

PSYC602 SOCIAL PSYCHOLOGY _ WRITTEN ASSESSMENT #2

FORMAT:

Written worksheet

DUE DATE:

Wednesday, 28 October, 4pm, via *Turnitin*

PURPOSE OF ASSESSMENT

The purpose of this assessment is to appraise your knowledge, comprehension, and critical consideration of the materials covered in the second half of the semester. The assignment does this by asking you to answer specific questions related to the Social Psychology topics covered in the last five lectures. The assessment is identical to the first written assessment, different only in the questions asked. Directly below are the Weeks and related Topics that are the focus of this assessment. (See specific questions at the end of the handout.)

- Week 8 _ Prejudice and Discrimination [Chpt10]
- Week 9 _ Aggression [Chpt12]
- Week 9 _ Prosocial Behaviour [Chpt13]
- Week 10 _ Attraction and Close Relationships [Chpt14]
- Week 11 _ Language and Communication [Chpt15]
- Week 12 _ Culture [Chpt16]

OVERALL FORMAT FOR THE ASSESSMENT

- The overall word limit for the assignment is **2,500 words** (with a 10% overage allowance; more than that will compromise LO4). The word limit excludes your Reference List. There is no lower limit, since learning to write concisely is an important skill that we encourage. Please indicate your word count on your cover page.
 - It is recommended that you apportion your words approximately equally across the six (6) questions. Doing this means each question gets about 400 words—give or take, as the question dictates.
 - To give you some frame of reference, calculated on a 12-point font (and the single-spacing of this handout), this first page is approximately 380 words, the second page has about 470 words, and the third has about 450 words. This suggests that, using the recommended apportioning noted above, about one A4 page of 12-point text will, on average, be the length of any one answer. Use this as an approximate guide for how much to write and/or how much detail to include in your answers. (But then remember to space the text out to 1.5 or 2.0 line spacing, as noted in the next bullet point.)
- Please use a 12-point font, 2.5cm margins on all sides and 1.5 or double line spacing format. **PLEASE DO NOT SINGLE-SPACE.**
- Please do not format the assignment as an essay, or include an Introduction or Conclusion with your assignment. Answer each question separately. You do not, however, need to place each question on a new page; use the question number or topic as a “header” to separate your answers, which can roll from one page to the next.

REFERENCING

You are expected to use references to support what you say in your answers. In-text citations and corresponding references are used to signal to your reader where you learned the point that you are making in your assignment. In this way, you are demonstrating not only your learned knowledge, but also giving credit to those authors from whom you gleaned that knowledge.

- Use at least **three (3)** separate sources. This means, a minimum of three different sources should be listed on your Reference page. (NOTE: You do not need three separate sources for each answer. However, given that every question relates to a Social Psychology construct, you should definitely have in-text citations in every answer.)
- Attach a **Reference List** at the end of the assignment, the entries of which must correspond to all **in-text citations** placed in the body of the assignment. The Reference List and in-text citations need to follow appropriate APA referencing styles and guidelines for bibliographic information and in-text citations. (See AUT library guides for more help).
- Of course, our textbook (Vaughan & Hogg, 2018) can be one of your sources. But use caution in terms of how you cite V&H; they are not the researchers/authors of the concepts included in the assessment. They are merely the authors of a collection of Social Psychology knowledge.
 - As in Assessment One, you are encouraged to use a “secondary citation” format if/when citing theoretical literature from your textbook. This is because of the way that secondary citations tell the reader that while your source (that which is listed on your Reference List) might be (e.g.) Vaughan and Hogg (2018), someone else is the actual author of the theoretical literature about which you are writing. Check with Rhoda or Shivanthi if this point is unclear.
- Similarly, the materials covered in the lecture slides, like that in your textbook, have been collated and delivered to you by the lecturers, but the lecturers are not the authors of said knowledge. So, you should not be citing directly from the lecture slides. Look for the pertinent concept in your textbook (or in other resources), and as noted above, cite from that source, relating your in-text citation to the authors of the concepts.

When choosing your sources:

- Be critical/sceptical of Internet sources, and look for empirically-based literature (i.e., research articles in scholarly journals). In addition to our class's textbook, or other psychology books, consider searching the scholarly databases using the Social Psychology concept being assessed. The librarians can help you source these.
- Avoid using Wikipedia or other non-peer reviewed Internet sources. This includes reviews on webpages, undated/unauthored websites or other sources that have not been peer-reviewed.

ACADEMIC HONESTY

The University expects that all students will demonstrate integrity and academic honesty in the completion of assessments. Below are some important instructions in this regard:

- You need to have a coversheet that includes a signed **Academic Integrity Declaration**. To do this, first locate the *Academic Integrity Declaration* statement on the last page of the Course Guide. Next, you should copy/paste (or retype) the entire declaration statement onto the first page (coversheet) of your assignment. Lastly, you need to sign the declaration. As this will be submitted electronically, the easiest way to add your signature is to paste in an image (.jpg) of your signature.

- You are required to submit an electronic copy of the assignment to **Turnitin**—an online, plagiarism detection programme/service that checks the originality of your work. It does this by comparing your assessment with the world's largest collection of internet, academic, and student-paper content.
 - You will find the *Turnitin* link inside the *Assessment Two* folder, in Blackboard. You can submit your assessment multiple times before the due date, in order to determine—and improve (reduce) the “similarity index”. This is the Turnitin score that shows the degree of similarity between your work and that of other published work. Any assignments with a Similarity Index Score of 30 or more will be looked at more closely for possible plagiarism.

SUBMISSION DETAILS

Below is some important information about the timely submission of your assessment:

- The DUE DATE for this assignment is **Wednesday, 28 October, 4pm**. (This is a later date than published on the Timetable, giving students a couple of extra days.)
- Please consult the last few pages of the Course Guide for information on options and consequences of submitting assignments late, or if you need to apply centrally for an extension. The Course Guide gives you information on the following topics:
 - **LATE SUBMISSION OF ASSESSMENT** (Information on the 24-Hour Grace Period)
 - **SPECIAL CONSIDERATION APPLICATIONS (SCA)** (If you feel you need/should be entitled to more time. Please do not email Rhoda or Shivanthi; they have no authority to grant extensions.)
 - **SUBMITTING ASSIGNMENTS WHEN BLACKBOARD IS NOT AVAILABLE** (What you should do)
 - **COMMUNICATION WITH THE EXAMINATION BOARD** (For any concerns about extensions, marks, etc., especially if after the completion of lectures)
 - **STUDENT RESPONSIBILITIES** (Including that it is your responsibility to know the above information.)

IMPORTANT: Neither Rhoda nor Shivanthi are authorised to grants extensions. Please do not email them asking for extra time. Your email will not be answered.

MARKING/GRADING AND LEARNING OUTCOMES BEING ASSESSED

This assignment is worth 50% of your overall grade for the paper.

All four of the paper's Learning Outcomes (LO) are being assessed. LO1, LO2 and LO3 deal with content, whereas LO4 addresses the appropriate academic standard.

1. Demonstrate knowledge of key theoretical concepts in social psychology.
2. Demonstrate understanding of the implications of theory for psychological practice.
3. Critically evaluate and compare key theoretical concepts in social psychology.
4. Present work at the appropriate academic standard.

Please note that each question states which specific LO is being assessed, as well as the overall points allocation for that question. Two questions are worth 25 points, two are worth 30 point, and two are worth 35 point, giving you a total of 180 points for LO1-LO3. LO4 is worth an additional 20 points, making the assessment worth 200 points, which will then be converted to represent 50% of the overall grade for the paper.

The information about LO4 in the table below was taken directly from the Course Guide.

LO4: Present work at the appropriate academic standard.				
	A Range	B Range	C Range	D Range
	Within the stated word limit (+ or – 10%)			
FOLLOW INSTRUCTIONS	All instructions followed	Most instructions followed	Some instructions followed	Instructions not followed
STRUCTURE • sentences & paragraphs • flow	Well-structured and coherent	Structured and coherent.	Structure enables understanding.	Structure does not enable understanding.
Language • grammar • spelling • specialist terms	Accurate use of language with little grammatical or spelling errors. Comprehensive understanding of specialist terms evident.	Accurate use of language with few grammatical or spelling errors. Advanced understanding of specialist terms evident.	Accurate use of language with some grammatical or spelling errors. Adequate evidence of understanding of specialist terms.	Many grammatical or spelling errors. Inadequate use of specialist terms used with limited understanding.
SOURCES INTEGRITY • acknowledge sources • APA referencing format	All sources acknowledged and referencing consistently accurate.	All sources acknowledged and referencing mostly accurate.	Most sources acknowledged and referencing adequate.	Few sources acknowledged and referencing inadequate.
RELEVANCE • appropriate • reputable • currency	All sources are relevant with evidence of breadth and depth. Where academic, all sources used are reviewed or refereed.	All sources are relevant and where academic, most sources used are reviewed or refereed.	Most sources are relevant and where academic, most sources are reviewed or refereed.	Sources are not relevant.
RANGE	Extensive range of sources.	Broad range of sources.	Adequate range of sources.	Inadequate range of sources.

HELP WITH ASSESSMENTS

Please be mindful that at University, an increasing amount of independent study and self-sufficiency is expected of you. The material being assessed was covered in the real-time synchronous online lectures, with slides posted to Blackboard. More information about the assessment topics can also be found in your textbook. If you missed any of the relevant classes, it is your responsibility to find out what was covered. If you seek a higher grade, you should expect to consult more than just the lecture handouts.

University students in their first year or so of study often need to spend as much time learning how to be successful students, as they spend on the different paper subjects. Therefore, AUT offers a range of support services, depending on your needs. Below are some of the resources available for anyone needing extra help with assessments:

Studiosity

Get free, personal study help, online. Chat with a real specialist or upload your written draft for feedback, 24/7. *Want to improve your writing?* Get feedback before you hand it in. This service is provided free for current students, to help you get after-hours support when you need it. <https://student.aut.ac.nz/study/study-help/studiosity-free,-online-after-house-study-help>

Academic Support from Learning Advisors

Students can get help with a range of academic skills from our Learning Advisors, who are based at the AUT Library. Join a workshop, talk to an advisor or get help online – they offer support with writing, research, note-taking, exam and reading skills. For more info, dig around on this webpage: <https://library.aut.ac.nz/>

Peer Mentors

Peer Mentors are senior students who can mentor students in a chosen subject, and can help you with general academic skills (in person, or online). For more info, see this webpage: <https://student.aut.ac.nz/study/study-help/find-a-peer-mentor>

Lecturers/Tutors

Rhoda and Shivanthi can answer specific questions you might have about the assignment. The Discussion space on Blackboard is a great place to ask your questions; placing them here benefits other students, and when classmates post questions, you also benefit from seeing those answers.

Please do not ask Rhoda or Shivanthi to read over whole assignments to assess if you will pass all criteria. With such a large enrolment, it is impossible for your lecturers to give you that much time/feedback. (NOTE: Last-minute email queries on the day an assessment is due may not be answered. Your lecturers have numerous responsibilities beyond teaching this paper, so plan your time well. Your procrastination is not our emergency.)

Classmates/Peers

Students are always encouraged to work together when studying and developing ideas for your written assignments. Study groups are a great way to enhance understanding, and strongly encouraged when you are swotting for tests/exams. However, as clearly outlined in the Academic Regulations, the work you submit for marking must be entirely your own; you cannot jointly write—and then share—any sections of your assignments. To do so may result in disciplinary action. (See information on Academic Dishonesty in the AUT Academic Calendar.)

Former assignment feedback

Below are some feedback comments from previous marking of written assessments for this paper. These are provided for you here as an additional resource as you craft your answers. The goal should be to **not** make these common mistakes:

- Problems with spelling, grammar and/or punctuation.
- Inappropriate use of contractions (e.g., *can't* should be *cannot*; *didn't* should be *did not*; etc.) or abbreviations (ensure you write out the words to be abbreviated the first time you use them, placing the abbreviation behind the words in brackets. Thereafter you can just use the abbreviations.)
- Issues with clarity: try to write with more precision.
- Too little information or detail given. Tell the reader more about this point; needs more information or depth.
- Your writing is too colloquial (e.g., use of slang or non-academic language) or too declarative / extreme (e.g., offer possibilities like *may have* or *could be* instead of absolutes such as *always*, *never*, *will*, etc.)
- Problem with structure/ formatting / paragraphing (e.g., sentence might be too short or too long or badly put together; no delineation between paragraphs; formatting or paragraphing might need attention.
- There is a problem with your referencing – see APA guide.

ASSESSMENT TWO: QUESTIONS

Below you'll find the specific questions that make up this assessment. The points allocation is shown in the upper right corner of each question; and the associated LOs are noted at the end of each sub-question. Use this information to help when you apportion your time and word count.

1. PREJUDICE AND DISCRIMINATION (WEEK 8)

= **WORTH 30 POINTS**

Please read the case study below, and then answer the questions that follow. Make sure you link your answer to the case study.

Shalini Nayar was recently hired by the Geophysical Institute of New Zealand to help study the effects of the depleting ozone layer. She is fairly certain that she was hired because of her gender and ethnicity, since there are very few women or people of colour who work in this industry. Plus, the job advertisement was actively seeking minority applicants. She also suspects that one of the two other male applicants, who didn't get the job, may have had better qualifications than her. Some of her new colleagues have been welcoming and helpful, but the majority are often heard uttering off-hand comments that are rather demeaning and insulting. As long as she can keep to herself, and just do her work, Shalini feels she can cope with the antagonism, but sometimes she needs their help to complete a task, only to find them 'unavailable' or 'tied up with other tasks' which ultimately keeps her from getting her work done.

- Using the case study, identify and name three **modern forms of discrimination** taking place at Shalini's place of employment [LO2].
- Using the theoretical literature from the Week 8 lecture material, define/explain each type of discrimination identified [LO1].
- Critically consider the relationship that stereotypes and prejudice have with the discrimination taking place [LO3].

2. AGGRESSION (WEEK 9)

= **WORTH 25 POINTS**

Please read the case study below, and then answer the questions that follow.

The year is 2023 and the New Zealand All Blacks have just won the Rugby World Cup!! The final match, held in France, was a nail-biter, with the French Les Tricolores losing by only one point. For the local French supporters, the loss was devastating, given how close they came to winning. Their anger quickly spilled over in the streets outside the stadium, as they damaged store fronts, threw rocks at suspected New Zealand supporters, and culminated in a riot that required police intervention.

- Use the **Excitation Transfer Theory** to explain the violence described in the case study [LO1, LO2].
- Critically consider the strengths and weaknesses of this theory, contrasting it with any one of the other theories that explain aggression [LO3].

3. PROSOCIAL BEHAVIOUR (WEEK 9)

= WORTH 30 POINTS

Using the Week 9 information on **Pro-Social Behaviour**, answer the following questions:

Critically consider the concept of **Bystander Apathy**.

- Define *Bystander Apathy (BA)*, and include in your answer either one of the *processes that increase BA*, or one *personal factor that might reduce BA* [LO1].
- Provide an example of Bystander Apathy [LO2].
- Use the **Latane and Darley Cognitive Model** to explain why people may choose to, or choose not to, help others [LO3].

4. ATTRACTION AND CLOSE RELATIONSHIPS (WEEK 10)

= WORTH 25 POINTS

Using the Week 10 lecture materials and other suggested readings, answer the following questions:



- Looking at the image above, what messages do we get about **masculinity** and **femininity** in this advertisement? Be sure to define all related terms included as part of your answer [LO1, LO2].
- Critically discuss the potential outcomes of such representations [LO3].

ASSIGNMENT QUESTIONS CONTINUE ON THE NEXT PAGE

5. LANGUAGE AND COMMUNICATION (WEEK 11)

= WORTH 35 POINTS

Using the Week 11 lecture materials, answer the following questions:

- Define the following four (4) constructs [LO1], and as part of your answer, describe their theoretical inter-relationship (i.e., how the selection of concepts fit together or relate to each other) [LO3].
 - **Language**
 - **Gestures**
 - **Emblems**
 - **Non-Verbal Communication**
- Choose a **posture**, an **illustrator**, and a **form of touch**. Using these, create a scenario (i.e., example) that illustrates / exemplifies all three. Be sure to define each term as part of your answer [LO2].

6. CULTURE (WEEK 12)

= WORTH 35 POINTS

Using the Week 12 lecture materials, answer the following questions:

Cassandra and Tobin are both international students living in the same student village. Cassandra is from Turkey; Tobin is from the Netherlands. Both are trying to adapt to life in New Zealand, but with varying successes. Cassandra has chosen to fully embrace the Kiwi lifestyle, shunning her own cultural practices, much to the dismay of her family. Tobin, on the other hand, is really missing his family and friends back home. After initially being excited to be here, he's become more withdrawn, and increasingly bothered by the cultural differences. He's thinking about returning home.

- Looking at the literature on **Culture Shock** described in the lecture, suggest where Tobin is likely to be in this model. Be sure to fully define Culture Shock as part of your answer [LO1, LO2].
- Using the **Acculturation Model** by Berry et al. (1986) described in the lecture, identify which outcome Cassandra is likely experiencing. Make sure to link your answer to the case study [LO1, LO2].
- Consider Cassandra's acculturation outcome in the context of the other possible outcomes in the model by Berry et al. Be sure to define all relevant terms as part of your answer [LO3].

CONGRATULATIONS! YOU'VE REACHED THE END OF ASSESSMENT
