



FACULTY OF SCIENCE

School of Psychology

PSYC2061

**SOCIAL AND DEVELOPMENTAL
PSYCHOLOGY**

Course Outline and Handbook

SESSION 1, 2012

1. General Course Information

Units of Credit	6UOC
Session(s) Offered	Session 1
Assumed Knowledge, Prerequisites or Co-requisites	PSYC1001, PSYC1002
Hours per Week	2 Lecture hours (Wednesday 5-6pm, Physics Theatre; Thursday 5-6pm Mathews A Theatre) 2 Laboratory hours
Number of Weeks	12 weeks: Developmental Psychology (weeks 1-6); Social Psychology (weeks 7-12)
Commencement Date	Lectures start in Week 1 (first lecture on 29/2/2010); Laboratory classes start in Week 2

2. The Teaching Team

Staff	Name	Contact Details	Consultation Times
Course Convener	Prof. Joseph P Forgas	jp.forgas@unsw.edu.au Mathews 1112, Ph 93853037	<i>Email or consult following lectures.</i>
Course Lecturers	DEVELOPMENTAL PSYCHOLOGY (weeks 1-6)		
	Dr. Jenny Richmond	jrichmond@psy.unsw.edu.au Mathews Rm. 707, 9385 3036	E-mail to arrange an appointment
	SOCIAL PSYCHOLOGY (weeks 6-12)		
	Prof. Joseph Forgas	jp.forgas@unsw.edu.au Mathews Rm. 1112, 9385 3037	E-mail to arrange an appointment
	Prof. Marilyn Brewer	mbrewer@psy.unsw.edu.au Mathews Rm. 1110, 9385 8657	E-mail to arrange an appointment
	Prof. Eddie Harmon-Jones	e.harmon-jones@unsw.edu.au Mathews Rm 1105	Email to arrange appointment
A/Prof Jacquelyn Cranney	J.Cranney@unsw.edu.au Mathews Rm. 911, 9385-3527	E-mail to arrange an appointment	

Course Tutors	Megan Feeney, Senior Tutor	m.feeney@unsw.edu.au Mathews Rm. 442	E-mail to arrange an appointment; in the first instance contact Megan for all matters relating to prac work
	Diana Matovic	dmatovic@psy.unsw.edu.au Level 15, Mathews Building	E-mail to arrange an appointment
	Clement Lee	z3254568@student.unsw.edu.au TBA	E-mail to arrange an appointment
	Joyce Siette	jsiette@psy.unsw.edu.au Level 15, Mathews Building	E-mail to arrange an appointment
	Melissa Oden Lim	mondenlim@psy.unsw.edu.au Mathews Rm. 1302	E-mail to arrange an appointment
	Cindy Harmon Jones	cindyharmonjones@gmail.com TBA	E-mail to arrange an appointment

2. Textbooks and Course Guides

Developmental Psychology

Compulsory textbook: White, F., Hayes, B. K., & Livesey, D. (2010). *Developmental Psychology: From Infancy to Adulthood, 2nd edition*. Pearson Education Australia.

Social Psychology section:

Compulsory textbook: Vaughan, G. M. & Hogg, M.A. (2010). *Introduction to Social Psychology, 6th Ed.* Pearson Education Australia.

Recommended reading: Forgas, J.P. (1985). *Interpersonal behaviour*. Macmillan: Sydney.

Required and Additional Readings: Required and relevant additional readings will be posted on Blackboard.

In addition to this Course Guide it is a course requirement that ALL STUDENTS DOWNLOAD AND BECOME FAMILIAR WITH THE 2012 PSYCHOLOGY UNDERGRADUATE STUDENT GUIDE. You may wish to pay particular attention to changes in the way that the School of Psychology deals with Further Assessment / Deferred Examinations. Copies can be downloaded from:

http://www.psy.unsw.edu.au/students/current/files/Student_Guide.pdf

You are responsible for familiarizing yourself with this information. This means you cannot say "I didn't know" if you violate any regulations set out in this document.

3. Course Aims and Description

The aim of this course is to introduce students to empirical research and theories in social and developmental psychology, two critical areas of psychological inquiry that most directly deal with issues concerning the development of human capacities and abilities, and the way humans interact with, and are influenced by each other.

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

The Developmental Psychology strand will introduce you to the scientific study of the important changes in cognitive, social and emotional processes that occur with age, with a particular focus on the changes that take place in the early part of the lifespan. Developmental changes in a number of key areas of cognition are first examined. Theoretical explanations of such changes are reviewed and methods for studying development in infancy and childhood are introduced. This will be followed by an examination of genetic foundations and prenatal foundations of development,

cognitive and social-cognitive development, the development of early attachments and emotional bonds and the effects of media on children's development. The section provides knowledge that is essential to the understanding of children's behaviour, whether at home, at school, or in their relationships with other people.

The Social Psychology strand of the course deals with contemporary research on how human beings perceive and form impressions of each other, how they make inferences and attributions about causality, and how they use verbal and nonverbal communication strategies in their daily interactions. We will consider both the theoretical explanations of interpersonal behaviour, and the experimental techniques researchers have used to discover the underlying processes and mechanisms that allow people to engage in successful social interaction. The section provides knowledge that is essential to the understanding of how people think and behave in everyday social situations, and how they form and maintain social relationships

Relationship to other courses

This course builds upon the social and developmental psychology sections of PSYC1001A. Students are encouraged to review their notes from this course. This course is a pre-requisite for PSYC3121 (Social Psychology) and PSYC3341 (Developmental Psychology). The textbooks used in this course will be useful for the third year classes.

Expected Student Outcomes (Developmental Psychology)

After completing this course you will be able to:

- Describe the history of developmental psychology
- Understand the major theories, empirical phenomena and research methods in developmental psychology
- Exercise your critical abilities in relation to the theoretical assumptions of developmental psychology and current professional and public policy issues concerning children
- Describe the development of infant's and children's cognitive, moral, emotional, intellectual, and social abilities
- Systematically observe and record child behaviour
- Administer, score and interpret indexes of cognitive and social development
- Develop skills for working with children (NB: One essential requirement of the course is to interact with and collect data from a real child.)

Expected Student Outcomes (Social Psychology)

After completing this course you will be able to:

- Describe the history of social psychology
- Understand the major theories, empirical phenomena and research methods in social psychology, and the study of interpersonal behaviour in particular
- Exercise your critical abilities in relation to the theoretical assumptions and methods used in the scientific study of interpersonal behavior

- Understand and evaluate scientific research in social psychology, and carry out and analyse simple social psychological experiments

4. Course Schedule

LECTURE SCHEDULE: DEVELOPMENTAL SECTION

Week	Date	Lecture Topic	Lecturer	Readings (White, Hayes, & Livesey, 2010)
1	29/02	Introduction: Themes and Methods	Richmond	Chapter 1, pp. 2-16; pp. 22-28
	1/03	Genetic foundations of development	Richmond	Chapter 2, pp. 31-45
2	7/03	Prenatal Development	Richmond	Chapter 2, pp. 45-52
	8/03	Infant Perception	Richmond	Chapter 4, pp.81-106
3	14/03	Infant Memory	Richmond	Chapters 6, pp. 153-157
	15/03	Infant Cognition	Richmond	Chapters 5
4	21/03	Childhood Cognition	Richmond	Chapter 6
	22/03	Social and Emotional Development	Richmond	Chapter 9, pp. 262-265, pp. 272-274; Chapter 10, pp. 304-306; 310-319
5	28/03	Developmental Psychopathology	Richmond	Chapter 12, pp. 364-372
	29/03	Children and the Media	Richmond	TBA

LECTURE SCHEDULE: SOCIAL SECTION

Week	Date	Lecture Topic	Lecturer	Readings (Vaughan& Hogg, 2010)
6	4/04	Prejudice and discrimination	Brewer	V&H, Chapter 10, Ch 11 pp. 418-429, 457-466
	5/04	Indigenous psychology	Cranney	TBA
<u>MID SESSION BREAK APRIL 9-13</u>				
7	18/04	Indigenous psychology 2	Cranney	TBA
	19/04	Cognitive dissonance 1	Harmon-Jones	Chapter 6
8	25/04	ANZAC DAY – no lecture		
	26/04	Cognitive dissonance 2	Harmon-Jones	Chapter 6
9	2/05	Self and identity	Harmon-Jones	Chapter 4
	3/05	Altruism and prosocial behavior	Harmon-Jones	Chapter 14
10	9/05	Social Perception and Cognition 1	Forgas	Chapter 2
	10/05	Social Perception and Cognition 2	Forgas	Chapter 2
11	16/05	Impression formation and attribution 1	Forgas	Chapter 3
	17/05	Impression formation and attribution 2	Forgas	Chapter 3
12	23/05	Social interaction- Verbal communication	Forgas	Chapter 15
	24/05	Social interaction - Nonverbal communication	Forgas	Chapter 15

5. Laboratory Classes and Lab Schedule

There will be nine weeks of 2 hour lab classes.

Developmental Psychology Section: Lab sessions in Weeks 2, 3, 4, 5, 7

Social Psychology Section: Lab sessions in Weeks 9, 10, 11, 12

Please contact Megan Feeney, who is senior tutor in the course, with all inquiries concerning lab work in the course.

There are NO LAB SESSIONS Weeks 1, 6, 8 and 13.

Lab classes will consist of a combination of demonstration experiments and experiments carried out by students acting either as participants or as experimenters. Students will use and collect data that will relate to questions such as “What is the nature of human development?” and “How do we form impressions about people?” In the Developmental Psychology section students will be required to collect data from children on a pre-determined topic and bring it back to the class for collation and discussion. Labs also will provide a forum for discussion and small group interaction. Students will be expected to read and understand all of the material discussed in the lab classes, and this information will be assessed in the exams.

Lab work is an *essential* and *compulsory* part of this course, and therefore your attention is drawn to the following:

1. Your lab session time. It is the same for Social and Developmental labs. You must attend the lab session to which you have been allocated. **It will not be possible to switch or change lab classes** once allocations are finalised. Be aware that late enrolments have fewer choices of times, and students may not be able to sign up for the time of choice.
2. Lab session attendance. Attendance will be recorded at the beginning of every lab class. Those not on the class roll for that lab will be asked to leave, and all absences will be recorded.
3. Missing lab sessions. **Inadequate attendance (less than 80%) of lab sessions may result in failure to pass the course.**

LABORATORY CLASSES: DEVELOPMENTAL SECTION

WEEK	LABORATORY CLASSES
2	<ul style="list-style-type: none"> • Introduction to Memory Strategy Experiment. • In class writing: Method Homework: collect/submit Memory Strategy data
3	<ul style="list-style-type: none"> • Ethics in developmental science research debate. • In class writing: Argument Homework: collect/submit Memory Strategy data
4	<ul style="list-style-type: none"> • Discussion of Memory Strategy report • In class writing: Results Homework: write your Memory Strategy Discussion section
5	<ul style="list-style-type: none"> • Developmental science in the media • In class writing: Argument

	Homework: write your Memory Strategy Discussion section
6	No lab class: Memory Strategy Discussion report due (Thurs 5/4/2012 4pm)
7	Developmental Trivia.

LABORATORY CLASSES: SOCIAL SECTION

WEEK	PRACTICAL CLASSES
9	Exercise on interpersonal behavior; introduction to topics and methods of social psychological research; introduction to written report. Questionnaires handed out: Questionnaires should be completed by next tutorial.
10	Nonverbal communication exercise, communication channels exercise, discussion about written report. Explanation of questionnaire scoring: Questionnaires should be scored by next tutorial.
11	Exercise and video on interpersonal behavior. Questionnaire debriefing: Questionnaires must be completed, scored, and brought to class!
12	Video on 'Power of the Situation.' Video on obedience and discussion about ethics Social Psychology Report Due Thursday 24/05/2012 4pm

6. Assessment Tasks and Feedback

ASSESSMENT: DEVELOPMENTAL PSYCHOLOGY SECTION

Task	Weighting (% of marks for PSYC2061)	Due date
<p>Abridged Laboratory Report: The Development of Memory Strategy Use (1000 words)</p> <p>Please note that failure to submit a laboratory report is grounds for an automatic failure in this subject.</p>	15%	4pm Thursday, Week 6, (5/4/2012) Psychology Office Rm. 1017
<p>Final exam (Multiple choice and short answer). The final exam questions will test your factual knowledge of and critical reasoning skills relating to <u>all of the lecture material, Practical exercises and textbook reading except those dealing with the Memory Strategy report.</u> The number of questions per topic will be proportional to the number of lectures and labs given on the topic.</p>	30%	Uni exam period

ASSESSMENT: SOCIAL PSYCHOLOGY SECTION

Task	Weighting (% of marks for PSYC2061)	Due date
Written report based on laboratory work Please note that failure to submit a laboratory report is grounds for an automatic failure in this subject.	15%	4pm Thursday, Week 12, (24/05/2012) Psychology Office Rm. 1017
Final exam (Multiple choice and short answer). The final exam questions will test your factual knowledge of and critical reasoning skills relating to <u>all of the lecture material, Practical exercises, and textbook chapters</u> . The number of questions per topic will be proportional to the number of lectures and labs given on the topic.	30%	Uni exam period

Contribution to, and participation in laboratory classes 10%

- **Written feedback will be provided on each of the assignments and lab reports.**
- **If illness or misadventure prevents you from attending the final exam, then you must contact the course coordinator AND submit a special consideration to the UNSW Student Central office. The form and further details are available here: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>**

A hardcopy of the lab reports must be submitted to the Mathews Building 10th floor Psychology Office by 4:30pm on the day they are due. Assignments will be date stamped by the School Office and taken as formal evidence of submission. An electronic copy of the assignments must also be lodged online into the Blackboard course module as a Turnitin assignment for plagiarism checking, and as insurance in the case of misplaced hard copies of submitted assignments. If students fail to do this, there will be no proof that the assignment was handed in on time and onus is on students to prove submission. Late submissions may not receive detailed feedback. Details for the submission of other assessment tasks will be included in the description of the tasks.

Late submission of assignments: 2% of the marks allocated for the assignment will be deducted each day overdue. If you are seeking an extension for a lab report you must attach a letter outlining the grounds for your request together with copies of all supporting documents (e.g., relevant medical certificates). Extensions based on general personal or academic pressures (e.g. academic workload or person work commitments) will not be considered. PLEASE NOTE THAT EXTENSION REQUESTS WILL ONLY BE PROCESSED AND CONSIDERED WHEN YOUR REPORT IS SUBMITTED. THEY WILL NOT BE GRANTED IN ADVANCE OF SUBMISSION.

Students can attend the final examination only once, either in the regularly scheduled or deferred examination period. As students will not be permitted to attend both the regularly scheduled and deferred examinations, you are advised not to attend the exam as originally scheduled if sick on that day. Instead, you should ensure that you obtain appropriate medical certificate to support your case for deferred medical exam. In such a case, a formal application for special consideration must be submitted to Student Central within three working days of the assessment to which it refers.

- Deferred examination opportunity for each course will be offered only once.
- Deferred and alternative assessment materials may be in a different format from the original (i.e. short answers instead of MC questions, oral examination instead of written examination etc). In addition, the original and deferred assessment materials may also differ in the specific content, although overall both will be sampled for the same relevant course material. These principles will apply to both deferred final examination and alternative in-session assessments.

7. Rationale and Strategies Underpinning the Course

<p>Teaching Strategies</p>	<p>The design of the structure, content and assessment of this course has been informed by the policy document “Guidelines on learning that inform teaching at UNSW” (see www.guidelinesonlearning.unsw.edu.au). In particular, lectures and lab classes are designed to encourage active, challenging and enjoyable learning which builds on learning that has occurred in other psychology courses and is relevant to student’s likely future careers. The teaching employs a variety of different methods and encourages students to take responsibility for their own learning and to work cooperatively. Use is made of web based materials and assessments have been designed to reflect the learning outcomes and structure of the course.</p>
<p>Rationale for learning and teaching in this course</p>	<p>The two, one-hour lectures each week will be used to provide students with an introduction to a broad range of topics within the fields of social and developmental psychology. Within these topic areas the lectures will cover current theory, research methods, findings and the application of these findings. The laboratory classes are designed to allow opportunities for in-depth and active learning. The sessions will be used to demonstrate and explore some of the issues covered in the lectures and opportunities will be provided to explore the methods used in social and developmental research, to take part in practical demonstrations, to debate issues and case studies and to participate in role-plays.</p>

8. Graduate Attributes Developed in this Course (Source: *Graduate Attributes of the Australian Undergraduate Psychology Program*, Carrick Institute, 2008)

Psychology Graduate Attributes	FOCUS <i>0 = NO FOCUS</i> <i>1 = MINIMAL</i> <i>2 = MINOR</i> <i>3 = MAJOR</i>	Activities / Assessment
1. Knowledge and Understanding of Psychology	3	Demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology, as outlined by the National Accreditation Body (currently APAC: the Australian Psychology Accreditation Council). Core knowledge in the subfields of developmental and social psychology is examined primarily through the final exam, although specialized knowledge is also needed to complete the reports.
2. Research Methods in Psychology	3	Understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies. This course involves collection of data and the write-up of two reports. The reports thus assess some capacity in these specific research contexts.
3. Critical Thinking Skills in Psychology	3	Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes. This course requires a critical thinking approach to theories and empirical work in these two subfields, and so both the exams and the reports will assess a moderate level of critical thinking in these specific contexts.
4. Values in Psychology	2	Value empirical evidence; tolerate ambiguity during the search for greater understanding of behaviour and knowledge structures; act ethically and professionally; understand the complexity of sociocultural and international diversity; and reflect other values that are the underpinnings of psychology as a discipline. This course touches on these topics during tutorials at a level above that for introductory psychology. This graduate attribute is not assessed.
5. Communication Skills	3	Communicate effectively in a variety of formats and in a variety of contexts. Assessment of laboratory report writing skills is achieved through the two laboratory reports.
6. Learning and the Application of Psychology	2	Understand and apply psychological principles to personal, social, and organisational issues. This course touches on these topics at a level above that for introductory psychology. This graduate attribute is not assessed

9. Course Website and Recordings

All students who have completed formal enrolment in this course will have access to the course Blackboard site. This site will be used mainly to provide students with downloadable copies of some of the visual materials used in lectures (e.g. extracts PowerPoint slides). Lecturers/tutors will not be using the Discussion Board facility, however, you may use this facility to find Memory Strategy partners, or discuss course material with other students. From time to time relevant information on

the written assignments will also be posted on the site. Please note that due to copyright restrictions it is not always possible to post copies of all of the materials covered in lectures. **IN ANY EVENT ACCESSING THE MATERIALS AVAILABLE VIA BLACKBOARD SHOULD NEVER BE REGARDED AS AN ALTERNATIVE FOR ATTENDANCE AT THE RELEVANT LECTURES. TYPICALLY LECTURES WILL CONTAIN INFORMATION, EXAMPLES AND DISCUSSION OF RELEVANT ISSUES THAT WILL NOT BE RECORDED ON BLACKBOARD. ALL OF THIS MATERIAL IS EXAMINABLE. WE CAN ALSO NOT GUARANTEE THAT LECTURE RECORDINGS WILL ALWAYS BE AVAILABLE.**

You can access Blackboard via the Technology Enabled Learning and Teaching site <http://telt.unsw.edu.au/>. Note that if you are not officially enrolled in PSYC2061, you will not be able to access this site. Login is student number preceded by a lowercase z (e.g., z1234567). Your password is your zPass.

If you have any trouble logging on to Blackboard you should first consult the on-line support service provided by the University at: <http://support.telt.unsw.edu.au/blackboard/content/default.cfm?ss=0>

PLEASE DO NOT E-MAIL OR CONTACT THE TEACHING STAFF ABOUT PROBLEMS WITH BLACKBOARD LOGONS. WE ALMOST CERTAINLY WILL NOT BE ABLE TO HELP YOU! YOU WILL NEED TO CONTACT THE IT HELP DESK FOR LOGON PROBLEMS

Lectures will be recorded using the *Lectopia* system. However, you must not rely on lecture recording as the primary source of information. Attendance at lectures is an essential part of the course, and recordings are only provided to assist with subsequent learning. We cannot guarantee that lecture recording will always work, and we take no responsibility and can provide no replacement recording if the original recording fails or becomes unavailable for any reason. Lectures WILL NOT be Podcast.

10. Continual Course Improvement

Periodically student evaluative feedback on this course is gathered, using UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course

11. Academic Honesty and Plagiarism

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate

acknowledgement;

- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

12. Student support services

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convenor prior to, or at the commencement of, their course, or with the Student Equity Officer (Disability) in the SEADU 9385 4734. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.