We acknowledge the Traditional Owners of the lands and waters where our university is located and actively seek to contribute and support the JCU Reconciliation Statement, which exemplifies respect for Australian Aboriginal and Torres Strait cultures, heritage, knowledge and the valuing of justice and equity for all Australians.

Subject Outline

<table>
<thead>
<tr>
<th>Subject Name:</th>
<th>Social Psychology in Everyday Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code:</td>
<td>PY3102:03</td>
</tr>
<tr>
<td>Study Period:</td>
<td>1, 2017</td>
</tr>
<tr>
<td>Study Mode:</td>
<td>Internal on-campus</td>
</tr>
<tr>
<td>Campus:</td>
<td>Townsville</td>
</tr>
<tr>
<td>Subject Coordinator:</td>
<td>Dr Wendy Li</td>
</tr>
</tbody>
</table>
Pre-requisites:
For prerequisites for PY3102, see

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. This subject is offered across more than one campus and/or mode and/or teaching period within the one calendar year. | Yes ☒ | No ☐ |
| Q2. If yes [Q1], the design of all offerings of this subject ensure the same learning outcomes and assessment types and weightings. | Yes ☒ | No ☐ |
| Q3. If no [Q2], _________________________ has authorised any variations, in terms of equivalence. |

Subject Outline Peer Reviewer

<table>
<thead>
<tr>
<th>Name</th>
<th>A/Prof Nerina Caltabiano</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Subject coordinator</td>
</tr>
<tr>
<td>Date Reviewed</td>
<td>1/02/2017</td>
</tr>
</tbody>
</table>

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College of Healthcare Sciences Disclaimer: The information provided in this subject outline is correct as at the time of completion and may change in response to changing University resources. Any changes will be approved by the College Dean or representative and will be communicated to students by the LearnJCU subject site.
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Staff Contact Details

<table>
<thead>
<tr>
<th>Teaching team</th>
<th>Staff member</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
<th>Consultation times*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Coordinator</td>
<td>Dr Wendy Li</td>
<td>4-235</td>
<td>4781 6850</td>
<td><a href="mailto:Wendy.li@jcu.edu.au">Wendy.li@jcu.edu.au</a></td>
<td>Monday 11-12am</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr Wendy Li</td>
<td>4-235</td>
<td>4781 6850</td>
<td><a href="mailto:Wendy.li@jcu.edu.au">Wendy.li@jcu.edu.au</a></td>
<td>Monday 11-12am</td>
</tr>
<tr>
<td>Tutor 1</td>
<td>Hollie Baxter</td>
<td>4-233</td>
<td></td>
<td><a href="mailto:hollie.baxter@jcu.edu.au">hollie.baxter@jcu.edu.au</a></td>
<td>By appointment</td>
</tr>
<tr>
<td>Tutor 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Other consultation times by appointment only.

For further assistance please refer to [Student Assistance Directory (Psychology) – Who Do I Contact?](https://www.jcu.edu.au/student-assistance)

Section 1. Subject at a glance

1.1 Student participation requirements

The JCU [Learning, Teaching and Assessment Policy](https://www.jcu.edu.au/student-assistance) (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](https://www.jcu.edu.au/student-assistance), 5.10); and that additional hours may be required per week for those students in need of English language, numeracy or other learning support.

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

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](https://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](https://www.jcu.edu.au/students/enrolment/class-registration-schedule)

1.2 Key dates

<table>
<thead>
<tr>
<th>Key dates</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Census date</td>
<td>see <a href="https://www.jcu.edu.au/student-assistance">2017 Study Period and Census Dates</a></td>
</tr>
<tr>
<td>Last date to withdraw without academic penalty</td>
<td>see <a href="https://www.jcu.edu.au/student-assistance">2017 Study Period and Census Dates</a></td>
</tr>
<tr>
<td>Assessment task 1: CAR (30%)</td>
<td>Due Click here to enter a date Mondays of W3, 4, 5 &amp; 6; Best CAR: Monday, 10 April 2017</td>
</tr>
<tr>
<td>Assessment task 2: Research paper (30%)</td>
<td>Due Monday, 15 May 2017</td>
</tr>
<tr>
<td>Assessment task 3: Examination (40%)</td>
<td>During <a href="https://www.jcu.edu.au/student-assistance">Exam Period</a></td>
</tr>
</tbody>
</table>
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:

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:**


**Reference Material:**

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


Textbooks are available to purchase online through [The Co-op Bookshop](http://libguides.jcu.edu.au/apa). The [JCU Library](http://libguides.jcu.edu.au/apa) 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

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment task 1: CAR (30%)</td>
<td>Due Click here to enter a date Mondays of W3, 4, 5 &amp; 6; Best CAR: Monday, 10 April 2017</td>
</tr>
<tr>
<td>Assessment task 2: Research paper (30%)</td>
<td>Due Monday, 15 May 2017</td>
</tr>
<tr>
<td>Assessment task 3: Examination (40%)</td>
<td>During Exam Period</td>
</tr>
</tbody>
</table>
ASSESSMENT TASK 1: CAR

Aligned subject learning outcomes

- 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:
- Competency 1: Discipline knowledge
- Competency 6: Communication
- Competence 8: Influence and change

Australian Psychology Accreditation Council Standards:
- 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%)

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%)

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%)

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%)

Absence of spelling/grammatical errors: 2%

Referencing follows APA style: 3%

QUANTITY of CAR ENTRIES (25%)
<table>
<thead>
<tr>
<th>Description</th>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>Weekly submission of CAR: 5% per CAR (5% * 4 CARs = 20%)</td>
<td></td>
</tr>
<tr>
<td>Weekly peer review on peers' CAR according to the marking criteria: at least one comment per week (1% * 5 weeks = 5%)</td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL MARKS**
ASSESSMENT TASK 2: Research Paper

| Aligned subject learning outcomes | • 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:  
| | • 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:  
• 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 ± 10%, reference list exclusive.

The format of the research paper:

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

ASSESSMENT TASK 2: CRITERIA SHEET

<table>
<thead>
<tr>
<th>TITLE AND ABSTRACT (10%)</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The title is on the topic and the Abstract is correctly structured (i.e., problem, method, results and conclusions. Specify subjects, materials and procedure) and sufficiently informative</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTRODUCTION (25%)</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical review on existing literature in the research area: 15%</td>
<td></td>
</tr>
<tr>
<td>Clear identify the research gap(s) in the area and how the research will address the gap(s): 5%</td>
<td></td>
</tr>
</tbody>
</table>
A clear statement of three hypotheses: 5%

**METHOD (20%)**
- Participants (5%)
- Materials (5%)
- Procedure (5%)
- Analysis (5%): H1-T test; H2-ANOVA; H3-Correlation

**RESULTS (15%)**
- Test of H1 (5%)
- Test of H2 (5%)
- Test of H3 (5%)

**DISCUSSION (25%)**
- 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%)**
- Referencing follows APA style: 5%

**OVERALL MARKS**
ASSESSMENT TASK 3: EXAMINATION

| Aligned subject learning outcomes | • 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:  
| | • Competency 1: Discipline knowledge  
| | • Competency 2: Research  
| | • Competency 3: Framing & problem solving  
| | Australian Psychology Accreditation Council Standards:  
| | • Core Knowledge and Understanding  
| | • Research Methods in Psychology  
| | • Communication Skills  
| | Learning and the Application of Psychology |

| Weighting | 40% |
| Date | In examination period |
| Duration | 2 hours |

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

<table>
<thead>
<tr>
<th>Week / Date / Module</th>
<th>Subject activity 1</th>
<th>Readings / Preparation</th>
<th>Relationship to Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 20-Feb-17</td>
<td>Course introduction and assessments</td>
<td>Subject outline</td>
<td>Overall understanding of the subject and its assessments</td>
</tr>
<tr>
<td>2 27-Feb-17</td>
<td>Lecture: The science of social psychology &amp; Methods <strong>CAR 1</strong></td>
<td>Ch 1 &amp; Ch 2</td>
<td>Final exam and CAR activities</td>
</tr>
<tr>
<td>3 6-Mar-17</td>
<td>Lecture: The social self <strong>CAR 2</strong></td>
<td>Ch 3</td>
<td>Final exam and CAR activities <strong>CAR 1 Due: Monday 7/03 11:59pm</strong></td>
</tr>
<tr>
<td>4 13-Mar-17</td>
<td>Lecture: Social cognition <strong>CAR 3</strong></td>
<td>Ch 4</td>
<td>Final exam and CAR activities <strong>CAR 2 Due: Monday 14/03 11:59pm</strong></td>
</tr>
<tr>
<td>5 20-Mar-17</td>
<td>Lecture: Social attribution &amp; Emotion <strong>CAR 4</strong></td>
<td>Ch 5 &amp; Ch 6</td>
<td>Final exam and CAR activities <strong>CAR 3 Due: Monday 21/03 11:59pm</strong></td>
</tr>
<tr>
<td>5a 27-Mar-17</td>
<td>LECTURE RECESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 3-Apr-17</td>
<td>Lecture: Attitudes, behaviour and rationalisation <strong>Tutorial: Friday, 7 April, research paper writing</strong></td>
<td>Ch 7</td>
<td>Final exam, CAR activities and research paper <strong>CAR 4 Due: Monday 28/03 11:59pm</strong></td>
</tr>
<tr>
<td>7 10-Apr-17</td>
<td>Lecture: Persuasion</td>
<td>Ch 8</td>
<td>Final exam and research paper <strong>CAR 5 Due: Monday 4/04 11:59pm</strong></td>
</tr>
<tr>
<td>8 17-Apr-17</td>
<td>Lecture: Social Influence <strong>Easter Monday Tutorial: Friday, 21 April, research paper writing</strong></td>
<td>Ch 9</td>
<td>Final exam and research paper <strong>Best CAR due: Monday 11/04 11:59pm</strong></td>
</tr>
<tr>
<td>9 24-Apr-17</td>
<td>Lecture: Relationships &amp; Attraction</td>
<td>Ch 10</td>
<td>Final exam and research paper</td>
</tr>
<tr>
<td>Week / Date / Module</td>
<td>Subject activity 1</td>
<td>Readings / Preparation</td>
<td>Relationship to Assessment</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------</td>
<td>------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>10 1-May-17</td>
<td>Lecture: Stereotyping, Prejudice, Discrimination</td>
<td>Ch 11</td>
<td>Final exam and research paper</td>
</tr>
<tr>
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<td><strong>Labour Day</strong></td>
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<td>11 8-May-17</td>
<td>Lecture: Groups &amp; Aggression</td>
<td>Ch 12 &amp; Ch 13</td>
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<td>Lecture: Altruism and cooperation</td>
<td>Ch14</td>
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<td>13 22-May-17</td>
<td>Lecture: Social Psychology in everyday life</td>
<td>Application modules</td>
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<td>STUDY VACATION</td>
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Please note that the sequence of some topics may change due to availability of staff, resources or due to unforeseen circumstances.