UNSW Course Outline

PSYC2061 Social and Developmental Psychology - 2024

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General Course Information

Course Code : PSYC2061
Year : 2024
Term : Term 1
Teaching Period : T1
Is a multi-term course? : No
Faculty : Faculty of Science
Academic Unit : School of Psychology
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Undergraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This course introduces areas of psychological research that directly deal with the development of human capabilities and the way humans interact with, and are influenced by each other. In the Developmental Psychology section of the course, students will learn about the development of psychological processes that are important to the cognitive, emotional and social aspects of people's lives. In the Social Psychology section of the course, students will learn about the social psychology of interpersonal behaviour. This course introduces empirical research, methodology and theories in the fields of social and developmental psychology, with an emphasis on developing skills in science communication and psychological literacy. Lecture content is pre-recorded and released each week online via Moodle. Live check-in and Q&A sessions during lecture times provide an opportunity for students to interact with teaching staff, discuss assessment, and ask questions. Face to face tutorials run in flipped mode. Online tutorial preparation modules are designed to ensure that students arrive at tutorials ready for active learning and to engage in discussion with peers.

Course Aims

This course aims to highlight contemporary theory and research in Developmental and Social Psychology. You will learn about the kinds of empirical questions developmental and social psychologists ask, the kind of methods they use, the kinds of conclusions they draw from experimental work and how these conclusions inform psychological theory. You will learn to critically read current psychological literature and communicate about it in a way that is accessible to a lay audience. You will learn how to give constructive feedback to peers and how to use feedback to improve the quality of your own work.

Relationship to Other Courses

This course builds on foundational knowledge from PSYC1A and is a prerequiste for PSYC3121: Social Psychology and PSYC3341: Developmental Psychology.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Describe key theories, concepts, and empirical findings from developmental and social psychology.
CLO2 : Describe common research methods used to answer questions in developmental and social psychology studies and evaluate the conclusions that can be drawn from each.
CLO3 : Critically analyse the quality of evidence, strength of arguments, and validity of claims made about empirical studies in developmental and social psychology.
CLO4 : Examine the behaviours of psychologists with respect to the APS Code of Conduct and describe how culturally-responsive researchers should work with diverse populations, including Aboriginal and Torres Strait Islanders
CLO5 : Write about empirical research concisely, integrate feedback to improve clarity, and apply creativity to produce multimedia artefacts for a range of stakeholders.
CLO6 : Apply developmental and social psychological theories, concepts, and empirical findings to solve everyday problems, by linking disciplinary knowledge to real world application.

Course Learning Outcomes	Assessment Item
CLO1 : Describe key theories, concepts, and empirical findings from developmental and social psychology.	• Final Exam
CLO2 : Describe common research methods used to answer questions in developmental and social psychology studies and evaluate the conclusions that can be drawn from each.	• Media assignment • Final Exam
CLO3 : Critically analyse the quality of evidence, strength of arguments, and validity of claims made about empirical studies in developmental and social psychology.	• Learning Blog • Media assignment
CLO4 : Examine the behaviours of psychologists with respect to the APS Code of Conduct and describe how culturally-responsive researchers should work with diverse populations, including Aboriginal and Torres Strait Islanders	• Learning Blog • Final Exam
CLO5 : Write about empirical research concisely, integrate feedback to improve clarity, and apply creativity to produce multimedia artefacts for a range of stakeholders.	• Media assignment • Learning Blog
CLO6 : Apply developmental and social psychological theories, concepts, and empirical findings to solve everyday problems, by linking disciplinary knowledge to real world application.	• Media assignment • Learning Blog • Final Exam

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Media assignment Assessment Format: Individual	60%	Start Date: Not Applicable Due Date: Part A: Week 3; Part B: Week 5 or Week 7; Part C: Week 9 or Week 10
Learning Blog Assessment Format: Individual	10%	Start Date: Not Applicable Due Date: Sunday 11:59pm each week
Final Exam Assessment Format: Individual	30%	

Assessment Details

Media assignment

Assessment Overview

In this assignment, you will take on the role of science communicator, producing both a media release and a multimedia video about a new research finding in developmental or social psychology. You will experience how writing works in the real world, critiquing a draft produced by generative AI, revising that draft and using tutor feedback to improve your written work before turning it into a multimedia video. Part A: AI critique. You will ask chatGPT to write a 500 word draft media release and will write a critique of the generative AI output. This will involve evaluating the draft against the marking rubric, identifying the strengths and weakness of the chatGPT output, and making a plan for revision. The AI critique is worth 10% and is due in Week 3. Part B: Script Revision. You will revise the chatGPT draft to make it better meet the marking criteria and submit your revision for feedback from your tutor. The script revision is worth 20% and due in Week 5 or 7. Part B: Video. You may use feedback from your tutor to revise your text further, before using it creating a 3-4 min multimedia video. The video is worth 30% and is due in Week 9 or 10. Feedback for each component will be available within 10 working days of submission.

Course Learning Outcomes

- CLO2 : Describe common research methods used to answer questions in developmental and social psychology studies and evaluate the conclusions that can be drawn from each.
- CLO3 : Critically analyse the quality of evidence, strength of arguments, and validity of claims made about empirical studies in developmental and social psychology.

- CLO5 : Write about empirical research concisely, integrate feedback to improve clarity, and apply creativity to produce multimedia artefacts for a range of stakeholders.
- CLO6 : Apply developmental and social psychological theories, concepts, and empirical findings to solve everyday problems, by linking disciplinary knowledge to real world application.

Detailed Assessment Description

Additional details about this assessment are available in the Media Assignment Guidelines on Moodle.

Assessment Length

Part A & B: 500 words; Part C: 3-4 min

Assessment information

Flexibility in task completion - Flexible deadlines

For Part B and Part C of this assignment, you can choose which of two deadline options works best.

- The AI critique is due at the end of Week 3 (there is no flexibility on this deadline)
- The Script revision can be submitted either at the end of Week 5 or at the beginning of Week 7.
- The Final video can be submitted either at the end of Week 9 or at the end of Week 10.

We encourage you to map out your assessments across courses for the term and decide which of these possible deadlines works best, given the demands on your time each week.

Flexibility in task completion - Short Extension

If you are struggling to meet the deadline for this assessment task, you may apply for a short extension of 2 days.

All short extension applications must be submitted *before* the task's due date.

For details on how to apply, and the conditions on applying, please visit the UNSW Special Consideration website.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Learning Blog

Assessment Overview

Throughout the course there are online activities that are designed to prepare you to engage in face-to-face tutorials, to practice self-management skills and to engage with course content. There are 5 marks to be earned by completing the activities that are directly related to tutorial content. You should complete these tutorial prep exercises before you attend your tutorial each week.

An additional 4 marks can be earned by completing participation activities, which give you an opportunity to practice skills that are key to success and wellbeing. These activities relate to self-management (goal setting, time management), engaging with assessment (planning and reflecting on performance/feedback) and engaging with course content (using evidence-based study strategies, reading critically, applying knowledge). In each non-tutorial week, you can choose which kind of activity to engage with, depending on your personal study goals.

To earn full 10% available, you should complete all 9 learning blog posts (Weeks 1-5 and 7-10) by Sunday 23:59pm each week. There is a 1% bonus available for students who engage with the process throughout the term and submit a post on time each week.

Course Learning Outcomes

- CLO3 : Critically analyse the quality of evidence, strength of arguments, and validity of claims made about empirical studies in developmental and social psychology.
- CLO4 : Examine the behaviours of psychologists with respect to the APS Code of Conduct and describe how culturally-responsive researchers should work with diverse populations, including Aboriginal and Torres Strait Islanders
- CLO5 : Write about empirical research concisely, integrate feedback to improve clarity, and apply creativity to produce multimedia artefacts for a range of stakeholders.
- CLO6 : Apply developmental and social psychological theories, concepts, and empirical findings to solve everyday problems, by linking disciplinary knowledge to real world application.

Detailed Assessment Description

Additional informational about this assessment is available in the Learning Blog guidelines on Moodle.

Assessment information

Flexibility in task completion - Bonus post

The Learning Blog assessment task is designed to encourage you to arrive at tutorials ready to engage in discussion, to keep up with lecture content, and to engage in self management

activities that have been shown to promote success and wellbeing. You need to submit a short post by Sunday 11:59pm EVERY week (except flexibility week). If you give each post a good go (i.e. follow the instructions, engage with the task), you will receive 1% toward your final grade.

As an extra incentive to engage with this assessment EVERY week, there is 1% bonus available if you submit all 9 posts on time. Posts must be submitted on time to count toward your grade, but if you miss one or more, you can earn the bonus 1% by submitting an extra post in Week 10.

<u>Assignment submission Turnitin type</u>

This is not a Turnitin assignment

Final Exam

<u>Assessment Overview</u>

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

<u>Course Learning Outcomes</u>

- CLO1 : Describe key theories, concepts, and empirical findings from developmental and social psychology.
- CLO2 : Describe common research methods used to answer questions in developmental and social psychology studies and evaluate the conclusions that can be drawn from each.
- CLO4 : Examine the behaviours of psychologists with respect to the APS Code of Conduct and describe how culturally-responsive researchers should work with diverse populations, including Aboriginal and Torres Strait Islanders
- CLO6 : Apply developmental and social psychological theories, concepts, and empirical findings to solve everyday problems, by linking disciplinary knowledge to real world application.

<u>Assignment submission Turnitin type</u>

This is not a Turnitin assignment

General Assessment Information

Students should be familiar with the School of Psychology Student Guide, which contains key staff contact details and important information about policies and procedures related to courses and assessment

Special Consideration: Students who experience circumstances outside of their control that prevent them from completing an assessment task by the assigned due date due can apply

for Special Consideration. Special Consideration applications should include a medical certificate or other documentation and be submitted within 3 days of the sitting/due date.

Important note: UNSW has a "fit to sit/submit" rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Once your application has been assessed, you will be contacted via your student email address and advised of the official outcome. If the special consideration application is approved, you may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information about special consideration, please visit: https://student.unsw.edu.au/special-consideration.

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

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

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

The APA (7th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately: APA 7th edition.

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	Introduction to Developmental Psychology (JR) Genetic foundations of development (JR)
	Tutorial	No tutorials in Week 1
	Assessment	Learning Blog 1 due Sunday 11:59pm
Week 2 : 19 February - 25 February	Lecture	Prenatal development (JR) Perceptual development (JR)
	Tutorial	Tutorial 1: Media
	Assessment	Learning Blog 2 due Sunday 11:59pm
Week 3 : 26 February - 3 March	Lecture	Infant memory (JR) Social development (JR)
	Tutorial	Tutorial 2: Coding
	Assessment	AI critique (10%) due Friday 11:59pm Learning Blog 3 due Sunday 11:59pm
Week 4 : 4 March - 10 March	Lecture	Theories of cognitive development (JR) Contemporary Methods (JR)
	Tutorial	No tutorials in Week 4
	Assessment	Learning Blog 4 due Sunday 11:59pm
Week 5 : 11 March - 17 March	Lecture	Culture and development (JR) Introduction to social psychology (JF)
	Tutorial	Tutorial 3: writing
	Assessment	Media Revision Option I due Friday 11:59pm Learning Blog 5 due Sunday 11:59pm
Week 7 : 25 March - 31 March	Lecture	Human socialiability (JF) Impression formation, categorisation, & stereotypes (JF)
	Tutorial	Tutorial 4: Mystery
	Assessment	Media revision Option II due Monday 11:59pm Learning Blog 6 due Sunday 11:59pm
Week 8 : 1 April - 7 April	Lecture	No lecture Easter Monday Language and verbal communication (JF)
	Tutorial	No tutorials in Week 8
	Assessment	Learning Blog 7 due Sunday 11:59pm
Week 9 : 8 April - 14 April	Lecture	Classic studies in social psychology and the importance of theory (EHJ) Persuasion (EHJ)
	Tutorial	No tutorials in Week 9
	Assessment	Final video Option I due Friday 11:59pm Learning Blog 8 due Sunday 11:59pm
Week 10 : 15 April - 21 April	Lecture	Reactance theory and helping behaviour (EHJ) Self-Related theories (EHJ)
	Tutorial	Tutorial 5: Ethics
	Assessment	Final video Option II due Friday 11:59pm Learning Blog 9 due Sunday 11:59

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

Lectures in PSYC2061 are prerecorded and released weekly alongside self-test quizzes. These quizzes do not contribute to your grade but are useful resources to check your understanding of

lecture content.

Tutorials in PSYC2061 are scheduled in Weeks 2, 3, 5, 7 and 10. Tutorial activities are designed to scaffold the process of completing the major assessment in the course and to equip you with skills related to the foundational competencies required by our accrediting body. Tutorials in PSYC2061 do not provide a review of lecture material. Tutorials run in "flipped" mode, which means that there is preparation work to do before you attend your tutorial session. Please ensure that you have done the work and arrive at class ready to engage in discussion.

Each Tuesday at 1pm during lecture time, the course coordinator will run a "check in" session online via Zoom. This session is an opportunity to make sure you are up to speed with what is going on in the course this week and to ask A/Prof Richmond questions about assessments.

Each Thursday at 1pm during lecture time, the lecturer will run a Q&A session online via Zoom. This session is an opportunity to ask questions about lecture content and to check your understanding of the material.

Course Resources

Recommended Resources

There are no prescribed reading resources for PSYC2061. If you are looking for textbook content to support your learning, we recommend two books in our course Leganto list

Course Evaluation and Development

Student feedback from myExperience surveys is used to update and refresh PSYC2061 every year.

We've used your feedback to make some improvements.

1. In T1 2023, students commented that they loved being back in person for tutorials and they liked the flexibility of being able to watch pre-recorded lectures whenever and to attend check in and Q&A sessions live. They also loved the flexible assessment deadlines.
2. They were surprised that tutorial content was not more closely linked to lectures. They said it made it difficult to motivate themselves to keep up with the lecture content.
3. They liked that there were activities to help them keep on top of assessment milestones that were a quick and easy 1% but that they it was difficult to find them due to the structure of the moodle page.
4. They would have liked more revision resources.

In T1 2024, we are responding by ...

1. Sticking to a mix of online and F2F experiences and flexible deadlines. All tutorials will be in person in 2024. Lectures will be pre-recorded, and students will have the option of logging on to live Tuesday Check-in sessions and Thursday Q&A sessions on Zoom. At the check in sessions, we will cover what is happening each week, give tips for self management, and answer questions about assessment. At each Q&A session, I will run a live practice quiz with questions similar to those that will be on the exam (some extra motivation to have watched the lectures before) and answer any questions that have come up. We will also stick with flexible deadlines. For Phase 2 and 3 of the media assignment assessment, you can choose when it suits to hand in your script draft and final video.

2. Lectures in PSYC2061 are designed to introduce you to the foundational concepts, methodologies and research findings in developmental and social psychology. Tutorials in PSYC2061 are designed to help you learn how to read, think, and write like a psychologist (and complete the major assessment). While tutorials focus on preparing you to complete the main assessment tasks during the term, it is a good idea to keep up with lectures so that you don't have to cram for the final exam. If you are having a hard time motivating yourself to keep up with lectures, we suggest you make a regular appointment in your schedule for lecture watching, choose the engagement related learning blog posts, or try listening to lectures in audio only format- like a podcast!

3. There was lots of feedback about the clutter on the Moodle site. Our new Moodle Enhance theme should help! You can find all the information about assessment in the new Assessment Hub. We have also pulled resources into Moodle pages or books to reduce the number of links in each week section.

4. This term we will include run a live quiz in the Q&A sessions and use both self test quizzes (questions from the lecturer) and student quiz (questions designed by you) to help you keep on track with lecture content.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jenny Richmond				via email	Yes	Yes
Lecturer	Joe Forgas				via email	No	No
	Eddie Harmon-Jones				via email	No	No
Head tutor	Kate Nicholls				via email	No	No

Other Useful Information

Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the UNSW Student Code of Conduct Website.

Academic Honesty and Plagarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.
Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage. At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity, plagiarism and the use of AI in assessments can be located at:

- The Current Students site,
- The ELISE training site, and
- The Use of AI for assessments site.

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

Submission of Assessment Tasks

Penalty for Late Submissions

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Any variations to the above will be explicitly stated in the Course Outline for a given course or assessment task.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

Special Consideration

If circumstances prevent you from attending/completing an assessment task, you must officially apply for special consideration, usually within 3 days of the sitting date/due date. You can apply by logging onto myUNSW and following the link in the My Student Profile Tab. Medical documentation or other documentation explaining your absence must be submitted with your application. Once your application has been assessed, you will be contacted via your student email address to be advised of the official outcome and any actions that need to be taken from there. For more information about special consideration, please visit: https://student.unsw.edu.au/special-consideration

Important note: UNSW has a "fit to sit/submit" rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination

or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Faculty-specific Information

Additional support for students

- [The Current Students Gateway](#)
- [Student Support](#)
- [Academic Skills and Support](#)
- [Student Wellbeing, Health and Safety](#)
- [Equitable Learning Services](#)
- [UNSW IT Service Centre](#)
- Science EDI Student [Initiatives](#), [Offerings](#) and [Guidelines](#)

School-specific Information

School Contact Information

Additional Information