her Assistant (Mr. Babucarr Sowe). General enquiries related to PSY105 must be sent to this address.

**Administrative:** Psychology Undergraduate Office, Room: C3A 432, 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 432  
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. Kevin Brooks</b>	9850 7796	kevin.brooks@mq.edu.au
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<b>Prof. Peter Wenderoth</b>	9850 8680	peter.wenderoth@mq.edu.au
<b>Dr. Nasreen Yasin</b>	9850 8001	nasreen.yasin@mq.edu.au

## TEXTBOOK AND MATERIALS

1. **Textbook:** (these are essential and the same as those set for PSY104)
  - 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. **PSY105 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 PSY105 homepage on *Blackboard*.

## WORK LOAD FOR PSY105

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 psychology reports, preparing for tutorials and in study related to the unit. For a half year unit 3 hours is allowed per credit point, so it would be expected that a student would spend 3 (credit points) by 3 hours = 9 hours per week on Introduction to Psychology II.

## HOW TO CHANGE TUTORIALS

Changes to all units can be done online 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 a medical certificate to their tutor in order for them to avoid a 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 a 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 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 cognition, perception, developmental psychology, social psychology, learning, and statistics.

- discuss the key theories and research in the areas of cognition, perception, developmental psychology, social psychology, and learning.

## **2. Critical, Analytical & Integrative Thinking**

- collect and analyse statistical data
- 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
- interpret statistical data, graphs and tables
- critically evaluate designs and analyses in psychological experiments and studies
- develop a set of useful evaluation criteria for educational resources

## **3. Problem Solving and Research Capability**

- test hypotheses in psychological experiments and studies
- describe and interpret data, graphs, and tables
- analyse data using appropriate techniques
- draw conclusions from the results of data analysis
- employ appropriate statistical tools to solve problems and to interpret the results
- organise and summarise data graphically and numerically

## **4. 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

## **5. Effective Communication**

- demonstrate scientific report 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

## **6. 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

## **7. 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

## **8. 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

## **9. 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 PSY105 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).
- 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 PSY105 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 PSY105 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. **Examination.** One multiple-choice examination of 2 hours 30 minutes duration, consisting of approx 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 PSY105.**
2. **“Half” Practical Report.** One shortened practical report of 900 words, plus abstract. It is worth **15%** of the total mark.

3. **“Full” Practical Report.** One practical report of 1250 words, plus abstract. It is worth **25%** of the total mark.
4. **Study Group Participation.** Each student is required to be part of a study group (formed during week 2 tutorial) where group members will mark each other based on their performance within the group. It is worth **5%** of your final.
5. **Research Participation.** Four hours participation in research. It is worth **5%** of the total mark.

*\*\*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:

- Students’ basic understanding of theories and research in the areas of cognition, perception, developmental psychology, social psychology, health psychology, and organisational psychology is assessed in an end-of-year exam (assessment exercise 1)
- The ability to test hypotheses in psychological experiments and studies, describe and interpret data, graphs, and tables, analyse data using appropriate techniques, draw conclusions from the results of data analysis, employ appropriate statistical tools to solve problems and to interpret the results, and demonstrate basic skills for scientific report writing, are assessed using two research reports (Half report & Full report - assessment exercise 2 & 3)
- Students’ abilities to participate in a study group to facilitate learning experiences, maximise attainment of goals, analyse and solve problems collaboratively, work pro-actively and accept responsibility when necessary, are assessed through study group participation (assessment exercise 4).
- Students’ knowledge of the ways in which values and ethical issues affect psychological research and familiarity with various methods of data collection are enhanced by encouraging their participation in experiments (assessment exercise 5)

## WRITING SKILLS

The ability to express ideas clearly and concisely is a fundamental skill that students are expected to have acquired before entry into university. Writing skills will be taken into account in the overall assessment of work. Ideas and facts should be expressed accurately and adequately; writing that is vague or unclear will be penalised.

Students with particular difficulties in writing are advised to enrol in the Writing Skills course offered by the Linguistics Department: contact Sue Spinks (ph: 9850-8770; sue.spinks@ling.mq.edu.au) in order to take a short course in written expression. Burton (2010) has very useful information on approaches to writing in psychology. This includes such aspects as writing an essay, writing a report, structuring an argument, and so on. Please also consult the Guide to Report Writing in this Unit Guide.

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

### 1. Examination.

- a. **Due:** In the end-of-year examination period (between 14 November and 2 December, 2011).
- b. **Results:** Friday 16 December, 2011 (12.01 am through Web).
- c. **Feedback style:** Final multiple-choice examination raw marks NOT available.

### 2. “Half” Practical Report.

- a. **Due:** Week 6 on Thursday 8 September 2011 by 10 am (*electronic copy via Turnitin and hard copy via PSY105 assignment box in C3A*).
- b. **Return:** Day students Thursday 6 October between 1- 2 pm in C4A238; Evening Students: Thursday 6 October between 5:30 – 6:30 pm in C4A238.
- c. **Feedback style:** Only grades & written feedback (no mark).

### 3. “Full” Practical Report.

- a. **Due:** Week 10 on Thursday 20 October 2011 by 10 am (*electronic copy via Turnitin and hard copy via PSY105 assignment box in C3A*).
- b. **Return:** Day students Friday 11 November between 1- 2 pm in C4A238; Evening Students: Friday 11 November between 5:30 – 6:30 pm in C4A238.
- c. **Feedback style:** Only grades & written feedback (no mark).

### 4. Study Group Participation.

- a. **Due:** Study group *contract* is due during week 3 tutorial (submit to your tutor). Study group *meeting minutes* and individual *group member’s scores* (as marked by yourself and other group members) are due during week 11 tutorial (submit to your tutor).
- b. **Return:** In week 12 during tutorial students will receive their student group participation score (an average of the scores they received from themselves and their fellow group members).
- c. **Feedback style:** Raw marks only, no written feedback. Individual markers cannot be identified by the mark receiver.

### 5. Research Participation.

- a. **Due:** Finishes on Friday 11 November 2011 by 5 pm.
- b. **Results:** Tuesday 15 November at 5 pm through PSY105 Blackboard.
- c. **Feedback style:** Raw marks only, no written feedback. In case of discrepancy, please appeal to the unit convenor in writing to [PSY105@mq.edu.au](mailto:PSY105@mq.edu.au) by Friday 18 November (5 pm).

**\*\* The remaining/uncollected Half-Reports will be available for collection from your tutor in week 9 tutorial and uncollected Full-Reports will be available for collection on your Final Examination day from C4A 238 (Time to be Announced later). Students sitting for Supplementary Exam should collect their “uncollected” Full-Reports from psychology office on the day of the Supplementary Exam. \*\***

## ASSESSMENT DETAILS 2011

### FINAL EXAMINATION 2011

The examination (50% total mark) held in during the **university end-of-year examination period (14<sup>th</sup> November to 2<sup>rd</sup> December, 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 3-35 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 PSY105 home page. **Past exam papers are not available.**

You will need a 2B pencil and eraser to complete the computer-scored answer sheet. The examination is held during the University examination period. It is the responsibility of each student being examined at Macquarie University to determine the room and seat number of their exams by consulting the website: <http://www.timetables.mq.edu.au/exam>.

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 **15th and 16th of December, for Semester Two 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/specond](http://www.psy.mq.edu.au/specond). 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 PSY105 exam you will fail PSY105 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 PSY105. 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 PSY105 (**5% of total mark**) involves **FOUR hours participation (= total 8 points)** in research conducted in the Department of Psychology. Time spent is credited on a pro rata basis. For example: 15 min = 0.5 points, 30 min = 1 point, 45 min = 1.5 points, 1 hr = 2 points, 1 hr 15 min = 2.5 points, 1 hr 30 min = 3 points, 1 hr 45 min = 3.5 points, 2 hr = 4 points, 2 hr 15 min = 4.5 points, 2 hr 30 min = 5 points, 2 hr 45 min = 5.5 points, 3 hr = 6 points, 3 hr 15 min = 6.5 points, 3 hr 30 min = 7 points, 3 hr 45 min = 7.5 points, 4 hr = 8 points.

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 PSY105 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 PSY105 website *for you to check* at the end of semester two.

**\*\* Research Participation Ends Friday 11<sup>th</sup> November (5 pm) \*\***

**\*\* Marks will be available via Blackboard on Tuesday 15<sup>th</sup> November (5 pm)\*\***

**\*\*In case of any discrepancy, students can appeal by Friday 18<sup>th</sup> November (5 pm). Any appeal received after that will NOT be attended\*\***

## **STUDY GROUP PARTICIPATION 2011**

- The Study Group Participation component of PSY105 (**5% of total mark**) requires students to form *Study Groups* during week 2 tutorials (approximately 4 members in each group).
- Group members will assist each other in consolidating ideas and reinforcing what you will learn during this semester.
- Group members will mark each other based on their participation and performance within the group
- *Marking criteria* will be discussed in detail during week 2 tutorial and *Study Group Contracts* will be available for download from PSY105 Blackboard.
- Study group *contract* is due during week 3 tutorial (submit to your tutor). Study group *meeting minutes* and individual *group member's scores* (as marked by yourself and other group members) are due during week 11 tutorial (submit to your tutor).
- In week 12 during tutorial students will receive their student group participation score (an average of the scores they received from themselves and their fellow group members).
- Only raw marks will be provided (out of 5), no written feedback. Individual markers cannot be identified by the mark receiver.

## **HALF REPORT 2011**

The “**Half**” **Practical Report** component of PSY105 (**15% of total mark**) requires students to write one shortened practical report of 900 words, plus abstract (max. 120 words). Data for this report will be collected during week 2 tutorial. During week 3 you will be provided with the Method and the Results sections of your half-report via Blackboard. You will be required to write the Introduction and Discussion sections, plus an abstract for this report which is due in week 6. Extensive training on how to write a Psychology Report will be provided during tutorial. Marked half-reports will be returned to students in week 8.

## FULL REPORT 2011

The “Full” Practical Report component of PSY105 (25% of total mark) requires students to write one full practical report of 1250 words, plus abstract (max. 120 words). Data for this report will be collected during week 6 tutorial. During week 7 you will be provided with some basic statistical figures and a detailed discussion of the basic concept (literature) behind the study. This time you will be required to write the whole report yourself (Introduction, Method, Results, and Discussion), plus an abstract for this report which is due in week 10. Students are expected to reflect carefully on the feedback they receive on their half-report in order to improve their writing style in their full-report. Marked full-reports will be returned to students in week 13.

### HALF-REPORT & FULL-REPORT SUBMISSION REQUIREMENTS

All assignments submitted must be accompanied by a completed and signed Psychology Department coversheet which is available from outside Room C3A 432 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 Assignment 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 (Half-Report 900 and full-report 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.**

- Students are required to complete **BOTH** written reports
- An **Electronic copy** of the **Introduction and Discussion ONLY** (NOT Abstract, Method, Results, & References) should be submitted via *Turnitin* software. Detailed instructions are provided on **page 16**.
- A **Hard copy** of your **ENTIRE half-report and full-report (Abstract, Introduction, Method, Results, Discussion, and References)** should be submitted in the LABELLED BOX in the foyer of C3A building.

- 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).
- Students may submit their reports in the **after-hours assignment box** when building C3A is locked. This box is located outside the main door of building C3A and cleared everyday at the same time as other assignment boxes.
- **REPORTS CANNOT BE ACCEPTED AFTER THE RETURN OF MARKED MATERIAL (Half-report: Thursday 6 October; Full-report: Friday 11 November).**

#### **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.

### **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 **half-report** (worth 15% of the overall assessment) if the student submits one day late then  $5\% \times 15 = .75$  marks will be subtracted from whatever the student received for the assignment. Further, for **full-report** (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**:

Report received on Thursday 20 October, 10 am = No Penalty

Report received on Friday 21 October, 10 am = 1 day Penalty

Report received on Friday 21 October, 4 pm = 2 days Penalty

Report received on Monday 24 October, 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 **half-report** (worth 15% of the overall assessment) if the assignment is 100 words over the limit (900 words) then  $5\% \times 15 = .75$  marks will be subtracted from whatever the student received for the assignment. Further, for **full-report** (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 432).

**\*\*\*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 PSY105 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 PSY105 this is **3842561**
6. Enter *Turnitin* class enrolment password: **psy105**
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 “PSY105 Report” – 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. REPORTS ARE NOT CONSIDERED TO HAVE BEEN SUBMITTED UNLESS THEY HAVE BEEN DEPOSITED WITH *TURNITIN*.
12. **NOTE: ONLY *Introduction* and *Discussion* of your half & full report should be submitted via *Turnitin* software.**

#### 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 Faculty of Human Sciences website <http://www.humansciences.mq.edu.au/>

## 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 program runs from Week 1 to Week 12.

### **Original Lecture:**

TUESDAYS            11 am - 1 pm (Macquarie Theatre (W5B))  
THURSDAYS        12 pm – 1 pm (Macquarie Theatre (W5B))

### **Repeat Lecture:**

TUESDAYS            6 pm - 8 pm (E7B T2)  
THURSDAYS        6 pm – 7 pm (W5A Price Theatre)

**Students** should attend three hours of lectures each week. Video/Audio recording of the lectures will be available on Blackboard through iLecture. The topics (and lecturers) for each hour are shown below. Summaries of the lectures are presented next.

## PSY105 LECTURE TIMETABLE 2011

Week	Topic	Lecturer
1	Aug 2	1. Introduction to the course
		2. Career in Psychology
	Aug 4	3. Cognition
2	Aug 9	4.
		5.
	Aug 11	6.
3	Aug 16	7.
		8.
	Aug 18	9.
4	Aug 23	10.
		11. Developmental Psychology
	Aug 25	12.
5	Aug 30	13.
		14.
	Sept 1	15.
6	Sept 6	16.
		17.
	Sept 8	18. Social Psychology
7	Sept 13	19.
		20.
	Sept 15	21.
<b>Mid-semester BREAK Monday 19<sup>th</sup> September- Friday 30<sup>th</sup> September 2011</b>		
8	Oct 4	22.
		23.
	Oct 6	24.
9	Oct 11	25. Organisational Psychology
		26.
	Oct 13	27.
10	Oct 18	28. Health Psychology
		29.
	Oct 20	30. Perception
11	Oct 25	31.
		32.
	Oct 27	33.
12	Nov 1	34.
		35.
	Nov 3	36. Final Exam Discussion
13	Nov 8	37. Exam Preparation week
		38.
	Nov 10	39.

# LECTURE SUMMARIES

## Lecture 1: INTRODUCTION

*Dr Nasreen Yasin*

The first lecture will outline the requirements of the unit.

## Lecture 2: CAREER IN PSYCHOLOGY

*Ms. Linda Yeomans*

Career Development Officer

Macquarie University Careers Office

Tel: 9850 7372

Ms. Yeomans will provide you with invaluable information and advice regarding career options as a current Psychology student. She will discuss how and where you can complete internships and trainings in order to kick start your career. Along with giving you an opportunity to apply theories into practice, these experiences will further assist you when applying for higher studies/professional trainings in future. Although this lecture is designed for the psychology students, students from other disciplines will also find this extremely informative. Therefore, this lecture must not be missed by those who are serious about your academic-professional portfolio.

## Lectures 3 – 10: COGNITION

*Dr. Hana Burianova and Assoc. Professor Veronika Coltheart*

Cognitive psychologists are interested in how we get to know about the world, how such information is represented and transformed as knowledge, how it is stored, and how that knowledge is used to direct our attention and behaviour. Examples of these can be found in everyday activities, e.g., how we perceive and recognise a particular visual configuration as a familiar face (pattern recognition), how we can retrieve the name of the person to whom the face belongs (memory), how we can picture the face in the absence of the person (mental imagery), etc. Cognitive psychology deals with a wide range of mental activities, from what appears to be basic and simple such as detection of sensory signals through to more complex mental activities such as attention, pattern recognition, memory, concept formation, language processing, reasoning and thinking. The most common method used in investigating cognitive processes is controlled experimentation involving human subjects. In this series, we will focus on memory and language and a special topic: learning to read and reading disability.

Memory is a major topic in cognitive psychology. A model of memory (multistore model of memory), which suggests that there are different stores corresponding to sensory memory, short-term memory, and long-term memory will be discussed. Sensory memory refers to fleeting, transient memory that holds the information in raw, unprocessed format (e.g., the colour and size of the type-font of this paragraph). Short-term memory is the memory that is currently active (e.g., the one you use when you hold a conversation). Long-term memory is information that has been put away then retrieved (e.g., what is the name of your first school teacher?) Evidence will be presented that supports the distinction between the different types of memory stores, including descriptions of experiments that illustrate the way cognitive psychologists test their ideas. Some of the evidence includes the differences in coding/format characteristics, storage capacity, forgetting mechanism and neuropsychological evidence. How we comprehend and use spoken and written language is also an important topic of cognitive Psychology. Much research has

involved investigation of adult skilled users of language. However, the question of how people acquire language initially has also been a topic of considerable interest and has been extensively studied. The lectures will examine research aimed at teaching language to another species. Is human language species specific, or can other species acquire it if given appropriate training?

Some of the basic features and units of language will be considered. Some of the important features of language are as follows. Basic units can be arranged to produce an unlimited number of messages. Human beings are able both to understand and to produce a virtually limitless number of these messages. Furthermore, language can involve events not present e.g., past, future or imaginary events. Other features will be discussed in the lectures. The units of spoken language will also be described. They include phonemes, morphemes, words and sentences. Sentences are composed of words combined in accordance with the syntactic rules of a language. We need to consider these structural properties of language in order to assess the success of the attempts at training other species to use language.

Attempts at teaching language to other species have used chimpanzees as the subjects. Various methods and forms of teaching have been used by investigators such as Premack, Gardner and Gardner, Terrace et al., and Savage-Rumbaugh et al. We will examine this research and consider whether the learning that has taken place can be regarded as language acquisition. However, it is not necessarily appropriate simply to compare the chimpanzee performance to that of skilled adult language users. We need to compare the chimpanzee performance to that of children who are acquiring their first language. Thus, we will also examine the characteristics of language acquisition by children during the early years of life. The language performance of children in the early stages of language acquisition differs systematically from mature language use. We will compare chimpanzee performance to the early speech of children at various stages of language acquisition. We will also consider Pepperberg's research on teaching spoken language to an African Grey parrot. Theories of language acquisition and the relationship between language and thought will be discussed.

Reading:

Burton et al. Chapters 7 & 8

## **Lectures 11 – 17: DEVELOPMENTAL PSYCHOLOGY**

*Assoc. Professor Kay Bussey and Dr Nasreen Yasin*

Developmental psychology is the study of human behaviour as a function of age. Developmental psychologists are interested in children and how they develop, but their interests extend beyond childhood as they explore how psychological processes change as a function of cognitive development, biological maturation, and social experience across the whole of the lifespan.

In these lectures we review the major theories of development: psychoanalytic theory (Freud, Erikson), cognitive developmental theory (Kohlberg, Piaget), social cognitive theory (early behaviourist theories through to Bandura's social cognitive theory), and ethological theory (with particular emphasis on the attachment theories of Ainsworth and Bowlby). We also illustrate two different approaches to studying human development. In one approach, information gathered by researchers about the course of human development is reviewed. Here the concern is with noting the important physical, cognitive, and social changes that occur during different stages of human development. We divide the human life-span into age periods and describe the major changes within those periods in a variety of domains of development. These changes are examined in view of the theories of development presented earlier. In the other approach, we consider important domains of psychological functioning (e.g. attachment, gender roles, moral development) and

discuss how individuals of different ages function in these domains. Finally, we will focus on adult development and ageing, examining the transitions (or life events) that occur in the adult years and the myths and realities of old age.

Reading:

Burton et al. Chapters 12 & 13.

**Lectures 18 – 24: SOCIAL PSYCHOLOGY**

***Dr Trevor Case and Dr Mem Mahmut***

Social Psychology is the branch of psychology concerned with the way our thoughts, feelings and behaviours are influenced by others. The study of social psychology covers a large range of topics, many of which we will only have time to touch on briefly in PSY105, but they are taken up in more detail in later units. The lectures given by Dr Case will examine the ways in which we perceive others and the factors that influence this perception. He will then review the nature of attitudes, how they can be changed through persuasion, and discuss theories about the process of attitude change. Classic experimental social psychological research concerning the issues of conformity and obedience will also be described. In the final lecture, Dr Mahmut will examine aggression and antisocial behavior.

Reading:

Burton et al. Chapters 17 (pp. 680-700), 18 (pp.738-758)

Burton et al. Chapter 1 (pp. 18-23)

**Lectures 25 – 27: ORGANISATIONAL PSYCHOLOGY**

***Dr. Allan Bull, Dr. Barbara Griffin, and Dr. Ben Searle***

Organisational psychology is the study of human behaviour in the workplace. The work of organisational psychologists -- both researchers and practitioners -- affects numerous work practices, including job interviews, training programs, and performance appraisal systems. Organisational psychology also has implications for aspects of everyday lives, not only at work (e.g., setting effective goals and managing occupational stress) but elsewhere (e.g., public health practices and airline safety).

Reference: Lecture notes, PowerPoint Slides

**Lectures 28 – 29: HEALTH PSYCHOLOGY**

***Dr Kerry Sherman***

Health psychology aims to understand how biological, psychological and social factors interact to influence health and illness. This lecture will address health compromising behaviours from a psychological perspective.

Reading:

Burton et al. Chapters 14

## **Lectures 30 – 35: PERCEPTION**

***Dr Kevin Brooks and Prof. Peter Wenderoth***

For any living organism, the senses are the only method of gathering information about the outside world. The study of perception is concerned with understanding how the world is experienced by such organisms, and with relating this perceived or psychological world to the physical environment. This relationship involves a chain of events beginning with various forms of physical energy in the world and ending with perceptual experience. Understanding this sequence necessarily requires knowledge of intervening processes such as the function and structure of the nervous system. Understanding all of the senses requires some knowledge of the nature of light, sound, mechanical pressure, chemical interactions as well as the specialised structures of the nervous system that respond to these patterns of energy. As we shall see, although human perception is an extraordinarily sophisticated faculty, our sensory/perceptual apparatus does not recreate the outside world with perfect fidelity. Instead, we experience various illusions which can help us to deduce the functioning of the system that lies within our brains.

Reading:

Burton et al. Chapters 4

## **Lectures 36: Final Examination Discussion**

***Dr Nasreen Yasin***

This final lecture will outline the requirements of final exam of the unit.

## PSY 105: Introduction to Psychology II TUTORIAL GUIDE

In this second part of the course guide, you will find information for the tutorials. **Students are required to bring this unit guide with them to each tutorial.**

### TUTORIAL/PRACTICAL INFORMATION

**There is NO tutorial/practical in Week 1.**

The practical program will run from **Week 2 to Week 12**. The practical sessions will be available at a range of times, and will be in room C4A 238 with parallel classes at popular times in room C4A 234. The computer classes are held in the same rooms. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

You are required to attend all tutorials and **ALL** tutorial material **may be examined in the final exam**. Specific details of each tutorial will be given in class. The next section provides an outline of the tutorial program.

**Changing Tutorial:** Changes can be done on-line via eStudent. A draft list will be available in week two of semester and the final list in week three. The list will be displayed on Blackboard and on the notice boards in the corridor of level three in building C3A. **After week 2, no further changes will be entertained unless supporting documentation is provided.**

## PSY105 TUTORIAL TIMETABLE 2011

Tutorials are 1-2 hours in duration:

<i>Week</i>	<i>Beginning</i>	<i>Topic</i>	<i>Supervision</i>
1	Aug 1	<i>No tutorial</i>	<i>n/a</i>
2	Aug 8	Introduction Administration Study Group Formation Collect data for Assignment I ( <i>Cognition</i> )	2 hours
3	Aug 15	Discuss Results for Assignment I How to write reports	2 hours
4	Aug 22	Discuss Report Writing Group Exercise: Report Marking Academic Honesty Discussion	1.5 hours
5	Aug 29	Developmental Psychology: Attachment	1.5 hours
6	Sept 5	Social Psychology Practical ( <i>Collect data for Assignment II</i> )	1.5 hours

**Assignment I due Thursday 8 Sept at 10 am** (*electronic copy via Turnitin and hard copy via PSY105 box in C3A*)

7	Sept 12	Discuss results for Assignment II	2 hours
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### Mid-semester BREAK Monday 19<sup>th</sup> September - Friday 30<sup>th</sup> September 2011

8	Oct 3	<i>No tutorial: Study Leave</i>	<i>n/a</i>
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**\*\* Day Students: Assignment I available on 6 October between 1- 2 pm in C4A238\*\***

**\*\* Evening Students: Assignment I available on 6 October between 5:30 – 6:30 pm in C4A238\*\***

9	Oct 10	Ethical Issues in Psychological Research	2 hours
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10	Oct 17	Organisational Psychology	1 hour
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**Assignment II due Thursday 20 Oct. at 10 am** (*electronic copy via Turnitin and hard copy via PSY105 box in C3A*)

11	Oct 24	Health Psychology	1 hour
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12	Oct 31	Perception Practical	1.5 hours
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**\*\* Day Students: Assignment II available on 11 November between 1- 2 pm in C4A238\*\***

**\*\* Evening Students: Assignment II available on 11 November between 5:30 - 6:30 - 7 pm in C4A238\*\***

## Aims of the tutorial component of the course

The aim of the tutorial component of PSY 105 is to provide you with a chance to study some of the issues discussed in the lecture series in detail and to give you some practical experience in the design and running of scientific experiments. Our aim is **NOT** to duplicate the information presented in lectures but to expand on themes presented in the lectures. Thus the tutorials will cover the same areas as the lectures: Cognition, Perception, Human Development, Social Psychology, Organisational Psychology, and Health Psychology. Along the way we will be collecting data from simple classroom experiments and your write-up of these experiments will form the basis of the assessment in this course.

Scientific reports are the way that Psychologists communicate information to one another. They differ from essays in that essays are a block of uninterrupted text whereas reports consist of distinct sections, each constructed and formatted with a particular purpose in mind. During the course of the session you will learn about the conventions for report writing and you will write and submit two reports for assessment. You will develop skills in understanding theories and their predictions, in developing hypotheses, in creating methods to test these hypotheses, and in evaluating data statistically. In addition you will gain skills in developing cogent and comprehensive presentations of your reasoning and findings.

### Computer Exercises

In addition to the supervised practical tutorial hours, there are some computer-based tutorials throughout the session, which you are required to complete. Both C4A 238 and C4A 234 have computing facilities that you can use when they are not being used for a tutorial class.

**PLEASE NOTE:** In addition to questions based on the lecture content and text readings, the final exam will include questions based on the computer exercises and the material covered in the practical sessions.

## Week 1: Using the World Wide Web (UNSUPERVISED)

**This week there is no tutorial scheduled.** However, you should use this time to ensure that you are familiar with the web, and with the location of the PSY 105 tutorial rooms (C4A 238 and C4A 234) and web site.

PSY105 has its own web site, which contains information essential for this course. To login, go to:

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

The Library provides online services including:

1. **Catalogue** is used to search for all books and journals (and any other items) held by the library, including electronic journals
2. **Databases** are used to research a topic. They provide a very comprehensive and up-to-date index of world wide journal articles, book chapters, conference papers, and other materials.
3. **eReserve** is used to search for items such as course readings that have been restricted to the Macquarie University Library reserve.
4. **Journal Finder** is used to search for print and electronic journals held by Macquarie University Library.

### Library Training Home Page

You are invited to take advantage of the Library's free training facilities in order to become proficient in the use of the Library's electronic resources:

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

At this website you will find links to all the Library's online and face-to-face (hands-on) training programs, demonstration sessions, online course notes and information sheets.

Note: **You will require your MQID and password**, (sent to you by letter shortly after enrolment), to access many of the Library's online resources. Use **JustAsk** on the Library home page if you need assistance with information or with your password.

PSY104 has sessions on using a browser to access the Web. We will continue to give you web access time in PSY105.

### Basic Library Skills

During Semester One, many students will have attended the Library Tour and Library Basics sessions. The purpose of these sessions was to familiarise you with the library and some of its search facilities. If you missed these or feel you would benefit from a refresher, or want to get some more advanced skills, have a look at training available through the library by checking out this web page:

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

## Searching Citation Indexes (databases)

To conduct a systematic and thorough search for articles in journals you will need to use a citation index/citation database. There are two types of citation indexes held in the library, paper based (index) and computer based (database). *Psychological Abstracts* is the major index to literature in Psychology, which provides summaries of all articles indexed. This is available in book format and is only useful for quick searches of older articles, as the library has not bought more recent editions. *PsycINFO* is the citation database version of *Psychological Abstracts*, that is, it is a computerised version of *Psychological Abstracts*. This version is fully updated and is very useful for large scale or complex searches of the literature (both older and recent literature). To use *PsycINFO* go to the Macquarie University Library homepage and click on “Databases” then search for *PsycINFO*.

Before writing your first PSY105 assignment, you should revise your skills in using citation databases, particularly *PsycINFO*. The Library Training Courses on how to search citation databases can be accessed at: <http://infoskills.mq.edu.au/>

## Week 2: Introduction to Unit, Study Group Formation & Data Collection for Half-Report (Cognitive Psychology)

The first section of the tutorial will cover administrative matters and should answer any questions you may have about the requirements of the course.

The second section will require you to form Study Groups.

The rest of the tutorial you will collect data for your first practical report. This is a cognitive psychology practical. Details will be provided in class.

## Week 3: Assignment I Discussion & How to Write Reports

**This week we will discuss how you are to write up your Assignment I data (collected last week). Two starter references are provided at the end of this unit outline.**

**Preparation:** Students **MUST** read (from page 87 to 128) Burton, L. (2010). *An interactive approach to writing in essays and research reports psychology*, 3<sup>rd</sup> edn. John Wiley and Sons, Brisbane.

Please pay close attention to the example of a “Good Report” on page 118 of the aforementioned book.

We will discuss the hypotheses of our study, and how to write a report. You will be able to perform a literature search for additional references to use in the report write up. Use *PsycINFO* to perform the search (see the information on searching databases in Wk1).

For this “half” practical report, the Method and Results sections will be written for you, but you will need to write the Abstract, Introduction, Discussion and Reference list. The Method and Results will be posted on Blackboard as Word.doc. Download the file and add your sections to it.

## Week 4: Discussion Report Writing: Group Exercise & Academic Honesty Discussion

The first part of the tutorial will concentrate on group exercise. This will involve an interesting group exercise where students will be divided into small groups to mark a psychology report from previous year based on the provided marking criteria. Students will be asked to exchange their views with other fellow classmates and present it to each others. Finally, your tutor will reveal the actual marks given to these reports.

The rest of the tutorial will discuss academic honesty which will involve some group exercises.

## **Week 5: Developmental Psychology: Attachment**

In this tutorial we will discuss *Attachment Theory*, a key area of developmental psychology which holds that the type of bond that infants have with their caregivers can lay the grounds for all subsequent relationships (including those experienced in adulthood). We will consider the issue of how attachment is measured in infants. You will see a video of an infant subjected to a procedure known as the “Strange Situation” and you will then attempt to identify the type of attachment style the infant is displaying, by considering what the infant does when the mother returns to the room. We will explore the development of rating scales for infant behaviour towards the parent during this procedure. We shall also examine a measure of adult attachment style.

## **Week 6: Social Psychology Practical: Full-Report Data Collection**

This week we will be collecting data for full-report (Assignment II). We will run the experiment in class this week and then discuss the results next week. The starter references will be provided in the e-Reserve (<http://www.library.mq.edu.au/reserve/>) during week 6.

## **Week 7: Discuss Results for Assignment II**

This week we will go over the results of the experiment and discuss the hypotheses and results. We will also discuss how you will write-up these results for your second assignment.

## **Week 8: No Tutorial: STUDY BREAK**

There is NO TUTORIAL this week and it is kept free for students to prepare for their Full-Report and catch up with their lecture notes.

## **Week 9: Ethical Issues in Psychological Research**

In his landmark paper on obedience, Stanley Milgram (1963) observed:

Obedience, as a determinant of behavior, is of particular relevance to our time. It has been reliably established that from 1933—1945 millions of innocent persons were systematically slaughtered on command. Gas chambers were built, death camps were guarded, daily quotas of corpses were produced with the same efficiency as the manufacture of appliances. These inhumane policies may have originated in the mind of a single person, but they could only be carried out on a massive scale if a very large number of persons obeyed orders. (p. 371)

Do Milgram's findings shed light on the atrocities perpetrated by the Nazis? Why did participants in Milgram's study behave the way they did? Would we expect the same results if the study was run today? What ethical issues are raised by this research? In this tutorial we view the original film (Obedience) Milgram made of his "teachers" administering shocks to a "learner." We consider the merits of this research in providing an unanticipated insight into human behaviour, balanced against some of the ethical issues it raises. We then go on to discuss ethical issues in other psychological research.

**Make sure you do the reading for this tutorial class included at the end of this Unit Guide.**

## Week 10: Organisational Psychology Practical

Due to the interactive nature of this practical specific information related to various exercises will be provided during your practical hours.

## Week 11: Health Psychology Practical

Due to the interactive nature of this practical specific information related to various exercises will be provided during your practical hours.

## Week 12: Perception Practical (Computer Exercises)

Main task of this tutorial involves completing the computer exercises on Perception which are closely based on Dr. Kevin Brook's lectures and are examinable in the end of semester exam.

TOPIC AREA: PERCEPTION

### **Perceptual demonstrations**

This Prac will involve some simple experiments, and demonstrations of topics discussed in lectures, as well as exploring some interesting perceptual phenomena, and attempting to work out how they might work. Most of the research in perception is driven by exactly this sort of exploration: discovering an interesting perceptual effect (often an illusion), and then devising experiments to try to determine why it might occur.

All but one of the demonstrations (and lots of other cool stuff) is at **Project Lite**

<http://lite.bu.edu/vision/applets/lite/lite/lite.html>

Which you can look at later if you want – the ones we will be using are in a folder on your computer, under Student folder. Let your tutor show you this.

### Measuring the Blind spot

Double click on “Blindspots”. Follow the instructions to move the disc and dot apart until the disc disappears. *Sit so that your eyes are about 30 cm from the screen.* Then use the size control to make the disc bigger until you can *just* see it.

Write the distance and size in the following table:

	Distance	Size
Left eye		
Right eye		

Now you have *measured* the size and location of the blind spot in your left eye. Repeat the process for your right eye (after clicking switch eye), and put it in the table too.

Since your blind spot is part of your retina (the part where the optic nerve leaves the eyeball), the further away you look, the bigger it is. At 3m, it is 10 times bigger than it was at 30cm, which is a pretty big chunk of missing visual information.

### **Colour and Lightness**

#### Additive colour mixing

Double click on “Additive”. This is a picture of three overlapping lights. You can independently control the brightness of each light and see what effect that has on the regions where the lights overlap. First move the lights so that they overlap more.

Any colour can be made by mixing red, green and blue lights (if you have three kinds of cones – which most of you do). Write down the mixtures needed to match the following coloured cards (hold the card against the overlapping region on the screen to make sure of the match):

	Red	Green	Blue
Brown			
Purple			
Green			
Light Blue			
Pink			

#### Subtractive colour mixing

Double click on “Subtractive”. This is a picture of three overlapping pieces of coloured plastic (or you can imagine them as perfect circles of paint). You can also change the brightness of each of these. The difference between additive and subtractive mixing is that a piece of yellow plastic (for example), only lets red and green pass through it (it absorbs blue – if it were paint it would only *reflect* red and green, also absorbing blue). A piece of aqua plastic lets through only blue and green. Where the aqua and yellow plastic overlap, only green gets through, because that’s what gets through *both*.

Why is the overlap of purple and aqua blue?

And why is the overlap of all three black?

Adjust the brightness controls of the three colours and notice that you can only make darker colours.

## Motion

### Apparent motion

This is an apparent motion display. The square appears to *move* even though all you are seeing is a square on the left replaced by a square on the right. You can control the distance between the squares and the “speed” – how long the square is displayed at each position. Some speeds produce better impressions of motion than others (some are too fast and some are too slow). Set the distance to those in the table below, and adjust the speed until you get the best sensation of movement.

Distance	Best Speed
50	
150	
400	

Does the best speed depend on distance? Why?

## Depth

### Perspective – balls

You can move these balls around in the scene. Notice that they are in fact the same size, but they look different sizes when you put them in certain places. Move the balls around to try to make the difference between their apparent sizes as big as possible.

Why is the illusion biggest here?

Why is this illusion happening (which should be apparent from where it is biggest)?

### Perspective - chasing

Here’s another version of the perspective illusion, but it works not just in an Up-down direction. The ghosts can look different sizes even if they are put at the same height.

How come (what’s different about this display and the previous one)?

### Sheppard’s illusion

This is a very powerful perspective illusion. The two tabletops are in fact identical (even though they look *quite* different). Confirm this by clicking “tilt me”.

Does the illusion get bigger or smaller (or not change much) when you hide the legs?

Why is this illusion happening?

### Ebbinghaus illusion

Just like lightness is judged relative to a background, so is size. The fact that the two central dots look different in size is the Ebbinghaus illusion. If you click on “controls” you can independently adjust the number, size, and distance of the surrounding dots.

Does each of these factors affect the size of the illusion?

What does this tell us about what might cause the illusion?

### Stereokinetic effect

Click on the top picture and the right play button to make it rotate. What do you see? If you are just seeing rings rotating keep looking – eventually you’ll see *depth*. This 3D shape and distance information is produced by motion alone.

Click on the 4<sup>th</sup> picture. When this rotates, it can be seen as a rigid rotating pattern or as rings sliding around a disc with dots on it. It will perceptually flip if you keep watching it. Some speeds encourage rigid rotation and some encourage sliding. Adjust the speed to see what speed you need to get consistent rotation or consistent sliding.

### **Hidden cube**

Click on the three versions of this picture and compare what you see.

Why do you not see a cube in version 2?

What *do* you see in version 1 that is not in fact there?

### **Rotating trapezoid – this one is not on the computer**

Cover one eye (to remove stereoscopic information) and watch the trapezoid rotate on its axis.

Does something odd happen?

Why?

Watch what happens when a tube is put through the window.

Why does the tube appear to rotate normally?

## Tutorial Readings

### **Week 3: Starter references for Half-Report (Assignment I)**

Bousfield, W.A. (1953). The occurrence of clustering in the recall of randomly arranged associates. *The Journal of General Psychology*, 49, 229-240.

Bower, G.H., Clark, M.C., Lesgold, A.M., & Winzenz, D. (1969). Hierarchical retrieval schemes in recall of categorised word lists. *Journal of Verbal Learning and Verbal Behaviour*, 8, 323-343.

### **Week 9: Background reading for the tutorial on Ethics**

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 317-378

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