



UNIVERSITY *of*
TASMANIA

School of Medicine (Psychology)

Faculty of Health

KHA112
PSYCHOLOGY B

Semester 2, 2015

Unit Outline

Dr Jim Sauer

CONTACT DETAILS

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WHAT IS THE UNIT ABOUT?

Unit description

KHA112 Psychology B provides a further introduction to major areas in Psychology and to basic techniques for psychological investigations. Lecture topics include research methods, intelligence, social psychology and cross-cultural psychology. Students are required to undertake additional reading to extend their knowledge in the areas covered in the lecture programme. In practical classes students are introduced to the processes of conducting experiments and writing these up in a style appropriate for the behavioural sciences.

Students will be engaged in class-based activities and experiments that highlight some of the key aspects of the topics covered in lectures.

Intended Learning Outcomes

On completion of this unit, you will be able to:

1. Demonstrate an understanding of some key theories and concepts in Psychology.
2. Identify a range of key topics in the field of Psychology.
3. Explain some of the key processes of research methods.
4. Apply the methods of experimentation used in Psychology.
5. Demonstrate data presentation skills.
6. Demonstrate skills in writing in a scientific discipline such as Psychology.

Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania's Graduate Quality Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills and develop creative and critical literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability. Through respect for diversity and by working in individual and collaborative ways, our graduates reflect the values of the University of Tasmania.

Core Psychology Graduate Attributes

The Australian Psychology Accreditation Council (APAC) accreditation standards require that the 3-year accredited sequence provide students with a solid foundation in the core psychology graduate attributes. By undertaking this unit you should make progress in attaining the following APAC graduate attributes:

Graduate Attribute 1: Core knowledge and understanding of core topics in the discipline

- Acquire an understanding of core topics in psychology

Graduate Attribute 2: Research methods in psychology

- Describe, apply and evaluate the different research methods used in psychology
- Demonstrate practical skills in research methods during laboratory-based exercises and assessment tasks including: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports

Graduate Attribute 3: Critical thinking skills

- Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes
- Question claims that arise from myth, stereotype, pseudoscience or untested assumptions
- Recognise and defend against the major fallacies of human thinking

Graduate Attribute 4: Values, research and professional ethics

- Use information in an ethical manner (e.g., acknowledge and respect work and intellectual property rights of others through appropriate citations in oral and written communication)

Graduate Attribute 5: Communication skills

- Demonstrate effective oral and written communication skills in various formats (e.g., group discussion, class presentations, and written assessments)

Graduate Attribute 6: Learning and the application of psychology

- Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology

Alterations to the unit as a result of student feedback

No alterations to the unit have been made as result of student feedback.

Prior knowledge &/or skills

For details of unit prerequisites go to: www.utas.edu.au/courses.

HOW WILL I BE ASSESSED?

Assessment schedule

Assessment task	Date due	Percent weighting	Links to Intended Learning Outcomes
Short Report	28 th August, 2015	15%	1,3,4,5,6
Research Report	25 th September, 2015	20%	1,3,4,5,6
Practical Content Exam	9 th October, 2015	10%	1,2,3
Research Participation	16 th October, 2015	5%	3,4
Final Exam	Examination period	50%	3,4

Assessment details

Assessment task 1

Task description	Short Report: For description, see Appendix
Assessment criteria	See Appendix for assessment rubric.
Links to unit's intended learning outcomes	See table above.
Task length	Your essay will be a maximum of three (3) pages plus an abstract of around 150 words.
Date due	Friday, 28 th August, 2015, by 2pm (submit via MyLO)

Assessment task 2

Task description	Research Report: For description, see Appendix
Assessment criteria	See Appendix for assessment rubric.
Links to unit's intended learning outcomes	See table above.
Task length	Your essay will be a maximum of four (4) pages plus an abstract of around 150 words.
Date due	Friday, 25 th September, 2015, by 2pm (submit via MyLO)

Assessment task 3

Task description	Practical Content Examination: 45 MCQ and fill-in-the-blank questions covering face-to-face and Self-Directed prac sessions.
Assessment criteria	See Student Workbook for assessment rubric.
Links to unit's intended learning outcomes	See table above.
Task length	One (1) hour
Date due	Opens 9am , Monday, 5 th October, 2015 and closes 2pm , Friday, 9 th October, 2015

Assessment task 4

Task description	Research Participation: Students are required to undertake 3 (THREE) hours of research participation or undertake an alternative activity. Students are required to participate in research conducted within the School of Psychology by Honours and Post-graduate students. SONA provides details of available research participation opportunities.
Assessment criteria	Expectations will be discussed in practical classes
Links to unit's intended learning outcomes	See table above.
Task length	Three (3) hours
Date due	Friday, 16 th October, 2015, by 4pm

Final Exam

Description / conditions	Final Exam: 140 MCQ exam
Links to unit's intended learning outcomes	See table above.
Duration	Two (2) hours
Date	The final exam is conducted by the Student Centre in the formal examination period. See the Examinations and Results page on the University's website, or access your personal exams timetable by logging into the eStudent Centre - Personal Exams Timetable for specific date, time and location closer to the examination period.

Examinations

The final examination is conducted by the University Registrar in the formal examination period which, for Semester 2, 2015 is Saturday, 24th October, 2015 through to Tuesday, 10th November, 2015, inclusive. The exact date for the examination in this unit will be released later in the semester. Students should note that examination dates and times cannot be changed. Deferred examinations are only available in extenuating circumstances and must be applied for through the Examinations Office. Likewise, alternative venues for examinations can only be applied for under circumstances specified by the Examinations Office. Further details of examination regulations and procedures can be found at:

<http://www.studentcentre.utas.edu.au> and then follow the examinations link provided.

How your final result is determined

Your final result is determined in accordance with the unit's assessment information (see assessment information in the appendix). Marks for the individual components are totalled together so as to contribute to the specified percentage. Marks are reviewed by the Unit Coordinator and Psychology's Assessment Committee and may be adjusted to ensure fairness, consistency and appropriateness before the final marks and grades are assigned in accordance with University policy and the specified unit assessment. Psychology's grades and marks are also reviewed by the Faculty Assessor's Committee.

Note: In order to obtain a full passing grade in this unit, students are expected to submit all assessable work, meet the minimum attendance requirements (see Specific Attendance / Performance Requirements section), obtain an overall mark of 50% or more, and obtain the minimum performance standard of (45%) on both the internal component of the unit and the examination component of the unit.

Submission of assignments

Cover sheets are not required for electronic assignment submission via MyLO. However, **an appropriately formatted title page is required** which includes your Student Identification Number. Students should submit all assignments via the MyLO Dropbox for this unit and tick the box displayed to confirm that the material presented is their own work. For this unit, students need to submit electronic copies of assignments.

Page Length and Formatting of Assignments

The page length stipulated for assignments is based on the body of the assignment. For a research report this includes introduction, methods, results and discussion

sections, but excludes title page, abstract, tables, figures, captions and references. Tables, figures and accompanying captions are to be on separate pages and included in numerical order after the reference list. For an essay, length is the body of the essay and excludes title page, abstract and references. **All margins must be 2.54cm and 12 point Times New Roman double-spaced font must be used.** Pages must be single sided. Assignments exceeding the prescribed length will incur a **penalty of 10%** of the total obtainable mark.

Requests for extensions

With regard to this unit, students requiring an extension should contact the Unit/Campus Coordinator (Jim Sauer or Peter Tranent) **prior to the due date** with any **supporting documentation** (e.g., medical certificates), and **proof of progress** (e.g., draft of assignment, research notes, etc.). Students will be advised of the decision and if the extension is granted, submission arrangements will be made for the extended submission date.

Penalties

Penalties for late submission are applied and over-length assignments incur a 10% penalty. If an extension has not been granted and approved, an assignment submitted after the designated due date will incur a 5% penalty of the total obtainable mark per day (this includes weekends).

Review of results and appeals

Re-assessment of Assignments

The following procedure is applied within the Division of Psychology:

1. Students with a question about their grade should approach the Unit/Campus Coordinator to clarify why the grade was awarded. The Unit/Campus Coordinator may (at his/her discretion) direct the student to the original assessor to provide feedback.
2. If Step 1 does not resolve the student's concern the student should present to the Unit/Campus Coordinator a written statement as to why a re-mark is warranted. The grounds for granting a re-mark include:
 - (a) comments in the feedback appear to be factually incorrect;
 - (b) there is an apparent inconsistency between the feedback and the grade awarded;
 - (c) the student mounting an argument for value in the assignment that has been misunderstood or overlooked by the assessor.

3. If the Unit/Campus Coordinator determines a review is warranted, students should provide the Unit Coordinator with the original assessment plus a clean, unmarked copy of the assignment with no identifying personal information or information regarding the original assessor.
4. The Unit/Campus Coordinator will arrange for an independent assessment of the assignment by an alternative assessor, ensuring that the clean copy is identical to the original assignment and that any supporting material (e.g., the assignment outline, marking instructions, feedback sheets and criteria) is forwarded to the assessor. Feedback will be in the same format as the original assessment.

Students wishing to have their assignments re-marked must request a review within 14 days of the return date of the assignment. The University has formal procedures regarding the re-assessment of final examinations and information can be found under Rule 111 – Academic Assessment at:

http://www.utas.edu.au/__data/assets/word_doc/0009/25992/Rule2.docx

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit follows the American Psychological Association (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association.

The [University library provides information on presentation of assignments, including referencing styles](#) and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing

guidelines. You may also find the [Academic Honesty site on MyLO](#) of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the [Plagiarism and Academic Integrity](#) page on the University web site or the [Academic Honesty site on MyLO](#).

Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

- a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in [Ordinance 9: Student Discipline](#) – Part 3 Academic Misconduct.

WHAT LEARNING OPPORTUNITIES ARE THERE?

Activities

Learning expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Details of teaching arrangements

This unit includes 13 lectures (one, 2 hour lecture per week). There are also ten, 1 hour in-class practicals and 11 self-directed practical activities.

For further detail, see the Unit Schedule on page 16.

Note: Most weeks have both an in-class and self-directed practical component. It is expected that self-directed activities will take approx. 1 hour, and these activities will need to be completed by, and signed off in, the next week's practical class.

Click here for [Timetable](#)

(When the page comes up you will need to select the following options:

[Select a Semester]– Semester 2; [Select type of events] – All Classes; [Select a Campus] – Hobart, Launceston or Cradle Coast; [Select a Year] – 2015, [Unit Code] – KHA112, View Details. This will then allow you to see the lecture time and possible practical class options for your campus).

Specific attendance/performance requirements

Students are required to attend all lectures. Attendance at practical classes is recorded. In order to complete the unit, students must attend a minimum of 70% of all scheduled practical classes during the semester (including participation in non-attending, self-directed and practical activities).

However, **you are strongly encouraged** to attend all practical classes. The content of these classes is designed to help you understand key issues in psychology, and prepare

you to perform well on your assessment. And, finally, you're paying for this education... you may as well use of all it. 😊

Peer Assisted Study Sessions

The Peer Assisted Study Sessions program (PASS) is available to all students studying in this unit this semester. PASS offers regular, out-of-class study sessions where you can come together with other students in a relaxed environment to revise the course content and develop your academic reasoning and study skills. PASS sessions are offered on campus each week and run for 50 minutes. PASS sessions are led by PASS Leaders, high-achieving students who successfully completed the unit last year. The sessions are conducted in an informal setting where you work with others to complete activities, discuss readings, develop study tools and prepare for examinations. There is no need to register, just come along to the session time that suits you the best. Data from universities, both nationally and internationally, indicates that students who attend PASS regularly on average earn higher subject grades than students who do not attend PASS.

Session times can be viewed either on your student timetable or on the PASS website: <http://www.utas.edu.au/pass>

Resources

Required readings

You will need the following text [available from the Co-op Bookshop]:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Lilienfeld, S. O., Lynn, S. J., Namy, L. L., Woolf, N. J., Jamieson, G., Marks, T., Slaughter, V., & Main, A. (2015). *Psychology: From enquiry to understanding* (2nd edition). French's Forest, NSW: Pearson.

School of Psychology. (2015). *KHA112 Psychology B practical workbook*. Hobart, Tasmania, Australia: Uniprint (available from UniPrint).

Recommended readings

Additionally, lecturers may recommend articles and chapters relevant to specific content. These recommended readings may be provided for you on MyLO, or you may have to employ your search skills and scrounge through the library!

MyLO is the online learning environment at the University of Tasmania. This unit is web supported and access to the MyLO online unit is required. Log in to MyLO at: <http://utas.edu.au/learning-teaching-online/> and then select KHA112 Psychology B from the list of units.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the [Getting Started in MyLO unit](#).

For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the [MyLO Student Support page](#) on the University website. If something is not working as it should, contact the Service Desk.

Teaching and learning strategies

To complete this unit successfully, you will need to work hard and engage fully with the lecture content and readings. The key to success is to read as much about relevant research as you can. Avoid the easy, pop-psychology nonsense and, instead, focus on rigorous psychological science.

Attendance at lectures is critically important to keep yourself informed of important themes and directions for your self-directed study (both in terms of self-directed practicals, and with a view to assessment preparation).

A couple of **top study tips** for this unit (based on very basic principles of memory and learning):

1. Humans learn better when they actively process information.
2. Repetition **and elaboration** of information enhance understanding and likelihood of recall.

To do well in this unit, I offer the following advice:

Attend the lectures

Very obvious advice, but attending the lectures will give you a context for your reading and assessment preparation, plus during lectures the most salient and important issues will be emphasized and examined. Furthermore, no one book chapter or article will contain all the information presented in a lecture.

Participate in practical classes

Practical classes throughout the unit will require you to get involved in the subject matter in different ways via activities, case studies and interactive tasks. Obviously, the more you contribute in such sessions, the more you will get out of them.

Review your lecture notes regularly

Review Weekly: Make sure that you understand what was discussed, and that you are clear on the main points. Elaborate on points from your reading. Do not simply re-write notes – it is very time-consuming and it is a passive exercise –make yourself actively process the information!

Intermittently: At intermittent periods, review your notes for the past 2-3 weeks again. Hopefully, if you learned it well (that is, if you understood the material) when you reviewed it earlier, this should be a fairly painless exercise, and it should become quicker and easier with each review.

Apply your new knowledge: Test yourself. Testing beats repeated studying (Roediger & Karpicke, 2006, *Psychological Science*) when it comes to retention. Talking about the material will also help you to ensure that you understand it, and it will help you to remember it. For example, some people benefit from studying in a group, or from talking about topics of interest with other members of the class.

Advice for Reading

Stay on track: it is easier to keep up than catch up.

Make an effort to actively process the readings

a) *The first read-through:* The first time you read through a chapter or article, your main goal should be to understand the material. Take as long as you need to read the chapter/article the first time; ensure that you understand what it's about. When you understand it you can go back to actively process what you now understand.

b) *Review and actively select the important points:* At the end of the week, a few days after reading the article and after you've heard the lecture related to these readings, go back through the readings and now actively process the material. Pick only one key sentence per paragraph to highlight -- this isn't easy, but it forces you to make sure you understand the key points, and it'll help you to understand and thus remember the material. Note that some ideas will be in the readings that were not covered in class or in the text; make sure that you understand these ideas.

c) *Intermittently review the readings:* Intermittently go back through the readings. Keep yourself active in the learning process; challenge your knowledge, and resist the urge to simply "rewrite" the entire article! Each time you go back through your readings, you should be faster and more efficient because you are aiming to understand what is being discussed.

Work Health and Safety (WHS)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's [Work Health and Safety website](#) and policy.

Communication

News and announcements will be posted to MyLO News, and students will be expected to be aware of the content of such posts within 48 hours of them being posted.

All questions about assessment that have not been answered in the descriptions here in the Unit Outline, or in the instructions on MyLO, can be asked using the Discussion Topic named for the specific assessment task. Questions will be responded to within the same Discussion, generally within 72 hours. Alternatively, you can email your question to me . If the question (or answer) is likely to be of general interest to the class, I will post an anonymised version on MyLO.

Formal unit information will be provided by the Unit Coordinator via official University channels, e.g., lectures, MyLO and e-mail communication. Students are advised to exercise caution when accessing information via other channels not endorsed by the School, such as on social media websites (e.g., Facebook), as such information is conveyed by others and is not necessarily accurate.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including [Student Learning Support](#), [Student Advisers](#), [Disability Services](#), and more which can be found on the [Student Support and Development](#) page of the University website.

Should you require assistance in accessing the [Library](#), [visit their website](#) for more information.

Unit schedule

WEEK	DATE BEGINNING	TOPIC	PRAC ACTIVITIES	READINGS/ FURTHER INFORMATION
1	13 July	Introduction to Unit What is a research article?	No pracs this week Sign up for prac classes	<i>Lilienfeld et al. Ch 1</i>
2	20 July	Research Design Types of Data	Overview of the programme Data Collection (SD)	<i>Lilienfeld et al. Ch 2</i>
3	27 July	Correlation & Significance Data Presentation	Introduction & Hypotheses APA Abstracts & Summarising (SD)	<i>Lilienfeld et al. Ch 2</i>
4	3 Aug	Intelligence 1 Intelligence 2	Correlations APA Tables & Figures (SD)	<i>Lilienfeld et al. Ch 9</i>
5	10 Aug	Intelligence 3 Intelligence 4	Interpreting data: Assignment 1 APA Method (SD)	<i>Lilienfeld et al. Ch 9</i>
6	17 Aug	Personality 1 Personality 2	Central tendency & Variability APA Results (SD)	<i>Lilienfeld et al. Ch 15</i>
7	24 Aug	Personality 3 Personality 4	Personality Research Design & Statistics (SD)	<i>Lilienfeld et al. Ch 15</i> ASSIGNMENT 1 DUE
Mid-semester break 31st August – 6th September				
8	7 Sept	Social Psychology 1 Social Psychology 2	Interpreting data: Assignment 2 Implicit Attitudes (SD)	<i>Lilienfeld et al. Ch 13</i>
9	14 Sept	Social Psychology 3 Social Psychology 4	Illusory Correlation Mass Hysteria (SD)	<i>Lilienfeld et al. Ch 13</i>
10	21 Sept	Social Psychology 5 Social Psychology 6	Social Control Social Psychology & Ethics (SD)	<i>Lilienfeld et al. Ch 13</i> ASSIGNMENT 2 DUE
11	28 Sept	Cross-Cultural Psych 1 Cross-Cultural Psych 2	Exam preparation Measuring Intelligence (SD)	<i>Lilienfeld et al. Ch 14</i>
12	5 Oct	Indigenous Psychology	No in-class prac this week Prac Content Exam (SD)	<i>Lilienfeld et al. Ch 14</i>
13	12 Oct	Unit Review	No pracs this week Exam Revision	

Notes:

- Supplementary readings may also be suggested for some lecture topics.
- (SD) indicates self-directed practical activity.

Appendix: Assessment information and Rubrics

ASSESSMENT TASK 1 – SHORT REPORT

Overall Contribution to Unit Mark: 15%

Due date: Friday 28th August, 2015, by 2pm.

Assignment Topic: The relationship between intelligence and creativity.

Task: Write an APA formatted research report on the data collected for your first self-directed practical (discussed in Practical in Week 5). This report is expected to include a title page, Abstract, Introduction, Method, Results, Discussion and reference list.

Starting References: Students are not required to use all of these references, but instead read them and use critical thinking skills to identify which would be most useful in constructing their report. We also **strongly encourage** students to locate other appropriate references.

Katz, A.N. (1983). Relationship of the Ammon's Quick Test of intelligence to verbal and nonverbal test of creativity. *Psychological Reports*, 52, 747-750.

Leith, G. (1972). The relationship between intelligence, personality and creativity under two conditions of stress. *British Journal of Educational Psychology*, 42, 240-247.

Reddy, A.V., & Reddy, P.B. (1983). Creativity and intelligence. *Psychological Studies*, 28, 20-24.

Rushton, J.P. (1990). Creativity, intelligence and psychotocism. *Personality & Individual Differences*, 11, 1291-1298.

Page limits and Formatting:

Your paper will need to be a **maximum** of three (3) pages, plus an abstract of around 150 words. The three page maximum includes all words in the body of the report (including in-text citations) but does not include the reference list or the abstract. Your report **must be** 12 point Times New Roman font, double spaced with all page margins 2.54cms. **Over length assignments will incur penalties.**

Resources:

We strongly suggest you consult the APA manual (6th ed) or the online APA formatting guide, at <http://owl.english.purdue.edu/owl/resource/560/01/> in preparation for this assignment.

Assessment Criteria:

- 1. Demonstrate and apply knowledge of topic (25%):** This criterion assesses identification and explanation of key concepts, and building the rationale for the research question.
- 2. Coverage of the literature (25%):** This criterion assesses your coverage of relevant empirical and theoretical literature.
- 3. Demonstrate and apply knowledge of design & analysis (25%).** This criterion assesses the accuracy and completeness of your reporting of methodology and analyses, and your ability to sensibly interpret your results with reference to theory, previous research, and the limitations of the present work.
- 4. Style & Communication (25%):** This criterion assesses adherence to professional, academic writing style (e.g., clear and concise expression, logical structuring of information, and correct use of scientific language); adherence to English writing conventions (word choice, grammar, spelling, punctuation) and adherence to APA formatting guidelines including in-text referencing and Reference list.

How your grade is determined:

A grade (HD, DN, etc.) will be allocated to each criterion. The three criteria in combination are used as a guide to determine your final grade.

How to submit your assignment:

Submission is electronic, via the assignment Dropbox (including Turn-it-in) on the unit MyLO page. Please ensure that you have adequate computer access and that you allow yourself enough time to upload the assignment completely before 2pm.

When submitting your assignment in the MyLO assignment dropbox, you must name the file you upload in the following manner:

KHA112Ass1XXXXXX.docx

[Replace XXXXXX with your student number: check that you have it correctly entered]

Notes

Files that are not labelled correctly will not be counted as submitted.

The dropbox is set up to save a single file and overwrite when a new file is submitted.

You can submit multiple versions of your assignment up until the due time and only the last version will be saved.

The last submitted version is the one that will be marked.

You need to merge your title page, references and any appendices into a single file

KHA112 Psychology B – Short Report					
Criterion	HD	DN	CR	PP	NN
1. Demonstrate and apply knowledge of the research topic (25%): <ul style="list-style-type: none"> • concepts and relationships • effectively build the rationale for the research question • hypothesis/es 	In your report, you:				
	<i>demonstrated detailed and well-developed knowledge by:</i>	<i>demonstrated detailed knowledge by:</i>	<i>demonstrated sound knowledge by:</i>	<i>demonstrated basic knowledge by:</i>	<i>demonstrated a rudimentary knowledge by:</i>
	<i>correctly and thoroughly explaining the key concepts, and relationships</i>	<i>correctly explaining the key concepts, and relationships</i>	<i>correctly explaining most of the concepts</i>	<i>explaining some of the concepts</i>	<i>listing some of the concepts</i>
	<i>Report is very well structured; development of argument/rationale is logical and sound throughout.</i>	<i>Report is well structured; development of argument/rationale is mostly logical and sound.</i>	<i>Report is acceptably structured; development of argument/rationale is reasonably logical</i>	<i>Some logical structure to report and development of argument/rationale</i>	<i>Inadequate structure and development of argument/rationale</i>
	<i>clearly expressing well-justified and operationalised hypothesis/es</i>	<i>expressing well-justified and operationalised hypothesis/es</i>	<i>providing hypothesis/es that are somewhat justified or operationalised</i>	<i>providing hypothesis/es that are marginally justified or operationalised</i>	<i>failing to include hypothesis/es or not justifying or operationalising hypotheses</i>
2. Coverage of the literature: (25%) <ul style="list-style-type: none"> • Use of empirical evidence • Discussion of theoretical framework 	<i>Your report:</i>	<i>Your report:</i>	<i>Your report:</i>	<i>Your report:</i>	<i>Your report:</i>
	<i>Makes excellent use of empirical evidence to justify arguments. Evidence accurately reflects the literature and is described accurately and clearly.</i>	<i>Makes good use of empirical evidence to justify arguments. Evidence accurately reflects the literature and is described accurately and clearly.</i>	<i>Makes sound use of empirical evidence to justify arguments. Evidence reflects the literature and is generally described accurately and clearly.</i>	<i>Makes adequate use of empirical evidence to justify arguments. Evidence mostly reflects the literature and is generally described accurately.</i>	<i>Makes inadequate use of empirical evidence to justify arguments. Evidence does not reflect the literature and/or is not described accurately and clearly.</i>
	<i>Demonstrates an excellent understanding of appropriate theoretical framework in the context of the topic.</i>	<i>Demonstrates a good understanding of appropriate theoretical framework in the context of the topic.</i>	<i>Demonstrates a sound understanding of appropriate theoretical framework in the context of the topic.</i>	<i>Demonstrates adequate understanding of appropriate theoretical framework in the context of the topic.</i>	<i>Essay does not demonstrate adequate understanding of appropriate theoretical framework in the context of the topic. Framework is not described adequately.</i>
cont. over page					

KHA112 Psychology B – Short Report cont.					
Criterion	HD	DN	CR	PP	NN
3. Demonstrate and apply knowledge of methods and analysis (25%): <ul style="list-style-type: none"> • methodology (participant sampling, procedure, design, etc.) • data analysis and presentation of results • drawing conclusions 	In your report, you:				
	<i>demonstrated detailed and well-developed knowledge by:</i>	<i>demonstrated detailed knowledge by:</i>	<i>demonstrated sound knowledge by:</i>	<i>demonstrated basic knowledge by:</i>	<i>demonstrated a rudimentary knowledge by:</i>
	<i>providing a comprehensive methodology that includes all necessary elements to replicate the experiment</i>	<i>providing a detailed methodology that includes most necessary elements to replicate the experiment</i>	<i>providing a methodology that includes most elements to replicate the experiment</i>	<i>providing a methodology that misses a number of key points necessary to replicate the experiment</i>	<i>providing a methodology that is incomplete OR not providing a methodology</i>
	<i>providing results that are clearly, accurately and fully described</i>	<i>providing results that are clearly and accurately reported</i>	<i>providing results that are mostly clearly and accurately reported</i>	<i>presenting key results and attempting to describe results</i>	<i>not presenting and/or describing results OR reporting incorrectly a number of key results</i>
	<i>correctly compare, in detail, current results with previous research and associated theory</i>	<i>accurately interpret findings in terms of previous research and associated theory, some detail may be absent</i>	<i>interpret most of the research findings in terms of previous research and/or theory</i>	<i>make some interpretations of research findings in terms of previous research and/or theories</i>	<i>provided little interpretation of findings in reference to literature/theory OR failed to interpret findings</i>
	<i>thoroughly evaluate the experiment in terms of</i> <ul style="list-style-type: none"> • limitations • implications <i>that are fully justified</i>	<i>evaluate the experiment in terms of</i> <ul style="list-style-type: none"> • limitations • implications <i>that are fully justified</i>	<i>partially evaluate the experiment in terms of</i> <ul style="list-style-type: none"> • limitations • implications <i>that are somewhat justified</i>	<i>list one or two</i> <ul style="list-style-type: none"> • limitations • implications <i>that are marginally justified</i>	<i>listed irrelevant, incorrect, OR failed to include</i> <ul style="list-style-type: none"> • limitations • implications
<i>accurately and succinctly summarise the results and draw correct conclusions</i>	<i>accurately and succinctly summarise the results and draw mostly correct conclusions</i>	<i>accurately summarise results and draw mostly correct conclusions</i>	<i>make partially correct statements and/or conclusions</i>	<i>make incorrect statements OR failed to draw conclusions.</i>	
4. Style and Communication (25%): <ul style="list-style-type: none"> • Spelling, grammar, punctuation, and expression. • APA formatting. 	<i>Your report:</i> <i>Spelling, grammar, and punctuation are excellent throughout. Any errors are few and minor. Written expression is clear and communicates ideas effectively and fluently.</i>	<i>Your report:</i> <i>Spelling, grammar, and punctuation are excellent throughout. Any errors are few and minor. Written expression is clear and communicates ideas effectively and fluently.</i>	<i>Your report:</i> <i>Spelling, grammar, and punctuation are excellent throughout. Any errors are few and minor. Written expression is clear and communicates ideas effectively and fluently.</i>	<i>Your report:</i> <i>Spelling, grammar, and punctuation are generally good. Written expression is mostly clear and communicates ideas effectively.</i>	<i>Your report:</i> <i>Spelling, grammar, and punctuation are adequate. Written expression is adequate; expression of ideas could be clearer and more fluent.</i>
	<i>adheres to APA format throughout.</i>	<i>largely adheres to APA format throughout.</i>	<i>mostly adheres to some aspects APA format.</i>	<i>adheres to some aspects APA format.</i>	<i>does not adhere to APA format.</i>
	cont. over page				

Academic integrity standards have been met

Academic integrity standards have not been met in regards to one or more of the following, identified within the body of your submission by the accompanying symbols:

Summarising (S)

Paraphrasing (P)

Quoting (Q)

Secondary citations (SC)

Missing citations (MC)

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<http://www.utas.edu.au/student-learning/for-students>

ASSESSMENT TASK 2 – RESEARCH REPORT

Overall Contribution to Unit Mark: 20%

Due date: Friday 25th September, 2015, by 2pm.

Assignment Topic: Sex differences in creativity.

Task: Write an APA formatted research report on the data collected for your first self-directed practical (discussed in Practical in Week 8). This report is expected to include a title page, Abstract, Introduction, Method, Results, Discussion and reference list.

Starting References: Students are not required to use all of these references, but instead read them and use critical thinking skills to identify which would be most useful in constructing their report. We also **strongly encourage** students to locate other appropriate references.

Baer, J., & Kaufman, J. C. (2008). Gender differences in creativity. *Journal of Creative Behavior*, 42(2), 75-105.

Hardy, J. H., & Gibson, C. (2015). Gender Differences in the Measurement of Creative Problem-Solving. *The Journal of Creative Behavior*. doi: 10.1002/jocb.92

Kaufman, J. C. (2006). Self-reported differences in creativity by ethnicity and gender. *Applied Cognitive Psychology*, 20(8), 1065-1082.

Lau, S., & Cheung, P. C. (2015). A Gender-Fair Look at Variability in Creativity: Growth in Variability Over a Period Versus Gender Comparison at a Time Point. *Creativity Research Journal*, 27(1), 87-95.

Page limits and Formatting:

Your paper will need to be a **maximum** of four (4) pages, plus an abstract of around 150 words. The four page maximum includes all words in the body of the report (including in-text citations) but does not include the reference list or the abstract. Your report **must be** 12 point Times New Roman font, double spaced with all page margins 2.54cms. **Over length assignments will incur penalties.**

Resources:

We strongly suggest you consult the APA manual (6th ed) or the online APA formatting guide, at <http://owl.english.purdue.edu/owl/resource/560/01/> in preparation for this assignment.

Assessment Criteria:

- 1. Demonstrate and apply knowledge of topic (25%):** This criterion assesses identification and explanation of key concepts, and building the rationale for the research question.
- 2. Coverage of the literature (25%):** This criterion assesses your coverage of relevant empirical and theoretical literature.
- 3. Demonstrate and apply knowledge of design & analysis (25%).** This criterion assesses the accuracy and completeness of your reporting of methodology and analyses, and your ability to sensibly interpret your results with reference to theory, previous research, and the limitations of the present work.
- 4. Style & Communication (25%):** This criterion assesses adherence to professional, academic writing style (e.g., clear and concise expression, logical structuring of information, and correct use of scientific language); adherence to English writing conventions (word choice, grammar, spelling, punctuation) and adherence to APA formatting guidelines including in-text referencing and Reference list.

How your grade is determined:

As per Assignment 1.

How to submit your assignment:

As per Assignment 1.

When submitting your assignment in the MyLO assignment dropbox, you must name the file you upload in the following manner:

KHA112Ass2XXXXXX.docx

[Replace XXXXXX with your student number: check that you have it correctly entered]

Notes

Files that are not labelled correctly will not be counted as submitted.

The dropbox is set up to save a single file and overwrite when a new file is submitted.

You can submit multiple versions of your assignment up until the due time and only the last version will be saved.

The last submitted version is the one that will be marked.

You need to merge your title page, references and any appendices into a single file

KHA112 Psychology B – Research Report					
Criterion	HD	DN	CR	PP	NN
1. Demonstrate and apply knowledge of the research topic (25%): <ul style="list-style-type: none"> • concepts and relationships • effectively build the rationale for the research question • hypothesis/es 	In your report, you:				
	<i>demonstrated detailed and well-developed knowledge by:</i>	<i>demonstrated detailed knowledge by:</i>	<i>demonstrated sound knowledge by:</i>	<i>demonstrated basic knowledge by:</i>	<i>demonstrated a rudimentary knowledge by:</i>
	<i>correctly and thoroughly explaining the key concepts, and relationships</i>	<i>correctly explaining the key concepts, and relationships</i>	<i>correctly explaining most of the concepts</i>	<i>explaining some of the concepts</i>	<i>listing some of the concepts</i>
	<i>Report is very well structured; development of argument/rationale is logical and sound throughout.</i>	<i>Report is well structured; development of argument/rationale is mostly logical and sound.</i>	<i>Report is acceptably structured; development of argument/rationale is reasonably logical</i>	<i>Some logical structure to report and development of argument/rationale</i>	<i>Inadequate structure and development of argument/rationale</i>
	<i>clearly expressing well-justified and operationalised hypothesis/es</i>	<i>expressing well-justified and operationalised hypothesis/es</i>	<i>providing hypothesis/es that are somewhat justified or operationalised</i>	<i>providing hypothesis/es that are marginally justified or operationalised</i>	<i>failing to include hypothesis/es or not justifying or operationalising hypotheses</i>
2. Coverage of the literature (25%): <ul style="list-style-type: none"> • Use of empirical evidence • Discussion of theoretical framework 	<i>Your report:</i>	<i>Your report:</i>	<i>Your report:</i>	<i>Your report:</i>	<i>Your report:</i>
	<i>Makes excellent use of empirical evidence to justify arguments. Evidence accurately reflects the literature and is described accurately and clearly.</i>	<i>Makes good use of empirical evidence to justify arguments. Evidence accurately reflects the literature and is described accurately and clearly.</i>	<i>Makes sound use of empirical evidence to justify arguments. Evidence reflects the literature and is generally described accurately and clearly.</i>	<i>Makes adequate use of empirical evidence to justify arguments. Evidence mostly reflects the literature and is generally described accurately.</i>	<i>Makes inadequate use of empirical evidence to justify arguments. Evidence does not reflect the literature and/or is not described accurately and clearly.</i>
	<i>Demonstrates an excellent understanding of appropriate theoretical framework in the context of the topic.</i>	<i>Demonstrates a good understanding of appropriate theoretical framework in the context of the topic.</i>	<i>Demonstrates a sound understanding of appropriate theoretical framework in the context of the topic.</i>	<i>Demonstrates adequate understanding of appropriate theoretical framework in the context of the topic.</i>	<i>Essay does not demonstrate adequate understanding of appropriate theoretical framework in the context of the topic. Framework is not described adequately.</i>
cont. over page					

KHA112 Psychology B – Research Report cont.					
Criterion	HD	DN	CR	PP	NN
3. Demonstrate and apply knowledge of methods and analysis (25%): <ul style="list-style-type: none"> methodology (participant sampling, procedure, design, etc.) data analysis and presentation of results drawing conclusions 	In your report, you:				
	<i>demonstrated detailed and well-developed knowledge by:</i>	<i>demonstrated detailed knowledge by:</i>	<i>demonstrated sound knowledge by:</i>	<i>demonstrated basic knowledge by:</i>	<i>demonstrated a rudimentary knowledge by:</i>
	<i>providing a comprehensive methodology that includes all necessary elements to replicate the experiment</i>	<i>providing a detailed methodology that includes most necessary elements to replicate the experiment</i>	<i>providing a methodology that includes most elements to replicate the experiment</i>	<i>providing a methodology that misses a number of key points necessary to replicate the experiment</i>	<i>providing a methodology that is incomplete OR not providing a methodology</i>
	<i>providing results that are clearly, accurately and fully described</i>	<i>providing results that are clearly and accurately reported</i>	<i>providing results that are mostly clearly and accurately reported</i>	<i>presenting key results and attempting to describe results</i>	<i>not presenting and/or describing results OR reporting incorrectly a number of key results</i>
	<i>correctly compare, in detail, current results with previous research and associated theory</i>	<i>accurately interpret findings in terms of previous research and associated theory, some detail may be absent</i>	<i>interpret most of the research findings in terms of previous research and/or theory</i>	<i>make some interpretations of research findings in terms of previous research and/or theories</i>	<i>provided little interpretation of findings in reference to literature/theory OR failed to interpret findings</i>
	<i>thoroughly evaluate the experiment in terms of</i> <ul style="list-style-type: none"> limitations implications <i>that are fully justified</i>	<i>evaluate the experiment in terms of</i> <ul style="list-style-type: none"> limitations implications <i>that are fully justified</i>	<i>partially evaluate the experiment in terms of</i> <ul style="list-style-type: none"> limitations implications <i>that are somewhat justified</i>	<i>list one or two</i> <ul style="list-style-type: none"> limitations implications <i>that are marginally justified</i>	<i>listed irrelevant, incorrect, OR failed to include</i> <ul style="list-style-type: none"> limitations implications
<i>accurately and succinctly summarise the results and draw correct conclusions</i>	<i>accurately and succinctly summarise the results and draw mostly correct conclusions</i>	<i>accurately summarise results and draw mostly correct conclusions</i>	<i>make partially correct statements and/or conclusions</i>	<i>make incorrect statements OR failed to draw conclusions.</i>	
4. Style and Communication (25%): <ul style="list-style-type: none"> Spelling, grammar, punctuation, and expression. APA formatting. 	<i>Your report:</i>				
	<i>Spelling, grammar, and punctuation are excellent throughout. Any errors are few and minor. Written expression is clear and communicates ideas effectively and fluently.</i>	<i>Spelling, grammar, and punctuation are excellent throughout. Any errors are few and minor. Written expression is clear and communicates ideas effectively and fluently.</i>	<i>Spelling, grammar, and punctuation are excellent throughout. Any errors are few and minor. Written expression is clear and communicates ideas effectively and fluently.</i>	<i>Spelling, grammar, and punctuation are generally good. Written expression is mostly clear and communicates ideas effectively.</i>	<i>Spelling, grammar, and punctuation are adequate. Written expression is adequate; expression of ideas could be clearer and more fluent.</i>
	<i>adheres to APA format throughout.</i>	<i>largely adheres to APA format throughout.</i>	<i>mostly adheres to some aspects APA format.</i>	<i>adheres to some aspects APA format.</i>	<i>does not adhere to APA format.</i>
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Author: Dr Jim Sauer