

Learning Guide

101366 - Interpersonal Interaction

This unit looks at the importance of interpersonal interaction in personal and work life. It will present theories from social psychology and human communication. Students will be encouraged to observe and reflect on the interpersonal interactions around them, including their own.

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1. Unit Information

Unit Name and Number	101366 - Interpersonal Interaction
Unit Coordinator	Dr Tim Griffin
Session	Autumn, 2009
Contact Person	Dr Tim Griffin t.griffin@uws.edu.au
Teaching Staff	Lecturer: Dr Tim Griffin Tutor: Anne Gilchrist Note that contact with the lecturer and tutor should be by 'mail' in vUWS.
Student Consultation	Thursdays – 11.00 – 13.00 – PG43 Kingswood Campus (lecture weeks only), or by appointment.

Schedule of Learning and Teaching Activities

Week	Week Begins	LECTURES 2 hours	Textbook Reading Vaughan & Hogg 5e	TUTORIALS 1 hour (see detailed program in vUWS)
1	23/02	Introduction to Unit Introduction to Social Psychology / Interpersonal Interaction	Chapter 1	No tutorial
2	02/03	Self & Identity	Chapter 4	Introduction to tutorials - expectations Introduction to: Assignment 1 Learning Journal
3	09/03	Social Cognition & Social Thinking Attribution & Social Knowledge	Chapters 2 & 3	<i>Assignment 1</i> Referencing
4	16/03	Attitude & Attitude Change	Chapters 5 & 6	<i>Assignment 1 - preparation</i> Attribution errors
5	23/03	Social Influence	Chapter 7	Attitude change <i>Assignment 1 submission</i>
6	30/03	People in Groups Group decision-making	Chapters 8 & 9	Obedience
7	06/04	NO LECTURE OR TUTORIAL – Online Review Quiz		
8	13/04	Prejudice & Discrimination Intergroup behaviour	Chapters 10 & 11	Working in groups Gangs
9	20/04	INTRA-SESSION BREAK		
10	27/04	Aggression & Pro-social Behaviour	Chapter 12 & 14	Types of prejudice
11	04/05	Affiliation, Attraction & Love	Chapter 13	Bystander apathy
12	11/05	Language & Communication	Chapter 15	Types of love Love on the internet
13	18/05	Cultural influences	Chapter 16	Verbal messages
14	25/05	Review		Cultural values Cultural misunderstandings

A detailed week-by-week tutorial program is available in vUWS along with links to tutorial readings.

Attendance Requirements	<p>Attendance is required at lectures and tutorials. Attendance records are kept for tutorials. Appropriate documentation must be provided to your tutor for absences from tutorials. There are eleven tutorials during the semester – students who miss two or more may be given an 'absent fail' (AF) grade.</p> <p>Lecture and tutorial times are in Platform Web. Students must register for a tutorial in Platform Web and must attend the tutorial for which they are registered.</p>
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Links to Key Policies & Information Affecting Students

Key policies and information affecting students can be found at:

http://www.uws.edu.au/learning_teaching/learning_and_teaching/office_of_the_pro-vice-chancellor/key_policies_and_information_affecting_students

The following links also contain important information for students:

Current Students: http://www.uws.edu.au/currentstudents/current_students

Student Administration: <http://currentstudents.uws.edu.au/students/stuadmin>

Course and unit rules: <http://www.uws.edu.au/students/stuadmin/enrolments/enrolmentrequirements>

Student Support: http://www.uws.edu.au/currentstudents/current_students/getting_help/support_services_for_students
(Including counselling and disability support)

Student Supports are also linked from the footer of the vUWS homepage of this unit.

Forms: <http://pubsites.uws.edu.au/student/forms>

E-Learning: http://www.uws.edu.au/currentstudents/current_students/using_uws_online_systems/e-learning

E-Learning Student Support is also available in your 'My vUWS' (i.e. the course page after you logon to vUWS)

It is the responsibility of students to become familiar with relevant policies.

Actions taken to improve the unit as a result of student feedback.	<p>The University values student feedback in order to improve the quality of its educational programs. As a result of student feedback, the following changes and improvements to this unit have recently been made:</p> <ul style="list-style-type: none">• Assignment instructions and marking criteria have been made more explicit.• vUWS design has been improved in type and location of information and discussion topics.• More quizzes have been provided in vUWS.• The tutorial program has been more closely linked to assessments and the lecture program.
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2. Assessment Information

General Information – Assessments and Submission Requirements

Learning Outcomes	<ul style="list-style-type: none">Students will critically engage with theories of social psychology and human communication as they relate to interpersonal interaction.The students will learn interpersonal skills.They will also learn to reflect on their own interpersonal behaviour.																								
Assessment Items and Weighting	<table><tr><th>Assessment Task</th><th>Description</th><th>Due Week</th><th>Weight</th></tr><tr><td>Assignment 1 - Written Exercise</td><td>1,000 words – based on ‘self and identity’ theory, exercises and reflections.</td><td>5 (in tutorials)</td><td>20%</td></tr><tr><td>Learning Journal</td><td>2,000 words (total) on three selected topics.</td><td>1 week after last selected topic</td><td>40%</td></tr><tr><td>Examination</td><td>80 multiple choice questions based on lectures (2 hours).</td><td>Exam period</td><td>40%</td></tr></table> <table><tr><th>Assessment Task</th><th>Objectives</th></tr><tr><td>Assignment 1 - Written Exercise</td><td><ul style="list-style-type: none">To participate in learning activities related to ‘self and identity’Apply theory to research and everyday interpersonal interactionReflect on interpersonal interaction in relation to ‘self and identity’Learn to write a concise assignment with appropriate referencing.</td></tr><tr><td>Learning Journal</td><td><ul style="list-style-type: none">Students choose three ‘topics’ from lectures in weeks 5 to 13 – one of these topics must be ‘Language & Communication’.(Students must notify their tutor of their choices by week 6).Reflection on learning about theory and applications.Learn to write concise, scholarly responses.</td></tr><tr><td>Examination</td><td><ul style="list-style-type: none">Tests understanding of content of lectures – theories and applications.</td></tr></table> <p>Guides for Assignment 1 and the 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. Referencing is required – APA format.</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 (e.g. 900 to 1,100 words for the Assignment 1).</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 and separately in vUWS.</p> <p>Assignment marks will be posted to vUWS.</p> <p>Assignment marking is completed using 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> <p>All pieces of assessment must be submitted with an overall mark of at least 50% to pass this unit.</p> <p>More information about the exam will be provided in lectures. Review and practice quizzes will be available in vUWS.</p>	Assessment Task	Description	Due Week	Weight	Assignment 1 - Written Exercise	1,000 words – based on ‘self and identity’ theory, exercises and reflections.	5 (in tutorials)	20%	Learning Journal	2,000 words (total) on three selected topics.	1 week after last selected topic	40%	Examination	80 multiple choice questions based on lectures (2 hours).	Exam period	40%	Assessment Task	Objectives	Assignment 1 - Written Exercise	<ul style="list-style-type: none">To participate in learning activities related to ‘self and identity’Apply theory to research and everyday interpersonal interactionReflect on interpersonal interaction in relation to ‘self and identity’Learn to write a concise assignment with appropriate referencing.	Learning Journal	<ul style="list-style-type: none">Students choose three ‘topics’ from lectures in weeks 5 to 13 – one of these topics must be ‘Language & Communication’.(Students must notify their tutor of their choices by week 6).Reflection on learning about theory and applications.Learn to write concise, scholarly responses.	Examination	<ul style="list-style-type: none">Tests understanding of content of lectures – theories and applications.
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Submission of Assessment Tasks	<p>Assignments are to be submitted during tutorials (see Tutorial Program) and will be returned during tutorials.</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>Specific presentation and submission standards are provided with details of assessment tasks in this Learning Guide.</p>
Referencing	<p>The referencing requirement is the APA Style. Details of APA referencing can be found at: http://library.uws.edu.au/FILES/cite_APA.pdf</p> <p>Referencing and assignment writing resources are provided in vUWS and in tutorials.</p>
Resubmission	Assignments may not be re-submitted in this unit.
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 50, the student's awarded mark will have 5 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 your tutor 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.</p> <p>Extensions will be granted in writing by your tutor – this written permission must be attached to your assignment.</p>
Return of Assessment Material	Assignments will be returned in tutorials as per assessment schedule. Unclaimed assignments will be returned to the unit coordinator at the end of semester and held for six months prior to disposal.

Assignment 1 – Written Exercise

Assessment Task	Description	Due Week	Weight
Assignment 1 - Written Exercise	1,000 words – based on 'self and identity' theory, exercises and reflections.	5 (in tutorials)	20%

Assessment Task	Objectives
Assignment 1 - Written Exercise	<ul style="list-style-type: none">• To participate in learning activities related to 'self and identity'• Apply theory to research and everyday interpersonal interaction• Reflect on interpersonal interaction in relation to 'self and identity'• Learn to write a concise assignment with appropriate referencing.

SELF & IDENTITY

Who are you? Chapter 4 of your text on 'self and identity' starts with this question, which has occupied social psychologists for decades.

You will see that who we are is influenced by our historical and cultural context. For example, part of your identity is as a 'university student' – perhaps this is a new identity and it will develop over time – your identity as a first-year student will probably be different from your identity as a third-year student. However, if you lived 50 or 100 years ago when only a privileged few could attend university, this would be an unlikely aspect of your 'self'.

Another way into this topic of 'self and identity' is to consider whether you are one 'self' or many 'selves'. It may be strange to think about yourself in these terms, but such 'self-awareness' is part of understanding 'self and identity'. Think about yourself at a party with your friends, having fun, laughing and (maybe) drinking. Now think of having dinner with your grandmother (or other elderly relative). Do you behave differently with her than with your friends? You probably do. Does this mean that you are a different person (a different 'self') when you are in different situations?

Some people are very aware of the situations in which they find themselves and adapt their behaviour accordingly; others have a more consistent presentation of 'self'. The former are known as 'high self-monitors', while the latter are 'low self-monitors'.

Self-monitoring is a person's propensity for regulating behaviour depending on the context. High self-monitors are more concerned about how others will see them and are more sensitive to 'external' cues, such as people's expectations. In contrast, low self-monitors concentrate more on 'internal' cues, such as their own beliefs and attitudes as a guide to behaviour and value consistency.

Another personal factor related to self-monitoring is the type of close friendships you prefer. According to Leone and Hawkins (2006), there are several dimensions of close friendships including:

Shared situations	versus	Shared values;
Utility of interaction	versus	Time spent together;
Superficial and short-term	versus	Profound and long-term;
Situationally limited	versus	Cross-situationally generalisable; and
Restricted emotional support	versus	Unrestricted emotional support.

High self-monitors tend to align with the factors on the left (of the 'versus'), while low self-monitors align with the right.

Leone and Hawkins (2006) go on to argue that, in terms of choice of friends, high self-monitors prefer high self-monitors and low self-monitors prefer low self-monitors. In the social psychology of interpersonal attraction, this is known as the 'similarity effect'.

While we will be covering the textbook chapter on 'Affiliation, Attraction and Love' later in the semester, you should refer to this chapter and, in particular, pages 495 to 497 to read about 'similarity'.

This Assignment requires you to read and think about 'self and identity' and 'self-monitoring' in particular. You will be required to fill in a questionnaire which assesses self-monitoring and get your best friend or partner to fill in one,

too. As part of your assignment you will reflect on your own self-monitoring score and profile and that of your friend. Are you a high or low self monitor (or somewhere in between)? How about your friend? Does the similarity effect apply to you and your friend?

These two filled-in questionnaires must be attached to your assignment.

This Assignment has several parts:

1. Read and understand 'self-monitoring', its place in theories of 'self and identity' and relationship to other variables (i.e. friendship);

References are provided in the Reader and also available in vUWS.

2. Download (from vUWS) and complete the questionnaire on self-monitoring and get your best friend (or partner) to do the same – do these independently of each other.
3. On the basis of your readings, tutorial work and results of your questionnaires, write a short, structured assignment as per directions in this guide.

The Marking Guide is in this Learning Guide. You should construct your assignment so that all the marking criteria are adequately covered.

The assignment will include:

- demonstration of your understanding of the readings and text with respect to theories of 'self and identity' as the context for 'self-monitoring';
- the concept and applications of 'self-monitoring';
- a brief description of the self-monitoring scale;
- reflections on whether you are high or low self monitor, including implications for interpersonal interactions, and to what extent the similarity effect applies to you and your friend / partner;
- reflections on the exercise itself (e.g. what effect would knowledge of 'self-monitoring' have on completing the questionnaire?);
- an Appendix of the two completed questionnaires.

You should use headings that organise and structure your assignment.

The assignment length is 1,000 words, within a 10% tolerance.

Note – the reference list is not included in the word count, but in-text references are counted.

The questionnaire (available in vUWS) that you and your best friend will complete is:

Self-monitoring Scale (Snyder, 1974).

This is a 25-item scale designed to distinguish between high- and low-self-monitors. Scoring is described on the scale.

Download and complete this scale as honestly as you can; ask the same of your friend.

References / Readings

References indicated with an * have been made available in vUWS and in a hardcopy Reader available at the Bookshop. They are required readings.

Use the references provided (indicated below) – you are not required or expected to go beyond these readings. You do not get extra marks for finding your own references. It is expected that you use the prescribed readings to maximum effect in addressing the assessment criteria for this assignment.

* Flenzzani, J. D., & Benshoff, J. M. (2003). Understanding sexual aggression in male college students: The role of self-monitoring and pluralistic ignorance. *Journal of College Counselling*, 6(1), 69-79.

This is an example of application of self-monitoring in conjunction with another variable 'pluralistic ignorance' (the tendency to believe that other people are behaving in a particular manner when they are, in fact, not). It is not directly related to assignment and you do not *have* to use this one, but is an interesting extension of the concept of self-monitoring for interested students.

This reference is available in vUWS and the hardcopy Reader.

* Leone, C., & Hawkins, L. B. (2006). Self-monitoring and close relationships. *Journal of Personality*, 73(3), 739-778.

This article is one of many that relate self-monitoring to various personal factors, in this case 'close relationships'. Although the article covers friendships, romantic relationships and marriage / cohabitation, it is the first category in which we are most interested.

This reference is available in vUWS and the hardcopy Reader.

Snyder, M. (1974). Self-monitoring of expressive behaviour. *Journal of Personality and Social Psychology*, 30, 526-537.

Reference for the 'self-monitoring scale' – not provided, not required reading.

* Snyder, M. (1980/ 2006). The many me's of the self-monitor. In W. A. Lesko (Ed.). *Readings in Social Psychology: General, Classic, and Contemporary Selections*. (6th ed.). Boston: Pearson.

Snyder is the originator of the concept and measurement of 'self-monitoring' and it is his scale that we will be using in the research.

This reference is available in vUWS and the hardcopy Reader.

* Vaughan, G. M., & Hogg, M. A. (2008). *Introduction to Social Psychology*. (5th ed.). Frenchs Forest, NSW: Prentice Hall / Pearson Education Australia:

This is the prescribed text and should form the foundation of your discussion of 'self and identity' (chapter 4). 'Self-monitoring' is discussed on pages 138 – 130 in the context of 'self-presentation and impression management' and in relation to 'strategic' and 'expressive' self presentation strategies.

Style & Presentation – Some Dos and Don'ts

- DO Write your assignment using headings that address the assessment criteria – this helps you to organise your thoughts and structure your assignment and makes it easier for us (the markers) to see what you have done.
- DO Use economy of expression – be succinct and concise – brief and clear.
- DO Use APA referencing style (i.e. author-date). Your tutor will give an overview and resources are available in vUWS.
- DO NOT Go beyond the references provided.
- DO Use all the references provided (as indicated in the description of the references).
- DO Use double-line spacing – one side of the page only.
- DO Use 12 pitch font – Arial or Times New Roman.
- DO Use the correct coversheet with an accurate word count inserted.
- DO Keep within the word limit (i.e. 1,000 words +/- 10%).
- DO NOT Exceed the word limit (i.e. 1,000 words +/- 10%).
- DO Write in 'essay style' (i.e. using correct sentence and paragraph construction).
- DO NOT Use dot points or other lists.
- DO Use a level of English expression that does not mask the content – we can only mark what we can read and understand reasonably well.

INTERPERSONAL INTERACTION - 101366 ASSIGNMENT 1 - MARKING SHEET

Student Student No. Marker:.....

CRITERION	Unsatisfactory Provide mark	Satisfactory	Good	Very Good	Outstanding
CONTENT / 70					
Coverage of concepts + use of readings. Concepts – theories of 'self' as context for self-monitoring; self-monitoring; similarity effect. Including relevance, measurement and application of self-monitoring. /45	Inadequate coverage of concepts, little evidence of understanding concepts as listed or prescribed readings.	Covers concepts, but may lack development of concepts or not focussed on key concepts, especially related to 'context' or aspects of self-monitoring listed. Adequate use of readings – may have skimmed one or two. 22.5 to 28	Good coverage of concepts as listed but unevenness – coverage may lack some focus. Generally good grasp of readings as represented in discussion of concepts. 29 to 33	Complete coverage of concepts with focus on key concepts and issues as listed and demonstrated understanding of all prescribed readings. 34 to 38	Exemplary coverage of all concepts as listed in criterion, including demonstration of high level of understanding of all prescribed readings. Synthesis / integration of readings and concepts. 38.5 to 45
Reflections – reflects on scores on self-monitoring scale and implications and similarity with best friend / partner. Provides evidence (i.e. completed scales) to support reflections. Includes reflections on exercise itself. /25	Does not demonstrate insights into self-monitoring scores for self or best friend; may not have completed scales. No evidence of reflections on exercise.	Reflections are adequate and cover the scales and criterion as described. Perhaps not well linked to concepts or linked to evidence (completed scales) and reflections on exercise may be cursory. 12.5 to 16	Reflections demonstrate insight and draw some implications related to criteria and thoughtful reflections on exercise, but perhaps limited in scope and depth or some limitations in drawing from evidence. 16.5 to 18.5	Reflections supported by evidence and related to concepts to a high level of proficiency and thoughtful, insightful reflections on exercise. 19 to 21	High order of insight and reflection on scales, implications of scores with respect to concepts and insights into the exercise itself. An exemplary assignment will also make strong links to the concepts and readings above. 21.5 to 25
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 to 6.0	Good structure but room for improvement in systematic organisation of ideas to cover the assignment topic. 6.5 to 7.5	Very good organisation of material. Perhaps some room for improvement in linking ideas and rationale for sections of assignment. 8.0 to 8.5	Outstanding organisation including clear logical flow and use of descriptive headings. 'Polished' expression. 9.0 to 10
Referencing – in-text and reference list – includes handling of secondary citations and quotes and /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 to 6.0	Good referencing. Perhaps some errors in secondary citations or some other aspect of in-text referencing. 6.5 to 7.5	High standard of referencing, but a couple of errors. 8.0 to 8.5	Faultless or near-faultless in-text referencing and reference list. 9.0 to 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 to 6.0	Good expression – mainly correct grammar and spelling and reasonably concise. 6.5 to 7.5	Very good expression – few problems but perhaps places where expression could have been clearer. 8.0 to 8.5	Outstanding written expression - clear & concise and accurate grammar & spelling etc. 9.0 to 10
DEDUCTIONS					
Exceeding the word limit and / or Incorrectly stating word length on cover sheet				TOTAL MARK	/100
Late submission without approved extension					
Non conformity to presentation standards (i.e. word-processed, double spacing, margins)					

Assignments that do not have the correct coversheet or do not have the declaration signed will not be marked.

Assignment 2 – Learning Journal

Assessment Task	Description	Due Week	Weight
Learning Journal	2,000 words (total) on three selected topics.	1 week after last selected topic	40%

Assessment Task	Objectives
Learning Journal	<ul style="list-style-type: none">• Students choose three 'topics' from lectures in weeks 5 to 13 – one of these topics must be 'Language & Communication'.• Reflection on learning about theory and applications.• Learn to write concise, scholarly responses.

- Topics available for choice are lecture weeks 5 to 13 – you have to choose three (3) topics.
 - You will see from the lecture & tutorial program that the lecture topic is addressed in the tutorial of the following week.
 - For example, 'Language & Communication' is the lecture topic for week 12, but the tutorial topic for week 13.
 - All students must choose 'Language & Communication' as one of their three topics.
 - Assignments are to be handed to tutors during tutorials in the week after the final topic chosen. For example, if the final topic chosen is 'Language & Communication', the assignment is due in week 14 (i.e. one week after it is covered in tutorials).
 - Students *may* choose the last lecture topic, 'Cultural Influences', in which case the assignment will be due during Stuvac on the day of your usual tutorial.

Please note: if you choose the last topic, it may not be possible for your tutor to mark your assignment before the exam.

- Apart from 'Language & Communication' you may choose any other two topics from weeks 5 to 13
 - You must notify your tutor of these two topics by week 6.
- In your Learning Journal you will:
 - Describe your responses to the materials, theories, concepts, evidence and learning activities for the topics you have chosen;
 - Analyse the connections between topics; and
 - Draw relevant examples from work, family or personal life.
 - You will incorporate any 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. You will receive advice and assistance during tutorials, but it is your responsibility to make sure you understand the task and how to go about it by carefully reading this Guide and bringing any questions you have to your tutor (during tutorials).

A discussion topic has been set up on vUWS for questions about this assessment. Again, it is your responsibility to keep up to date with these discussions.

Why complete a Learning Journal?

The three main aims in requiring you to complete this assessment are to:

1. Check your understanding of key concepts, theories, issues, debates and applications of studies in interpersonal interaction, 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 endeavours.

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 modalities 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 interpersonal interaction.

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 reference your sources. For example, if you are using a quote from the text, make sure you clearly indicate which page it is from. You should say where your ideas are coming from. For example: "In chapter 3, Vaughan and Hogg (2005) state that".

Learning how to reference correctly is an important skill at University. There are many referencing resources available; some of which are in the vUWS site. Your tutor will have covered the main points of referencing early in the semester.

References to tutorial readings are contained within your tutorial program notes on vUWS. The folder of readings provides all the resources you will need for tutorials. These readings are also in the 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. We would rather see your opinions 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 interpersonal interaction.

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 your Learning Journal.

FORMAT AND STRUCTURE OF YOUR LEARNING JOURNAL

The format for your 'Learning Journal' is prescribed – you *must* stick to the format provided below.

Introduction:

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 interpersonal interaction?
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 Guide (but in your own words).

Reflective Journal:

Your Reflective Journal will answer the following questions for each of the three weeks you have chosen:

Topic

1. Which aspect of the topic/s 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?
4. How is this aspect relevant to my social world?
5. What are the links between this topic and others I have studied (or will study) in Interpersonal Interaction?

The scope of most of the topics covered in lectures (e.g. 'Language & Communication') is too great to be covered in your Learning Journal. Therefore, you are asked to reflect on an 'aspect' of a topic (i.e. one discrete area or sub-topic). This might be the aspect selected from the tutorial, or some other part of the main topic.

There must be an entry for each week your journal is 'active'. It is strongly advised that you make notes and draft your entries week-by-week. 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

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

1. What value has this journal been for my learning in interpersonal interaction?
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)?

Presentation & Length

Your Reflective Journal should be well-presented, but please do not put it in a large folder and do not put each page in a separate plastic envelope. You do not get extra marks for artistic designs on the cover or throughout your journal.

You must attach a Cover Sheet for Interpersonal Interaction and sign the declaration at the bottom.

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

Type each of the five questions each week and type your answer underneath each question in turn.

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

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

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.

INTERPERSONAL INTERACTION - 101366 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 /10					
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.
		5.0 - 6.0	6.5 - 7.0	7.5 - 8.5	9.0 - 10.0
2. Concepts and evidence /20					
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.
		10.0 – 12.5	13.0 – 14.5	15.0 – 16.5	17.0 – 20.0
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 /20					
Relevance and level of understanding of application of aspect. 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.
		10.0 – 12.5	13.0 – 14.5	15.0 – 16.5	17.0 – 20.0
5. Links – integration of learning /20					
Consistency – logical progression – from criteria 1 to 5. Links to other topics (already covered or to come) in Interpersonal Interaction.	Lack of consistency in journal entry; no or irrelevant links to other topics.	Consistency within entries is satisfactory as are links to other topics, but may be simplistic.	Consistency and links of greater complexity – links might be only to past topics.	High standard of integration of journal entry and thoughtful, valid links to other topics.	High-level integration of concepts from criteria 1 to 5 with critical links to other topics – especially 'future' topics.
		10.0 – 12.5	13.0 – 14.5	15.0 – 16.5	17.0 – 20.0
Introduction & Conclusion /10					
Soundness of introduction and conclusion – related to content specified in Student 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.
		5.0 - 6.0	6.5 - 7.0	7.5 - 8.5	9.0 - 10.0

PRESENTATION /10					
Referencing & Readability /10	Unsatisfactory standard of referencing and level of written expression.	Satisfactory referencing. Adequate written expression. Perhaps some problems with English, including grammar and spelling but intended meaning is reasonably clear.	Good referencing and expression – mainly correct grammar and spelling and reasonably concise.	High standard of referencing. Very good expression – few problems but perhaps places where expression could have been clearer.	Faultless or near-faultless in-text referencing and reference list. Outstanding written expression - clear & concise and accurate grammar & spelling etc.
		5.0 - 6.0	6.5 - 7.0	7.5 - 8.5	9.0 - 10.0
DEDUCTIONS					
Exceeding the word limit and / or Incorrectly stating word length on cover sheet				TOTAL MARK	/100
Late submission without approved extension					
Non conformity to presentation standards (e.g. word-processed, double spacing)					
Non conformity with prescribed format of assignment (i.e. headings)					

NOTES:

Assignments that do not have the correct coversheet or do not have the declaration signed will not be marked.

The assessment criteria are considered for each entry but marks are allocated as an aggregated assessment over all entries.

3. Learning Resources Information

Essential Library Resources

The text for this unit is:

Vaughan, G. & Hogg, M. (2008). *Introduction to Social Psychology*. (5th ed.). Frenchs Forest, NSW: Prentice Hall / Pearson Education Australia:

All students are expected to have access to this text either by purchasing it or using copies in the library. There may be second hand copies available and the 4th edition would be acceptable as long as students recognise that all references (e.g. page numbers) will be for the 5th edition.

Reading Lists

Readings for Assignment 1 are listed under details for this assignment in this Learning Guide.

Tutorial readings (also related to Assignment 2 – Learning Journal) are listed under the tutorial program in this Learning Guide.

All readings are linked in vUWS and available in a hardcopy Reader available from the Bookshop. Students can choose whether to download the readings from vUWS (and print them for tutorial discussion) or purchase the Reader. (Most students find that purchasing the Reader is more convenient for studying readings and bringing them to tutorials.)

Key Weblinks

Weblinks to resources and activities related to Interpersonal Interaction will be posted to vUWS throughout the session.

Link to textbook site:

<http://www.pearsoned.com.au/wpsbridge/mysocialpsychkit/default.htm>

Note that the above link is to the website for the 5th edition and that only students who have purchased this edition can login because it requires an access code that is only available with the text.

The link below is to the 4th edition to which there is open access.

http://wps.pearsoned.com.au/au_hss_vaughan_socpsych_4/

Literacy Resources

Links to academic literacy resources are available in vUWS.

Referencing Requirements & Assistance

The referencing requirement is the APA Style.

Details of APA referencing can be found at: http://library.uws.edu.au/FILES/cite_APA.pdf

Referencing and assignment writing resources are provided in vUWS and will be discussed in tutorials.

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>

Assignment Cover Sheet

School of Social Sciences

College of Arts



Student Name	
Student Number	
Unit Name and Number	101366 Interpersonal Interaction
Tutorial Day and Time	
Tutor	
Title of Assignment	
Length	(Actual number of words written, excluding reference list)
Due Date	
Date Submitted	

DECLARATION

I hold a copy of this assignment that I can produce if the original is lost or damaged.

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.

Signature:

Note: Assignments will not be marked if the above declaration has not been signed.

4. Tutorial Program

Tutorial 1 - Week 2

Your tutor will guide you through the following activities.

You should familiarise yourself with this Learning Guide prior to the tutorial.

1. Introductions
2. Introduction to Assignment 1 - Written Exercise
3. Overview of Assignment 2 - Learning Journal

Read ahead to the next tutorial - ask yourself - what is it about? what do I need to do to prepare for it?

Tutorial 2 – Week 3

This week's tutorial is an opportunity to ask about Assignment 1.

Make sure you know what the assignment is about, what you have to do and when it is due.

You should have read the Learning Guide for Assignment 1 and the Marking Guide.

You should have started the readings for this assignment, particularly the textbook.

You should also have read the APA Referencing Guide provided on the Assignments page of the vUWS unit site.

In relation to these materials you should use this tutorial to answer the following questions?

What do I need to know? What am I unclear about?

In this and other tutorials, your tutors will endeavour to work through the tutorial program with you; but progress depends on your level of preparation, amount of discussion and your tutor's assessment of what work is most essential at that time.

Any work that is not able to be covered in the tutorial itself (which is only 50 minutes) should be completed by students outside of that time.

This week:

1. Discussion and questions about the Assignment 1 based on the Learning Guide.
2. Orientation to the readings.
3. Referencing – APA Style

Your tutor will go through the essentials of the APA referencing style necessary for Assignment 1.

There are many APA referencing guides. The library has some information on:

http://library.uws.edu.au/FILES/cite_APA.pdf

As mentioned above, there is also a referencing guide on the Assignments page of the vUWS unit site.

You need to pay particular attention to 'In-text Citations'.

You will need to include a reference list – but there is a prescribed set of references and they are listed (in APA style) in this Learning Guide.

Your tutor will talk with you about limiting your use of quotations and secondary citations and, when they are essential, how to do them in APA style.

Read ahead to the next tutorial - ask yourself - what is it about? what do I need to do to prepare for it?

Tutorial 3 - Week 4

Chapter 3 of your text is the reference for this topic. The most relevant sections for the discussion questions (below) are: 'Applications of Attribution Theory' (pp. 88-91), Biases in attribution (pp. 91-96 and 'Intergroup Attribution' (pp. 97-101).

Learning Activity - Attribution errors

1. What are the most damaging kinds of attribution errors?
2. How do attribution errors cause disharmony in an intimate relationship?
3. What is the role of attribution errors in the perpetration of racism, homophobia, and ageism?

Your first assignment is due in next week – do you have any last minute questions or issues?

Read ahead to the next tutorial - ask yourself - what is it about? what do I need to do to prepare for it?

Tutorial 4 - Week 5

Your first assignment is due in during tutorials this week.

Assignment 2 - Learning Journal

Familiarise yourself thoroughly with Assignment 2 – Learning Journal.

This week's *Lecture* topic is the first you could choose for your Learning Journal.

You will have the opportunity to discuss the Learning Journal and to make sure you understand how it should be constructed.

You need to tell you tutor next week which two optional topics you will be doing for your learning journal. The topic on Language & Communication is compulsory (making three topics in all). See over ...

Reading for this tutorial:

Text pp.158-160 -Theory of Reasoned Action & Theory of Planned Behaviour

Text pp. 215–226 - Cognitive Dissonance

Attitudes

Learning Activity 1 – Attitudes & Behaviour

The relationship between attitudes and behaviour is complex. One promising way to change attitudes and behaviour in a health context is described in Box 5.2 (p. 160).

You will work towards understanding 'reasoned action', 'planned behaviour' and the application to promotion of safe sex.

Learning Activity 2 – Attitudes & Behaviour – Cognitive Dissonance

When we encounter discrepancies between attitudes and behaviour, we are likely to experience 'cognitive dissonance' – a motivating force to either change our behaviour *or* attitude. We reduce dissonance when we reconcile the discrepancy.

You will discuss cognitive dissonance (text pp. 215 – 226) and how you might resolve dissonance in your own behaviours. Can you identify any sources of cognitive dissonance? How is cognitive dissonance related to 'attitude change'?

Note that there may not be time to complete all Learning Activities in tutorial time - this depends on how prepared students are for the discussions and exercises. Any activities not completed in class should be completed in your own time

Read ahead to the next tutorial - ask yourself - what is it about? what do I need to do to prepare for it?

Tutorial 5 - Week 6

Learning Journal

Make sure you understand what you are required to do to complete your Learning Journal.

Notify your tutor of the two topics you have chosen for your Learning Journal (Language & Communication is compulsory).

Note when your Learning Journal is due (i.e. depending on the topics you have chosen).

SOCIAL INFLUENCE

Learning Activity 1:

Milgram's studies are perhaps the most dramatic in social psychology. You will have learned about his experiments in lectures

In some of his studies, Milgram reported high rates of obedience to a direct command to deliver an electric shock to another person. How could you manipulate the situation to reduce the obedience rate?

Review your text pp. 241-244 to come up with factors that increase and decrease the likelihood of obedience.

What ethical issues are raised by Milgram's experiments on obedience to authority?

Discuss the constraints imposed on social psychological research in today's environment, especially the likelihood of causing harm to subjects and the use of deception.

Review pp. 244-245 of the text and return to pp. 17 – 19 to review 'research ethics'.

Ethical guidelines for the following are available in the Reader or in vUWS.

American Psychological Association – see pp. 11 -12

National Health & Medical Research Council (NH&MRC) – see p. 51

How about the ethics of conformity studies such as Solomon Asch's – is deception ok here?

Learning Activity 2:

Would Milgram's experiments yield the same results if they were repeated today?

How might we carry out research connected to Milgram's while still conforming to ethical guidelines?

Learning Activity 3:

What are some examples of conformity (or obedience) on campus?

Read ahead to the next tutorial - ask yourself - what is it about? what do I need to do to prepare for it?

Tutorial 6 - Week 8

A reading on Groupthink is available in the Reader and in vUWS. Read it and bring it with you this tutorial.

Read through the following activities and prepare yourself to discuss the issues covered.

PEOPLE IN GROUPS – WORKING IN GROUPS – GROUPTHINK

Learning Activity 1:

1. What is groupthink?
2. What are its antecedent conditions?
3. What are its symptoms?
4. What are the decision-making deficits?
5. Think of some examples when groupthink might take over (e.g. the war in Iraq, a study group, fund-raising committee etc.)

Reference:

Moorehead, G., Ference, R., & Neck, C. P. (1991/2006). Group Decision Fiascos Continue: Space Shuttle Challenger and a Revised Groupthink Framework. In W. A. Lasko. (Ed.). *Readings in social psychology: General, classical and contemporary reflections*. (6th ed.). Boston: Pearson/ Allyn & Bacon.

Learning Activity 2:

Why do people join groups and what do they get out of them? The study of gangs highlights these motivations and functions.

Gangs are a particular type of group with high cohesiveness.

Gangs are briefly mentioned in your text in relation to norms (p. 294) and status (p. 296).

Read the excerpt below and relate gang behaviour to 'norms', diffusion of responsibility, leadership and de-individuation. What are your local experiences?

Once were Warriors

Consider the following excerpt from Alan Duff's (1994) fictional account of Maori gangs in NZ. The gang member is describing a scene at the 'Brown Fists' gang headquarters.

'Who-are-we?! Who-are-we?! Jimmy hadem goin... Yet overcome by this sight, this noise-force in front of him: everyone wearin a scowl (I practiced my own for years) and those shades, man: cool. I mean cool. Wraparounds. Make ya look meaner'n a snake. And tats, man, everywhere tats. On faces, arms, hands, you name it... Oh my old lady, she can't stand the Browns. I told her and told her they're only trying to look tough, thassa whole idea to look tough, to look mean... And when you're in withem, as a member, then it's heaven.'

Read ahead to the next tutorial - ask yourself - what is it about? what do I need to do to prepare for it?

Tutorial 7 – Week 10

PREJUDICE & DISCRIMINATION

Readings:

Text pp. 350-367

Devito – Chapter 7 – Verbal Messages

This reading is available in the Reader and in vUWS. (Note that some sections are not readable in this copy but these sections, while interesting, are not required for our purposes)

Learning Activity 1: Targets of discrimination

1. Review the difference between prejudice and discrimination (pp. 350 – 352)
2. Review the different 'targets of prejudice and discrimination (pp. 353 – 367)
3. Your tutor will facilitate an exploration of how it might feel to be the target of discrimination.
4. Refer to the reading by DeVito - how is language use related to prejudice?
5. Your tutor will introduce you to the 'How ethnocentric are you?' questionnaire.

DeVito, J.A. (2006) *Human Communication: The Basic Course*, (10th ed). New York: Allyn & Bacon

Learning Activity 2: Sexism / Face-ism / Ageism

Refer to the picture of on p. 161 of the text of a women 'demonstrating' breast self-examination.

Is this an example of sexism?

In past editions of the text the woman in the picture was more in focus with her facial features and body clearer (i.e. not as silhouetted as in the 5th edition). Would this make a difference to your answer to the above question?

Read ahead to the next tutorial - ask yourself - what is it about? what do I need to do to prepare for it?

Tutorial 8 – Week 11

AGGRESSION & PRO-SOCIAL BEHAVIOUR

Learning Activity - Bystander Apathy / Intervention

1. Review the murder of Kitty Genovese (p. 529)
2. Review Latané & Darley's Cognitive Model of bystander intervention (p. 543) - what are the main features?
3. Compare Latané & Darley's model with Piliavin's Bystander Calculus Model (p. 533 - 534) – what are the main differences?
4. Apply Piliavin's model to the Kitty Genovese murder.

(Note - a diagrammatic representation of Piliavin's model is in the lecture slides.)

Learning Activity –Aggression

1. Review 'Defining Aggression' (pp. 446-447).
2. What to the various definitions have in common?
3. What differentiates them?
4. Complete the exercise in Box 12.1

Refer to the tutorial reading on 'circuitous harm'.

Richardson and Green state that: “we usually think of ... harm being delivered directly”, but that “... much of the harm people experience in day-to-day life is likely to be delivered through some less direct, more circuitous route.” (p. 171).

1. What do these authors mean by this?
2. What is the difference between direct and nondirect (circuitous) harm?
3. Generate examples of these types of aggression from your own experience.

Richardson, D. R., & Green, L. R. (1998). Circuitous harm: Determinants and consequences of nondirect aggression. In R. M. Kowalski (Ed.), *Aversive interpersonal behaviors*. (pp. 171-188). New York: Plenum Press.

Read ahead to the next tutorial - ask yourself - what is it about? what do I need to do to prepare for it?

Tutorial 9 – Week 12

AFFILIATION, ATTRACTION & LOVE

Learning Activity – Types of Love

Review Sternberg's 'triangle of love' (p. 515).

1. What is the concept of 'consummate' love?
2. Do you think this is the kind of love represented in Hollywood movies or popular songs? If so, give some examples. If not, outline how you think consummate love might develop in a relationship.
3. Read the section of your text on 'arranged marriages' (pp. 516-517) and list the advantages and disadvantages such marriages.

Learning Activity – Cyber Love

1. Read Box 13.2 (p. 493) about 'meeting on the Internet'.
2. How does this brief description (published in 1998/9 – which means that the research would have been conducted a year or so before then) compare to the more current reading assigned for today's tutorial?
3. Are cyber-relationships 'real' relationships?
4. What are the pros and cons of cyber-relationships?

Gold, K. (2005 / 2004). If it's easy access that really makes you click, log on here. In K. G. Duffy (Ed.). *Annual Editions - Social Psychology 05/06*. Dubuque, IA: McGraw-Hill/Dushkin.

The above reading is available in the Reader and in vUWS.

Read ahead to the next tutorial - ask yourself - what is it about? what do I need to do to prepare for it?

Tutorial 10 – Week 13

LANGUAGE & COMMUNICATION

Learning Activity – Mobile Phone Etiquette

The readings for this tutorial are available in the Reader and in vUWS or by the hyperlink provided.

MIT Communications Forum (2005), cell phone culture. Retrieved 10th February 2008 from http://web.mit.edu/comm-forum/forums/cell_phone_culture.htm#top

Katz says:

“Cell phones seem to prioritize communication with distant people over those sharing one’s space, and the ethics of this new behavior are not universally agreed upon.”

Do you think this is the case?

Katz goes on to talk about use of mobile phones in the classroom. Reflect on the in-lecture straw-poll last week and see if you agree with Katz’s figures.

Your text discusses Computer-mediated Communication (pp. 596 - 597), yet many of the references used are from the mid-1990s. What is the problem with this?

With respect to ‘etiquette’, what sorts of mobile phone communications are acceptable and what are unacceptable?

What does Katz mean when he says:

“Cell phones are enabling people to create their own micro-cultures; they are changing cultural norms and values, and demonstrating consumers’ ability to modify and repurpose technology for their own use.”

This reading is also a good introduction to ‘culture’ - why?

(Give some examples of cultural differences.)

Learning Activity – Mobile Gossip

We usually think of ‘gossip’ as negative and harmful, but Kate Fox does not agree.

1. How does she define gossip?
2. What are some of the positives of gossip?
3. What are some of the positives of using the mobile phone to gossip?

Fox, K. (2001) *Evolution, Alienation and Gossip: The role of mobile telecommunications in the 21st century*. Social Issues research centre. Retrieved 10th February 2008 from <http://www.sirc.org/publik/gossip.shtml>

Read ahead to the next tutorial - ask yourself - what is it about? what do I need to do to prepare for it?

Tutorial 11 – Week 14

CULTURAL INFLUENCES

Learning Activity – How Culture Moulds Habits of Thought

Goode, E. (2005 / 2000). How culture molds habits of thought. In K. G. Duffy (Ed.). *Social Psychology: 05/06*. (6th ed.). Dubuque, IA: McGraw-Hill/Dushkin.

Note that the reading for today's tutorial spells 'moulds' as 'molds' because it is an American article. This reading is available in the Reader and in vUWS.

What is culture? (find the definition in your text).

The reading for today's tutorial (by Goode) states:

"... people who grow up in different cultures do not just think about different things: they think differently." (p. 55).

1. What does this statement mean?
2. What is the evidence to support this statement?

Learning Activity – Do we need an Indigenous Social Psychology?

Refer to pp. 629 - 633 of the text.

Read the following extracts and discuss the above question ...

How might the extracts below require modifications of social psychological theory (those we have studied this semester)?

With respect to 'kinship', what is 'etic' and what is 'emic' (see p. 608 of the text)?

Fogarty and White (1994) studied the differences in values between Australian Aboriginal and non-Aboriginal university students and found that the values of the former were more 'collective', focussing more on tradition, conformity and security and less on achievement and self-direction.

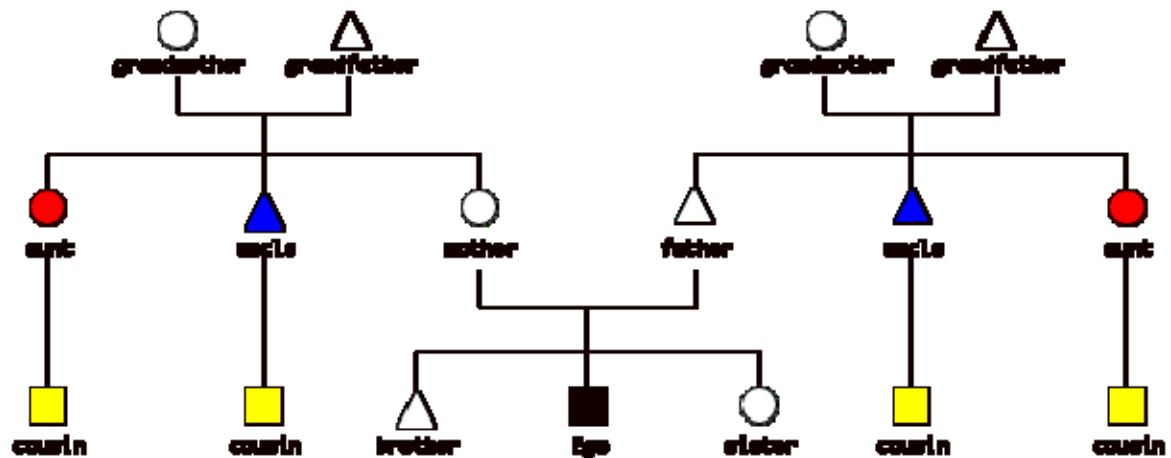
Douset (2002) gave an anthropology lecture on Aboriginal kinship and said:

Indeed, in New Guinea, two persons that regularly drink from the same cup and eat the same food become brothers. They share substance, they establish kinship through consubstantiality. Among the Inuit or Eskimos, you do not always have to hunt with or fish with your kin, but an unrelated hunting partner may end up as your kin, nonetheless. In Aboriginal Australia, in many groups, people that live together for prolonged periods in the same community may well become close relatives, as if they were born by the same mother. Among Noongars, as Chris Birdsall shows, rearing up is an important mechanism in the establishment of kin ties. Of course, those who are reared up together do not have to be what Euro-American culture calls blood relatives.

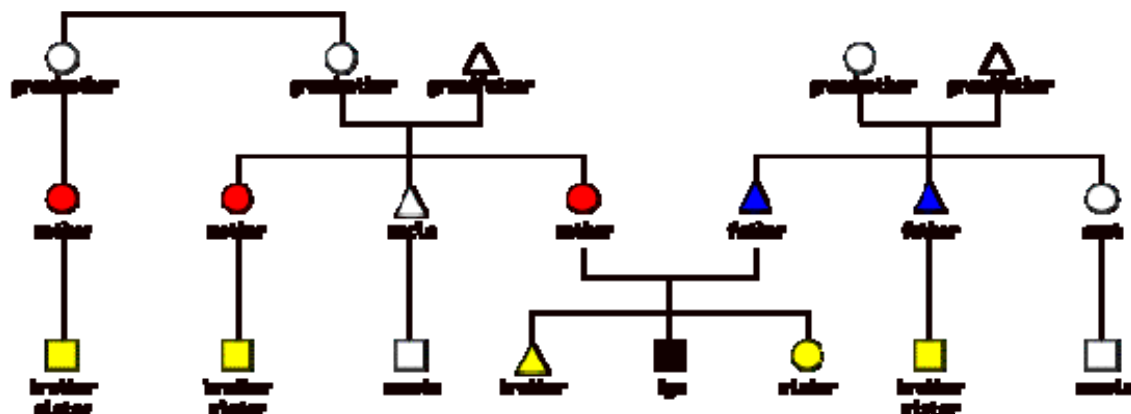
In the Iroquois, as well as all Australian Aboriginal kinship system, the way of classifying kin differs from the European way of doing it.

In the Australian system, collaterals and lineals are merged. What does this mean? Let us look at the figure representing the two kinship systems. Euro-American kinship terminology (called Eskimo terminology) Dravidian or Australian terminology

Euro-American kinship terminology (called Eskimo terminology)



Dravidian or Australian terminology



On top is the Eskimo system. As you know, in the parent's generation, Europeans do not distinguish if an aunt is on the mother's side or the father's side. The same is true for uncles, cousins, and grand-parents. All children of my parent's siblings are cousins. -- Moreover, the terms uncle, mother, father, etc. are usually applied only to those persons represented here in the diagram.

Now look at the second diagram which represents the classic Australian system. The first thing you notice is that an aunt can only be the father's sister, and an uncle only the mother's brother. The mother's sister is called "mother" as well, and not "aunt". The father's brother is called "father", not uncle.

Now it goes further. Because Ego calls woman A "mother", he will obviously call that woman's children "brother and sister", and not cousin. This is because the children of a mother are siblings, obviously. The same is true for your father's brother's children. The only persons called "cousins" are what anthropologists call cross-cousins. These are the children of your Mother's Brother and your Father's Sister.

This system is extended to all persons in the society and beyond. Consider the red woman left of the uncle. This woman will call the women "named" grandmother in the figure with the gloss "mother", because it is her mother's sister (and not her aunt). Again, she will therefore call the woman on her left "sister", and not cousin. Now you can see that if Ego calls that woman "mother", and that woman calls the woman on her left "sister", then Ego will call the latter a "mother" as well. If the far left grandmother was a man, on the other hand, then his daughter would be "aunt" and her children "cousins", not brothers or sisters. This principle is extended and extrapolated to the entire society where everybody stands in a very distinct and clearly calculated kin category to everybody else. Only persons of the cross-cousin category can be Ego's spouses. Not actual cousins of first cousins, usually, but people of the category "cousin" that are genealogically removed or distant.

(Note that 'ego' is 'you' – or the person from whose perspective the kinship system is seen.)

References:

Douset, L. (2002). Kinship: An Introduction. *AusAnthop*. Retrieved May 29, 2007 from, <http://www.ausanthrop.net/research/kinship/kinship2.php>

Fogarty, G. J., & White, C. (1994). Differences between values of Australian Aboriginal and Non-Aboriginal students. *Journal of Cross-Cultural Psychology*, 25, 394-408.

These readings have not been provided, the extracts are sufficient for tutorial preparation and discussion.

There is no need to read ahead to the next tutorial because this was the last one.

Tutorial Readings

All readings, except the third and fourth in this list, are available in the Reader and in vUWS. The third and fourth readings are referred to in tutorials, but are not required reading, except for the excerpts provided in this Tutorial Program.

Your textbook is also an important reference for tutorials.

American Psychological Association. (2002). Ethical Principles of Psychologists and Code Of Conduct. Washington: APA Retrieved 10th February 2008 from <http://www.apa.org/ethics/code2002.pdf>

DeVito, J.A. (2006) *Human Communication: The Basic Course*, (10th ed). New York: Allyn & Bacon

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5. Learner Support

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

- Lectures
- Tutorials
- Quizzes & Self-tests available in vUWS
- Textbook
- vUWS resources, including tutorial readings, referencing and assignment writing guides and lecture slides

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

Readings can either be downloaded from vUWS or a Reader purchased from the Co-op Bookshop.

The following learning supports for this unit are available:

- Lecturer - Tim Griffin (access during lectures, consultation times and via vUWS)
- Tutor – Anne Gilchrist (during tutorial times – your tutor can be contacted via vUWS)

Attendance / Completion requirements:

Lectures	Expected - not monitored
Tutorials	Expected – attendance monitored by class list
vUWS Resources, Readings	Required for tutorial, assignment and lecture preparation
Quizzes & Self-tests	Recommended for review and revision
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/students/ods>