

Learning Guide

101557 – The Individual in Society

This unit introduces the main theoretical perspectives for understanding the ‘individual in society’, including biological, cognitive, behavioural and personality explanations of individual behaviour. Students are guided and encouraged to explore relevance to everyday life and contemporary issues.

Once established, these theories are extended to understanding individuals in society using a bio-psycho-social framework. Theoretical stances related to ‘levels of explanation’, ‘individualism vs collectivism’, and ‘personality vs situation’ are explored as are topics such as social cognition; social influence, and social relations, for example, social identity, prejudice, aggression, pro-social behaviours, attitude formation and change and relationships.

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1. Unit Information

Unit Name and Number	101557 – The Individual in Society
Unit Coordinator	Dr Tim Griffin
Session	Spring, 2010
Contact Person	Dr Tim Griffin
Teaching Staff	Lecturer: Dr Tim Griffin Tutors: TBA Note that contact with the lecturer and tutors must be by 'mail' in vUWS or within appropriate discussion topics in vUWS.
Student Consultations	TBA in vUWS

Attendance Requirements	<p>See the Schedule of Learning & Teaching Activities on p. 3.</p> <p>Attendance is required at lectures and tutorials. Attendance records are kept for tutorials.</p> <p>Tutorial attendance is necessary for completion of the Learning Journal assessment task.</p> <p>There are only 4 x 2 hour tutorials during the semester. <u>Students must attend all four tutorials.</u></p> <p>If you are absent from a tutorial, you must provide medical or other appropriate certification to your tutor. Students who do not attend all tutorials may fail this unit.</p> <p>You must register for a tutorial in Platform Web and must attend the tutorial for which you are registered. There will be no deviation from this policy. Students who are not registered for a tutorial cannot attend tutorials and will not get access to the online, assessable quizzes.</p>
Essential Resources	<p>The following resources are essential to successfully complete this unit:</p> <p>101557 The Individual in Society - Customised text. 101557 The Individual in Society - Workbook / Reader</p> <p>Both of the above are available at the UWS Connect Bookshop.</p> <p>Other resources, learning supports, quizzes and content (e.g. lecture slides and UWS Lectures Online) are available in vUWS.</p> <p>vUWS is integral to this unit and students are expected to access the site <i>at least</i> weekly.</p> <p>Announcements will be in vUWS. As it is possible that an announcement could relate to your tutorial or lecture, it is recommended that you check vUWS before your scheduled classes.</p>
Actions taken to improve the unit as a result of student feedback.	<p>The University values student feedback to improve the quality of units and courses.</p> <p>This is a new unit however the design of The Individual in Society has incorporated student feedback from other large-enrolment units. In particular, a Workbook / Reader has been developed and tutorials are less frequent, but two hours long to enable more material to be covered in a concentrated format.</p>

Schedule of Learning and Teaching Activities

Week	Week Beginning	Lecture Content	Reading Text #	Tutorial Program (2 strands – 2 hour tutorials)	
				A	B
1	26/07	Introduction to unit Major Theories in Psychology 1	Chap 1	No Tutorial	No Tutorial
2	02/08	Major Theories in Psychology 2 Bio-psycho-social Models	Chap 1	No Tutorial	No Tutorial
3	09/08	Some Major Debates in Psychology Introduction to Social Psychology	Chap 2	Assignment 1 Preparation Major Theories Bio-psycho-social models	No Tutorial
4	16/08	No Lecture		No Tutorial	Assignment 1 Preparation Major Theories Bio-psycho-social models
5	23/08	Self & identity * Major theoretical and historical perspectives * Self awareness, self identities, self knowledge, self presentation	Chap 3	No Tutorial	No Tutorial
6	30/08	Attitudes & attitude change *Theories of attitude formation, attitudes & behaviour, attitude change	Chap 4	No Tutorial	Self & Identity*
7	06/09	Prejudice & discrimination & intergroup behaviour * Theories of prejudice & discrimination * Targets and types of prejudice, working to end prejudice. * Intergroup behaviour, attribution processes	Chap 6	Self & Identity*	No Tutorial
8	13/09	Social influence * Conformity and obedience	Chap 5	No Tutorial	Prejudice & Discrimination*
9	20/09	INTRA-SESSION BREAK			
10	27/09	Aggression & pro-social behaviour * Theories of aggression, helping behaviour and altruism, including bystander effects * Media violence	Chaps 7 & 9	Prejudice & Discrimination*	No Tutorial
11	04/10	Attraction & close relationships * Theories of attraction, types of relationships, loneliness	Chap 8	No Tutorial	Attraction & Close Relationships*
12	11/10	Language, communication & culture *Communication, language, non-verbal communication *Self, identity & culture, social processes & cultural variations	Vaughan & Hogg Chaps 15 & 16 +	Attraction & Close Relationships*	
13	18/10	No Lecture		No Tutorial	No Tutorial
14	25/10	Overview		No Tutorial	No Tutorial

- * The Learning Journal assessment task is based on these tutorials – see assessment details.
- The full tutorial program is available in the 'Workbook / Reader' available at UWS Connect – the Workbook component is available in vUWS.
- Note that this unit also requires completion of online quizzes.
- # Reference is to the chapters of the text as listed in the Contents (p. iii). + Vaughan & Hogg available in the Workbook / Reader.

2. Assessment Information

General Information – Assessments and Submission Requirements

Learning Outcomes	<p>At the successful completion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Recognise key theories and concepts presented in lectures, including the foundational theories of psychology; 2. Describe the bio-psycho-social framework for understanding human behaviour; 3. Summarise key theories and concepts related to a specific content area (e.g. social cognition, self & identity, attitudes, prejudice & discrimination); 4. Describe key theories and concepts related to a range of specific content areas (e.g. intergroup behaviour, aggression & pro-social behaviour; close relationships, language & communication, culture); 5. Apply those key theories and concepts to everyday life and contemporary issues. 																																	
Assessment Items and Weighting	<table border="1" data-bbox="368 618 1477 1039"> <thead> <tr> <th>Assessment Task</th> <th>Description</th> <th>Due Week</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>Assignment 1 - Literature Review</td> <td>1,000 words – based on 'bio-psycho-social' explanations of behaviour.</td> <td>6 <i>Friday, September 3 Noon</i></td> <td>20%</td> </tr> <tr> <td>Learning Journal</td> <td>2,000 words (in total) on the following three tutorials: Self & Identity; Prejudice & Discrimination; Attraction & Close Relationships</td> <td>13 <i>Friday October 22 Noon</i></td> <td>40%</td> </tr> <tr> <td>Online Quizzes</td> <td>10 online quizzes (related to tutorial and assessment preparation)</td> <td>10 Quizzes Throughout semester</td> <td>10%</td> </tr> <tr> <td>Examination</td> <td>90 multiple choice questions based on lectures and quizzes (2 hours).</td> <td>Exam period</td> <td>30%</td> </tr> </tbody> </table> <table border="1" data-bbox="368 1066 1477 1391"> <thead> <tr> <th>Assessment Task</th> <th>Objectives</th> </tr> </thead> <tbody> <tr> <td>Assignment 1 - Literature Review</td> <td> <ul style="list-style-type: none"> • Describe foundational theories in psychology. • Describe the bio-psycho-social framework for understanding human behaviour. • Apply theory and research to a contemporary social issue. • Learn to write a concise assignment with appropriate referencing. </td> </tr> <tr> <td>Learning Journal</td> <td> <ul style="list-style-type: none"> • Reflection on learning about social psychology theories and their every-day applications. • Learn to write concise, scholarly responses. </td> </tr> <tr> <td>Online Quizzes</td> <td> <ul style="list-style-type: none"> • Preparation for tutorials and assignments. </td> </tr> <tr> <td>Examination</td> <td> <ul style="list-style-type: none"> • Tests understanding of content of lectures – theories and applications. </td> </tr> </tbody> </table> <p>Guides for Assignment 1 (Literature Review) and Assignment 2 (Learning Journal) are included in this Learning Guide.</p> <p>Assignments are expected to be of a level of English expression that does not mask the content.</p> <p>All written assignments are to be word-processed – 12 pitch – Arial or Times New Roman font – double-line spacing – one side of the page only.</p> <p>There is a 10% tolerance for the word limit for <u>Assignment 1 only</u> (e.g. 900 to 1,100 words for the Assignment 1). Assignment 2 must not exceed 2,000 words.</p> <p>You <i>must</i> use the correct coversheet and specify the <i>actual</i> number of words you have written (excluding the reference list for both assignments <i>and</i> excluding headings for the Learning Journal). Students who under-state the number of words written will be penalised. The coversheet is available in this document.</p> <p>Assignment marking will be in accordance with the marking criteria sheets available in this Learning Guide</p> <p>Final marks and grades are subject to confirmation by the School and College Assessment Committee which may scale, modify or otherwise amend the marks and grades for the unit, as may be required by University policies.</p>				Assessment Task	Description	Due Week	Weight	Assignment 1 - Literature Review	1,000 words – based on 'bio-psycho-social' explanations of behaviour.	6 <i>Friday, September 3 Noon</i>	20%	Learning Journal	2,000 words (in total) on the following three tutorials: Self & Identity; Prejudice & Discrimination; Attraction & Close Relationships	13 <i>Friday October 22 Noon</i>	40%	Online Quizzes	10 online quizzes (related to tutorial and assessment preparation)	10 Quizzes Throughout semester	10%	Examination	90 multiple choice questions based on lectures and quizzes (2 hours).	Exam period	30%	Assessment Task	Objectives	Assignment 1 - Literature Review	<ul style="list-style-type: none"> • Describe foundational theories in psychology. • Describe the bio-psycho-social framework for understanding human behaviour. • Apply theory and research to a contemporary social issue. • Learn to write a concise assignment with appropriate referencing. 	Learning Journal	<ul style="list-style-type: none"> • Reflection on learning about social psychology theories and their every-day applications. • Learn to write concise, scholarly responses. 	Online Quizzes	<ul style="list-style-type: none"> • Preparation for tutorials and assignments. 	Examination	<ul style="list-style-type: none"> • Tests understanding of content of lectures – theories and applications.
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	<p>Students must submit Assignment 1, the Learning Journal and the Exam to pass this unit. Completion of the quizzes is not essential to pass this unit. However, the quizzes are worth 10% of the final grade and students in the past have failed because they have not done the quizzes and not achieved the passing mark of 50%. It is strongly recommended that students complete these quizzes, both for learning and passing purposes.</p> <p>More information about the exam will be provided in lectures. Review and practice quizzes will be available in vUWS.</p>
<p>Submission of Assessment Tasks</p> <p>TURNITIN</p>	<p>Assignments are to be submitted in hard copy in the designated assignment box on Bankstown or Penrith Campus. You must submit your assignment on the campus where you are enrolled.</p> <p>All assignments must have an attached, signed cover sheet. Students are required to keep a copy of all written work submitted.</p> <p><u>Under no circumstances will submission of assignments by email be permitted.</u></p> <p>Specific presentation and submission standards are provided with details of assessment tasks in this Learning Guide.</p> <p>TURNITIN is used in this unit and both written assignments must first be submitted to TURNITIN before a hard copy is submitted. A hardcopy that has not been first submitted to TURNITIN will not be marked and late penalties will apply</p> <p>You must attach the first page of the Turnitin report to assignments.</p>
Referencing	<p>As the content of this unit is psychology and all materials provided are in the APA (American Psychological Society) style.</p> <p>Details of APA referencing can be found at: http://library.uws.edu.au/FILES/cite_APA.pdf</p> <p>The School of Social Sciences referencing style is Harvard, so students may use either APA or Harvard.</p> <p>Details of Harvard referencing can be found in the School of Social Sciences Style Manual available in vUWS.</p>
Resubmission	<p>Assignments may not be re-submitted in this unit.</p>
Late Submission	<p>A student who submits a late assessment without approval for an extension will be penalised by 10% per day up to 10 days (i.e. marks equal to 10% of the assignment's weight will be deducted as a 'flat rate' from the mark awarded). For example, for an assignment that has a possible highest mark of 100, the student's awarded mark will have 10 marks deducted for each late day. Saturday and Sunday each count as one day.</p> <p>Assessments will not be accepted after the marked assessment task has been returned to students who submitted the task on time.</p>
Extension of Due Date for Submission of Assessment Task	<p>Approvals for extensions must be sought prior to submission dates. Late assignments without prior approval must be accompanied by medical or other appropriate documentation.</p> <p>Requests for extensions must be made to the Unit Coordinator in vUWS email specifying:</p> <ol style="list-style-type: none"> 1) The reason for the request; 2) When the assignment is expected to be submitted; 3) The documentation that will be submitted with the assignment. <p>Requests for extensions are not necessarily granted. A granted extension will be in writing, via vUWS mail – this written permission must be attached to the assignment.</p>
Return of Assignments	<p>Assignment marks will be posted to vUWS in My Grades.</p> <p>Tutors will endeavour to return Assignment 1 three weeks after submission. Assignment 1 will be returned in tutorials.</p> <p>The Learning Journal is not due in until week 13 and will not be returned in tutorials. Students who wish to have their marked Learning Journal returned should attach a self-addressed stamped envelop.</p> <p>Every effort will be made to post marks for the Learning Journal in 'My Grades' prior to the exam.</p> <p>Unclaimed assignments will be returned to the unit coordinator at the end of semester and held for the period prescribed by policy prior before being disposed of.</p>

Assignment 1 – Literature Review

Assessment Task	Description	Due Week	Weight
Assignment 1 - Literature Review	1,000 words – based on 'bio-psycho-social' explanations of behaviour.	6 <i>Friday, September 3 Noon</i>	20%

Assessment Task	Objectives
Assignment 1 - Literature Review	<ul style="list-style-type: none">• Describe foundational theories in psychology.• Describe the bio-psycho-social framework for understanding human behaviour.• Apply theory to research to a contemporary social issue.• Learn to write a concise assignment with appropriate referencing.

This assignment requires you to address the topic through understanding the prescribed readings.

How does media violence affect behaviour?

In answering this question you should consider the following:

- *What is media violence and why is it considered a problem?*
- *What are the different effects for different media (e.g. TV violence, movie violence, video game violence)?*
- *What are the short and long term effects of media violence?*
- *How can 'levels of analysis' help us to understand the effects of media violence?*

It is up to you to assemble your assignment around these topics and decide how you use the provided readings to construct the content.

Levels of analysis / explanation.

The term 'levels of analysis' (or the synonymous term 'levels of explanation') indicates that there are different ways, or different levels, of understanding human behaviour.

I have used the term 'bio-psycho-social', which you will see maps onto the descriptions in the text. Pages 4 – 6 and 18 -20 of the text describe the following 'levels of analysis': biological, psychological and environmental (which includes 'social' factors).

The chapter on 'Introducing Social Psychology' follows similar levels of analysis, but uses slightly different terms (see pp. 33 – 35): social behaviour is biologically rooted (bio); personal attitudes and dispositions also shape behaviour (psycho); social influences shape our behaviour (social).

To illustrate levels of analysis, consider the following statement about happiness.

Positive interpersonal relationships are linked to happiness. Having a sense of purpose and control over one's life is also important. For some people optimism, which is also related to happiness, is part of their make up, their genetic inheritance, if you like.

Have another look at the last paragraph – read it carefully. You will see that in those few words, there were *three* 'levels' of explanation for happiness. First, there was a 'social' explanation (i.e. positive interpersonal relationships); then an 'individual' or psychological explanation (i.e. sense of purpose and control); and last, a 'biological' explanation (i.e. genetic inheritance).

Although your assignment is on the effects of media violence rather than happiness, in writing your assignment you should identify these different levels of explanation (bio-psycho-social).

Research into Media Violence – Correlation vs Causation

Implicit in the debate about media violence is whether it *causes* violent behaviour or is merely *related* (correlated) to it. Your assignment will need to demonstrate an understanding of the difference between correlation and causation and how the readings represent these concepts. (See pages 44 – 47 and 50 – 52 of the text.)

Using the Readings

The Workbook / Reader is available from UWS Connect. The Workbook component and some of the readings will be available in vUWS. It is recommended that students purchase the Workbook / Reader because it is a convenient package of all materials (except the textbook) required for assignments and tutorials.

The readings for this assignment vary in complexity and density of content on the topic. You need to use these readings to address the topic.

All prescribed readings should be used in your assignment. You are *not* encouraged to go beyond these as there is more than enough material for your assignment. You will be assessed on how well you use (understand and write about) the readings that are provided for you.

You only have 1,000 words, therefore it is not possible to summarise all of the material in the readings. You will have to be selective and focus on the aspects that are most relevant in addressing the assignment topic. You can only be thoughtfully selective if you read, understand and think about the readings; first understanding their scope and then their details.

This takes time, so it is a good strategy to space your reading and writing over several weeks, rather than cram them into just a few days (or hours). Good assignments are usually re-written several times; this also takes time.

IMPORTANT NOTE: Sometimes students find that they have several assignments due at about the same time. This becomes a problem if you leave your assignment preparation and writing until the deadline is close. You are strongly advised to work towards submission of your assignment from the start of semester. Extensions will not be granted on the grounds of workload.

Readings for Assignment 1:

Text: pp. 4 - 6; 18 - 20; 33 - 35; 44 - 47; 50 - 53; 236 - 248.¹

Anderson, C. A. (2004). *Violence in the media: Its effects on children*. Presentation for the Victorian Parenting Centre & Young Media Australia: Issues in Parenting Education, September 11, 2003.

Anderson, C. (2007, September). "The video game industry has been lax in its responsibilities". *Focus*, 180, p. 3.

Carnagey, N. L., Anderson, C. A., & Bartholow, B. D. (2007). Media violence and social neuroscience: New questions and new opportunities. *Current directions in psychological science*, 16, 178 – 182.

Potter, W. J. (2003). *The 11 myths of media violence*. Thousand Oaks, CA: Sage Publications. (Chapter 2 – Myth 1 – Violence in the media does not affect me, but others are at high risk. pp. 31 – 51.)

¹ These are the most relevant pages of your text for Assignment 1; however, you should read the text more broadly than this to put these pages into context.

As in all units, you need to reference the readings you use in your assignment. We expect that you have referencing skills. There are resources in vUWS to assist you with referencing.

Learning Activities Related to Assignment 1

The first three lectures will have content relevant to this assignment.

The first tutorial will include discussion of Assignment 1. To make the most of this tutorial you should have completed the prescribed Workbook exercises and related quizzes beforehand. Note that the quizzes are assessed and only available before tutorials. See the Workbook for more information on quizzes.

There is a moderated discussion topic for you to ask questions about the assignment. The moderator will not 'spoon feed' you but will encourage you to think about the readings and assessment criteria and will direct you to relevant resources.

Submission Instructions & Standards

Your assignment must be submitted by Noon on Friday, September 3.

Assignments must be submitted in the appropriate assignment box on your campus – Bankstown or Kingswood.

Under no circumstances will submission by email be permitted.

TURNITIN is used in this unit and assignments must first be submitted to TURNITIN before a hard copy is submitted. A hardcopy that has not been first submitted to TURNITIN will not be marked. Details will be available in vUWS.

You must attach the first page of the Turnitin report to your assignment.

Assignments are expected to be of a level of English expression that does not mask the content. Referencing is required – APA or Harvard format.

All written assignments are to be word-processed – 12 pitch – Arial or Times New Roman font – double-line spacing – one side of the page only. Please make sure that your pages are securely stapled. Please do not put each page in a separate plastic envelope.

Your assignment is to be written in sentences and paragraphs (i.e. like an essay), avoiding dot-points and lengthy quotes. You should use headings to structure your assignment.

There are example assignments in vUWS for you to use as models.

There is a 10% tolerance for the word limit (i.e. 900 to 1,100 words).

You *must* use the correct coversheet (in this Learning Guide) and specify the *actual* number of words you have written (excluding the reference list). Students who under-state the number of words written will be penalised.

You must correctly enter your tutor's name on the coversheet. Failure to do this will delay the marking of your assignment.

Marking & Marking Rubric – Assessment Criteria

The marking rubric (sheet) that will be used by markers to assess this assignment is this Learning Guide. This marking sheet sets out the marking criteria and standards.

You are strongly encouraged to become familiar with the assessment criteria and to construct your assignment accordingly.

Note that 'presentation' is not merely how an assignment 'looks'. This criterion is important because: 1) without a good structure the marker will have difficulty in working out how well the topic has been addressed; 2) if referencing is poor the marker may not be able to see how you have used the prescribed readings (not to mention the risk of plagiarism); and 3) if your assignment is difficult to read, the marker's understanding of the content you have presented will be compromised.

Your assignments will not necessarily be marked by your tutor.

Return / Collection of Assignments

Assignments will be returned in tutorials after the Intra-Session Break.

It is important to collect your assignment so that you can understand why and how your marks were allocated.
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Preparation / Pre-submission checklist

- The correct cover sheet has been attached to my assignment
- The correct word count is on the cover sheet
- The cover sheet has been signed and dated
- I know the due date for my assignment and where to submit it
- I know who my tutor is and how to spell his / her name
- I have understood the marking rubric and constructed my assignment accordingly
- I have submitted my assignment to TURNITIN
- I have attached the first page of my TURNITIN report to my assignment
- I have complied with the submission standards:
 - My assignment is:
 - Correctly referenced using APA style or Harvard
 - Word-processed (font - Times New Roman or Arial – size 12 + double spacing)
 - Written in paragraphs and avoids dot points and lengthy quotations
and uses secondary citations only sparingly, if at all
 - Within 10% tolerance of 1,000 words
 - Is securely stapled
(and does not have each page in a separate plastic envelope)
- I have carefully checked my assignment for grammatical and spelling errors
- I have used all the prescribed readings in my assignment
- I have completed the workbook exercises and quizzes in preparation of my assignment
- I have checked and used as necessary, the assignment writing
resources available in vUWS
- I have checked the assignment discussion topic in vUWS for useful information
- I have not left writing my assignment until the last minute

The Individual in Society - 101557 ASSIGNMENT 1 - MARKING SHEET

CRITERION	Unsatisfactory Provide mark	Satisfactory	Good	Very Good	Outstanding
CONTENT / 70					
Addresses the assignment topic including all key aspects and concepts /40	Fails to address the topic adequately.	Covers most aspects of the topic, but lack of development of some aspects. 20 21 22 23 24 25	Good coverage of most aspects of the topic but some aspects not covered so well. 26 27 28 29 30	Very good coverage of all aspects of the topic, perhaps some unevenness. 31 32 33 34 35	Outstanding coverage of all aspects of the topic. 36 37 38 39 40
Uses the relevant material from the set readings, demonstrating understanding of the material used /30	Inadequate use of readings – perhaps using only one or two readings. Substantial amount of irrelevant content.	Satisfactory use of readings. Perhaps missing one or two readings. Inclusion of some irrelevant material. 15 16 17 18 19	Good use of readings – perhaps weighted toward one or two readings. Material is mainly relevant to the topic. 20 21 22 23	Very good use of all the readings – all material used relevant to the topic. 24 25 26 27	Excellent use of all the readings – evidence of <u>synthesis</u> of readings. All material used of high relevance to the topic. 28 29 30
PRESENTATION / 30					
Structure - including logical flow and use of headings to address the assignment topic /10	Disorganised or incoherent structure.	Adequate structure of ideas. Perhaps limited or minimal use of headings but reasonable attempt to organise material systematically. 5.0 5.5 6.0	Good structure but room for improvement in systematic organisation of ideas to cover the assignment topic. 6.5 7.0	Very good organisation of material. Perhaps some room for improvement in linking ideas and rationale for sections of assignment. 7.5 8.0 8.5	Outstanding organisation including clear logical flow and use of descriptive headings. 'Polished' expression. 9.0 9.5 10
Referencing – in-text and reference list – includes handling of secondary citations and quotes /10	Unsatisfactory standard of referencing including quotes without citation, missing references or poor referencing. Inadequate reference list.	Satisfactory referencing. Some problems. Maybe too many quotes or difficulty with secondary citations. 5.0 5.5 6.0	Good referencing. Perhaps some errors in secondary citations or some other aspect of in-text referencing. 6.5 7.0	High standard of referencing, but a couple of errors. 7.5 8.0 8.5	Faultless or near-faultless in-text referencing and reference list. 9.0 9.5 10
Readability including English expression, succinctness of expression, grammar and spelling /10	Unacceptable level of written expression including frequent spelling and grammatical errors. Meaning is unclear.	Adequate written expression. Perhaps some problems with English, including grammar and spelling but intended meaning is reasonably clear. 5.0 5.5 6.0	Good expression – mainly correct grammar and spelling; reasonably concise. 6.5 7.0	Very good expression – few problems but perhaps places where expression could have been clearer. 7.5 8.0 8.5	Outstanding written expression - clear & concise and accurate grammar & spelling etc. 9.0 9.5 10
DEDUCTIONS					
Exceeding the word limit and / or Incorrectly stating word length on cover sheet				TOTAL MARK	
Late submission without approved extension (including no evidence of prior submission to Turnitin)					
Non conformity to presentation standards (i.e. word-processed, double spacing, margins)					
				/100	

Assignment 2 – Learning Journal

Assessment Task	Description	Due Week	Weight
Learning Journal	2,000 words (in total) on the following three tutorials: Self & Identity; Prejudice & Discrimination; Attraction & Close Relationships	13 <i>Friday, October 22</i> <i>Noon</i>	40%

Assessment Task	Objectives
Learning Journal	<ul style="list-style-type: none">• Reflection on learning about social psychology theories and their every-day applications.• Learn to write concise, scholarly responses.

Your Learning Journal will be based on the following three tutorials and related lecture material:

1. Self & Identity
2. Prejudice & Discrimination
3. Attraction & Close Relationships

In your Learning Journal you will:

- Describe your responses to the materials, theories, concepts, evidence and learning activities for the topics you have chosen;
- Draw relevant examples from work, family or personal life;
- Incorporate readings prescribed for the topics you have chosen, including the textbook.

Your Learning Journal will follow a prescribed format.

This Guide provides the details to complete this assessment task.

To complete your Learning Journal you will need:

- To attend and participate in tutorials;
- Prepare for tutorials through completion of the structured learning activities in the Workbook / Reader;
- To have read the relevant readings and sections of the text.

A discussion topic will be set up in vUWS for questions about this assessment. It is your responsibility to keep up to date with these discussions.

Why complete a Learning Journal?

The three main aims of this assessment are to:

1. Check your understanding of key concepts, theories, issues, debates and applications of studies in social psychology, including your ability to provide a brief contextual overview of the main points and refer to arguments and evidence from the lectures, tutorials, text and other readings.
2. See that you have really thought about and evaluated the topics presented in this unit, including your ability to make some judgements about the relative merits and applications of those topics (i.e. the aforesaid key concepts, theories, issues, debates and applications).
3. Promote habits and practices of critical thinking and reflective practice as a basis for academic study and future professional endeavour.

What is a Learning Journal?

A Learning Journal is a *Scholarly Reflective Journal*.

This type of Learning Journal is *reflective* because it enables you to, among other things:

- Raise your self-awareness about your learning and what you are learning.
- Translate experiences and activities into learning.
- Develop intellectual, scholarship and critical thinking skills.

Other modes of recorded reflection are logs and diaries. Although there are technical differences between the three records, it is important to emphasise that we do not want a personal diary and we do not want a list (or log) of what you have done. We want reflection on content, evidence, learning and application.

The Learning Journal therefore, should *not* contain details that you would ordinarily keep private about your personal life. However, it will involve personal reflections on how learning has led to changes in understanding or raised questions about social behaviour.

The Learning Journal is *scholarly* because it is based on the theories, concepts and readings available to you. It is not a journal of your opinions. Your reflections should be based on what you have learned.

Referencing & Style

A Learning Journal is a considered account of learning and should be written in a scholarly style (i.e. not notes or dot points etc.). You should pay the same attention to style, grammar and spelling as you would for any written assignment.

You should appropriately reference your sources using APA or Harvard styles.

Tutorial readings are compiled in the Workbook / Reader.

Your Reference List should be at the end of your Learning Journal (not at the end of each entry).

It would be difficult to complete a Learning Journal without using the personal pronoun, "I"; it can therefore be used liberally, but must be substantiated – we are not interested in your spontaneous or unsubstantiated opinion. Your opinions should be based on the 'evidence' you are evaluating in your Learning Journal.

Content of the Journal

The term 'Learning Journal' is being used as its purpose is to critically reflect on the concepts/ theories/ ideas and evidence contained within the study of social psychology.

For the purposes of this project 'content' is found in lectures and tutorials and the prescribed text and readings. You are advised not to go beyond these resources to write you Learning Journal; there will be more than enough for you to write about.

FORMAT AND STRUCTURE OF YOUR LEARNING JOURNAL

The format for your 'Learning Journal' is prescribed – you *must* stick to the format provided below. You *must* provide the questions listed below as your headings. These headings are not counted in the word count.

The total word count must not exceed 2,000 words. (i.e. there is *no* 10% tolerance for this assignment).

Introduction (250 words):

The first entry in your Learning Journal will be an introduction in which you answer the following questions:

1. What is a Learning Journal?
2. Why am I completing a Learning Journal as part of my study of social psychology?
3. What do I hope to learn from this assignment?

There is no need to source literature to answer these questions. You can simply reiterate the points made in this Learning Guide (but in your own words).

Reflective Learning Journal (500 words for each entry = 1,500 words):

Your Reflective Learning Journal will answer the following questions for each of the three tutorials:

Topic

1. Which aspect of the topic has interested me most? Why?
2. What are the main ideas, concepts and evidence related to this aspect?
3. What short quote from the text or reading illustrates an important point related to this aspect?
(*Make sure you insert page numbers for quotes.*)
4. How is this aspect relevant to my social world?

The scope of the topics is too great to be covered in your Learning Journal. Therefore, you need to reflect on an 'aspect' of a topic (i.e. one discrete area or sub-topic). You should not be providing a summary of the tutorial topic.

There must be an entry for each of the three tutorials. It is strongly advised that you make notes and draft your entries tutorial-by-tutorial. This not only fulfils the requirements of a Learning Journal, it is also very difficult to reconstruct (or construct) a cohesive Learning Journal after the active period and you are therefore unlikely to do a good job.

Conclusion (250 words)

The last page of the Learning Journal will be 'conclusions' in which you answer the following questions:

1. What value has this journal been for my learning of social psychology?
2. What are the strengths and weaknesses of my Journal?
3. Did I get out of this assignment what I hoped for (tie to introduction)?

Submission Instructions & Standards

Your assignment must be submitted by Noon on Friday, October 22.

Assignments must be submitted in the appropriate assignment box on your campus – Bankstown or Kingswood.

Under no circumstances will submission by email be permitted.

TURNITIN is used in this unit and assignments must first be submitted to TURNITIN before a hard copy is submitted. A hardcopy that has not been first submitted to TURNITIN will not be marked. Details will be available in vUWS. You must attach the first page of the Turnitin report to assignments.

Assignments are expected to be of a level of English expression that does not mask the content. Referencing is required – APA or Harvard format.

All written assignments are to be word-processed – 12 pitch – Arial or Times New Roman font – double-line spacing – one side of the page only. Please make sure that your pages are securely stapled. Please do not put each page in a separate plastic envelope.

You *must* use the correct coversheet (in this Learning Guide) and specify the *actual* number of words you have written (excluding the reference list). Students who under-state the number of words written will be penalised.

You must correctly enter your tutor's name on the coversheet. Failure to do this will delay the marking of your assignment.

You must be concise in writing your entries. (Concise = brief, short, succinct and clearly written or stated: using as few words as possible to give the necessary information, or compressed in order to be brief. Can you write a more concise definition?)

Type and answer the three questions for the Introduction and Conclusion and the four questions for each entry. Answer each question in turn and in the order provided.

No entry (i.e. weekly reflection answering all four questions) should exceed 500 words (excluding the questions).

The Introduction and Conclusion should be no more than 500 words *combined*.

A Reference List must be provided after the Conclusion and is not counted in the word count.

Dos and Don'ts

Do use "I" – you are reflecting on your own learning.

Don't use other people's names or identify individuals.

Do reflect on tutorial exercises with respect to your learning.

Don't criticise other students' contributions.

Do use examples of how your learning is relevant to your social world.

Don't disclose private or personal information.

Do use your text and prescribed readings.

Don't search for more material (this is not required).

Marking Criteria

Refer to the marking sheet for this assessment. In relation to the standards, differentiation of assignments will be related to the quality, coherence and consistency of your written reflections.

The marking criteria are, in part, an attempt to reward students who make a genuine attempt at the learning journal and to penalise those who simply 'go through the motions'.

You should use the marking sheet to make sure that you meet the assessment criteria. The marks shown on the marking sheet will be awarded *across all* entries and your entire journal will be marked out of 100.

101557 – The Individual in Society ASSIGNMENT 2 (LEARNING JOURNAL) MARKING SHEET

Student

Student No.

Marker:.....

CRITERION	Unsatisfactory (Provide mark)	Satisfactory	Good	Very Good	Outstanding
1. Selection of aspect of the topic for discussion /20					
Identification of key aspect from topic. Soundness of rationale. Level of difficulty or challenge inherent in aspect / concept / theory chosen.	Little understanding of topic evident.	Straightforward choice of aspect of topic with adequate rationale.	Relatively contained aspect chosen with sound rationale – relatively contained issues / concepts / theories.	Thoughtful selection of aspects of topics with sound rationale and understanding of context. Represents a learning challenge.	Aspect of topic chosen for journal entry is soundly located in critical understanding of topic and represents a theoretical / conceptual challenge.
		10.0 – 12.5	13.0 – 14.5	15.0 – 16.5	17.0 – 20.0
2. Concepts and evidence /25					
Weighing of issues, debates and evidence for the aspect chosen.	Inadequate understanding of main arguments, issues inherent in the topic.	Adequate description of main issues / debates related to aspect of topic.	Good job in addressing main arguments / debates etc. related to aspect of topic.	Evidence of thorough understanding of aspect through main arguments etc.	High level critical understanding of issues and debates related to topic – lucidly argued.
		12.5 – 16.0	16.5 – 18.5	19.0 – 21.0	21.5 – 25.0
3. Quote from reading / text /10					
Relevance and succinctness of quote to the aspect chosen.	Absence of quote or quote that is unrelated to aspect.	Inclusion of an illustrative quote that might not go deeper than the surface of the issue.	Use of a quote that illustrates the complexity of the topic / aspect.	Thoughtful, concise quote that adds to understanding of the topic.	Quote that elevates the journal entry and succinctly captures the issues being considered.
		5.0 - 6.0	6.5 - 7.0	7.5 - 8.5	9.0 - 10.0
4. Relevance to social world /30					
Relevance and understanding of application of aspect to social world. Limitations of application (perhaps tied to evidence).	Unsatisfactory – little or no evidence of application to social world, or irrelevant application or no description of limitations.	Adequate, but perhaps sketchy application with mention of limitations.	Application to the student's social world that has realistic implications and limitations.	Thoughtful application to social world and identification of limitations of application.	Thoughtful and critical application to social world, including limitations related to theory / concepts.
		14.0 – 19.0	20.0 – 22.0	23.0 – 25.0	26.0 – 30.0
Introduction & Conclusion /15					
Soundness of introduction and conclusion – related to content specified in Learning Guide.	Inadequate introduction and conclusion – does not address content criteria in Student Guide.	Adequate introduction and conclusion that covers content criteria.	Evidence of attempt to link introduction and conclusion and relate to learning processes.	Thoughtful introduction and conclusion that correspond to aims and processes of the 'learning journal'.	Evidence of high-level and genuine learning represented in introduction and conclusions.
		7.5 - 9.5	10.0 - 11.0	11.5 - 12.5	13.0 - 15.0
DEDUCTIONS					
Exceeding the word limit and / or Incorrectly stating word length on cover sheet				TOTAL MARK	/100
Late submission without approved extension (including no evidence of prior submission to Turnitin)					
Non conformity to presentation standards (i.e. word-processed, double spacing, margins – Journal format)					

3. Learning Resources Information

Essential Resources

The text for this unit is a customised text:

Griffin, T. (Ed.), (2010). *101557: The Individual in Society*. North Ryde, NSW: McGraw-Hill Australia.

This customised text is a combination of the following McGraw-Hill texts:

Myers, D. G. (2010). *Social Psychology*. (10th ed.). New York: McGraw-Hill.

Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior*. (4th ed.) (International Edition). New York: McGraw-Hill.

All students are expected to have access to this text either by purchasing it or using copies in the library. As this is a new unit and new customised text, there will be no second hand copies available.

All readings for tutorials and assignments are compiled into the Workbook / Reader, which is available from UWS Connect. Students are expected to have a copy of the Workbook / Reader at tutorials.

Link to textbook sites:

<http://www.mhhe.com/myers10e>

<http://www.mhhe.com/passers4>

Links to Key Policies & Information Affecting Students

Students are reminded that it is essential to be familiar with the policy on Student Academic Misconduct policy. Poor referencing is often the source of 'inadvertent' plagiarism.

<http://policies.uws.edu.au/view.current.php?id=00051>

Key policies and information affecting students can be found at:

http://www.uws.edu.au/learning_teaching/learning_and_teaching/key_policies_and_information_affecting_students

The student 'getting help' web page is:

http://www.uws.edu.au/currentstudents/current_students/getting_help

4. Tutorial Program Workbook / Reader + Quizzes,

Tutorials

You will attend 4 x 2 hour tutorials for The Individual in Society. There are two 'strands' of tutorials – A and B – that alternate. You attend tutorials in strand A *or* strand B. The tutorials are the same. You must attend the tutorial that you are registered for in Platform Web, from which tutorial lists are generated for attendance and access to online quizzes.

The Tutorial Stands are indicated in the Schedule of Learning & Teaching Activities on page 3.

Tutorial topics are listed in the Schedule of Learning & Teaching Activities.

A detailed tutorial program is in the Workbook / Reader.

The Workbook / Reader contains preparatory exercises for the tutorials.

Quizzes

Quizzes are designed to assist you to prepare for tutorials. Many of the questions relate to the Workbook exercises.

The Quizzes are in vUWS and are allocated marks that go to your final grade. There are 10 quizzes, each worth 1%.

Because quizzes are designed to assist you to prepare for tutorials they must be completed *before* tutorials. Quizzes for specific tutorials *will not be available after the tutorial*. If you miss the quiz, you will miss the opportunity to add to your mark. Quiz availability is sensitive to tutorial strand, tutorial time and campus.

All quizzes are assessed to 'criterion' (i.e. until you get all the answers correct). There are only 10 questions in each quiz and you may have as many goes as it takes to get to 10/10 while the quiz is available.

The quizzes and their schedule are listed in the Workbook / Reader.

It is strongly advised that you complete these quizzes, even though they are not an essential requirement to pass this unit. (The *essential* submissions to pass this unit are the two written assignments and the exam.) Last year a few students failed because they did not complete the quizzes – had they done so, they would have achieved a passing mark.

The Online Support

Because students do not have tutorials every week for The Individual in Society, there is online support available to assist with assignments. This support will be in moderated discussion topics.

You will not be 'spoon feed' but encouraged you to think through the readings, assessment criteria and quizzes.

5. Learner Support

The following learning activities and resources should be used in this unit:

- Lectures
- Tutorials
- Quizzes
- Self-tests available in vUWS for exam preparation
- Textbook
- Workbook / Reader
- vUWS resources including: style guide, resources related to assignments, lecture slides and UWS Lectures Online.

vUWS is an essential component of this unit. It is used for resources (e.g. lecture slides, which are available prior to lectures), quizzes, and communication, including mail and discussions (e.g. on assessments and lectures) and announcements. Students are expected to login to the unit's vUWS site *at least weekly, preferably more frequently than this.*

Attendance Requirements:

Lectures	Expected – attendance not monitored
Tutorials	Required – attendance monitored by class list. Attendance is required to complete the Learning Journal. Students who miss one or more tutorials must provide medical or other appropriate documentation to support the absences. Students who miss one or more tutorials and do not provide such documentation may fail the unit (i.e. a grade of AF – Absent Fail).
Assessed Online Quizzes	Expected – strongly recommended, but not required – 10% of total mark.
Assignments 1 & 2	Must be submitted to pass this unit.
Exam	Must be completed to pass this unit.

Note that student activity can be tracked in vUWS. We respect you as adult learners and will work to facilitate your successful completion of this unit. However, we are not inclined to 'rescue' students who have not applied themselves to this unit as expected. Therefore, tutorial attendance records and vUWS tracking may be used to ensure that learning effort has been expended prior to provision of additional support or special consideration.

Student Support Services

All students should become familiar with Support Services for Students, especially if you find yourself experiencing difficulties with your studies.

These services include:

- Student Learning Unit
- Counselling Service
- Disability Service

You should make an appointment to see your Lecturer or speak to your Tutor if you are experiencing problems with your study, or contact the Student Support Services. If you are experiencing problems, there is someone to talk to – do so sooner rather than later.

Student Support Services can be found at:

http://www.uws.edu.au/currentstudents/current_students/getting_help

Assignment Cover Sheet

School of Social Sciences

College of Arts



Student Name	
Student Number	
Unit Name and Number	101557 – The Individual in Society
Campus	
Tutorial Day and Time	
Tutor	
Assignment	
Length	(Actual number of words written, excluding reference list)
Due Date	
Date Submitted	
<p><u>DECLARATION</u></p> <p><i>I hold a hard and electronic copy of this assignment that I can produce if the original is lost or damaged.</i></p> <p><i>I hereby certify that no part of this assignment/product has been copied from any other student's work or from any other source except where due acknowledgement is made in the assignment. No part of this assignment/product has been written/produced for me by another person except where such collaboration has been authorised by the subject lecturer/tutor concerned.</i></p> <p>Signature:</p> <p>Note: Assignments will not be marked if the above declaration has not been signed.</p>	

Diagram of Unit Components, Resources & Online Supports

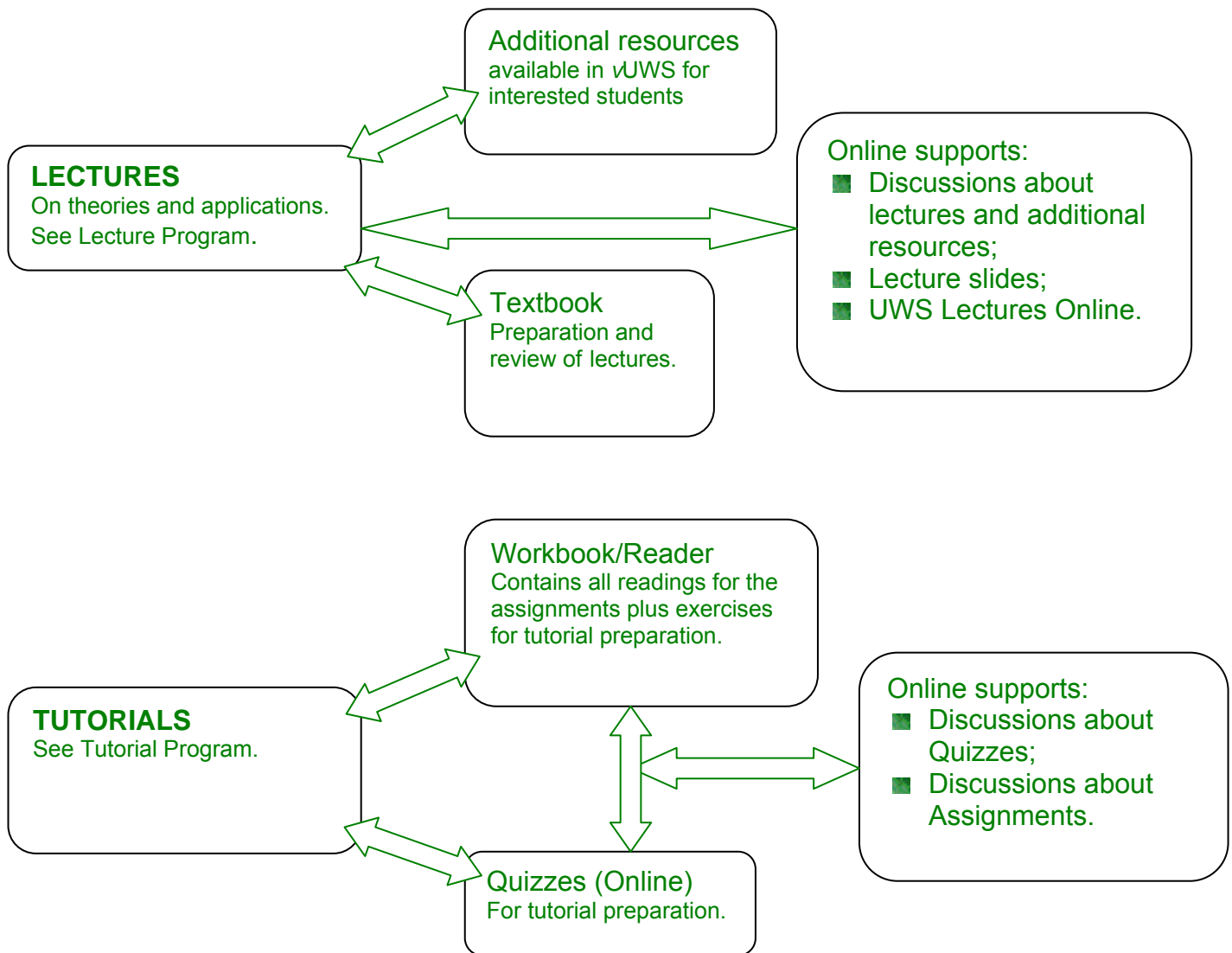


Diagram of Unit Assessments

