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PSYC1002 is one of the largest University courses in Australia, so it is critical you understand what is required of you and how the course works. With so many students, we won't be able to adapt the course to your personal needs, however there are systems to assist you to adapt. For example, if you need to change your tutorial, don't send an email because we have nearly seventy tutorials and several thousand changes will be made - so there's a procedure to follow (explained later).

Your key responsibilities:

Read all the information here NOW and understand what you need to do and when you need to do it by

- EMAIL
 - Check your university email address regularly (or have it redirected to an address you do check). Important reminders and messages are often sent to your university email, and it is your responsibility to check for them.
 - Always use your university email when contacting tutors, administrators, or lecturers. We will assume emails sent from non-university accounts (e.g., hotmail, gmail) are being sent by your nosey parents and will not respond to them.
 - Send polite and appropriately addressed emails (no one working at the University is called 'Hi!'). Always sign off with your name and SID, which will speed our response to you. If an email is unaddressed and sent to multiple people, we will not respond.
- eLEARNING - Blackboard
 - Log on to the eLearning (Blackboard) site for this course, and get exploring. You will find lots of content to help you study.
- Code of Conduct
Adhere to the student code of conduct:
<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2011/215&RendNum=0>

WHERE YOU CAN GET MORE INFORMATION

If you have a question, start by looking for the answer here, look on Blackboard, or ask your tutor.

THE PSYCHOLOGY TEACHING AND LEARNING SUPPORT TEAM

If you have an administrative enquiry related directly to your studies in Psychology, you can contact the team via email or by visiting the office at the opening times below. The team will answer emails with enquiries that are specific to your studies, but may not answer requests for information that has been made readily available on the Web pages, handouts or is contained in this manual. It is your responsibility to check the information provided to you.

Location:	Ground Floor, Brennan MacCallum Building
Telephone:	02 9351 7327
Email:	psychology.firstyear@sydney.edu.au
Opening:	1 pm – 3 pm Monday–Friday during semester. 2 pm – 3 pm Monday–Friday during exams and holidays. By appointment only at other times.

THE PSYCHOLOGY 1 CO-ORDINATOR

The PSYC1002 Coordinator is Dr Caleb Owens. His office is in the Brennan MacCallum Building, Room 453, and his telephone number is 9351 7523. His email address is: caleb.owens@sydney.edu.au. Caleb is also your 'Cognitive Processes' lecturer this semester, so you can always talk to him after any of those lectures as well. Given the number of students in PSYC1002 (>1300), the Coordinator has decided they will not be processing or granting 'simple extensions' on assessments in this unit.

It is reasonable to expect your Unit Coordinator to:

- Answer specific questions you have about the course which are not answered here.
- Fix issues with the eLearning site once they are reported.
- Be responsive to general feedback about the course both during and at the end of semester.
- Attempt to ensure the academic integrity of all assessment tasks.

It is unreasonable to expect your Unit Coordinator to:

- Tell you the times of lectures you are not timetabled to attend
- Tell you your tutor's name or email (look it up online here from Week 2: <http://www.psych.usyd.edu.au/teachAdmin/timetable/index.cgi>)
- Answer questions which are answered here
- "Catch you up" with materials because you have started late
- Give you a simple extension for assessments

SYSTEMS OUTSIDE THE SCHOOL OF PSYCHOLOGY

The University of Sydney uses many centralised systems for which the School of Psychology is not responsible for. These include:

Special Consideration and Special Arrangements: If you were ill and will not be able to submit an assessment/assignment or an exam, you can apply for Special Consideration here: http://sydney.edu.au/current_students/special_consideration/index.shtml
If you are not happy with a decision, you can appeal as per the steps listed here: http://sydney.edu.au/current_students/special_consideration/next.shtml

eLearning website or lecture recordings: If you are having issues accessing your eLearning sites or have discovered a lecture recording is blank, contact the eLearning helpdesk by completing the form here: <http://sydney.edu.au/elearning/student/help/emailUs.php>

Information concerning educational integrity or the compulsory education module:
<http://sydney.edu.au/elearning/student/EI/index.shtml>

THE PSYC1002 ELEARNING WEBSITE

Information relating to lectures and tutorials will be available on the PSYC1002 eLearning site. (logon to: <http://elearning.sydney.edu.au>).

TEXTBOOKS

The only purchasable resource we require you to have access to in PSYC1002 and PSYC1002 is the "PSYKTREK" CD-ROM.

PSYKTREK Version 3.0 (or 3.1) and Version 2.0 are almost identical and all are fine.

If you have a PC with a CD-ROM drive the PSYKTREK CD-ROM will be available from the Co-op bookshop for around \$50.

If you have MAC or a PC with no CD-ROM drive, buy an "instant access code" from Cengage Brain directly. No one else knows any codes, so make sure when you buy your

instant access code you take note of your instant access code.

Your tutor can also show you how to access PSYKTREK from the tutorial room computers.

READINGS

A list of readings for different areas is provided in the Section titled: PSYCHOLOGY 1002 SYLLABUS. Most readings will be available online, either via direct web links or via the University of Sydney Library. To find most of them, go to the Sydney University website, then the library website, then the catalogue, then search under Unit of Study for PSYC1002.

STRUCTURE OF PSYCHOLOGY 1002

Format of Unit:	3 x 1 hour lectures/week x 13 weeks (Starting Week 1) 1 x 1 hour tutorial/week x 12 weeks (Starting Week 2)
Credit Point Value:	6 Credit Points
Time Commitment:	4 hours face to face per week; 8 hours private study per week (includes 1 hour preparation for each tutorial each week)
Lecture attendance:	80% recommended to pass unit. Audio recordings made of most lecture content and slides or outlines posted online. Attend your timetabled lecture.
Tutorial attendance:	80% recommended to pass unit. Attend your timetabled tutorial.

LECTURE SERIES

You will need to attend one lecture on Monday, one on Tuesday, and one on Thursday. Each lecture is repeated multiple times (by the same lecturer). To ensure you attend the correct three lectures, consult your timetable on MyUni and stick to it.

The underlying timetable has been constructed to prevent overcrowding as best we can. You can attempt to change your timetable on MyUni yourself, but if you find that the times you want are not available that means they are full. Do not attend a lecture you have not been assigned to. Overcrowding is potentially dangerous. Do not sit or stand in an aisle or doorway in any lecture hall at any time. If you believe that a situation has become dangerous, let the lecturer know immediately and the lecture will be suspended or cancelled. If you cannot attend your timetabled lecture, simply accept you have missed it and attempt to catch up via the slides, recordings and friend's notes – do not take another student's seat at another lecture you are not timetabled to attend; do not ask a lecturer when their other lectures are. Later in semester gaps in some lecture timeslots may open up, but if you are ever seated in an over-crowded lecture theatre in a time you are not timetabled to attend, leave.

PSYC1001 had a complex system of streaming lectures because each lecture had to be repeated four times. PSYC1002 is a (slightly) smaller course, which allows us to deliver lectures in blocks. The table shows the order lectures will be delivered, and how many of each will be delivered. The name and email of the staff member responsible for teaching each area is also given in the table.

Weeks	Topic	Lecturer	Email
1 to 2	Neuroscience	Prof Justin Harris	justin.harris@sydney.edu.au
3 to 4	Cognitive Processes	Dr Caleb Owens	caleb.owens@sydney.edu.au
5 to 7	Learning and Motivation	Dr Evan Livesey	evan.livesey@sydney.edu.au
7 to 9	Perception	Prof Bart Anderson	barton.anderson@sydney.edu.au
9 to 11	Mental Abilities	Mr Kit Double	kit.double@sydney.edu.au
12 to 13	Abnormal	Dr Marianna Szabo	marianna.szabo@sydney.edu.au

Expected of lecturers in PSYC1002 lectures:

- Place slides or outlines or topic readings on Blackboard before each lecture to allow for lecture preparation
- Arrive and commence on time (5min past the hour).
- Not allow speakers to interrupt the beginning of lectures
- Stop the lecture when a student needs medical assistance or safety issues arise (e.g. students sitting in aisles)
- Eject talking students
- Have a consultation hour to answer questions about lecture content

Expected of students in PSYC1002 lectures:

- Prepare for each lecture by reading ahead
- Attend the correct lecture
- Sit on a chair (do not stand at the back or sit in aisles)
- Be quiet during the lecture, and ask others to be quiet if they are speaking (and save questions for the end or via email)
- Arrive on time (no later than 5 minutes past the hour) and **stay** until the lecture finishes (5 min to the hour)
- Adhere to the Code of Conduct for students.
<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2011/215&RendNum=0>

TUTORIAL PROGRAM

You will need to attend one tutorial each week, commencing in WEEK 2 – see timetable of tutorials on next page.

LOCATION

All tutorials are held in the Psychology tutorial rooms on level 4 of the Old Teacher's College (called TC on your timetable). The Old Teacher's College is down the hill from Manning Bar, on the same side of the road, then climb up to the top floor, level 4, then you will find the Psychology tutorial rooms in the North-Western corner, or just keep walking around the top floor until you see them. There are THREE tutorial rooms (OTC 401, 403, 404), so check your timetable so that you go to the right one.

Tutorials are not held on Public Holidays. If you are in one of these affected tutorials, please go to another tutorial session. Ask the tutor before the tutorial if you can sit in. You will find a list of tutorials and times here:

<http://www.psych.usyd.edu.au/teachAdmin/timetable/index.cgi>

Week	Begins on Monday	Tutorial Topic
1	25 th July	<i>No tutorial</i>
2	1 st August	[IMP] Introduction to the course, PSYC1001 revision, and the Research Report Experiment
3	8 th August	Neuroscience <i>Quiz 1 online</i>
4	15 th August	[C] Cognitive Processes <i>Quiz 2 online</i>
5	22 nd August	[IMP] Writing a research report in psychology: Sections of an APA report and the marking rubric
6	29 th August	[C] Writing, paraphrasing and referencing in Psychology
7	5 th September	Learning
8	12 th September	Motivation <i>Quiz 3 online</i>
9	19 th September	Perception
<i>Mid-Semester Break</i>	<i>26th to 30th of September</i>	<i>No tutorial – Universities Australia Common Week</i>
10	3 rd October*	NO TUTORIAL on MONDAY of this week due to Public Holiday – see note on previous page on tutorials that fall on public holidays. Research Ethics <i>Quiz 4 online</i>
11	10 th October	Mental Abilities <i>Quiz 5 online</i>
12	17 th October	Abnormal <i>Quiz 6 online</i>
13	24 th October	[IMP] Revision, feedback and research report feedback
<i>StuVac</i>	<i>31st October – 4th November</i>	<i>No tutorial</i>
<i>Exam period</i>	<i>7th November – 19th November</i>	<i>No tutorial</i>

*Labour Day Public Holiday on the Monday of this week.

[IMP] This means that for this tutorial you absolutely need to attend the correct tutorial you are actually enrolled in. If you cannot attend your correct tutorial this week, do not attend a tutorial.

[C] This means a tutorial requires the use of computers. We usually have just the right number of computers for the number of students enrolled. If you are unable to attend your tutorial for just one week you are most welcome to ask a tutor if you can sit in another tutorial, however for [C] weeks the students actually enrolled in the tutorial have priority for the computers.

TUTORIAL TIMES

The timetable that you download via the MyUni will tell you the time and location of your tutorial. If you need to change the time of your tutorial due to work related matters, please note that the different processes at the different times of the semester:

Until the end of Week 1:

If you need to change your tutorial class, you must firstly try to do so via MyUni Timetable. Warning: **Any change made to your timetable is likely to result in one or more of your classes being automatically reallocated.** You cannot choose to keep some classes while moving others.

If you wish to change just one component, the timetable website should tell you where you can attend an in-person timetable changes: <http://web.timetable.usyd.edu.au/firstTimeGuide.jsp>

From Week 2:

You can no longer change your timetable via MyUni or via the in-person Timetabling session. Only the School of Psychology can assist with changes from this point. The conditions and procedure to do so is:

1. If you have a clash with your tutorial and your work commitment, you will have to have a document from your work noting your work commitments and bring this to the Teaching Support team office on the ground floor of the Brennan-McCallum Building in person.
2. You must bring your current timetable and check the tutorials times which may still have space in them to see if any suit you.
3. Only if you satisfy the conditions above will the staff be able to move you to the preferred tutorial time.
4. If a tutorial is listed as FULL or OVER, you may be moved to it only if you “swap” with another student. The Team isn’t able to assist in contacting other students for you. Once you have found someone, BOTH of you must come to the office of the Teaching Support team and complete the swap together with the staff. Check the opening times on page 2!

Please note that:

- No requests will be actioned over the telephone or by email.
- Once changed, you cannot revert to a previous tutorial session.

From Week 3 of the semester, request to changes in your tutorial timetable will only be considered with extenuating circumstances as changes this late in semester are likely to impact your participation in class assessment components.

If you are unable to attend your timetabled tutorial regularly due to timetable clashes or other commitments, you are strongly advised to withdraw from the unit (or withdraw from another unit, which would then allow you to attend psychology tutorials), or you may fail the unit of study automatically.

Please also note that your assigned tutorial determines who will mark your major assignment.

TUTORIALS AND TUTORS

In your first tutorial (in Week 2) you will meet your tutor, who will give you their contact details, and their weekly consultation hours. One of your tutor’s responsibilities is to help you with any difficulties that you are having with the content of the course. Usually these issues can be addressed in your tutorial. Otherwise, you may see your tutor during their consultation time. Take advantage of the relationship you have with your tutor and others in your tutorial, as tutorials are your one opportunity in such a large course to discuss the material presented to you.

A tutorial is *not* intended to be a lesson where your tutor is a high school teacher and you sit passively while having facts explained to you. Tutors and tutorials exist to assist you to learn course material and develop general skills such as verbal explanation and presentation, or critical thinking. To get the most out of your tutorial, PREPARE BEFOREHAND. Some of your less structured university courses will assume this for tutorials, but in first year psychology we give you structured PRE-TUTORIAL exercises for most tutorials.

Since the basis of tutorials should be a useful discussion, don’t be too obsessed with getting through all the questions in the tutorial manual – their main purpose is often to inspire discussion. If you feel you missed something important, you can always ask your tutor later – or attempt to steer the discussion in that direction yourself.

Expected of students in PSYC1002 tutorials:

- Attend the correct tutorial.
- Complete all pre-tutorial work.
- Contribute to the discussion.
- Arrive on time (5 minutes past the hour) and stay until the tutorial finishes (5 minutes to the hour).
- Give the tutorial your full attention (turn off all electronic devices unless you are taking notes on them).
- Respect all other students and the tutor.
- Adhere to the Code of Conduct for students.
<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2011/215&RendNum=0>

It is reasonable to expect your tutor to:

- Prepare for each tutorial and have a good grasp of the main concepts.
- Arrive on time (5min past the hour).
- Inspire and guide discussion on tutorial and lecture content.
- Answer specific questions you have about content or direct you to resources which can help you.
- Answer specific questions you have about how the course works or direct you to resources which can help you.
- Discuss the major assignment or your approach to it, in person, verbally, and at length, in tutorial time or consultation time.

It is unreasonable to expect your tutor to:

- Re-explain an entire tutorial or tutorial topic (or lecture topic).
- Respond to long emails concerning content with any more than one or two sentences clarifying a point.
- Fill you in on tutorials you missed, either because you were ill or started late.
- Respond instantly to emails, especially those sent over a weekend or late at night.

Tutors CANNOT do the following under any circumstances:

- Look at anything you have written for your assignment (presented as a hardcopy or via email) and provide you with feedback or guidance. Your writing is your own work. Your tutor can offer advice to you if you describe your approach to them verbally.
- Give you an extension on any due date of an assignment.
- Accept any assignment submission via email.
- Give you permission to permanently change into their tutorial.
- Change your assignment mark once assignments are returned.

IF YOU ENROL IN THE COURSE LATE or cannot attend everything, or don't want to attend anything...

Many students treat University like High School (it is something you are being forced to do, so they think it is our job to make sure you do it), but it is best to think of it as like movies at the cinema. You are paying money to participate in something you have chosen to do. If you buy a ticket to see a movie, and then discover you have more important things to do, you will miss part or all of the movie. Like any cinema, we do offer additional screenings at extra cost (PSYC1002 runs in full fee Summer School each Jan/Feb), however we simply cannot accommodate you within a semester: there are no 'makeup' tutorials or lectures. You need to decide what is important to you in your life. If you are happy to pay your money for the full two hour movie, but do not plan to see it all, or any of it, the cinema will take your money, but you need to understand that the money is for the movie presentation – it is not a payment for the content of the movie. The cinema is not obliged to deliver it to you in another form if you cannot come. No one calls up a cinema and says "I actually cannot attend *any* of the movie, so I just want to check there's a low quality audio recording of it available

online included in my purchase?" The cinema staff member taking that call would be puzzled ("Why did they buy a ticket at all? Why didn't they just buy it on Netflix for less?"), as we are puzzled when we get enquiries like that (Why did they enrol in this course, when there are plenty of *cheaper* online accredited psychology courses?).

There are many online materials for this course, including audio recordings of most lectures, so if you are going to miss any of PSYC1002, you need to ensure you have eLearning access from the very beginning of semester (or as soon as you are enrolled). And you need to keep up with your assessments and due dates and content. Do not expect tutors and lecturers to 'send you material' or 'catch you up' when you start late or return. And do not expect online materials to be anywhere near as good as the live experiences you are actually paying for. We have designed a course with the expectation you will attend everything, so everything is important and essential. You can choose to do whatever you want, just don't expect us to make your special needs our top priority when they arise from the fact we are not your top priority.

Of course if the reason why you are late for your movie is beyond your control (e.g. illness), you need to make a decision: are you going to miss so much you should ask for a refund? The University may be kinder than a cinema in this case, because you can withdraw from PSYC1002 without paying anything until the Census date. It is a black and white decision though: if you decide you will stay enrolled, despite missing things, it is your responsibility to catch up and keep up.

REPEATING PSYC1002

If you have failed PSYC1002 in the past, and are now repeating it, the chances that you will fail again are extremely high unless you follow this advice. By failing, you demonstrated that you did not understand the course content the first time around. Absence of evidence is different from evidence of absence and in the case of a failed attempt, there is evidence your understanding was lacking. So, if you are in this situation, make a bigger effort to attend everything and study everything. The attitude "I have done this before, so I don't need to try as hard the second time" is misguided since you have not "done" this before successfully. This attitude is why so many students who fail PSYC1002 once go on to fail two, three or four more times until they realise something is wrong with their approach.

ATTENDANCE

You are expected to attend 80-100% of all in-person timetabled activities. It is our view that students who attend less than 80% will struggle to pass the Unit and are most likely to fail.

Lecture attendance

Attendance at lectures is not recorded however because attendance is *expected*, all our efforts are put into the live lecture experience. PSYC1002 is not an online course. Audio recordings, and some slides which do not contain copyrighted images are posted online, but the remainder of the content cannot be experienced online at all. At times there are issues with the recordings where they fail or need to be paused. Use lecture recordings as an occasional backup only, not to replace lecture attendance. If you wish to enrol in an equivalent online accredited Psychology course see: <http://www.psychologycouncil.org.au/> but you must check with the Course Coordinator if credit can be transferred.

Tutorial attendance

Tutorial attendance in PSYC1002 is recorded. Please attend the tutorial you are timetabled into, unless your timetabled tutorial is affected by a public holiday. Since there are no 'makeup' tutorials, if you miss a tutorial because of an illness or misadventure, do not apply for Special Consideration because there is nothing we can do to make up for your absence.

If you miss a lot of tutorials or lectures (whether or not you have a "reason") consider withdrawing from PSYC1002 because you will struggle to pass the course.

ASSESSMENT

There are four main components of assessment for Psychology 1002: an assignment (1000 word research report), 5 online tutorial quizzes, research participation and a final examination. The following table shows what percentage of your final mark will be contributed to by each component and other essential information. In PSYC1002 no minimum mark for any assessment automatically results in a fail. If your marks for all assessment tasks add up to 50 or more, and you have made a serious attempt at all compulsory assessments, you will pass the unit.

PSYC1002 Assessment Summary					
Component	Available / Begins	Due	Closing date (no more submissions accepted after this time/day)	% Assessment Weighting	Compulsory *
Quiz #1	9am Monday 8 th August	9am Monday 15 th August		0.83%/	No
Quiz #2	9am Monday 15 th August	9am Monday 22 nd August		0.83%	No
Quiz #3	9am Monday 12 th September	9am Monday 19 th September		0.83%	No
Quiz #4	9am Monday 3 rd October	9am Monday 10 th October		0.83%	No
Quiz #5	9am Monday 10 th October	9am Monday 17 th October		0.83%	No
Quiz #6	9am Monday 17 th October	9am Monday 24 th October		0.83%	No
Research Report Written Assignment*	Week 2	Wednesday 21 st September	Thursday 20 th October	25%	Yes*
Research Participation	Weeks 1-13 and Stuvac		4 th November (Friday of Stuvac)	5%	No
Final Exam*	During exam period at the end of semester		University Final Results Release Date	65%	Yes*
				Total 100%	

*Completion of these assessments is compulsory to pass this unit. Students who fail to complete a serious attempt at any of these components will receive an Absent Fail, regardless of their marks in other assessments.

All assessments in PSYC1002 must be completed individually. No assessments involve group work.

ASSIGNMENT: RESEARCH REPORT (25% IN TOTAL)

For Psychology 1002 you must write a 1000 word APA formatted research report (with ~150 word abstract). The Research Report Assignment is based on a real research study you are the participant in. The actual study will be conducted in your first (Week 2) PSYC1002 tutorial. If you miss this tutorial, you miss being a participant in the study your report will be based on – but you can still write the report without the benefit of this experience; an online version of the study may be made available. Tutorials in Weeks 5 and 6 are dedicated to instructing you on how to write a report in the correct psychology format, and associated with those tutorials on Blackboard are many supporting materials.

The Research Report Assignment is a compulsory assessment and you must submit a serious attempt. A serious attempt is:

- Within 5% of the word limit (1000 words, not including the abstract and references list, but including all other words: e.g. citations, quotes, footnotes)
- On the correct topic, and in the correct format
- Written wholly by you for this assignment (i.e. not plagiarised nor recycled)

Late penalties

You will receive a penalty of 2% of the maximum value of the Research Report assignment (e.g. 2 marks / 100) for each calendar day (or part thereof) it is late, up to the closing date of the assignment, after which no more submissions will be accepted.

Simple extensions

The UOS Coordinator will not be considering or granting simple extensions for this assessment because:

- According to policy, a simple extension is not classified as a formal academic decision, so is not monitored and cannot be appealed. A Coordinator could decide to only give simple extensions to students whose surnames begin with a vowel – no one would know this, and even if they found out nothing could be done.
- A simple extension is nothing more than the removal of a 2 day late penalty, if you submit 2 days late (if you submit 3 days late, a simple extension would not reduce the penalty to 1 day). In this course, a simple extension is therefore worth only 4 marks out of 100 for the assignment, equivalent to just 1% of your overall mark, certainly not worth all the effort, especially when...
- There are >1300 students in PSYC1002 and we have no way to manage requests for simple extensions.

If you believe you have a good reason why you deserve to submit late without a late penalty, apply for Special Consideration.

Special Consideration

For this assessment a successful Special Consideration application will result in a reduction in late penalties only. If you are so badly affected that you are unable to submit a 1000 word assignment 4 weeks after the due date (i.e. before the closing date), use your documentation to apply for discontinue not fail (DC) from this course from the Faculty of Science.

Replacement Assessment

After the closing date, if you still have not completed and submitted an assignment, you must complete an alternate assignment. The alternate assignment will be due on Monday 21st November. Marks are usually not awarded for the alternate assignment, it is intended for students who submit an attempt which is not considered serious (e.g. wrong topic, too short, plagiarised), or who forget to submit anything. This is a compulsory assessment, which is why a serious attempt is required to be eligible to receive any mark other than an AF (Absent Fail).

Contesting research report marks

You do not have an automatic right to request re-marking of your assignment. If you are not happy with your mark you should start by meeting with your tutor, and listen carefully to them explain why you received the mark you did. In first year psychology we conduct multiple marker meetings to help standardise our marking, so it may be that your assignment has already been reviewed and discussed by multiple tutors. Also, online marking means your assignment will have multiple comments, an overall comment, and scores on a rubric – so carefully go through each piece of feedback so you understand why you have been awarded the mark you have. If you are still not satisfied, within two weeks of your assignment being returned online you should:

- Consult with your tutor in person after you have your feedback tutorial, outside of tutorial time.
- Provide a written case explaining why you believe your assignment should be remarked and approach the unit coordinator with this written case. An appropriate written case should:
 - Address specific marking criteria – because a rubric will be used, each specific judgement made should be addressed with examples from your assignment.
 - Address all specific comments made by your tutor which relate to marks
- If the unit co-ordinator receives your written case within two weeks of your assignment being returned, they may agree with you and allow your assignment to be remarked. If it is, be aware that the new mark may be lower than the original mark, in which case the new mark will stand.
- If the unit co-ordinator does not believe the assignment should be remarked, or if after remarking, you still believe that the work has been improperly assessed, you should address such concerns in writing to the Head of School.

TUTORIAL QUIZZES (5% IN TOTAL)

Throughout semester online quizzes will be available on Blackboard. These assess both pre-tutorial and tutorial material. This may include readings you need to complete before the tutorials (e.g., articles or textbook readings), or exercises you complete on Psyktrek or Blackboard. The material you learn in tutorials will also be discussed by lecturers so it may be worthwhile referring to lecture notes too when they seem relevant.

There are five quizzes available throughout the semester. They will be available for one week only at a time, and they will only be available online via Blackboard. There is no time limit for online quizzes. There are four types of question used in the quizzes:

1. Multiple Choice Questions are the most common and require you to select the single BEST answer from several options. ALL final exam questions are multiple choice questions.
2. Multiple Answer Questions require you to select ALL the correct answers in order to receive any marks at all. Multi-answer questions are easy to spot because instead of circles for options as in multiple choice, they have squares. They usually finish with the statement like “you must select ALL that apply”. You can get some selections “correct”, but still not receive any marks for the question, because for this kind of question you need to select all the correct options and none of the incorrect options.
3. Matching Questions require you to match several options together, with a list on one side and a drop-down box on the other side. You need to match all the options correctly to receive the mark for these kinds of questions. Since a deficiency in Blackboard means that item by item feedback is not given, this kind of question can frustrate students attempting to guess, so try and find the answer in the tutorial content!
4. Short Answer Questions require you to type in usually just a single word. Do not use spaces, copy and paste answers, or put any symbols including a full stop after your answer if you expect it to be marked correct.

Quizzes are treated as “mastery exercises”, which means that it is expected that by your last attempt you will have answered almost all the questions right. After each attempt you will receive feedback on your responses, so learn from your mistakes and return to your materials between attempts. Read the readings again – the questions are bound to be hard if you have not even read what you are supposed to. If you simply keep guessing until you guess right, you have ruined any chance you have at genuine practice for the final exam. Each year hundreds of students assume that multiple-choice questions are easy and perform very poorly in the final exam – so take any opportunity you can get to practice.

For each quiz you have unlimited attempts, and no time limit – the only limitation is that quizzes are only available for a week at a time; from 9am Monday to 9am the following Monday. Your HIGHEST score for any quiz attempt which you submit is the mark which will count for each quiz. Because of this, you can continue to play with each quiz after you have full marks (many questions give option-by-option feedback), so you can fully discover why you were wrong and why you were right.

All 6 quizzes are weighted the same (regardless of number of questions), and your final quiz marks will give you a maximum of 5% for this component.

Quiz	Topics Assessed
1	Neuroscience
2	Cognitive Processes
3	Learning and Motivation
4	Perception and Ethics
5	Mental Abilities
6	Abnormal

Late penalties / Replacement Assessment

There are no penalties for this assessment. If you forget a quiz is running, you simply miss out on the marks it was worth. Quizzes are not a compulsory assessment, so there is no replacement assessment.

Special Consideration

For this assessment a successful Special Consideration application will result in a reweighting of your quiz marks. Your average score for the quizzes for which you do not receive special consideration will be used to estimate the missing mark(s).

FINAL EXAMINATION (65% IN TOTAL)

During the university examination period you will sit a two and a half hour examination. The examination will consist of 100 multiple choice questions based on lecture material covered throughout Psychology 1002. A multiple choice question has only one ‘best’ answer which is considered correct. All of the material assessed in the final exam will come from the lectures and the readings which lecturers require you to read. Since lectures and tutorials overlap to such a great extent, it is worth revising some tutorial materials too. Lecturers will inform you in their lectures of what material they will be assessing. The precise date, location and seat number of your examination will be posted on the MyUni website toward the end of Semester.

Component	Number of Questions	% of final mark
Cognitive Processes	16	10.4%
Neuroscience	16	10.4%
Abnormal	16	10.4%
Mental Abilities	16	10.4%
Perception	18	11.7%
Learning and Motivation	18	11.7%
TOTAL	100	65%

Each lecturer is required to ensure half their questions are “threshold knowledge” questions; questions that students meeting the most fundamental requirements of the course are expected to answer correctly. For example if you get 8 or more questions correct in the Abnormal section of the exam, then you meet the basic level of understanding required to pass. If you get 7 or fewer questions correct in that section, then you have not even demonstrated you understand the basics.

There are no fixed distributions of marks. If all students score well then all students pass.

Special Consideration

If you fall ill or suffer a misadventure before or during the final exam, apply for Special Consideration. A successful Special Consideration application will result in your initial exam paper being discarded and not marked (if you completed it), and you will need to attend a replacement exam in the replacement exam period, which is the two-week period immediately following the formal exam period and you are expected to be available during that period, so do not book your holiday until you have sat the final exam.

Special Arrangements

If you have commitments which fall within the Special Arrangements guidelines, you may also be offered a replacement exam within the replacement exam period. Please note, no exams can be attempted prior to the official examination period. The integrity of any version of the paper would be compromised by an early delivery.

Replacement Examination

The replacement exam is of a very different form, but assesses the same content. The replacement exam will consist of 12 short answer questions. The weightings of each section remain the same.

Replacement Final Exam During Replacement Exam period

Component	Number of Short Answer Questions	% of final mark
Cognitive Processes	2	10.4%
Neuroscience	2	10.4%
Abnormal	2	10.4%
Mental Abilities	2	10.4%
Perception	2	11.7%
Learning and Motivation	2	11.7%
TOTAL	12	65%

Note that students who apply for and are granted either special arrangements or special consideration for examinations in units offered by the Faculty of Science will be expected to sit any replacement assessments within the replacement examination period. Later dates for replacement assessments may only be considered where the on-line application is supported by appropriate documentation and the Teaching Support Team of the School of Psychology is emailed a copy of this documentation so that appropriate arrangements of dates of a later replacement exam can be made.

RESEARCH PARTICIPATION (5% IN TOTAL)

This is a voluntary component of PSYC1002 assessment. There are two reasons that involvement in research is part of Psychology 1:

1. To give you first-hand experience of what real psychological research is like.
2. To make you familiar with the problems that researchers can encounter when trying to conduct research.

Involvement in research is Psychology's form of practical work, and you are encouraged to act as participants. You can earn up to 5% of your final grade by participating in 5 hours of research, and that can include any amount of in person participation, or up to 3 hours of online research.

The studies that you may participate in form part of the School's research program and are conducted by staff members, research assistants, and postgraduate or Honours students (under staff supervision and with Ethics Approval).

Experiment time balance*	Mark
1 hour	1%
2 hours	2%
3 hours	3%
4 hours	4%
5 hours	5%

*Note that if you sign up for a study, do not cancel the slot online yourself >24 hours before it is due to run, and do not attend, you will be penalized 0.5 credits or 0.5%. You can make this up by participating in more research¹. You cannot receive a negative score, nor can you carry over participation hours to another semester.

Note also that fractions are considered, e.g., completing 3.5 hours will give you 3.5%.

This is a non-compulsory assessment component of Psychology 1002. If you do not complete this assessment you will not automatically fail the unit of study, but you will not gain the 5% allocated to this component.

If, for any reason, you do not agree to the requirements or rules of this component, you may request alternative work. The alternate to this component will be a 900 word APA formatted essay on research design. You will receive the 5% this component is worth if you complete a serious attempt. If you wish to do this instead of research participation, write to the Psychology Office (psychology.firstyear@sydney.edu.au) requesting the alternate work no later than the end of Week 5 (Friday 26th August).

Studies begin being advertised in Week 1 of semester. The last day you can participate in research and receive time credit is the end of STUVAC (Friday 4th November). This includes online surveys. If they are not completed and submitted by this final date you will not receive credit.

SIGNING UP FOR STUDIES ON SONA

The website to sign up for experiments is linked to from Blackboard but is actually separate, the direct address is: <http://sydneypsych.sona-systems.com/>

All students we know of are enrolled in the system from Week 1, and we update this list with new enrolments every week until all enrolments are accounted for. If you are a late enrolment, then simply wait.

Your User ID will be your UNIKEY. To obtain a password, on the initial login screen on the

¹ If you miss 10 or more appointments (unexcused) then your access to SONA will be suspended and you will no longer have any opportunity to make up for penalties.

bottom left select "Lost your password?". Type in your UNIKEY and you will be emailed the details. You must have access to your university email address at all times in order to use SONA.

Within the first few weeks, you will be offered the opportunity to complete a 'pre-screen' questionnaire. You do not have to complete this. If you choose to, then allow 30min to complete it – and you will receive 30min credit time. The aim of pre-screen is to allow researchers to more efficiently select subjects for later studies, but if you choose not to complete it you will still be able to participate in most experiments.

Around the time you first login, you may also want to follow the 'profile' link at the top and change your password. If you forget your password at any time you can simply send it to yourself again as you did the first time.

You may browse for available studies, and sign-up for those you are interested in. Realise that each sign-up is an appointment you have with a researcher. The penalty for breaking an appointment if you do not cancel more than 24 hours before the study runs, is half a credit point. If you accumulate many penalties your access to SONA may be suspended. Importantly, the online sign-up itself constitutes your informed consent to participate, so read the description well. Understand this:

INFORMED CONSENT

By signing up to an experiment on SONA, I am giving my consent and I acknowledge that:

1. I have read the procedures required for the project and understand the time involved, and any questions I have about the project have been answered to my satisfaction.
2. I have read the project information and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s.
3. I understand that I can withdraw from the study at any time once I begin, without affecting my relationship with the researchers now or in the future.
4. I understand that my involvement is strictly confidential and no information about me will be used in any way that reveals my identity.

Note importantly that all research is monitored by the Human Ethics Committee to ensure that all studies are ethical. Concerns or complaints contact: Deputy Manager, Human Ethics Administration, University of Sydney +61 2 8627 8176 (Telephone); +61 2 8627 8177 (Facsimile) or ro.humanethics@sydney.edu.au. You have the right to withdraw from a study at any time if you have an objection to it.

Getting the most out of research:

- Become familiar with the system once you have logged in. You are able to see all your future appointments, you are able to cancel appointments if they are more than 24 hours away, you are able to contact researchers for either future or past research, and you are able to see how much credit you have earned.
- Never participate in an experiment you have not signed up for. Good researchers will have a list of the participants they expect, and if you are not on that list:
 - You might be in the wrong place (and a researcher somewhere else is waiting for you).
 - You might have made an error signing up (you can check on the internet from anywhere).
 - Even if you complete the study, the researcher will not be able to credit you.
 - If something goes wrong, there is no record of you having consented to be tested in that particular experiment.
- Once you have participated in a study, find out what it was about. Make sure every researcher debriefs you properly, explaining the kind of psychology the study relates to, why the research is being conducted, and what they hope to find.
- Make a serious attempt at every study. You receive credit for research participation. Do not expect credit if you are wasting everyone's time by

choosing answers randomly in an online questionnaire, skipping or rushing through sections of any study, or hammering on the keyboard with your eyes closed in lab based research. There are no 'right' answers for research, but if it is clear you are not even following the instructions you will not be credited.

- Don't get lost. If it is not clear to you a few days before the study runs where it will be, contact the researcher.
- Pay attention to the requirements. There is no point signing up for an experiment for "smokers only" if you are a non-smoker.
- If you receive a penalty, you might be able to negotiate with the researcher to participate in their study another time. If they agree, don't be late a second time or the penalty will stand.
- If you arrive at the correct location of a study on time, and there is no researcher there, you might be eligible for a partial credit (and an apology). Contact the researcher first, then the subject pool coordinator if a dispute persists, however do note that it is reasonable for both participants and researchers to wait no more than ten minutes after the appointment time for each other.

WHERE TO ASK FOR HELP

<i>I don't understand how to use SONA</i>	Read this section. Check the online documentation on SONA. Ask your colleagues. Ask your tutor.
<i>I am unsure of what my password is</i>	Click on 'Lost your password?' on the SONA website and enter your UNIKEY. You MUST have access to your university email address.
<i>SONA does not recognize my UNIKEY</i>	Check you've entered your UNIKEY correctly. If you have enrolled late, then simply wait (we will update SONA weekly with new enrolments). If the problem persists for more than a week, email your tutor with the details.
<i>I've forgotten the study details</i>	Login to SONA, and find your appointment slot - the details will always be there
<i>I cannot make the study (>24 hours before)</i>	CANCEL THE APPOINTMENT YOURSELF Simply login and scroll down to your appointments to do this. There is no need to email anyone.
<i>I cannot make the experiment (<24 hours before)</i>	Login to SONA, then find the researcher's contact details - contact them and say you cannot make the time. Unless you have a medical certificate you will not necessarily escape a penalty, but you have saved them the trouble of waiting for you. NB: There's no point 'replying' to any automated reminder you will be sent, since you would be talking to a computer.
<i>Where is the room?</i>	The location is listed on the SONA website. Depending on how late you have left it to find out, you may want to contact the researcher by email or phone, ask your tutor, or consult a map on the University of Sydney website.
<i>I disagree with a penalty</i>	Contact the researcher first - login to SONA, find their details and email or phone them.
<i>I have a problem with the researcher</i>	Contact the Subject Pool Administrator Dr Caleb Owens caleb.owens@sydney.edu.au . Be sure to cite the experiment name and the names of the researchers involved.
<i>I have a problem with the research</i>	Contact the Deputy Manager, Human Ethics Administration, University of Sydney +61 2 8627 8176 (Telephone); +61 2 8627 8177 (Facsimile) or ro.humanethics@sydney.edu.au . Include as much information as possible.
<i>I missed more than 9 appointments and now I cannot seem to sign up anymore.</i>	Contact the Subject Pool Administrator Dr Caleb Owens caleb.owens@sydney.edu.au . Be prepared to explain why you have adversely affected the research of up to 10 other students (you thought the sign-up system was a videogame with robots?) and why you should be trusted to attend the studies you sign up for in future.

Note importantly that since you have constant online access to SONA it is your responsibility to ensure that your study participation is appropriately rewarded. Researchers should be contacted as soon as a problem arises, and the pool administrator (see above) contacted promptly if problems persist. The last day changes can be made is one week after testing finishes (Friday after the end of Stuvac). Penalties

and credits not contested by that date will stand.

Special Consideration

If a particular researcher penalises you for non-attendance and they do not accept your excuse, then you should apply for Special Consideration for just that session.

Studies are available throughout the semester, and only 5 hours of participation are required for a maximum score. Since this is completed easily in half a day, Special Consideration for research participation as a whole is extremely rare, and would imply you are totally incapacitated for much of the semester, in which case we would recommend you attempt to discontinue not fail (DC). If you cannot accept the risks of participating in studies (e.g., a study may be cancelled, fewer studies are available in Stuvac etc.) then you should apply to complete an alternate assignment before the end of Week 5. It is unreasonable to wait until the end of the semester, and then apply for Special Consideration for this entire component because you were affected in the last few weeks.

ACADEMIC HONESTY IN PSYC1002

There are many ways you can be academically dishonest. The easiest way to consider whether you are being academically dishonest is to ask: "Will this behaviour result in me misleading the marker about my ability or someone else's ability?" If the answer is ever *yes*, then the behaviour is most likely academically dishonest.

Be sure to complete the [Academic Honesty Education Module](#) which should be available on your eLearning/Blackboard from the beginning of semester. This module is compulsory for all commencing students. Even if this is not your first year of studying at the University of Sydney, you should absolutely do it. It is in your best interests to complete it as soon as possible, or at least before you begin writing your research report. Our Week 5 and Week 6 tutorials are all about writing effectively and avoiding plagiarism, so if you are struggling at all to complete the education module – bring your questions to these tutorials. The University's policy on plagiarism and other forms of academic misconduct can be found here: <http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2012/254&RendNum=0> Academic misconduct ruins the value of everyone's degree by tarnishing the image of a particular course, program and the institution as a whole. You can help avoid this by not being academically dishonest yourself and by encouraging honest behaviours in others.

Academic Dishonesty in the Research Report and what we are doing about it

For the PSYC1002 Research Report, ensure that all the writing and research is your own, unless otherwise specified. Learn about appropriate referencing in the education module and your Week 5 and 6 tutorials.

Here are some examples of academic dishonesty related to the research report:

Behaviour	Label
A student who is a) struggling with writing b) struggling with English c) struggling with understanding referencing d) struggling with time management, copies and pastes text, ideas and citations from references and does not cite it or paraphrase it correctly	Plagiarism
*A student who is a) struggling with writing b) struggling with English c) struggling with understanding referencing d) struggling with time management e) just plain evil, asks for or steals another student's assignment and knowingly presents it as their own work	Dishonest plagiarism
A student resubmits part or all of an assignment they have already submitted previously	Recycling
**A student who has a friend who is a) struggling with writing b) struggling with English c) struggling with understanding referencing d) struggling with time management e) just plain evil, is asked for assistance, and instead of helping their friend verbally or assisting them to discontinue or apply for Special Consideration, just sends them their assignment	Academic Misconduct (Assisting someone to cheat)

A student who is a) struggling with writing b) struggling with English c) struggling with understanding referencing d) struggling with time management e) just plain evil, buys an assignment online and submits it as their own work	Ghost writing (Customer)
A student who is a) naïve b) greedy c) just plain evil, sells their assignment online or trades it for another	Ghost writing (Author)

*For this kind of behaviour (in Psychology courses) it is more often than not a **male*** student who manages to obtain an assignment from a **female**** student. Keep your assignment safe always, and never give it away or put in online at any time and regardless of what you are told: "I have already submitted"; "I just want an idea of what to do" etc.

To eliminate some of these forms of misconduct all assignments submitted in PSYC1002 will be submitted to similarity detecting software.

The software we plan to use this semester is called Turnitin. It will compare all the content of your assignment to:

- All other assignments submitted by other students in this course
- Any suggested, set or focus references
- Many other key references which we will submit to Turnitin
- All other work submitted to Turnitin by University of Sydney Students
- All other work submitted by students from around the world to Turnitin's global database
- Internet and academic resources Turnitin has access to (e.g., journals, books, essay websites etc.).

In tutorials this semester we will also demonstrate Turnitin so you have a very good idea of what will happen to your work. Turnitin is very effective at detecting plagiarism.

To combat against ghost-writing we will carefully monitor attendance and performance in other assessments and will occasionally require students to explain the content of their research report in face to face meetings.

Academic Dishonesty related to online quizzes and what we are doing about it

Altogether the online quizzes are only worth 5%, and penalties for 'cheating' on online quizzes are built into the assessment. To obtain 5% you simply need to remember the quiz is running – it is a low variance component – everyone who remembers will get 5%. The fundamental value of the quizzes is in the first attempt. They were originally designed to give you a very early warning about just how difficult multiple choice questions can be. If you are cheating on your first attempt (by just copying the answers from someone else or a textbook chapter) you ruin that self-assessment for yourself.

Academic Dishonesty related to Research Participation and what we are doing about it

Research participation involves *participating* in research. There are no 'correct answers' for most research – if we knew the answer we wouldn't be conducting research. However it is very obvious when a student is wasting everyone's time, for example by answering questions randomly in an online survey, or not even completing the task required of them in a laboratory experiment. If you do not want to continue participating in a study you can withdraw at any time.

No other form of misconduct is more accurately recorded: ensure that you are completing every aspect/component of a research study as instructed. For most studies your data will be stored anonymously, but before it is stored, and before you receive credit, it can be examined to ensure you were actually following the instructions. If anything is ever unclear, ask the researcher. Do not spoil a study by skipping tasks or completing them with no effort. Since most researchers are research students, you may also be in violation of the Student Code of Conduct since you are interfering with their studies. If you are going to participate in research, take it seriously or you will not be given any credit and you may be accused of Academic Dishonesty.

Academic Dishonesty related to the Final Exam and what we are doing about it

The final main exam for PSYC1002 is multiple choice and each year we require lecturers to write a substantial number of brand new questions and change old questions. After the exam runs, no one is allowed to remove the exam papers from venues, however we accept that some materials leak out. In addition, what can happen in that initial exam, is that a student may quickly read through the exam, memorise as much as possible, and then pretend to fall ill, and apply for Special Consideration to be given another exam (a form of Academic Dishonesty, see below). In PSYC1002 we combat both these issues by offering a replacement exam with entirely different questions and of an entirely different form (short answer, not multiple choice).

Academic Dishonesty related to Special Consideration, Special Arrangements and Disability Services

The University allows you a small amount of flexibility when you suffer illness or misadventure. Those systems exist to counteract ill effects. However you are academically dishonest if you use those systems to gain an advantage. You cannot, for example, leave the research report to the last minute (because you cannot organise your time) and then suddenly invent an illness, or exaggerate the impact of an existing illness or disability, without engaging in academic dishonesty. Since the Special Consideration process is now centralised, it will be a group outside Psychology which will investigate issues like forged practitioner's certificates, incorrectly stated due dates and students who seem to fall very ill around assessments in all their units of study.

Note importantly: forging documents and/or feigning illness can be considered much more than academic dishonesty, it may be considered a form of fraud and treated as a criminal matter. If you are not actually sick or suffering an 'exacerbation of your condition', but you run out of time for something, please just accept responsibility for your situation, and accept a lower mark, or a missed assessment. If you don't accept responsibility your situation may become a lot worse.

THE UNIVERSITY OF SYDNEY LIBRARY

The University of Sydney Library (sydney.edu.au/library/) has 10 libraries in different locations, on different subjects with different facilities. Fisher Library is where you will find the physical collection of most relevance to your Psychology studies. Fisher library is located on Eastern Ave, Camperdown Campus. We also have much available online – please visit the library homepage (see above)

For help using or searching library resources you can contact Tom Goodfellow, the Academic Liaison Librarian for Psychology at thomas.goodfellow@sydney.edu.au or visit him in person at the SciTech Library, Level 1 Jane Foss Russell Building, Darlington Campus. You can also phone on 862 78711.

Psychology books in high demand

Copies of high demand books are kept in the 2 Hour Loan collection (located on Level 3 of Fisher Library). Most of your required and recommended items will be here. Details of items held specifically for your unit of study can be found through the catalogue. Search under your UOS code at <http://opac.library.usyd.edu.au/search/r>

Psychology subject guide

Your Academic Liaison Librarian for Psychology has put together a comprehensive subject guide that includes links to Psychology databases, internet resources, information on tests and more. You will find this at <http://libguides.library.usyd.edu.au/psychology>

Finding items on your reading list

Your reading lists will contain different styles of citations, depending on your type of publication. The link below will take you to help on finding items on your reading list - <http://www.library.usyd.edu.au/skills/elearning/learn/readinglist/index.php>

Electronic Readings

If you go to the library website and choose 'Unit of Study Readings', you can bring up a list of journal articles and book chapters set as readings for PSYC1002. All of these are available electronically and can be read online on campus or from home. This is also where you may find recommended references for your assignments, or readings associated with tutorials or lectures. However you do not need to read all the items; only read something if you see that it is referenced elsewhere (or if you're interested).

Database searching help

In order to find research material for your assignments you may find that you will have to search in a subject database. The Psychology Academic Liaison Librarian is available to provide classes on an individual or group basis. To arrange an appointment, please email him at thomas.goodfellow@sydney.edu.au

PSYCHOLOGY 1002 SYLLABUS**COGNITIVE PROCESSES**

1. Introduction: what is cognitive psychology? Historical forerunners. Computer metaphor and the information processing approach. Methods of investigating unobservable processes.
2. Limitations on cognitive processing: selective attention; attentional resources; automatic processing; attention and memory.
3. Memory: knowledge and processes. Different kinds of memory. Short-term vs long-term memory. Working memory.
4. Encoding and retrieval in long-term memory: rehearsal; levels of processing; transfer appropriate processing.
5. The architecture of long-term memory: episodic and semantic memory; explicit and implicit memory. Network models of memory.
6. Memory dysfunctions: amnesia and its implications for the architecture of memory; false memories. Implications of memory theories for exam preparation.

References:

"Human Memory" Chapter 7 (pp.272-311) of Weiten, W. (2012). *Psychology: Themes and variations*. (9th Edition).

PERCEPTION

1. Basics of perceiving the world: General
2. Basics of perceiving the world: Sensory Systems
3. Basics of perceiving the world: Neurobiological Foundations
4. Basics of perceiving the world: Phenomena 1
5. Basics of perceiving the world: Phenomena 2
6. Basics of perceiving the world: Phenomena 3
7. Basics of perceiving the world: Applied Aspects

References:

"Sensation and Perception" Chapter 4 (pp.125-181) of Burton, L., Weston, D., & Kowalski, R.(2012). *Psychology*: 3rd Australian and New Zealand edition.

LEARNING AND MOTIVATION

1. Biological Bases of Behaviour
2. Pavlovian conditioning
3. Instrumental learning
4. Stimulus Control
5. Social learning
6. Short-term sources of motivation
7. Long-term sources of motivation

References:

While there is no set textbook there are some required and recommended readings. The references for these readings will be provided during the lectures.

HUMAN MENTAL ABILITIES

1. An introduction to human mental abilities: differential psychology, intelligence, and psychological testing
2. Psychometric issues: measurement, reliability, validity, and standardisation
3. Specific tests of IQ
4. Models of intelligence
5. Group differences in intelligence: evidence and possible causes
6. Recent developments in understanding mental abilities

References:

"Intelligence" Chapter 11 (pp.425-459) of Gleitman, H., Gross, J., & Reisberg, D. (2011). *Psychology (8th edition)*. New York: W.W. Norton & Company.

ABNORMAL PSYCHOLOGY

1. Introduction to Abnormal Psychology I: Defining abnormal behaviour; the classification and diagnosis of psychological disorders.
2. Introduction to Abnormal Psychology II: Models of psychopathology and approaches to treatment.
3. Anxiety Disorders I: Differentiating between normal anxiety and anxiety disorders; description of anxiety disorders in DSM.
4. Anxiety Disorders II: Sociocultural, psychological and biological variables related to anxiety disorders.
5. Mood Disorders: Defining major depression and other mood disorders; sociocultural, psychological and biological variables related to mood disorders.
6. Eating Disorders: Defining the various eating disorders; sociocultural, psychological and biological variables related to eating disorders.

References:

"Psychological Disorders" Chapter 15 (pp.546-590) of Passer, M. & Smith, R. (2013). *Psychology: The science of mind and behaviour*. Australian Edition.

NEUROSCIENCE

1. Gross anatomy of the nervous system
2. Functional organisation of the brain
3. Fundamentals of neurophysiology and neuropharmacology
4. Research methods in neuroscience
5. Sleep
6. Reward
7. Learning and memory
8. Language and lateralisation

References:

- Chapter 4, "Biology of Behaviour", in Carlson N.R., Miller, H.L., Heth, D.S., and Donahoe, J.W. (2010), *Psychology: The Science of Behaviour* (7th Edition).

GRADUATE ATTRIBUTES AND STUDENT LEARNING OUTCOMES FOR PSYC1002

This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally.

Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

Graduate Attribute 1: Knowledge and Understanding of Psychology

By the end of this course students should be able to demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology. In Psychology 1002, these topics were listed in the previous 'Syllabus' section; turn back a few pages to read about them in detail.

Students should also be able to:

- Demonstrate knowledge of the theoretical and empirical bases underpinning evidence-based approaches to psychological intervention.
- Delineate psychology as a scientific discipline.
- Explain the major themes (e.g. interaction of genetics and environment) and perspectives (e.g. behavioural, evolutionary, sociocultural) of psychology.
- Explain psychological phenomena using the concepts, language, and major theories of the discipline.

Graduate Attribute 2: Research Methods in Psychology

By the end of this course students should be able to understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

You should be able to:

- Describe the basic characteristics of the science of psychology.
- Describe, apply and evaluate the different research methods used by psychologists.
- Locate, evaluate and use information appropriately in the research process.
- Use basic word-processing, and online programs.
- Undertake literature searches; critically analyse theoretical and empirical studies and express this in writing.

Graduate Attribute 3: Critical Thinking Skills in Psychology

By the end of this course students should be able to respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes.

You should be able to:

- Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes.
- Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.
- Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
- Recognise and defend against the major fallacies of human thinking.
- Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.

Graduate Attribute 4: Values in Psychology

By the end of this course you should be able to appreciate the value of empirical evidence, but also the need to act ethically and professionally in obtaining it. Since human behaviour is often the focus of study, you should attempt to understand the complexity of socio-cultural and international diversity. For example in Psychology 1002 we have a tutorial dedicated to Research Ethics in Psychology.

Graduate Attribute 5: Communication Skills in Psychology

By the end of the course you should be able to write a standard psychology research report using American Psychological Association (APA) structure and formatting conventions. This can be a challenging task the first time, since a research report must meet strict conventions relating to subsections (i.e. Introduction, Method, Results, Discussion).

Given many class discussions and interactions you should also be able to demonstrate effective interpersonal communication skills such as being able to listen accurately and actively and even use psychological concepts and theories to understand interactions with others.

Graduate Attribute 6: Learning and the Application of Psychology

By the end of this course you should also be able to apply psychological principles to personal, social, and organisational issues.

Aim to be able to:

- Describe major areas of applied psychology (e.g., clinical, counselling).
- Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
- Reflect on your experiences and learn from them in order to identify and articulate your personal, socio-cultural, and professional values; demonstrate insightful awareness of your feelings, motives, and attitudes based on psychological principles.
- Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporate feedback for improved performance; purposefully evaluate the quality of one's thinking (metacognition).
- Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.

APPENDIX A: FEEDBACK AND PERFORMANCE OUTCOMES FROM PSYC1002, 2015.**Non-mark data (students who avoided voluntary components or did not submit assignments)**

In this same course last year many students failed or received lower marks than they needed to because they simply did not participate. One hundred and eighteen students (~8.7%) did not bother to hand in a research report and absent failed as a result. Two hundred and seventeen students (~16%) did not complete any research participation and lost 5% of their marks as a result. And despite the online quizzes allowing unlimited attempts, two hundred and seventy one students (~20%) failed that component too. These “non-participation” rates are quite concerning, because it means many students paid so much money for PSYC1002 (or took on so much debt) and then did absolutely nothing. To prevent this continuing to happen we now send out directed emails throughout semester encouraging students to either start participating or withdraw.

Plagiarism cases (Research Report)

NB: In 2015 we distinguished between negligent and dishonest plagiarism, this is no longer done.

In PSYC1002 in 2015, four students were found to have engaged in Negligent Plagiarism and received penalties ranging from -20 marks to the entire value of the assignment. A further eight students, or 4 “pairs” of students were implicated in dishonest plagiarism cases. Four of these students were found to have engaged in academic dishonesty, because they willingly handed over their research reports to other students (to assist them to cheat), one of them did not do this directly, but uploaded their assignment to a website (for payment in kind) while the assignment was still running. The four students who benefited from this assistance were found to have engaged in Dishonest Plagiarism, received no marks for their assignments, and were required to complete the alternate assignment for no marks.

Marks distribution

The final spread of grades was 5.1% HD; 15.9% D; 22.9% CR; 33.2% P; 22.9% F (including 8.9% AF).

Feedback from students in 2015

From end of semesters surveys (n=373) it was clear students enjoyed the tutorial program, with average ratings of tutorials all falling between 7.4 and 8.0 out of 10. The lecture program was similarly well received with an average overall rating of 7.6.

A lot of feedback concerned our focus on live lectures, so we asked this question:

In your opinion, which direction should first year Psychology take from this point onwards?
79.5% Continue to focus on live lectures, making them more interactive and interesting.
20.5% Take the emphasis off live lectures; and enhance the online experience so students do not have to attend.

We also asked students at the end of last year’s course (before the final exam):

WHAT ADVICE WOULD YOU GIVE TO NEW STUDENTS JUST STARTING PSYC1002 NEXT YEAR?

(NB: The School of Psychology does not endorse or agree with all this advice, presented unedited)

Actually start early and enjoy the course.

after each lecture, re-read your notes and write them neatly

All the advice given in this section should be taken seriously. Lectures, Tutorials, Start revision early, etc... All are very important and helpful advice!

Ask the tutor about the research report. They are there to help you!

Ask tutors about research report. Do it early and get feedback

ask your tutor for as much help as possible with the assignment and make sure you're both on the same page. start it early. do the online quizzes

attend all lectures

Attend all lectures and catch up immediately if you miss out on a lecture.

Attend all lectures and tutorials. read the psyktrek exercises and any additional readings assigned to you. start the report sooner rather than later

Attend all lectures and use the online lectures as revision later one. Start the research report as soon as you get the information for it. Give yourself enough time to make adequate changes to the research report before submission.

Attend all lectures and write summaries of the topics early on (as soon as that topic is done), as it is easy to forget what you learnt in the first couple of topics once you get to stuvac. Also, make sure you don't leave the report too late!

attend all lectures because when you read the online version its harder to understand if you didnt go to the lecture

Attend all lectures. don't slack like me it will benefit you significantly

Attend all live lectures, learn how to take notes which will benefit you before the exam, try and test yourself during online quizzes (don't look up answers), do a bit of work weekly, rather than cramming at the end of the semester before the exam.

Attend all live lectures: there is a lot of content and it is much easier to remember it if you attend and then use slides/recordings as revision tools if necessary.

Attend all the live lectures and have questions ready for your tutors in tutes so that you can make the most of your resources

Attend all your lectures so you are engaged within the course and you can recall things that the lecturer says even if you haven't written it down.

Attend as many tutorials as possible and start the report early

Attend every lecture and begin the research report early if you can. I would recommend having a proper draft completed by the time they give you the option to submit one.

Attend every tutorial and lecture that you can and listen to Caleb even though he can sometimes be a bit annoying, he will do his best to ensure that you get the best mark attainable.

Attend lectures

Attend lectures and stay on top with the work load

Attend lectures as much as possible, because it will start to become a pain to watch them online. You will miss out on the real experience. For the research report, plan it and work at it. It cannot happen over night, it takes time, alot of reading and effort.

Attend lectures, make study notes after each section, do the online quizzes.

Attend lectures, start the report early because there's a lot of information to absorb and use.

Attend lectures, take notes and frequently revise topics covered, so you are not as overwhelmed when it comes exam time.

Attend live lectures, make notes weekly.

attend perception lectures, it is worthwhile and they are very interactive

Attend the lectures and start the essay early

ATTEND THE LECTURES and start your assignment 2 weeks earlier than you think is sufficient or as soon as the info comes online. A lot of reading and research to do to get at least a credit.

attend to and understand every lecture and do not just depend on recordings,

Attending lectures facilitates high-utility distributed practice study and can be a social experience: overall, a worthwhile option.

Attending live lectures and going to tutorials is pretty much essential if you want to learn the course content in the best way possible, and is the way that learning was intended in the course. Online recordings will be a decent substitute but are not as comprehensive since some materials are omitted and some activities simply cannot be done on the online recordings such as the learning demonstrations in which the class tried to elicit a certain response in a volunteer or in the perception lecture which required a specific set of 3-D glasses. For the research report you will likely be writing it would be really helpful to look up the USYD clearer writing classes or attend workshops on academic writing for the sciences, both of which I did later and I regret not using those resources for it would have greatly improved my report.

Be humble and recognise yourself for the limited human being that you are. In this honesty, you are the most empowered to be your best. Also, there are more forms of learning than on paper, so it's ok to make mistakes now and learn about yourself :)

Be organized, hassle your faculty more so to transfer you earlier so that you don't come into the course a week delayed.

Be prepared to intake a lot of information and manage your time well. It is very important that you understand the content and try to attend as many lectures as possible. Also, make sure you know when your quizzes and assignments are and always try to participate in research studies as they are more informative and useful than they seem.

BE PREPARED! it's not an easy blasé ride! Have fun and enjoy it, but also keep on top of it!

begin revision early, ensuring you KEEP UP TO DATE with the topics and ATTEND ALL LECTURES. Ensure that you prepare BEFORE the lecture by writing up your own notes and reading through the lectures notes (hint: youtube is amazing) that way you'll be able to take in the content more easily and feel less puzzled during the lectures. Also, make sure you start your wide reading as early as possible both for the lectures and report! Writing a good report takes time and many, many, many amendments

Begin study notes for revision constantly and straight from the first lecture. Spend more time in small time frames for the report.

Begin the report early, it takes a long time to understand before you can begin writing

BINGE STUDY ON THE LAST DAY YOU'LL ACE IT

Caleb will try to scare you, don't fall for it. The report is definitely going to be easy, just don't wait for 3:59pm on the due date.

Complete all the quizzes that unlock content as early as possible. Read the entire manual to the very last page at the beginning of the semester and start the research report as early as possible.

Complete Research Participation early to free up more time for the Research Report and other commitments later on in the semester. Research and Prepare for the Report early as well.

Complete research participation in the early weeks of semester when you don't have much work due and do all the online quizzes.

Definitely start working on the report earlier on. Make the most out of lectures- go to them!

Definitely attend lectures, it does help, however the lecture recordings, slides and lab manual have all the material and are easy to follow, but tutorials are really good and definitely worth attending all of them

Do all of the pre-reading and tutorial pre-work it will help with understanding the course overall and will leave you more satisfied once the course is finished.

do all the online quizzes. read all the resources that Caleb posts

Do pre-tute questions before the tutorial will be much helpful for you to catch up the tutorials' speed

do quizzes

Do sona and keep up with the quizzes. Try to attend as many lectures as possible as it's always more engaging and easier to understand when you're there.

Do the pre-readings and notes before the lecture and add to them during the lecture

do the quizzes and the participation its easy marks

do the readings before each lecture, don't fall behind, start the research report early

Do the readings before the lecture

Do the research report on time, prepare, even if its a little bit, for the tutorials.

Do your notes consistently from the beginning - and start the assignment early

Do your SONA credits early - it's an easy 5%. The research report isn't the end if you do poorly - the exam is still worth 65%. Do the online quizzes as quizzes - not open book

doing the readings before the lecture is really helpful and it's easier for when you have to study for the exam

Don't be afraid to ask questions. GO TO LECTURES, SOME LECTURES DON'T PUT THE ONLINE LIVE LECTURES UNTIL 5 DAYS LATER. GO TO THEM!!! meet new people, have a study group by the end so studying for the final won't be as bad.

don't be afraid to ask for help start the research report early

Don't be lazy, there is so much content

Don't be too overconfident about your ability to understand psychology theories. You have to spend more time, study carefully and think often about what you've learned.

Don't copy paste lecture material off slides - IT WONT HELP YOU!!!

Don't fall behind on the lectures and attend whenever possible

don't fall behind. Stay up to date with all material. Its far easier that way.

Don't forget about the lecture quizzes.

Don't leave things to the last minute

Don't leave your report till the last minute and attend all lectures and tutorials. Once you miss lectures/tutorials it's hard to catch up again
Don't let Caleb intimidate you. He will say all these stuff to scare you about how you will fail if you don't do your readings before every lecture. If you just pay attention in the lectures and maybe cram read in STUVAC, you'll probably end up with a credit.

Don't start the research report at the last minute, you will regret it. Do the SONA studies and online quizzes just incase, you would be silly not to. Have fun!

Don't stress out about the report. Once you get started it's easier than you think.

Don't stress when Caleb gives his spiel about not being able to do well unless you start studying right at the beginning of semester. Everyone has different priorities. In my opinion cramming works, obviously not as well as consistent and extensive studying, but it still works...

Don't think that Caleb will be nice and upload the lecture immediately. They'll be up at the end of the week, so you're better off staying on top of all your work and attending the lectures and tutorials. The quizzes come and go without warning, so do them straight after your tutorial. And if you're one of the MedSci students who don't really care about psychology and just chose it to avoid physics, then don't waste any time trying to avoid the 25% report that DOES involve a lot of time, research and effort.

Don't underestimate how easy you think the research report is, because it's not.

Don't worry too much about the report it's only worth 25%, focus more on preparing for the exam - Re-read lectures before you go into them so it isn't overwhelming - At the end of each topic do a summary, it'll help come week 12 and 13 whe

Don't worry. It will all be okay in the end

don't skip lectures, make sure you keep up with your notes and studying, read the recommended readings i found them really helpful. make sure you revise old topics from time to time. Don't underestimate the content of the course or the subject itself. you might think that you haven't done much in lectures but you will find out in the end that you have lots of stuff to familiarize your self with Get your SONA points as soon as possible in the very beginning because by the end its going to be really stressful so you might find it hard to make time for them. Know how to study and recall what you have studied, and not recognize.

Enjoy it, learn to learn more about psychology in order to learn about psychology :)

Enjoy this unit! Treat the research report in a logical manner. Utilise the resources provided by the instructors and write accordingly to structured steps. Remember marks are allocated to referencing and structure.

Enjoy!

Everyone is going to tell you to start the assignment early... Do it. I worked about 30 minutes on it per day and ended up with a very high HD.

Caleb said to me, read something then go for a walk in the park- I did. It worked. I left stuff for ages, then all of a sudden I'd understand it. The brain is amazing. It's working on stuff all the time. The stuff just needs to be in there for it to work on.

Find journals related to the studies to further enhance knowledge

Finish sonar early, set weekly alarms to finish weekly quizzes as these small marks will more likely than not cover marks lost in the impossibly hard research report. DO THE REPORT.
 Print out lecture notes / make a summary before the lecture. Then finish them in the lecture or expand on them in the lecture .

For the love of all things good, start the research report early. No, seriously.

For the report, don't tackle it like you're some hardcore professor, be humble and learn the basic concepts or else by the end you will have no idea what you're talking about...

For those loving psychology, enjoy the live lectures, they are fantastic. For those less enthusiastic: please don't talk in lectures, it is incredibly distracting, not to say annoying as hell.

Gather the notes from the lecture slides. Make sure very interactive in the tutorials as that is where a lot of the understanding of the content is gained.

get nahian as your tutor

Get your sona done early, start the report when they say to! Even though it feels like crazy early. Get a good tutor.

Give yourself lots of time to prepare for/write the research report

go to all lectures!

Go to all the live lectures and complete all the work

go to as many of the lectures as possible, not only do they provide interesting learning opportunities, but mean you dont have to spend hours and hours outside of class time catching up on them

GO TO EVERY LECTURE !!!

go to lectures

Go to lectures. They are so much more interesting in real life over a recording, especially with Frans (constantly displaying pictures on the screen), Dr Birney, etc. Make sure understand concepts and definitions as go.

Go to live lectures! Do all the readings stay on top of work Know when the quizzes are and do them

go to the lecture

Go to the lectures and keep up. Missing lectures for a week means an extra three to catch up on. Always be prepared for tutorials you will be called on to answer and its not fun not knowing any of the answers so do the prep and do the reading. Do not miss a lecture !

Go to the lectures and study early

Go to the lectures, and try and revise the lecture material EACH WEEK not at the end towards the exam.

Go to the lectures.

Go to your lectures.

Go. To. Your. Lectures! There was a period of a fair few lectures that I had to catch up on and I just kept thinking 'Why didn't I go to the lectures when they were on? My life would be so much easier had I done so!. There is so much content and the best way to begin tackling it all is by going to the lectures.

Going the live lectures is more effective than listening to the recordings

good luck mate

have a good time. eat well. sleep well

I would advise them to take notes each week on the lecture material covered to consolidate their knowledge throughout the semester. I would also advise them to start the research report early as it does take more time than you think.

If they don't understand the content find online resources to help you.

If this is not a mandatory subject for your degree nor does it hold any particular interest to you, QUIT WHILE YOU CAN!

If you care, start early.

it is very enjoyable, but make sure you are up to date with all your lectures, and attend all your tutorials. Do no leave your assessment report to the last minute, so you have enough time to understand the papers and ask for help.

It really helps to make and summarise your notes after each lecture, when you have time. This habit is so useful for when you get to STUVAC and need to study for the exam- you'll already have notes on hand and actually be studying them instead of making notes during STUVAC and having to study them at the same time. Saves time and effort :)

It's a tough course, no doubt about that. The research report is harsh. If you're amazing at essays, it doesn't mean you'll be good at research reports. They're very different, so try not to be disappointed with your mark.

Just start the research report early. You never know when you will get sick or if work needs you. Just start as as soon as the material is available. Make sure you understand the topic before contemplating any sort of approach

keep on top of notes early on, make notes from the quizzes; get ahead of assignments early on so they are not left to the last minute

Keep on top of the content as it comes faster than you think it will.

Keep on top of the content from lectures, attend all tutorials and start the research assignment early!

Keep on top of your work and attend as much lectures as you can as this will definitely help you in preparation for the final exam. If you don't understand something, ask a friend/tutor and engage in tutorials. Overall, you must help yourself to do well in this course.

keep on top your work, research how to right the report yourself as the information given to you will never be sufficient in the grand scheme as you will never take it all in

Keep up and start early

Keep up to date with everything. Don't skip lectures.

Keep up to date with lectures, and start the major assessment as early as possible

Keep up to date with the content and attend the tutorials.

Keep up to date with your notes and make summaries of the topics.

Keep up to date with your notes and readings. Even just some basic notes made each lecture can be fleshed out in STUVAC but it makes such a difference to have a foundation to work from.

Keep up with content, go to lectures, check the dates for the online tests, submit the assignment on time.

Keep up with Lecture content and start researching for the research report as soon as possible

keep up with lecture content as it comes. i.e. study for online quizzes and try to do them as a closed book test at first.

keep up with notes and lectures

Keep up with the content and take even a couple of hours to study throughout the week, it helps!

keep up with the cour content or you'll fall behind for each topic's content in live lecture

keep your notes updated throughout the semester!!! especially after the end of each topic... make sure you have all your notes ready AS YOU GO do NOT leave your final essay to the last minute... real regrets ask questions if you do not understand make sure you catch up on lectures you miss attending lectures in person is SO MUCH better/ easier than listening to the audio

Like everyone else says, get started on the report as early as possible, and be prepared to do a lot of reading. Unlike many other subjects it is not something you can do last minute and get away with, as much as I hate to admit it.

listen in tutes and take notes from that that apply to the lecture content. read prescribed texts. put some hustle into the report/essay its worth it.

Look at the back of the tutorial manual and follow every bit of advice

Make notes as you go, then flash cards at the end - they will form good cues for you to recall on when your in the exam

Make notes before every lecture so you are prepared going in.

Make study guides when each unit finishes

Make sure that you have done the pre- lecture readings or are doing them simultaneous with the lectures.

Make sure to attend all lectures and to begin condensing notes into study notes early

Make sure to attend all the lectures and if Caleb yells at you iit's because he loves you

Make sure you attend lectures and prepare your notes as you go!

Make sure you have some understanding of the field discussed in your research report before you start trying to write it.

make sure you keep up with the content because falling behind is going to make it hard to catch up. remember to do online quizzes as well (check blackboard constantly)

Make sure you keep up with the external components (everything excluding lectures), preferably getting a fair headstart in the first 2-3 weeks before other assessments and general uni life starts to impede on study.

Make sure you stay up to date with lectures, tutorial work, quizzes, SOLA, and the report. A little time spent in preparation goes a long way for this unit.

Make sure you understand the content as you go along as you will find it more enjoyable.

Make sure you understand what the research topic is about before writing your report. Attend the lectures, it's easy to say that you will 'catch up later' but week 13 will be here before you know it and those hours add up quickly!!!! If you choose not to attend make sure you catch up with your lectures online ASAP as it also helps to know what's going on in tutorials.

Make sure you understand what you're doing in the report. There is a lot to take in, but make sure that you know, with confidence, what it is that you're arguing.

n/a

Only do it if you really have too. It is boring and the assignments don't have anything to do with what you are learning.

Organise your time properly. Find useful journals for your report instead of crap ones.

overall it is very content heavy course so make sure to prepare before lectures (read through the ppt), catch up if missed out on lectures and review regularly

Plan your essay/report before you write it, so you know exactly what your argument is and where you are going. Keep on top of your lectures either in person (preferable) or online.

PLAN!!!! plan and structure your study for the topics! and ask a lot of questions and seek advice about anything you are struggling with, use the resources at your disposal. Structure is the key and a big regret of mine!!!

please start assignments as early as possible and don't underestimate the time they take

Please start your research report early, you will really regret it and start studying and revising from week one, latest week 2.

prepare as early as you can.

Prepare course work during the course.

Prepare for assessment task with adequate time, do not leave them to the last minute.

Prepare for your Exam

Prepare yourself for the report well in advance because information given on structure and format is not succinct enough

preview and review is very important

Procrastination is your enemy

PSYC1002 is very different to PSYC1001 but, as in PSYC1001, it is important to start working really early! The semester catches up with you very quickly!

Psych is not the 'bludgy' science, it's hard but interesting work.

Read all the readings before hand! Have a drat report prepared early!

Read all the set readings before the lectures is helpful for study.

Read lecture material before lectures Study each topic once it finishes Start the assignment ASAP and ask lots of questions if you need to

Read pre-lecture material. Makes life easy

read some books which are relevant to PSYC.

Read the papers for the research report as soon as they are released, as well as any support materials that are uploaded. Follow the rubric closely - it will get you good marks. Try to attend all of the lectures and the tutorials. If you miss a lecture, catch up on it! It's likely that the content covered will appear in your final exam.

read the pre-lecture readings, they help (especially for studying for exams)

Remember to start your report early because it is quite challenging to understand, but remember its only 20%. Most of the course marks come from the final exam so make summary notes after each topic is over and try to go to all of the lectures.

Research report - start it early: the key to a HD is time management.

Review each lecture series immediately after you have finished. This ensures you are up to date and makes your life much easier around exams.

Revise each topic as soon as it is complete

see the tutor about the report and make sure you are on track the whole time

Some lectures are better to be done at home - especially the ones you find less interesting, ad you can pause and really try to concentrate instead of zoning out in the live lectures and having to re-listen later
I'd definitely recommend beginning the essay earlier, even if it was just to read a bit about the topic to help get your head around it

Start doing the research report as soon as you can

Start early and keep up-to-date. Attend live lectures and tutorials.

start early on assessment consider cenuse date if you are missing lecture early at the begin of semester

Start early on the research report

Start early, keep up to date and pay attention in lectures. Just do it.

Start everything early and read the manual in the before the first or second lecture so that you know what's going on and you can organize your study.

Start on the report assignment as soon as possible.

Start psyc report early

Start reading the set readings for research report right when they are available to you. It's hard. Oh it is!

Start reading the set references for the Research Report early

Start report early no matter how boring it is.

Start research for the report early and make an effort to attend as many live lectures as possible.

Start revising notes for the exam early on.

Start studying early and do so consistently. Keep yourself up to date with lecture material and assignments

Start studying early, it is very easy to fall behind on content and then feel overwhelmed.

Start studying early, keep your notes up to date otherwise you're going to get destroyed.

start studying early/writing up notes, read the readings

Start studying from the very beginning of semester. Attend all lectures - it's harder than you think to catch up. Enjoy it.

Start summarising and understanding your lectures asap, during semester! (there is too much information to cover in stuvac!) Do pre-lecture research and readings, you'll better understand content in lectures that way

Start the assignment early and keep on track with the lectures.

start the essay early do all the tutorial preparation work attend the lectures live, its easier than catching up later

Start the exam preperation right from the first week and start the essay early.

start the report early - read a lot of literature

Start the report early, but don't over read for it, it just makes it too confusing. And keep up with lectures.

Start the report late, get it all done in a short time frame so the info is clear in your head. Please talk in tutorials, it doesn't matter if you're wrong, at least there isn't soul crushing silence.

Start the report really early and ask questions and attend consultation hours Go to/watch all lectures as you go and don't fall behind Do all the quizzes and sona

Start the research report early and have the manual next to you because it has everything you need to put in the research

Start the research report early and start studying for the whole course from week 2. Study for recall not recognition.

Start the research report early, stay on top of content and enjoy yourself!

start the research report early. everyone says this. but seriously - do it. it is the only way to get good marks. do SONA early, smash it out in week 1 and then forget about it. 5% easily gained. Make a bunch of friends and help each other out. everyone is trying to achieve. don't knock peoples legs out from under them. karma will get you

Start your assessment early, come to lectures, go to tutorials, don't be a fool!

Start your notes early and continuously revise

Start your report early! Psychology writing requires lots of reading to understand and lots of writing and rewriting. Ask your tutor questions! Start your research report early; do lots of research and make sure to know underlying theories well. Also, consistently read through lecture content in preparation for future assessments!

started the report earlier and read deeply

Stay calm, work hard and attend lectures.

stay on top of each topic, write summary notes after each one is completed, use revision questions wisely

Stay on top of the lectures, and make summary notes at the end of every topic. Also, start on the report/essay EARLY, that way you'll have time to make the essay coherent and concise.

Stay on top of the work! and Stay Classy.

Stay on top of the workload and listen to the content

students first focus on the lectur notes, then students should to read more extra resources relate to key resources.

study in advance before coming into lectures and tutorials

study specific things, not the WHOLE lot. study groups.

Take Caleb's advice.

Take the topic seriously. Start your report early, and try and figure out study methods early too! It's lots of fun if you put in the work.

Take time to review the lectures of a series once the series is over Look into the new lecture to come for the day, granted some lectures didn't submit their lecture slides until after their lecture, but do the best you can.

Take time to understand the essay question so then you can plan out what to write

Test yourselves by asking yourself what you've learnt after each lecture.

The lectures are going to be dense (sometimes) and lecturers may be difficult to understand/follow. My advice would be read up effectively and early (skim reading is fine) which will minimise the load you'll have to attend to in lectures. Also tutorial readings are very helpful and just start any assessment readings early, because it'll make it easier to understand the papers/reports later.

The major report was actually not hard but remember to get started early

The research report was challenging, but if effort is put in, it is easy to get a high mark. Start early and just work a little on it every week!

Make sure to use the resources available to you - especially tutors. Make appointments to discuss the research report as they can be very helpful. Do preparation before lectures, as it will make it much easier to understand and remember.

There is so much content and you will really regret not staying on track for the most part by the end. So try to go to as many lectures as possible and have your notes done well before the exam so you can start revising and practicing recall

This course does require constant studying and revising, there is a lot of content to be covered.

Time management is crucial. In other words, start the research report early !!

To do well in this course you need to be very self-driven and make sure to understand the broad concepts when it comes to the examination. To get as involved with the theory and content as possible by reading about the topics, doing all pre tute work to allow you to form your own opinions and understandings of the content and topics covered.

Triple check when the essay is due and set reminders just in case, there are heaps of reminders in the Manual and on Blackboard so there is no excuse for mistaking the time

Try to convince yourself that you are interested in some of the topics or areas which are slightly more difficult to get your head around just to make studying a little bit easier.

try to revise the lecture content consistently before the assignments and final exam dates start to wave in.

understand lecture before attending

Use Calebs essay tips!

Use the online quizzes as a revision tool and as a 'goal' for writing notes on a topic. I really struggled with completing notes before doing the online quizzes but i did try this for the first few weeks and it helped me to retain information.

Use the quizzes to actually test your knowledge rather than have all the lecture slides open

Watch all lectures

Work hard butenjoy yourself- it's first year after all, and the content is varied and interesting

Work hard from the beginning, don't make psychology low priority because the due date is far away or because you have other things due first, you will regret it when you get to exams. Also try to go to every lecture because it does help with your understanding of the subject.

Write the essay as directed by the rubric

You have chosen the wrong course but good luck!

You should probably go to the lectures, but if you miss a few, don't worry too much, but catch up on them afterwards. Definitely attend tutorials and try to make friends with people there, it makes the learning experience much more enjoyable.

You will have a richer experience of the course if you do Psytrek excersices, and do pre-tutorial work. It will give you a more rounded experience. Revise lectures throughout the semester. Give yourself plenty of time for the assessment and ask plenty of questions to understand the question. Speak to tutors and fellow students.