



# Course Outline

PSYC2061

Social and Developmental Psychology

School of Psychology

Faculty of Science

T1, 2019

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## 1. Staff

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| Position        | Name                   | Email  | Consultation times and locations | Contact Details           |
|-----------------|------------------------|--|----------------------------------|---------------------------|
| Course Convenor | Dr Jenny Richmond      | <a href="mailto:j.richmond@unsw.edu.au">j.richmond@unsw.edu.au</a>         | Email to arrange appt            | 9385-3036<br>Mathews 707  |
| Lecturer        | Dr Jenny Richmond      | <a href="mailto:j.richmond@unsw.edu.au">j.richmond@unsw.edu.au</a>         | Email to arrange appt            | 9385-3036<br>Mathews 707  |
| Lecturer        | Prof. Brett Hayes      | <a href="mailto:b.hayes@unsw.edu.au">b.hayes@unsw.edu.au</a>               | Email to arrange appt            | 9385-3713<br>Mathews 713  |
| Lecturer        | Prof. Joe Forgas       | <a href="mailto:jp.forgas@unsw.edu.au">jp.forgas@unsw.edu.au</a>           | Email to arrange appt            | 9385-3037<br>Mathews 1105 |
| Lecturer        | A. Prof. Jacky Cranney | <a href="mailto:j.cranney@unsw.edu.au">j.cranney@unsw.edu.au</a>           | Email to arrange appt            | 9385-3527<br>Mathews 911  |
| Head tutor      | Nick Levy              | <a href="mailto:nkalevy@gmail.com">nkalevy@gmail.com</a>                   | Email to arrange appt            |                           |
| Tutor           | Mary Burns             | <a href="mailto:mbur9382@uni.sydney.edu.au">mbur9382@uni.sydney.edu.au</a> | Email to arrange appt            |                           |
| Tutor           | Liz Summerell          | <a href="mailto:e.summerell@unsw.edu.au">e.summerell@unsw.edu.au</a>       | Email to arrange appt            |                           |
| Tutor           | Sandersan Onie         | <a href="mailto:s.onie@unsw.edu.au">s.onie@unsw.edu.au</a>                 | Email to arrange appt            |                           |
| Tutor           | Ariana Krynen          | <a href="mailto:a.krynen@unsw.edu.au">a.krynen@unsw.edu.au</a>             | Email to arrange appt            |                           |
| Tutor           | Siobhan O'Dean         | <a href="mailto:siobhan.odean@unsw.edu.au">siobhan.odean@unsw.edu.au</a>   | Email to arrange appt            |                           |
| Tutor           | Bronte Morgan          | <a href="mailto:bronte.morgan@me.com">bronte.morgan@me.com</a>             | Email to arrange appt            |                           |

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## 2. Course information

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|--------------------------------------|------------------------------------|
| <b>Units of credit:</b>              | 6                                  |
| <b>Pre-requisite(s):</b>             | PSYC1001, PSYC1002                 |
| <b>Teaching times and locations:</b> | <a href="#">PSYC2061 Timetable</a> |

### 2.1 Course summary

This course introduces students to empirical research, methodology, and theories in the fields of social and developmental psychology.

### 2.2 Course aims

This course will introduce students to two critical areas of psychological inquiry that directly deal with the development of human capabilities, and the way humans interact with, and are influenced by each other. In the Developmental Psychology section of the course students will learn about the development of psychological processes that are important to the cognitive, emotional, and social aspects of people's lives. In the Social Psychology section of the course students will learn about the social psychology of interpersonal behaviour.

### 2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Demonstrate an intermediate knowledge and understanding of the objectives, themes, concepts, and perspectives of developmental and social psychology with an emphasis on developmental milestones and social psychological explanations for human behaviour.
2. Describe, apply, and evaluate different research methods used in developmental and social psychology by reading psychological literature and designing empirical studies to address psychological research questions.
3. Apply knowledge of the scientific method to critically engage with developmental and social psychology, identifying unsubstantiated claims, recognising recurrent patterns of behaviour, evaluating information, developing and critiquing arguments, and solving problems.
4. Use information in an ethical manner, evaluate the behaviours of psychologists with respect to codes of conduct, and acknowledge human diversity in scientific opinion.
5. Write effectively in a variety of formats for a variety of purposes, demonstrate effective interpersonal communication skills, and collaborate ethically and efficiently in group work.
6. Apply developmental and social psychological concepts, theories and research findings to solve everyday problems by being able to link concepts in these disciplines to real world application.

## 2.4 Relationship between course and program learning outcomes and assessments

| CLO | Program Learning Outcomes              |  |  |  |  |                     | Assessment                   |
|-----|--|--|--|--|--|---------------------|------------------------------|
|     | 1. Knowledge                           | 2. Research Methods                    | 3. Critical Thinking Skills            | 4. Values and Ethics                   | 5. Communication, Interpersonal and Teamwork | 6. Application      |                              |
| 1.  | Lectures, tutorials, online activities |  |  |  |  |                     | Quizzes, Essay, Report, Exam |
| 2.  | Lectures, tutorials, online activities | Lectures, tutorials, online activities |  |  |  |                     | Quizzes, Essay, Report, Exam |
| 3.  | Lectures, tutorials, online activities |  | Lectures, tutorials, online activities |  |  |                     | Essay, Report                |
| 4.  | Lectures, tutorials, online activities |  |  | Lectures, tutorials, online activities |  |                     | Essay                        |
| 5.  |  |  |  |  | Tutorials                                    |                     | Essay, Report                |
| 6.  | Lectures, tutorials, online activities | Lectures, tutorials, online activities |  |  |  | Lectures, tutorials | Report                       |

### 3. Strategies and approaches to learning

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#### 3.1 Learning and teaching activities

This course provides intermediate level coverage of topics in developmental and social psychology. It follows from, and assumes knowledge from PSYC1001. The course provides coverage of current research in social and developmental psychology, as it relates to major theories in each field. The course provides a good foundation for advanced study in Social Psychology (PSYC3121) and Developmental Psychology (PSYC3341).

The lectures will provide students with an introduction to a broad range of topics within each field. Within these topic areas, the lectures will cover current theory, research methods, findings, and the application of these findings. There are 6 x 90 min face-to-face tutorial classes that are designed to allow for in-depth discussion and active learning. The sessions will be used to demonstrate psychological research in action and to prepare students to complete the in-session assessments. Opportunities will be provided to explore methods used in social and developmental research, to take part in practical demonstrations, and to debate issues. In order to fully benefit from the activities planned in face-to-face tutorials, it is important that students come to class prepared. There will be online preparation activities that must be completed on Moodle in advance of each tutorial. The tutor is entitled to ask students to leave if they come to class ill prepared to engage with their peers.

There are also two online-only tutorials. These data exercises walk students through how data analysis works in the context of real Developmental and Social psychology research. The exercises will reinforce students' learning from PSYC2001: Research Methods class and represent a low-stakes opportunity to practice applying their understanding of statistics.

Attendance at face-to-face tutorials and timely completion of online tutorials are essential, in accordance with UNSW Assessment Implementation Procedure.

#### 3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide.

All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

The final exam for this course will take place on campus during the UNSW examinations period. Students should not arrange travel during the UNSW exam period until the date of the final exam has been released. Students who arrange travel prior to the release of the final exam date will not be granted consideration in the event they are scheduled to be out of country when the final exam is to occur. *This is especially important for study abroad students – do not arrange travel home until the final exam date has been released.*

Students registered with Disability Services must contact the course co-ordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

#### 4. Course schedule and structure

Each week this course typically consists of 2 x 1-hour lectures, a 90 min face to face tutorial and 1 hour of online material. Students should spend on average an additional 8 hours per week engaging in self-determined study to complete assessments, readings, and exam preparation.

| Week                        | Lecture topic/s   | Tutorial/lab topics | Online modules   | Self-determined activities                             |
|-----------------------------|---|---------------------|--|--|
| <b>Week 0</b><br>11/02/2019 | No lectures   | No tutorials        | Introduction to PSYC2061 video   | Quiz: Course prep                                      |
| <b>Week 1</b><br>18/02/2019 | History/methods in social psychology<br>Sociability and interpersonal behaviour                               | StarPower tutorial  | First Nations Perspectives modules released<br>Mystery tutorial prep           | <b>Release: Social essay</b><br>Quiz: Week 1 self-test |
| <b>Week 2</b><br>25/02/2019 | Social perception/cognition I<br>Social perception/cognition II   | Mystery tutorial    | StarPower tutorial reflection<br>Ethics tutorial prep                          | Quiz: Week 2 self-test                                 |
| <b>Week 3</b><br>4/03/2019  | Impression formation/attribution I<br>Impression formation/attribution II                                     | Ethics tutorial     | Academic integrity/Referencing module  | Quiz: Week 3 self-test                                 |
| <b>Week 4</b><br>11/03/2019 | Social interaction/communication I<br>Social interaction/communication II                                     | No FTF tutorials    | Online statistics tutorial 1   | Quiz: Week 4 self-test                                 |
| <b>Week 5</b><br>18/03/2019 | Intergroup relations, prejudice and discrimination I<br>Intergroup relations, prejudice and discrimination II | No FTF tutorials    | Introduction to Developmental Psychology module<br>Popular media tutorial prep | <b>Final: Social essay</b>                             |

|                              |   |                                |                              |  |
|------------------------------|---|--------------------------------|------------------------------|--|
| <b>Week 6</b><br>25/03/2019  | Genetic foundations<br>Prenatal development                             | Media tutorial                 | Coding prep                  | <b>Release: Media report</b><br>Quiz: Week 6 self-test     |
| <b>Week 7</b><br>1/04/2019   | Perceptual development<br>Memory development                            | Coding tutorial                | Dealing with feedback prep   | Quiz: Week 7 self-test                                     |
| <b>Week 8</b><br>8/04/2019   | Social development<br>Cognitive development I                           | Dealing with feedback tutorial | Online statistics tutorial 2 | <b>Draft: Media report</b><br>Quiz: Week 8 self-test       |
| <b>Week 9</b><br>15/04/2019  | Cognitive development II<br>Children's understanding health and illness | No FTF tutorials               |                              | <b>Peer review: Media report</b><br>Quiz: Week 9 self-test |
| <b>Week 10</b><br>22/04/2019 | Emotional development I<br>Emotional development II                     | No FTF tutorials               |                              | Quiz: Course revision                                      |
| <b>Week 11</b><br>29/04/2019 |   |                                |                              | <b>Final: Media report revision</b><br>Exam preparation    |

## 5. Assessment

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### 5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

| Assessment task   | Length    | Weight | Mark | Due date (normally midnight on due date)                                      |
|---|-----------|--------|------|---|
| <b>Formative Assessment:</b> Optional Moodle quizzes          | Varied    | 0%     | N/A  | N/A   |
| <b>Assessment 1:</b> Tutorial preparation                     | N/A       | 5%     | /5   | throughout  |
| <b>Assessment 2:</b> Social essay                             | 750 words | 20%    | /100 | Thurs Week 5  |
| <b>Assessment 3:</b> Developmental media report + peer review | 500 words | 25%    | /100 | Draft = Thurs Week 8<br>Peer review = Thurs Week 9<br>Revision = Tues Week 11 |
| <b>Assessment 4:</b> Final exam                               | 72 MCQ    | 50%    | /50  | Exam period   |

Formative assessment: Each week the lecturer will post a short MCQ quiz that students can use to test their understanding of the material that was covered that week. The questions will be similar to those that will appear on the final exam. The quizzes will be available throughout the course. There are no marks allocated to their completion.

**Assessment 1:** Online preparation/participation (5%).

Throughout the course there are online lessons that are designed to prepare students to engage in face-to-face tutorials (i.e. tutorial prep modules), complete assessments (i.e. course prep quiz, academic integrity and APA modules), and relate material to skills they are learning in other courses (i.e. online stats modules). Each of these lessons is worth 0.5% and students may earn a total of 5% of their final grade by completing them. The exercises are designed to be completed in advance of tutorial attendance. However, the modules will remain open until the end of Week 10.

**Assessment 2:** Social Essay (20%)

The first written assessment will be released in Week 1. Students will write an essay (word limit= 750 words) analysing how examples from a popular film (see assignment sheet) illustrate social psychology concepts related to impression formation or attribution biases. Lecture/tutorial content



in Weeks 1-3 will help to students to approach this essay. The essay will be due in Week 5. This assignment is worth 20% of the total course mark.

**Assessment 3:** Developmental Media report/Peer feedback (25%).

The second written assessment will be released in in Week 6. Students will write a short article (word limit= 500 words) for the Sydney Morning Herald about a new research finding in developmental science, producing a high-quality piece of science journalism. Students will use the characteristics of good vs. poor journalism that were generated in Week 6 tutorials as a guide; these will be used to construct the marking criteria for this assignment. Students will submit a draft of their article for peer review in Week 8. Students will provide peer reviews to 3 of their colleagues. Peer feedback will be released in Week 9 and can be used to revise and improve work prior to final submission in Week 11. This assignment is worth 25% of your final grade (20% media article, 5% peer reviews).

**Assessment 4:** Final exam (50%)

The final exam will be scheduled during the exam period. The exam will consist of 72 multiple choice questions. Half of the questions will relate to the Developmental psychology section of the course and half will relate to the Social Psychology and First Nations content.

**UNSW grading system:** <https://student.unsw.edu.au/grades>

**UNSW assessment policy:** <https://student.unsw.edu.au/assessment>

## 5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

## 5.3 Submission of assessment tasks

**Assessment 2 and 3:** In accordance with UNSW Assessment Policy these assessments must be submitted online via Turnitin. No paper or emailed copies will be accepted.

**Late penalties:** deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)).

**Special Consideration:** Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration

of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see <https://student.unsw.edu.au/special-consideration>.

**Alternative assessments:** will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

**Supplementary examinations:** will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

#### 5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

| Assessment                 | When               | Who         | Where  | How      |
|----------------------------|--------------------|-------------|--------|----------|
| Moodle quizzes             | Weekly             | Moodle      | Online | Moodle   |
| Tutorial preparation       | Immediate          | Moodle      | Online | Moodle   |
| Social essay               | Week 7             | Tutor       | Online | Turnitin |
| Developmental media report | Week 9 +<br>StuVac | Peers/Tutor | Online | Turnitin |
| Final exam                 | N/A                | N/A         | N/A    | N/A      |

#### 6. Academic integrity, referencing and plagiarism

The APA (6<sup>th</sup> edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

[APA 6th edition.](#)

**Referencing** is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at

<https://student.unsw.edu.au/referencing>

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect,

responsibility and courage.<sup>1</sup> At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

## 7. Readings and resources

|                                   |  |
|-----------------------------------|--|
| <b>Prescribed Textbook</b>        | Nil  |
| <b>Recommended textbooks</b>      | <p>White, F., Hayes, B.K., &amp; Livesey, D. (2016). <i>Developmental Psychology: from Infancy to adulthood</i>, 4th edition. Pearson Education Australia.</p> <p>NOTE: 4th edition White text is not required. 3rd or 2nd edition are fine.</p> <p>Kassin, Fein, Markus, McBain, &amp; Williams (2015). <i>Social Psychology: Australian &amp; New Zealand Edition</i>. Cengage Learning Australia.</p> <p>NOTE: Kassin is also required text for PSYC 3121.</p>                                |
| <b>Course information</b>         | Available on Moodle  |
| <b>Required readings</b>          | <a href="#">School of Psychology Student Guide</a> .   |
| <b>Recommended internet sites</b> | <p><a href="#">UNSW Library</a></p> <p><a href="#">UNSW Learning centre</a></p> <p><a href="#">ELISE</a></p> <p><a href="#">Turnitin</a></p> <p><a href="#">Student Code of Conduct</a></p> <p><a href="#">Policy concerning academic honesty</a></p> <p><a href="#">Email policy</a></p> <p><a href="#">UNSW Anti-racism policy statement</a></p> <p><a href="#">UNSW Equity and Diversity policy statement</a></p> <p><a href="#">UNSW Equal opportunity in education policy statement</a></p> |

<sup>1</sup> International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

## 8. Administrative matters

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The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

## 9. Additional support for students

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- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>