

Subject Outline

Subject Name:	Social Psychology in Everyday Life
Subject Code:	PY3102:03
Study Period:	1, 2017
Study Mode:	Internal on-campus
Campus:	Townsville
Subject Coordinator:	Dr Wendy Li

Pre-requisites:

For prerequisites for PY3102, see

<https://secure.jcu.edu.au/app/studyfinder/index.cfm?subject=PY3102&year=2017&transform=subjectwebview.xslt>

This subject outline has been prepared by [Click here to enter text.](#) for the College of Healthcare Sciences, Division of Tropical Health and Medicine, James Cook University. Updated 21 February 2017.

Q1. <i>This subject is offered across more than one campus and/or mode and/or teaching period within the one calendar year.</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q2. <i>If yes [Q1], the design of all offerings of this subject ensure the <u>same</u> learning outcomes and assessment types and weightings.</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q3. <i>If no [Q2], _____ has authorised <u>any variations</u>, in terms of <u>equivalence</u>.</i>		

Subject Outline Peer Reviewer

Name	A/Prof Nerina Caltabiano
Position	Subject coordinator
Date Reviewed	1/02/2017

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Staff Contact Details

Teaching team	Staff member	Room	Phone	Email	Consultation times*
Subject Coordinator	Dr Wendy Li	4-235	4781 6850	Wendy.li@jcu.edu.au	Monday 11-12am
Lecturer	Dr Wendy Li	4-235	4781 6850	Wendy.li@jcu.edu.au	Monday 11-12am
Tutor 1	Hollie Baxter	4-233		hollie.baxter@jcu.edu.au	By appointment
Tutor 2					

*Other consultation times by appointment only.

For further assistance please refer to [Student Assistance Directory \(Psychology\) – Who Do I Contact?](#)

Section 1. Subject at a glance

1.1 Student participation requirements

The JCU [Learning, Teaching and Assessment Policy](#) (4.3) indicates that, “a **3 credit point subject** will require a **130 hour work load** of study-related participation including class attendance over the duration of the study period, **irrespective of mode of delivery**”. This work load comprises **timetabled hours** and **other attendance requirements**, as well as **personal study hours**, including completion of online activities and assessment requirements. Note that “attendance at specified classes will be a mandatory requirement for satisfactory completion of some subjects” ([Learning, Teaching and Assessment Policy](#), 5.10); and that additional hours may be required per week for those students in need of **English language, numeracy** or **other learning support**.

Key subject activities	Time	Day / Date	Room / Location
Lecture	9:00 – 10:50am	Monday Commences: 20 Feb, 2017	134-021, TSV
Online Tutorial		LearnJCU Commences: 22 Feb, 2017	Discussion Board, LearnJCU
Face-to-Face Tutorial Group1	12-2pm	Friday, 7 & 21 Apr	034-011C, TSV
Face-to-Face Tutorial Group2	2-4pm	Friday, 7 & 21 Apr	034-011C, TSV

For information on the days and times when lectures, tutorials, workshops, etc. are scheduled for all of your subjects, visit *JCU Lecture Timetables* at www.jcu.edu.au/lecture-timetables

For information regarding class registration, visit the class registration schedule at <https://www.jcu.edu.au/students/enrolment/class-registration-schedule>

1.2 Key dates

Key dates	Date
Census date	see 2017 Study Period and Census Dates
Last date to withdraw without academic penalty	see 2017 Study Period and Census Dates
Assessment task 1: CAR (30%)	Due <small>Click here to enter a date.</small> Mondays of W3, 4, 5 & 6; Best CAR: Monday, 10 April 2017
Assessment task 2: Research paper (30%)	Due Monday, 15 May 2017
Assessment task 3: Examination (40%)	During Exam Period

Section 2. Subject details

2.1 Subject description

This subject provides an introduction to the various subdisciplines of sport and exercise science including motor behaviour, biomechanics, exercise physiology and sport psychology. The subject will also cover the importance of physical activity, historical and social aspects of physical activity, professional issues in sport and exercise science and an introduction to exercise programming and energy systems.

2.2 Subject learning outcomes

Students who successfully complete this subject will be able to:

- examine some of the main issues and phenomena studied by social psychologists;
- critically evaluate substantive issues of theory and method in social psychology;
- discuss and explore selected social issues and social problems;
- examine areas of applied social psychology;
- relate the study of social psychology to other areas of psychology.

These outcomes will contribute to your overall achievement of course learning outcomes.

2.3 Learning and teaching in this subject

This subject will employ both the PaSsPorT (People, Space, Pedagogy, Technology) and CAR (Concept, Action, Reflection) models as curriculum frameworks. The PaSsPorT model focuses on the use of blended technology and innovated face-to-face delivery to enhance student engagement and active learning (Reushle, 2006). Additionally, the CAR model focuses on Concepts (core knowledge and understanding to engage in action), Action (applied active learning of concepts in a community context), and Reflection (supported by analytical, evaluative and critical reflection frameworks; Brockbank & McGill, 2007). These curriculum frameworks have been selected to increase student engagement within the subject, and to facilitate greater student achievement.

The use of blended learning technologies is designed to move beyond the traditional passive teaching and learning style that most students will have experienced at university. By using LearnJCU to provide basic content, and focusing on active and applied activities in a face-to-face context, this subject aims to support students to develop independent study skills within a more flexible schedule. Furthermore, the inclusion of personal reflections (both informally and within assessment) is designed to allow students to develop the personal evaluative skills expected of psychology professionals. The Lectorials will demonstrate a balance between theoretical foundations of social psychology, as well as applied knowledge which will be developed in small-group work. It is expected that students will develop strong group-work skills in this subject; particularly by using their knowledge of group processes which will be covered early in the semester.

It is expected that students enrolling in Social Psychology will have undertaken the equivalent of 2 years full-time study (preferably in psychology) and have successfully completed previous subjects focused on research methods and/or statistical methods. Appropriate assistance and support will be provided throughout the semester regarding the research components of this subject; however students should be aware of the workload and expected skill level associated with a third-year subject.

The teaching of this subject using the PaSsPorT and CAR models was previously funded by a JCU Teaching and Learning Development Grant. Further information on the CAR model can be found at the following LibGuide: <http://libguides.jcu.edu.au/content.php?pid=421876&sid=3449118>

References:

Brockbank, A., & McGill, I. (2007). *Facilitating reflective learning in higher education*. Buckingham, UK: Open University Press.

Reushle, S. (2006). A framework for designing higher education e-learning environments. Paper presented at the World Conference on E-Learning in Corporate, Government, Healthcare and Higher Education.

2.4 Student feedback on subject

As part of our commitment at JCU to improving the quality of our courses and teaching, we regularly seek feedback on your learning experiences. Student feedback informs evaluation of subject and teaching strengths and areas that may need refinement or change. **YourJCU Subject and Teaching Surveys** provide a formal and confidential method for you to provide feedback about your subjects and the staff members teaching within them. These surveys are available to all students through [LearnJCU](#). You will receive an email invitation when the survey opens. We value your feedback and ask that you to provide considered feedback for each of your subjects. Some of the qualitative feedback received in 2016 were as follows:

- “Despite having class only once a week, the subject was a lot of work but still manageable. The subject was challenging but through the CAR activities I was able to really grasp the information and the application of the info in real world settings. The expectations for all assignments were very clear.”
- “I really loved the CAR Activities! As much as they stressed me out they also kept me alert and studying! I was also really grateful that they stopped early in the term before all the other assessments were due.”
- “There were only two good parts about this subject: the content and the interactive lectures.”

2.5 Subject resources and special requirements

Textbooks

Prescribed Texts:

- Gilovich, T., Keltner, D., Chen, S., & Nisbett, R.E. (2013). *Social psychology*. (3rd Ed. International Student Edition). New York, NY: Norton.

Reference Material:

For presentation of assignments you should consult the official style manual or one of the following texts:

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. (6th Ed.). Washington, DC: Author. <http://libguides.jcu.edu.au/apa>
- Pallant, J. (2011). *SPSS survival manual*. (4th Ed.). Crows Nest, AU: Allen & Unwin.
- Perrin, R. (2004) *Pocket Guide to APA Style*. Boston: Houghton Mifflin Company.
- Ellerman, D.A. & Wildermuth, N.L. (2000). *Writing research reports and essays in psychology: A handbook for students*. Toowoomba: USQ Press.
- Aronson, E. (Ed.) (2008). *Readings about the Social Animal*. (10th Ed.) The Library has the [10th edition](#).
- Findlay, B. (2012). *How to write Psychology laboratory reports and Essays*. (6th Ed.) The Library has [6th edition](#).
- O'Shea, R.P. (2006). *Writing for Psychology*. Sydney: Harcourt Brace Jovanovich. The Library has [5th edition](#).
- Rosnow, R.L. & Rosnow, M. (2009). *Writing papers in Psychology*. (8th Ed.). Belmont: Wadsworth The Library has [8th edition](#).

Textbooks are available to purchase online through [The Co-op Bookshop](#). The [JCU Library](#) has limited copies of all prescribed textbooks available for 2 day loans.

Section 3. Assessment details and other requirements

3.1 Requirements for completion of subject

In order to pass this subject, you must:

- Submit and complete ALL assessments of the subject

Assessment items and final grades will be reviewed through moderation processes ([JCU Learning, Teaching and Assessment Policy](#), 5.13-5.18). It is important to be aware that assessment “is **always subject to final ratification** following the examination period and that **no single result represents a final grade** in a subject” ([Learning, Teaching and Assessment Policy](#) 5.22.).

Grades will be awarded for all coursework subjects as per the [JCU Standard System of Reporting Grades Policy](#).

3.1.1 Clinical or professional experience requirements

N/A

3.1.2 Inherent requirements

Inherent requirements are the fundamental abilities, attributes, skills and behaviours needed to achieve the learning outcomes of a course while preserving the academic integrity of the university’s learning, assessment and accreditation processes. Students and prospective students must be able to demonstrate that they have acquired or have the ability to acquire the inherent requirements for their degree. For more information refer to <https://www.jcu.edu.au/learning-and-teaching/resources/inherent-requirements>

Reasonable adjustments may be made to assist students manage additional circumstances impacting on their studies provided these do not change the academic integrity of a degree. Reasonable adjustments do not alter the need to be able to demonstrate the inherent requirements of the course. Students who believe they will experience challenges completing their degree or course because of their disability, health condition or other reason should discuss their concerns with an AccessAbility Services team member or a member of College staff, such as the Course Coordinator. In the case where it is determined that inherent requirements cannot be met with reasonable adjustments, the University staff can provide guidance regarding other study options.

3.2 Feedback on student learning

Students will receive ongoing feedback on their progress through the subject. Feedback sheets with assessment criteria will be completed for each item of assessment, and additional comments and feedback may be recorded on your assignment, either by hand or typed. If you have questions about the feedback, you are encouraged to raise them with the lecturer.

3.3 Assessment Tasks

Assessment Tasks	Date
Assessment task 1: CAR (30%)	Due Click here to enter a date . Mondays of W3, 4, 5 & 6; Best CAR: Monday, 10 April 2017
Assessment task 2: Research paper (30%)	Due Monday, 15 May 2017
Assessment task 3: Examination (40%)	During Exam Period

ASSESSMENT TASK 1: CAR

Aligned subject learning outcomes	<ul style="list-style-type: none"> Address some of the main issues and phenomena studied by social psychologists; Critically evaluate substantive issues of theory and method in social psychology Examine areas of applied social psychology; Relate the study of social psychology to other areas of psychology and to other disciplines in the social sciences, sciences and humanities
Aligned professional standards/competencies	Competencies of APS Psychologists: <ul style="list-style-type: none"> Competency 1: Discipline knowledge Competency 6: Communication Competence 8: Influence and change Australian Psychology Accreditation Council Standards: <ul style="list-style-type: none"> Core Knowledge and Understanding Communication Skills Learning and the Application of Psychology
Group or individual	Individual
Weighting	30%
Due date	11:59pm of Mondays of W3-W6 & 10 April

ASSESSMENT TASK 1: DESCRIPTION

CAR (Concept, Action & Reflection) activities: LearnJCU Discussion Board. CAR has three essential components: 1) *Concept*: students learn concepts prior to, during and after lectures; 2) *Action*: using active learning strategies, students practically apply concepts to embrace a “scholarship of engagement”; and 3) *Reflection*: students reflect on the engagement, which promotes learning activities beyond knowing and doing. *The skills learned from CAR activities will function as scaffolding that provides support structures for students to move to the next stage of the assessment, the qualitative research paper.*

- The instruction of the CAR entry will be discussed in the lecture and posted on LearnJCU Discussion Board each week. Feedback of each CAR will be given on the Discussion Board to serve as online tutorial.
- 4 CAR entries in total.
- The format of the CAR could be structured into three sections: Concept, Action and Reflection.
- One best CAR entries will be submitted for assessing its quality (**due on 10 April**).
- No more than 500 words each entry, excluding the references list.
- Students are encouraged to comment on each other’s’ CAR entries and the authors of the entries are encouraged to comment back.

ASSESSMENT TASK 1: CRITERIA SHEET

CONCEPTS (25%)	MARKS
The relevant concept(s)/theories are covered sufficiently: 10%	
The concept(s)/theories are adequately defined (i.e. an independent reader can understand how the terms were used): 10%	
Clearly identify your learning aims/objectives in this CAR: 5%	
ACTION (15%)	MARKS
The rationale that action design is appropriate to apply the concept(s)/theories into a community/real-world setting is sufficiently established: 5%	
The design of the action sufficiently described: 10%	
REFLECTION (30%)	MARKS
Critical thinking of acquired knowledge and concepts, and appropriate application to the action: 10%	
Clear articulation of learning by identifying how the aims/objectives identified in the Concept section have been met: 10%	
Integration of literature into the reflection: 10%	
PRESENTATION & REFERENCING (5%)	MARKS
Absence of spelling/grammatical errors: 2%	
Referencing follows APA style: 3%	
QUANTITY of CAR ENTRIES (25%)	MARKS

Weekly submission of CAR: 5% per CAR (5%*4 CARs=20%)	
Weekly peer review on peers' CAR according to the marking criteria: at least one comment per week (1%*5 weeks=5%)	
OVERALL MARKS	

ASSESSMENT TASK 2: Research Paper

Aligned subject learning outcomes	<ul style="list-style-type: none"> • Address some of the main issues and phenomena studied by social psychologists; • Critically evaluate substantive issues of theory and method in social psychology; Examine areas of applied social psychology;
Aligned professional standards/ competencies	Competencies of APS Psychologists: <ul style="list-style-type: none"> • Competency 1: Discipline knowledge • Competency 2: Research • Competency 3: Framing & problem solving • Competency 6: Communication • Competency 8: Influence and change Australian Psychology Accreditation Council Standards: <ul style="list-style-type: none"> • Core Knowledge and Understanding • Research Methods in Psychology • Values, Research and Professional Ethics • Communication Skills Learning and the Application of Psychology
Group or individual	Individual
Weighting	30%
Due date	11:59pm of 15 May 2017

ASSESSMENT TASK 2: DESCRIPTION

The aim of this assignment is to improve skills of writing a research paper. This research project focuses on university students' mental health. Data collection will be completed using an online survey. An ethical application is not required as the research will be conducted within the class as a teaching activity.

- Each student is required to complete the online survey within the required timeframe.
- Data collected will be given to students in a SPSS format.
- The focus of data analysis is on T test, ANOVA and correlation.
- Tutorial will be run to help students better understand how to write a quantitative research paper.
- Each student is required to submit an individual research paper for assessment.
- Word limit: 2000 words \pm 10%, reference list exclusive.

The format of the research paper:

- JCU assignment cover page
- Title Page (*Title, Authors, Institution*)
- Abstract
- Introduction
- Methods
 - Participants
 - Materials
 - Procedure
 - Analysis
- Results (Relevant tables need to be insert in this section)
- Discussion
- References (*APA format*)

ASSESSMENT TASK 2: CRITERIA SHEET

TITLE AND ABSTRACT (10%)	MARKS
The title is on the topic and the Abstract is correctly structured (ie. problem, method, results and conclusions. Specify subjects, materials and procedure) and sufficiently informative	
INTRODUCTION (25%)	MARKS
Critical review on existing literature in the research area: 15%	
Clear identify the research gap(s) in the area and how the research will address the gap(s): 5%	

Clear statement of three hypotheses: 5%	
METHOD (20%)	MARKS
Participants (5%)	
Materials (5%)	
Procedure (5%)	
Analysis (5%): H1-T test; H2-ANOVA; H3-Correlation	
RESULTS (15%)	MARKS
Test of H1 (5%)	
Test of H2 (5%)	
Test of H3 (5%)	
DISCUSSION (25%)	MARKS
Correctly and sufficiently interpret the results and relate your findings back to the introduction and findings in existing literature: 15%	
Discuss limitations: 5%	
Outline directions for future research: 5%	
REFERENCES (5%)	MARKS
Referencing follows APA style: 5%	
OVERALL MARKS	

ASSESSMENT TASK 3: EXAMINATION

Aligned subject learning outcomes	<ul style="list-style-type: none"> • Address some of the main issues and phenomena studied by social psychologists; • Critically evaluate substantive issues of theory and method in social psychology • Examine areas of applied social psychology; Relate the study of social psychology to other areas of psychology and to other disciplines in the social sciences, sciences and humanities
Aligned professional standards/ competencies	<p>Competencies of APS Psychologists:</p> <ul style="list-style-type: none"> • Competency 1: Discipline knowledge • Competency 2: Research • Competency 3: Framing & problem solving <p>Australian Psychology Accreditation Council Standards:</p> <ul style="list-style-type: none"> • Core Knowledge and Understanding • Research Methods in Psychology • Communication Skills <p>Learning and the Application of Psychology</p>
Weighting	40%
Date	<i>In examination period</i>
Duration	<i>2 hours</i>
see Special Consideration, Supplementary, Deferred and Special Examinations Policy	

ASSESSMENT TASK 3: EXAMINATION DESCRIPTION

The Final Exam will consist of 140 multiple choice questions and will address subject content covered during Weeks 1-13. The questions will be developed from the Lectorial materials, required textbook chapters and any other assigned readings.

ASSESSMENT TASK 3: EXAMINATION CRITERIA

In order to receive a passing grade on the final examination, students must achieve a minimum grade of 50%.

Section 4. Submission and return of assessment

Submission

Weekly CAR activities will be submitted to LearnJCU Discussion Board. The best CAR submission will be submitted to the Safe Assignment drop box. The research paper will be submitted to the Safe Assignment drop box. You must have a cover page where the information of the title of your assignment, your name, your ID, the subject code and lecture should be included. Email submission of assessments is NOT acceptable. Hard copy submission is NOT required. Except under exceptional circumstances, marked assignments will be returned to students no later than three weeks after the submission date.

Extensions

Extensions for assessment tasks will only be granted where a serious and unforeseeable event has prevented you from completing the assessment. This applies to all on-course assessment items, including the delivery of presentations during scheduled class time. To request an extension, students are required to follow the [College process regarding the submission and assessment of forms for a request for extension, late assignment submission, or missed class](#).

Late Submissions

Work is deemed late if submitted after the due date. Any assessment that does not have an approved extension by the Subject Coordinator will incur a late penalty if submitted after the due date. **Five percent (5%) of the marks available for the assessment item will be deducted per calendar day, including part-days, weekends and public holidays.**

Return of Assignments

An assessment's return date, time and manner will be determined by the Subject Coordinator in-line with the JCU Learning, Teaching and Assessment Policy. Feedback will be given, and students can discuss their assessment with the marker if further feedback is needed. Students will be informed of their grade for every component of assessment in the subject within 21 days from the due date of the assessment item (JCU [Learning Teaching and Assessment Policy](#) 8.7.2).

Review of Assessment

Requests for review of assessment need to follow the [JCU Review of Assessment and Access to Examination Scripts and Materials Procedure](#).

Please see Student Resources portal tab in LearnJCU for other important student information pertaining to plagiarism and referencing, examinations advice and student support services.

Section 5. Subject calendar

Week / Date / Module		Subject activity 1	Readings / Preparation	Relationship to Assessment
1	20-Feb-17	Course introduction and assessments	Subject outline	Overall understanding of the subject and its assessments
2	27-Feb-17	Lecture: The science of social psychology & Methods CAR 1	Ch 1& Ch 2	Final exam and CAR activities
3	6-Mar-17	Lecture: The social self CAR 2	Ch 3	Final exam and CAR activities CAR 1 Due: Monday 7/03 11:59pm
4	13-Mar-17	Lecture: Social cognition CAR 3	Ch 4	Final exam and CAR activities CAR 2 Due: Monday 14/03 11:59pm
5	20-Mar-17	Lecture: Social attribution & Emotion CAR 4	Ch 5 & Ch 6	Final exam and CAR activities CAR 3 Due: Monday 21/03 11:59pm
5a	27-Mar-17	LECTURE RECESS		
6	3-Apr-17	Lecture: Attitudes, behaviour and rationalisation Tutorial: Friday, 7 April, research paper writing	Ch 7	Final exam, CAR activities and research paper CAR 4 Due: Monday 28/03 11:59pm
7	10-Apr-17	Lecture: Persuasion	Ch 8	Final exam and research paper CAR 5 Due: Monday 4/04 11:59pm
8	17-Apr-17	Lecture: Social Influence Easter Monday Tutorial: Friday, 21 April, research paper writing	Ch 9	Final exam and research paper Best CAR due: Monday 11/04 11:59pm
9	24-Apr-17	Lecture: Relationships & Attraction	Ch 10	Final exam and research paper

Week / Date / Module		Subject activity 1	Readings / Preparation	Relationship to Assessment
10	1-May-17	Lecture: Stereotyping, Prejudice, Discrimination Labour Day	Ch 11	Final exam and research paper
11	8-May-17	Lecture: Groups & Aggression	Ch 12 & Ch 13	Final exam and research paper
12	15-May-17	Lecture: Altruism and cooperation	Ch14	Final exam and research paper
13	22-May-17	Lecture: Social Psychology in everyday life	Application modules	
	29-May-17	STUDY VACATION		
	5-Jun-17	EXAMINATIONS		
	12-Jun-17	EXAMINATIONS		

Please note that the sequence of some topics may change due to availability of staff, resources or due to unforeseen circumstances.

