PSYC105

Introduction to Psychology II

S2 Day 2016

Department of Psychology

Contents

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
Course Convenor
Dr Alissa Beath
alissa.beath@mq.edu.au
Contact via PSYC105@mq.edu.au
Monday 1-4pm

Lecturer
A/Prof Kay Bussey
kay.bussey@mq.edu.au
Contact via 9850 8085
By appointment

Lecturer
Dr Trevor Case
trevor.case@mq.edu.au
Email only

Lecturer
A/Prof Barbara Griffin
barbara.griffin@mq.edu.au
Contact via 9850 9012
By appointment

Lecturer
Dr Kim Curby
kim.curby@mq.edu.au
Contact via 9850 4153
By appointment

Lecturer
A/Prof Catherine McMahon
cathy.mcmahon@mq.edu.au
Contact via 9850 6213
By appointment

Lecturer
Dr Ben Searle
ben.searle@mq.edu.au
Contact via 9850 8066
By appointment

Lecturer
Prof Mark Wiggins

mark.wiggins@mq.edu.au

Contact via 9850 9705

By appointment

Lecturer

Dr Ian Stephen

ian.stephen@mq.edu.au

Contact via 9850 8001

Mon 2 - 5pm

Tutor

Tuki Attuquayefio

tuki.attuquayefio@students.mq.edu.au

Email only

Tutor

Joshua Barber

joshua.barber@mq.edu.au

Email only

Tutor

Sarah Gooley

sarah.gooley@students.mq.edu.au

Email only

Tutor

Joy Ho

joy.ho@students.mq.edu.au

Email only

Tutor

Trisha Nowland

trisha.nowland@mq.edu.au

Email only

Tutor

Thaatsha Sivananthan

thaatsha.sivananthan@mq.edu.au

Email only

Tutor

Jarrah Watkinson

jarrah.watkinson@students.mq.edu.au

Email only

Tutor

Rebecca Lazarus

rebecca.lazarus@students.mq.edu.au

Email only

Tutor

Kim Woodward

kim.woodward@mq.edu.au

Email only

Tutor

Andrew Geeves

andrew.geeves@mq.edu.au

Email only

Tutor

Nick Everett

nick.everett@mq.edu.au

Email only

Tutor

Kelsie Boulton

kelsie.boulton@mq.edu.au

Email only

Tutor

Christine Leonards

christine.leonards@mq.edu.au

Email only

Andrea Chan

wing.chan@mq.edu.au

Credit points

3

Prerequisites

[Admission to BPsych(Hons) or BA-Psych or BA-PsychBEd(Prim) or BA-PsychBHlth or BA-PsychLLB or BBABA-Psych or BBABPsych(Hons) or BComBA-Psych or BComBPsych(Hons) or BPsych(Hons)BHlth or BPsych(Hons)LLB or BSc-Psych or BHlth or BHumanSc or BSpHearingSc or BSpHLSc or BMedSci or GDipSphComm or DipSphComm or BA-PsychBHumanSc or BPsych(Hons)BHumanSc] or [for all continuing students 12cp and a GPA of 2.0 (out of 4.0)] or PSY104(P) or PSYC104

Corequisites
Co-badged status

Unit description
This unit continues with the introduction to the core areas of psychology commenced in PSYC104. The program introduces the areas of social psychology, developmental psychology, perception, cognition, learning, and statistics. Additionally, this unit provides students with first-hand experience conducting a research project and writing a scientific report.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Preparation for further study in psychology

Research and study skills

Communication and interpersonal skills

Information technology skills

Critical thinking skills

Appreciation of ethical issues

Assessment Tasks

Name	Weighting	Due
Unit Quiz	0%	16/08/16
Research Participation	5%	04/11/2016
Research Report	30%	04/10/2016
Group Presentation	5%	Week 6 (in class)
Tutorial Participation	5%	Week 13
Final Exam	50%	University examination period
Online Statistics Quizzes	5%	Wednesday 12pm of each week

Unit Quiz

Due: **16/08/16**
Weighting: **0%**

This is an online quiz that assesses your knowledge about PSYC105 administration, expectations, assessment requirements and university-wide policies. The quiz consists of 20 multiple-choice questions with five response options, and students must answer all questions correctly (i.e., achieve 100%) in order to pass this assessment. The material upon which the quiz is based is the Unit Guide (this document you're currently reading!), the iLearn page, and the first lecture. The Unit Quiz will open up on iLearn at 9am on 01/08/2016 and students will have until the end of Week 3 (21/08/2016 at 5pm) to achieve 100% on the Unit Guide Quiz. During this time, students can take the quiz as often as necessary to achieve 100%. iLearn will record the highest mark only. Students must complete this quiz during their own time. There is a 40-minute time limit on this quiz for each attempt.

On successful completion you will be able to:
- Research and study skills
- Information technology skills

Research Participation

Due: **04/11/2016**
Weighting: **5%**

Research participation is educationally beneficial for students. First, students can learn a good deal about a particular topic by participating in research. Students can learn how psychological theories lead to psychological studies and how different methodological approaches are applied to test research hypotheses. Second, research participation assists students in understanding the importance of ethical conduct in psychological research. All of the psychology research conducted in the Department of Psychology has been reviewed by the Human Research Ethics Committee at Macquarie University, and deemed in accordance with guidelines from the Australian Code for the Responsible Conduct of Research (2007) and the National Statement on Ethical Conduct in Human Research (2007). Information about a study typically is provided to participants both before (via a personal information statement) and after (via a debriefing form) a study. Third, students can learn how to conduct research themselves by participating in research. Lastly, participation in research gives students an opportunity to develop respect and appreciation for the amount of effort that researchers devote to conducting high-quality research.

The research participation component of PSYC105 assessment involves a total of 4 hours of participation (8 credits) in research conducted within the Department of Psychology. Time spent is credited on a pro rata basis. 15 min = 0.5 credits, 30 min = 1 credit, 45 min = 1.5 credit, 1 hr = 2 credits, etc.

To ensure that you obtain experience with a variety of methods for conducting research, you are required to participate in at least 2 hours of face-to-face research studies. That is, *you will not*

receive more than 4 of your 8 research credits from online studies. Studies are run at a variety of days and times, including after hours and weekends, in order to accommodate a range of student timetables.

We use SONA, a participant pool, to connect students with researchers. A large number of psychology research projects are being conducted in 2016 by staff members, research assistants, postgraduate students, and honours students. To search for projects, make bookings, and view research participation records, go to: www.subjectpool.com/mq/participant/. The PSYC105 SONA pool opens on 01/08/2016 and will close at 5pm Friday 04/11/2016 (Week 12). Students must complete their research participation before the pool closes.

If you completed PSYC104 in Semester 1 or enrolled in PSYC105 prior to 01/07/2016, you should be automatically enrolled in SONA. **If you do not have an account, you need to email psy_pool.admin@mq.edu.au with the below information:**

First & Last name

Student ID number

MQ email address

PSY Unit Number (i.e. PSYC105)

EXAMPLE:

Name: John Smith, Student ID: 43409999, email: john.smith@students.mq.edu.au, course: PSYC105

After registering for a study, students should keep a record of the following details:

- The researcher's name
- The date and time of the study
- The location of the study
- The contact phone number

You are required to keep your appointments. If, as a result of illness or misadventure, you are unable to keep an appointment, you must notify the researcher prior to your appointment. Failure to do so will result in a penalty. The total number of hours (and thus assessment mark) that you have accrued over the semester will be posted on the PSYC105 website by 9am on 09/11/2016 for you to check. In case of any discrepancy, you can appeal by 11pm on 10/11/2016. To appeal, send an email to psy_pool.admin@mq.edu.au and CC PSYC105@mq.edu.au. In the email, include how many credits you were awarded, and how many credits you think you should have been awarded. Additionally, for each study you participated in, include the 1) experimenter's name, 2) the date and time of the experiment, and 3) how long it took you to complete the study.

When deciding which studies to participate in, please remember that researchers are not the only ones who have a duty to act responsibly. Participants also must act ethically. As a research participant, you are responsible for:

· Completely reading information and consent forms

· Carefully weighing the risks and benefits of participation

· Knowing when, where, and for how long participation is required

· Talking to the researcher when concerns arise

· Fulfilling the responsibilities as described in the information and consent forms

If you think you have a valid reason to be exempt from participating in research, you should apply for an alternate assessment task by emailing PSYC105@mq.edu.au. Requests for an alternate assessment will only be considered in exceptional circumstances. If you think you qualify for this option, you must send your email by the Census date (26/08/2016) Requests received after that time will not be considered.

On successful completion you will be able to:

• Preparation for further study in psychology

• Appreciation of ethical issues

Research Report

Due: **04/10/2016**
Weighting: **30%**

The PSYC105 research report requires students to write a psychology report based on data that they have been involved in collecting. Writing empirical papers is one way that psychologists disseminate research findings. The research report must be 1500 (+/- 150) words in length. The title page and reference list are not included in this word limit, but in-text citations are included in this word limit. Your report must include a title page, the body of the report (with separate sections of an introduction, method, results, discussion) and a reference list. More details on the report will be provided in tutorial classes and posted to iLearn.

This research report must follow the APA Style rules, detailed in the "*Publication Manual of the American Psychological Association*." This is a psychology report, not a biology, chemistry, or law report, so do not use another referencing style. Marks will be awarded for correctly following APA Style rules, and you will lose marks if you do not apply the rules correctly. You can find out more about APA Style rules by attending tutorials and by reading the sixth edition of the "*Publication Manual of the American Psychological Association"* (one of the PSYC105 required textbooks).

Some starter references have been provided for you (see 'Prescribed Resources' section of this Unit Guide below). You MUST read, use and cite these references in your report. Students are also required to find at least THREE additional references (peer-reviewed articles published in a scientific journal) of their own to use in the report. The Group Presentation assessment will help students with this task. When selecting articles to use as references, think about what will most assist you in telling a logical story. In using published research to support and evaluate the research project in your report, you are expected to reflect carefully on the instructions and feedback given during the tutorials.

Participating in tutorials will be essential for writing your research report. During tutorials, the

literature will be reviewed, the class project will be discussed, hypotheses will be generated, data will be presented, and APA Style guidelines will be reviewed. Additionally, you also will assess a past report using the unit's marking criteria. This activity will be invaluable in helping you to avoid common pitfalls encountered when writing your first psychology research report!

The research report must be submitted electronically via a Turnitin link on iLearn. Turnitin is anti-plagiarism software that will compare your paper to your classmates' papers, to papers from previous students at Macquarie University and other universities, as well as to material on the Internet (e.g., the articles you will be citing, websites, etc.). Students should take note of the similarity index of their report when it is uploaded (though please note that it can take up to 24 hours for the Turnitin report to be processed). Students can delete and re-upload their report as many times as they like until the report deadline. Please note that if you want to re-upload a paper, you must wait at least one hour from withdrawing a previous document. Thus, the last time you can check your similarity indices is at 4pm on 04/10/2016 if you want the opportunity to upload a revision.

We expect that students are aware of what does and doesn't constitute academic dishonesty and plagiarism. To learn about this, students are expected to complete the online Academic Integrity Module for Students: a link can be found on the PSYC105 iLearn page or via this website http://students.mq.edu.au/support/learning_skills/ academic_integrity_module_for_students/. Students are also expected to read Macquarie University's Academic Honesty Policy, http://mq.edu.au/policy/docs/academic_honesty/ policy.html. Not knowing what constitutes an act of academic dishonestly is not grounds for excusing inappropriate behaviour.

Students should be aware that iLearn and Turnitin can lag when large numbers of students are uploading documents at the same time. Submission time for assignments will be counted as the time the assessment was received, not the time the uploading began. Because of this, make sure you don't leave your submission to 4:55pm the day it is due! Late penalties will be applied to assignments that are received after the due time.

Turnitin Submission Procedure

1.Click on the assignment you would like to submit (i.e. Research Report).

2.Click on the "Submit Paper" tab.

3.Give your submission a title using YOUR STUDENT ID NUMBER and YOUR SURNAME. For example, 43437382_Beath. Failure to appropriately name your document will be penalised.

4.Next to "File to Submit", click on Choose File.

5.Choose the file you wish to upload (by navigating through your computer) and click Open.

6.Click "Add Submission"

7.A digital receipt will be generated. Save a copy of this!

Penalties will be applied when requirements are not met:

· A penalty of 5% of the maximum mark per day (including weekends) will be applied to late assignments. For example, if a student submits the Research Report one day late, then 1.5

marks [= 5% x 30 (worth 30% of the final grade)] will be subtracted from the original mark. If a student completes the Research Report 3 days late, then 5.5 marks [= 3(5% x 30)] will be subtracted from the original mark.

· Assignments received after the 5pm deadline are considered late (even if it is only a matter of minutes!)

· Assignments will not be accepted after they are 5 days late (i.e., after 5pm on Sunday, 09/10/2016).

· A penalty of 5% of the maximum mark (1.5 marks [= 5% x 30]) will be deducted from the research report for every additional 150 words over or under the limit.

Attend tutorials and visit iLearn for information on marking criteria.

On successful completion you will be able to:

- Preparation for further study in psychology
- Research and study skills
- Communication and interpersonal skills
- Information technology skills
- Critical thinking skills
- Appreciation of ethical issues

Group Presentation

Due: **Week 6 (in class)**

Weighting: **5%**

Presentations at scientific conferences are another method that psychologists use for disseminating and learning about research findings. Accordingly, during the Week 6 tutorial, your group will give a 10-minute presentation on one research article that you find which is relevant to the Research Report. (This article must not be one of the starter references you have been provided with.) The presentation must be done using PowerPoint or another computer-based presentation software. Presentations are to cover the entire research process (e.g., background, methods, results, discussion), similar to a research report. Students will form their groups in the Week 2 tutorial, and be expected to find time to work together between then and Week 6 when the presentations will take place.

Each member of the group is expected to present (speak) for approximately the same amount of time, so you will need to divide the 10 minutes up accordingly. This could be achieved by each member covering different aspects of their presentation (e.g., one person to cover the background information, one person to cover the methodology, one person to cover the results, and another person to cover the discussion), or some other arrangement that the group thinks is fair. Even if different people present different segments, presentations should flow as if one person has written the talk. This means that a good presentation requires great teamwork! Finally, academic integrity applies to research presentations, so do not forget to cite and reference appropriately.

Your team should arrive to the Week 6 tutorial with a copy of your presentation saved to a USB device and with a hard-copy of your presentation to submit to your tutor. Failure to present your tutor with a hard-copy of your presentation at the beginning of the tutorial will result in a 5% penalty.

Group work can come with some challenges. One problem that students may unfortunately have to deal with is group members not contributing equally to the assessment. This involves an act of academic dishonesty. The steps for handling this problem, in order, are:

1. Talking to the person about your perception of the problem.

2. Documenting the contents of this discussion and a plan for resolution.

3. If the situation does not resolve, the person should be notified immediately by the team.

4. The team representative should email their tutor with the contents of Point 2 and a synopsis of what has occurred since that discussion.

All members of the team should be included on the email. This email must be sent at least 96 hours before the scheduled presentation.

Another potential problem is a group member falling sick on the day of the presentation. In any professional setting, all team members are expected to be able to deliver presentations entirely on their own. If you are scheduled to give a talk at 1pm on a Monday at a scientific conference and are unable to attend due to illness, you either have someone else present or the presentation is cancelled. The conference will not be reschedule due to your illness. Thus, team members are expected to cover for anyone who is ill. Because of this, all group members are expected to be familiar with the entire presentation! Your team will lose marks if team members are not able to deliver all segments of the presentation adequately.

Part of the marking criteria for this assessment is the group's ability to deliver the information in an engaging manner. Students will lose marks if they constantly read from their notes, rather than engaging with the audience. Your classmates and tutor will feel a lot more engaged and will be able to understand you better if you do not read from your notes. Thus, everyone should practise their delivery of the presentation repeatedly! In order to enhance engagement, your presentation will need to be professional and creative. Lastly, all students are expected to be able to answer questions regarding their presentation. Be prepared for your tutor and fellow classmates to ask questions! Attend tutorials and visit iLearn for more information on marking criteria.

If you cannot attend your Week 6 tutorial due to a serious and unavoidable disruption and you are not there for the presentation, and if your team agrees that you fully contributed to the development of the presentation, you may lodge a Disruption to Studies request via ask.mq.edu.au and apply for an alternate time to deliver the entire presentation on your own in front of your tutor and/or the unit convener and/or the assistant to the unit convener. This will only be considered if the request meets the requirements of Disruption to Studies (see http://mq.edu.au/policy/docs/disruption_studies/policy.html for information on the policy).

On successful completion you will be able to:

- Preparation for further study in psychology

- Research and study skills

- Communication and interpersonal skills

- Information technology skills

- Critical thinking skills

Tutorial Participation

Due: **Week 13**

Weighting: **5%**

You can only attend the tutorial you are enrolled in. If you want to enrol in a different tutorial, you can do this online via eStudent ONLY. After Week 2, no further changes to tutorials can be made. PSYC105 teaching staff (tutors or the unit convener) cannot change your tutorial session for you. Tutorial space is limited due to Occupational Health and Safety Policy as well as the limitation of resources in the tutorial rooms.

The material covered in tutorials extends, rather than duplicates, lecture material. Tutorial slides will NOT be posted on iLearn, nor will they be given to students in any form. Thus, it is each student's responsibility to attend tutorials and take notes on the material covered.

Tutorial attendance is compulsory in order to pass PSYC105. If students miss **three or more tutorials**, it is the University Policy that students MUST make a Request for Special Consideration through https://ask.mq.edu.au/, with appropriate documentation (e.g., medical certificates). In the unfortunate event that you miss three tutorials due to serious and unavoidable disruptions, you need to follow a series of steps if you want your Request for Special Consideration to be evaluated by the Faculty of Human Sciences.

1.Immediately after missing your third tutorial, you need to lodge a disruptions to studies application with the student office.

2.Complete all necessary paperwork as documented in the Disruption to Studies Policy, .

3.Lodge your Request for Special Consideration via , by appending all appropriate documentation. If your Request for Special Consideration does not adhere to the Disruption to Studies Policy, it will not be assessed for approval.

On successful completion you will be able to:

- Preparation for further study in psychology

- Communication and interpersonal skills

- Critical thinking skills

- Appreciation of ethical issues

Final Exam

Due: **University examination period**
Weighting: **50%**

The final exam is held during the university final examination period (14/11/2016 – 02/12/2016) and consists of 120 multiple-choice questions. Students are allowed 2.5 hours plus 10 minutes reading time to complete the exam. Questions are derived from the lectures (including statistics lectures), tutorials, and the required readings. There will be five response options for each question. Unless specified on a question, there is only one correct answer to each question. Wrong answers are not penalised (that is, the total score is simply the sum of correct answers: you are not penalised for guessing). Past exam papers are not available, but a very small sample of practice questions will be posted on iLearn a few weeks before the final exam.

Students complete the multiple choice exam by filling in a multiple choice answer sheet. These sheet are scanned and read by a computer to produce each student's final exam mark. It is crucial that you write your name and Student ID number on both the final exam question paper and also the multiple choice answer sheet during exam time. Failing to do either or both of these, or incorrectly entering your details, will result in your exam not being marked: how can we give you marks if we don't know who you are?! Don't let all the hard work you put into the final exam go to waste by not filling in the answer sheet correctly!

The final exam is difficult, as you are tested on all content taught to you over the semester, which is a lot of material. Thus, we cannot stress enough that you need to start studying early and regularly for the exam. Do NOT wait until finals week to study for the exam!! In order to do well, you may find the following suggestions helpful:

1) read the required readings *before* lectures and take comprehensive notes;

2) highlight parts that you are having trouble understanding;

3) listen to every lecture intently, be on the look-out for the parts that caused you confusion, and take detailed notes;

4) integrate your pre-lecture notes with your lecture notes;

5) do the required tutorial work in advance (this includes statistical lectures);

6) participate in every tutorial by asking and answering lots of questions;

7) revise your stats notes based on your tutorial practicals; and

8) if questions linger, ask the appropriate lecturer for clarification during their office hours or via email.

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

On successful completion you will be able to:

- Preparation for further study in psychology
- Research and study skills
- Critical thinking skills

Online Statistics Quizzes

Due: **Wednesday 12pm of each week**
Weighting: **5%**

Almost one third of PSYC105 course content is focused on applied psychological statistics; both learning the fundamental concepts and understanding how to summarise data and perform statistical analyses using the statistical software SPSS. Your ability to understand statistical concepts is assessed in weekly, online quizzes that occur during Weeks 2-11.

Statistics Quizzes are to be completed in students' own time, via iLearn. Each quiz will cover information delivered that week in lectures and the corresponding textbook sections. The quizzes open on iLearn each Wednesday at 2pm (following the week's first statistic lecture) and close the following Wednesday at 12pm. Each quiz will require you to answer 5 short-answer or multiple-choice questions.

Since the quizzes are marked automatically by computer on iLearn, it is important that your short answers exactly match the correct answer. Do not copy and paste answers, or put a full stop or insert spaces after your answer. If the answer requires a number, please use the digit/Arabic numeral (i.e., 20) rather than the Roman Numeral (XX) or the Oxford English number (twenty). If you enter an answer incorrectly, it will be marked as incorrect, and it will not be possible to get your mark changed.

On successful completion you will be able to:

- Preparation for further study in psychology
- Information technology skills

Delivery and Resources

The class timetable can be found at: http://www.timetables.mq.edu.au/2016

Psychology lectures

Each week students must attend one, 2-hour lecture. There is an initial and one repeat lecture for 105 (both in Macquarie Theatre).

· Initial: Tuesday 10am-12pm (W2.4A Macquarie Theatre)

· Repeat: Thursday 12-2pm (W2.4A Macquarie Theatre)

· iLecture (ECHO recordings on iLearn)

Statistics lectures

Each week students must attend one, 1-hour lecture. There is an initial and a repeat lecture for statistics. Please note that the initial lecture is on the Wednesday and repeat lecture is on Monday of the following week.

· Initial: Wednesday 1pm-2pm (W6D Lotus Theatre)

· Repeat: Monday 12-1pm (W6D Lotus Theatre)

· iLecture (ECHO recordings on iLearn)

Tutorials

Weeks 2-13 (excluding Weeks 8 & 11), students must attend their assigned tutorials.

Students enrolled in the iLecture access lecture recordings through iLearn, but must attend the compulsory tutorial/practical class in person.

Prescribed Resources

Students must access SPSS to complete their assessments and follow along with lectures. statistical databases, datasets, handouts, and videos via iLearn. IBM SPSS Statistics Standard Grad Pack Version 22 or 23 is available for purchase at the Co-op Bookshop or can be used for free by downloading iLab - see https://wiki.mq.edu.au/display/iLab/About. (Note, previous versions of SPSS are also fine to use.)

Each week students must read the prescribed textbook chapters. These textbook chapters cover and extend material noted in the lectures, tutorials, and statistical teachings.

· American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

· Field, A. (2009). *Discovering statistics using IBM SPSS statistics* (4th Ed.). London, UK: Sage.

· Lilienfeld, S., Lynn, S., Namy, L., Woolf, N., Jamieson, G., Marks, A. & Slaughter, V. (2014). *Psychology: From inquiry to understanding* (2nd ed.)*.* Frenchs Forest, Australia: Pearson Australia.

· O'Driscoll, M., Taylor, P. I., & Kalliath, T. (2008). Introduction to organisational psychology. In M. O'Driscoll, P. Taylor, & T. Kalliath (Eds.), *Organisational psychology in Australia and New*

Zealand (pp. 1-8). South Melbourne, Victoria: Oxford University Press. (Available in the Library through "Unit Readings" on MultiSearch.)

Prior to Week 4, students must read the prescribed articles for the research report and presentation (available in the Library through "Unit Readings" on MultiSearch).

To understand and sufficiently complete unit requirements, students must regularly access the prescribed unit materials.

· PSYC105 Unit Guide (downloadable from iLearn*)*

· PSYC105 Tutorial Guide (downloadable from iLearn*)*

· Lecture Recordings (downloadable from iLearn*)*

· Some lecturers may upload their lecture slides onto iLearn. They are not required to do this, so when this happens, please take full advantage of it. As such, please do not ask me, or them, to paste slides in a different format (e.g., switch from pdf to PowerPoint). Additionally, do not ask them to post slides in advance.

Unit Schedule

Week	Date of 1st lecture	Lecture Topic	Lecturer	Assessment Task
1	Aug 2	Introduction to the Unit	Dr. Beath	
		[No statistics lecture]		
2	Aug 9	Developmental Psychology	A/Prof. McMahon / Prof. Bussey	
	Aug 10	Introduction to Statistics	Dr. Stephen	
3	Aug 16	Developmental Psychology	A/Prof. McMahon	Unit Quiz Due (11pm, Aug 21) Introduction to Statistics Quiz Due (12pm, Aug 17)
	Aug 17	Input and Cleaning Data	Dr. Stephen	
4	Aug 23	Social Psychology	Dr. Case	Data Entry Quiz Due (12pm, Aug 24)
	Aug 24	Displaying Data	Dr. Stephen	

5	Aug 30	Social Psychology	Dr. Case	Displaying Data Quiz Due (12pm, Aug 31)
	Aug 31	Summarising Data	Dr. Stephen	
6	Sep 6	Perception	Dr. Stephen	Group Presentation due in tutorials
				Summarising Data Quiz Due
	Sep 7	Fundamental Concepts	Dr. Stephen	(12pm, Sept 7)
7	Sep 13	Perception	Dr. Stephen	Fundamental Concepts Quiz Due
				(12pm, Sept 14)
	Sep 14	t-tests: Theory	Dr. Stephen	
		t-tests: SPSS (lecture uploaded on iLearn)		
	Mid-semester break Monday 19th September – Monday 3rd October			T-test Quiz Due (12pm, Sept 28)
				T-test SPSS Quiz Due (12pm, Sept 28)
8	Oct 4	Organisational Psychology	A/Prof. Griffin / Prof. Wiggins	Research Report Due (5pm, Oct 4)
		[No statistics lecture]		
9	Oct 11	Organisational Psychology	Dr. Searle	
	Oct 12	Correlation: Theory	Dr. Stephen	
		Correlation: SPSS (lecture uploaded on iLearn)		
10	Oct 18	Cognitive Psychology	Dr. Curby	
		[No statistics lecture]		
11	Oct 25	Cognitive Psychology	Dr. Curby	Correlation Quiz Due (12pm, Oct 26)
				Correlation SPSS Quiz Due
	Oct 26	Statistics Summary	Dr. Stephen	(12pm, Oct 26)

| 12 | Nov 1 | Health Psychology | Dr. Beath | Research Participation closes (5pm, Nov 4) Statistics Summary Quiz Due (12pm, Nov 2) |
| 13 | Nov 8 | Health Psychology & Unit Conclusions | Dr. Beath | |

Learning and Teaching Activities

Discipline Specific Knowledge and Skills

Identify the key terms in the areas of cognition, perception, developmental psychology, social psychology, health psychology, organisational psychology, and statistics; Discuss the key theories and research in the areas of cognition, perception, developmental psychology, social psychology, health psychology, organisational psychology, and statistics

Critical, Analytical & Integrative Thinking

• Collect, analyse, and report statistical data • Competently access, use, and synthesise information • Review and critique literature • Competently use information technology applications (e.g. iLearn, e-mail, web-browsers, etc.) • Critically evaluate psychological theories and argument • 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

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

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

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, supported, 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

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

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

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

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

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Disruption to Study and Special Consideration

PSYC105 will consume a lot of your time (hopefully you enjoy every minute you spend engaged with PSYC105!). Your best approach is to treat it as you would a part-time professional job that requires you to work set hours each week. Macquarie University and myself realise that sometimes life events will interfere with your best attempts at excellent performance. In some instances, you might be allowed some flexibility in how you complete the unit. Information about Macquarie University's Disruption to Studies Policy is found at http://www.mq.edu.au/policy/docs/disruption_studies/policy.html . Please note that it is your responsibility to learn about the conditions for applying for special consideration and for understanding what circumstances may lead to special consideration. Technical difficulties are not grounds for special consideration, and in most cases, extensions to quiz deadlines will not be granted.

Computers and access to the Internet are essential for participating in this course. You must use them to access content saved on iLearn, complete quizzes, perform statistical analyses, write and submit your research report, and assemble and deliver your group presentation. If you want to avoid losing any unnecessary marks, I suggest that you take responsibility for your computing. As with any professional job, you must factor in potential computer and Internet problems when aiming to meet a deadline. This means regularly saving back-up copies of your work and submitting early. If you have planned accordingly and problems arise, you can complete your assessments online using a computer in one of Macquarie University's many computing labs. As such, technical problems are not grounds for special consideration. If you encounter problems while being diligent, you need to complete the steps outlined below.

1.Take a screen shot of any error message or similar message that comes up on the screen. You must show evidence that something went wrong.

2.Put in a OneHelp ticket request, by emailing: , including the screen shot of the error message as an attachment and outlining what went wrong.

3.If OneHelp does not resolve the issue, email the Assistant to the Convenor () and she will see what can be done.

The Unit Quiz is open for three weeks. As such, you must be considerably ill for the entire duration that the quiz is open in order to receive special consideration. If you are only ill for the latter portion of the quiz's availability, you will not have grounds for special consideration. The same is to be said for the research report.

Neither the unit convenor or the tutors grant extensions, only the Faculty of Human Sciences Student Services Centre does. All requests to convenors and tutors for special consideration will be ignored.

Requests for Remarking the Research Report

In order to mark for this unit, all tutors are trained on the marking criteria and are required to match the convenor's set standard on an example report. Additionally, a sample of all tutor's papers are double-marked, and if required, tutors are asked to remark in order to ensure consistent marking across the unit. Thus, it is very unlikely that your paper has been unfairly marked.

Writing for psychology is vastly different than writing for many other subjects. It is not a skill that we are born with, but one that requires much cultivating. If after a 48-hour cool-down period you have assessed your paper based on the marking criteria and still believe your paper has been unjustly marked:

1.Contact the tutor who marked your paper. Ask to set-up an in-person meeting to review your paper. You must prepare for this meeting by assembling an outline of how you met each marking criteria. Please note that "spending a lot of time on the paper" and "feeling like I did better" are unacceptable reasons for remark.

2.If differences continue after this meeting, you can apply for a re-mark of an assignment by completing an , which can be obtained by contacting the Undergraduate Student Services Centre. You must attach your original assignment and a fresh unmarked copy (for the new marker). The form and attachments must be lodged at the Faculty of Human Sciences Undergraduate Student Services Centre within two weeks of the date of receipt of the assignment (i.e., no later than …date).

3.The Course Convenor will arrange for the assignment to be marked by another staff member teaching the unit, and the assignment will be returned to the student through the Faculty of Human Sciences Undergraduate Student Services Centre. Please bear in mind that your remarked paper may receive a grade that is lower than your original grade.

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://mq.edu.au/policy/docs/academic_honesty/policy.html. Plagiarism is an example of dishonest academic behaviour and is defined by the Academic Honesty Policy 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". To learn about what other sorts of behaviour constitute an act of plagiarism, please read Macquarie University's Academic Honesty Policy, http://mq.edu.au/policy/docs/academic_honesty/policy.html, and complete the online Academic Integrity Module for Students, http://students.mq.edu.au/students-level_2-3_column/?xcid=53491&preview=true.

The Academic Honesty Policy notes the following responsibilities for students:

· "Act in accordance with the principles of the Academic Honesty Policy.

· Become familiar with what academic dishonesty is and the consequences of poor practice.

· Use appropriate referencing techniques.

· Seek assistance from the unit convenor to remedy any deficits or clarify discipline specific practice.

· Submit only work of which you are the author or that properly acknowledges others.

· Do not lend or provide your original work, marked or unmarked, 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.

· Undertake any remedial or other learning activities as directed by the Faculty Discipline Committee."

Note that while informal study groups are encouraged as a good way to assist your learning, all your independently assessed assignments must be totally independently completed. Unless you are working on the Group Presentations, in which each member contributes to producing one piece of work, using part or all of someone else's work constitutes collusion and breaches the University's Academic Honesty policy.

Do not collude with any other student by selling, giving, lending, explaining or showing all or parts of your independently assessed work/answers/past or current assignments, and do not ask to buy, borrow, see and use all or parts of the work of another student. Collusion includes working on online quizzes with someone else or giving/receiving their answers.

Significant penalties can be applied for academic dishonesty. These 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.

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.

University Policy on Grading

Academic Senate has a set of guidelines for the achievement 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).

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 that you receive. For more information please refer to the Macquarie University Handbook.

Please note that there is no "Pass Conceded" or "Concessional Pass." If you receive a 49 or lower, you will receive a Fail grade (see http://www.mq.edu.au/policy/docs/grading/policy.html, Grading Policy). I will not address emails from students that ask me to pass them when they have obtained a Fail.

High Distinction	85 and above
Distinction	75-84
Credit	65-74
Pass	50-64
Fail	49 and below

Key Student Responsibilities

1. Only use your University email account. Failure to do so will result in unread emails. It is University policy that the University issued email account will be used for official University communication.

2. Consistently devote 12 hours a week to this unit; otherwise, you may not do well in this unit. Distributed practice is one of the most helpful study strategies for ensuring that what you learn is retained over time.

3. Realise that this unit is not easy. If you regularly attend and engage with lectures, tutorials, and iLearn resources, your chances of success in this unit will be much greater than if you do not behave in that manner.

4. Arrive to lectures and tutorials prepared. Read required material before relevant lectures/ tutorials.

5. Demonstrate respect for your fellow students and unit staff. Arrive to lectures and tutorials on time. Do not use mobile phones during class time. Students who arrive late, chat, or text during class may be asked to leave.

6. Read this unit guide in its entirety. You are responsible for knowing its content and applying its information. Ask questions if you are unclear on a requirement. Let the Assistant to the Convenor and I know what section of the unit guide you find confusing and why. If you are not specific, it will be difficult for us to help you.

7. Do not skim over the unit guide and then ask questions about information covered in the unit guide. I realise that it may seem frustrating to some students that PSYC105 staff will not answer emails that are already covered by information in the unit guide; but, there simply is not enough time in the day for us to repeat ourselves 1000 times.

8. Ask for help from your tutors if you have queries about tutorial content. Take advantage of the relationship you have with them, they are your only opportunity for focused attention in such a large unit.

9. Make sure you get the easy points. Complete the online quiz and follow APA Style guidelines.

These are the easiest points to receive, so make sure you closely check your work on these aspects (as well as other aspects).

10.Take responsibility. It is not your tutor's responsibility, your lecturers' responsibility, my responsibility, or your parents' responsibility to succeed in this unit.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Communication and interpersonal skills

Assessment tasks

- Research Report
- Group Presentation
- Tutorial Participation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Preparation for further study in psychology
- Critical thinking skills
- Appreciation of ethical issues

Assessment tasks

- Research Participation
- Research Report
- Group Presentation
- Tutorial Participation
- Final Exam
- Online Statistics Quizzes

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Preparation for further study in psychology
- Information technology skills
- Critical thinking skills

Assessment tasks

- Unit Quiz

- Research Participation

- Research Report

- Group Presentation

- Tutorial Participation

- Final Exam

- Online Statistics Quizzes

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Preparation for further study in psychology

- Research and study skills

Assessment tasks

- Unit Quiz

- Research Participation

- Research Report

- Group Presentation

- Tutorial Participation

- Final Exam

- Online Statistics Quizzes

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Preparation for further study in psychology
- Research and study skills
- Communication and interpersonal skills
- Information technology skills
- Critical thinking skills
- Appreciation of ethical issues

Assessment tasks

- Unit Quiz
- Research Participation
- Research Report
- Group Presentation
- Tutorial Participation
- Final Exam
- Online Statistics Quizzes

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Preparation for further study in psychology
- Research and study skills
- Information technology skills
- Critical thinking skills

Assessment tasks

- Unit Quiz
- Research Participation
- Research Report
- Group Presentation
- Tutorial Participation
- Final Exam

- Online Statistics Quizzes

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Communication and interpersonal skills

Assessment tasks

- Research Report
- Group Presentation
- Tutorial Participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Preparation for further study in psychology
- Communication and interpersonal skills
- Critical thinking skills
- Appreciation of ethical issues

Assessment tasks

- Research Participation
- Research Report
- Group Presentation
- Tutorial Participation
- Final Exam
- Online Statistics Quizzes

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Appreciation of ethical issues

Assessment tasks

- Research Participation
- Research Report
- Tutorial Participation