
PSYC602 SOCIAL PSYCHOLOGY _ WRITTEN ASSESSMENT #1

Due date: Tuesday 22 September, 4pm, via *Turnitin*

Format: Worksheet

Assessment value: 50%

Assesses: Learning Outcomes 1, 2, 3, 4

PURPOSE OF ASSESSMENT

The purpose of this assessment is to appraise your knowledge, comprehension, and critical consideration of the materials covered in the first half of the semester. The assignment does this by asking you to answer specific questions related to the Social Psychology topics covered in the first seven weeks—with some slight variation. Below are the Weeks and related Topics that are the focus of this assessment. (See questions at the end of the handout.)

- Week 2 _ Social Cognition: Impression Formation [Chpt2]
- Week 3 _ Attributions and Social Explanations [Chpt3]
- Week 3 _ The Self and Identity [Chpt4]
- Week 5 _ Persuasion and Attitude Change [Chpt6]
- Week 6 _ Social Influence [Chpt7]
- Week 7 _ Intergroup Behaviour [Chpt9]

LEARNING OUTCOMES BEING ASSESSED

Note that each question includes aspects of each Learning Outcome (LO), meaning that every question assesses LO1, LO2 and LO3. LO4 is also being assessed throughout. Please see details for assessing LO4 at the very end of this handout.

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.

OVERALL FORMAT FOR THE ASSESSMENT

- The overall word limit for the assignment is **2,500 words** (plus/minus 10%). (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, the first page of the handout is approx. 370 words; the second page of the handout has about 440 words. This suggests that about one A4 page of 12pt text will, on average, be the length of any one answer. Use this as a guide for how much to write (also meaning 'how much detail to include'.)
- 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 answer each question in separately. In other words, this is NOT AN ESSAY so you do not need to include an Introduction or Conclusion.

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.
 - 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.
- Of course, our text book (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.

This means that, if you are using Vaughan and Hogg to cite, for instance, what you've learned about Asch's early Conformity experiments, you should use a 'secondary citation' format: **(Asch, 1956, as cited by Vaughan & Hogg, 2018).**

- Some of you will have been strongly discouraged from using secondary citations for your academic assignments*. You are being given permission to do so here, because the use of this format tells the reader that YOU understand that ASCH was the author of the theory, but that YOU learned about this from VAUGHAN & HOGG. This is a much truer account of your 'sourcing' of knowledge. To just cite Vaughan and Hogg (2018), when you're talking about (e.g.) conformity research, makes it look like V&H did the research. Check with Rhoda or Shivanthi if this point is unclear.

*(This has to do with the idea of relying on other works' accounts of research, rather than going to the original source. For current research, this is good advice. However, in Social Psychology, most of the concepts under consideration are based on very old research. Thus, it would be difficult for students to lay hands on (e.g.) the original works of Asch.)

When choosing your sources:

- Be critical/sceptical of Internet sources, and look for empirically-based literature (i.e., articles in academic journals). In addition to our class's text book, or other psychology text books, consider searching the scholarly databases using the Social Psychology construct 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.
- Attach a **Reference List** at the end of the document, the entries of which must correspond to all **in-text citations** placed in the body of the assignment. These need to follow appropriate APA referencing styles and guidelines for bibliographic information and in-text citations. (See AUT library guides for more help).

Some suggested sources include:

- The course text book (Vaughan and Hogg)
- Academic articles found on University databases (virtually all are accessible from online)
- Academic articles found on Google Scholar
- Books from the library or other locations.

SUBMISSION DETAILS

Below are some final notations about the submission of your assessment:

- 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**. You will find the *Turnitin* link inside the Assessment One folder, in Blackboard. Note there that 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 Score of 30 or more will be looked more closely for possible plagiarism.
- The DUE DATE for this assignment is **Tuesday 22 September, 4pm.**
- 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. (**NOTE:** Neither Rhoda nor Shivanthi are authorised to grants extensions.)

ASSESSMENT ONE: QUESTIONS

SOCIAL COGNITION: IMPRESSION FORMATION (WEEK 2) [LO1, LO2, LO3]

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

1. *Lani met Sonny through a mutual friend, who had been raving about how tall and handsome he was for months before she actually introduced them. Sonny was a fire-fighter, which Lani found very exciting. However, he also played ice hockey—a sport that Lani deplored for its violence. Sonny knew nothing about Lani before their first meeting, so he was a bit surprised to find that she was actually four inches (10cm) taller than him. During their date, he also learned that Lani was a concert violinist, who loved classical music. Sonny’s taste ran more to country-western music. Nonetheless, they had a good time, and Sonny asked Lani out for a second date.*
 - From the literature on **Impression Formation**, identify two (2) factors (of the six discussed in the lecture) that may have influenced Sonny’s initial impression of Lani. Use the case study to support your answers.
 - Using the same **Impression Formation** literature, discuss two possible biases (of the six discussed in the lecture) that could possibly influence Lani’s perception of Sonny. Use the case study to support your answers.

ATTRIBUTIONS AND SOCIAL EXPLANATIONS (WEEK 3) [LO1, LO2, LO3]

Consider the situation in which two people argue over their driving habits. Sally hates being in the car with Joe because he often 'tailgates' cars in front. When Sally is behind the wheel, Joe thinks that she impatiently and recklessly swerves from one lane to another on the motorway. Unsurprisingly, they both secretly think they are the better driver in the relationship.

2. Using the information on **Attributional Thinking**, answer the following question:

- What processes and biases lead to how both Sally and Joe perceive their own and their partner's behaviour individually?
- Consider also the internal and external loci of causality in your explanations.

THE SELF AND IDENTITY (WEEK 3) [LO1, LO2, LO3]

Using the information on **Identity**, answer the following question:

3. Compare and contrast three different theories of identity: a) Psychodynamic view of self, b) Symbolic Interactionist view of self, c) Social Identity Theory. In your explanation, evaluate how these different identities exist within our understanding of the self.

PERSUASION AND ATTITUDE CHANGE (WEEK 5) [LO1, LO2, LO3]

Click on the link below (or copy/paste into your web browser) and watch the advertisement. Then answer the following questions:

http://www.youtube.com/watch?v=poRjb4m8RXk&feature=player_embedded#at=48

4. Using the *Yale Theory of Persuasive Communication*, describe the elements of the television campaign. As part of your answer,
- Identify and explain the **Source** factors being utilised by the advertisers;
 - Identify and explain the **Message** factors being utilised by the advertisers,
 - Explain (using the theory) who you believe is the target **Audience**.
 - Critically consider how persuasive you think the advertisement is, based on the identified source, message and audience factors described above.

SOCIAL INFLUENCE (WEEK 6) [LO1, LO2, LO3]

Using the information on **Social Influence**, answer the following questions:

5. For the concepts of CONFORMITY, COMPLIANCE and OBEDIENCE:
- Define/Describe each concept, including at least one factor each, which influences the phenomenon.
 - Given an example (real life or made up) of each concept.
 - Critically compare/contrast the three forms of Social Influence.

INTERGROUP BEHAVIOUR (WEEK 7) [LO1, LO2, LO3]

You have just joined as the newest member of a rock group, and have embarked on a new record deal.

6. Describe the five phases of **group socialisation** from the initial formation through to the eventual disbandment of the group (due to “creative differences”).

End of questions

FEEDBACK NOTATIONS

Below are some comment feedback points from previous marking. Have a read and try to **not** make these common mistakes:

- Check your spelling and/or grammar.
- Check your punctuation.
- Don't abbreviate or use symbols:
- Don't use contractions (e.g., *can't* should be *cannot*; *didn't* should be *did not*; etc.)
- This is a bit unclear – your point is hard to understand or unclear.
- You need to expand on this – Tell the reader more about this point; needs more information or depth.
- This is too colloquial - The word or phrase you used is either too colloquial, slang, or not the best words for an academic assignment. Try to use more appropriate academic language, rather than everyday language.
- This is too declarative or extreme – Offer possibilities like *may have* or *could be* instead of absolutes such as *always*, *never*, *will*, etc. Be careful about making assumptions or guesses that cannot be supported.
- There is a problem with sentence structure/ formatting/ paragraphing – sentence might be too short or too long or badly put together; formatting or paragraphing might need attention.
- There is a problem with your referencing – see APA 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 Language • grammar • spelling • specialist terms	Well-structured and coherent	Structured and coherent.	Structure enables understanding.	Structure does not enable understanding.
	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 RELEVANCE • appropriate • reputable • currency	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.
	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.