Science

Faculty of Science
School of Psychology

PSYC3001
Research Methods 3

Semester 1, 2016

Course convenor: Dr Melanie Gleitzman

Table of Contents

1. Information about the Course 2
2. Staff Contact Details 2
3. Course Timetable 3
4. Aims of the Course 3
5. Lecture Topics 4
6. Rationale for the Inclusion of Content and Teaching Approach 5
7.. Student Learning Outcomes 5
8. Graduate Attributes 5
9. Assessment 6
10. Course Schedule and Important Dates 8
11. Teaching and Learning Strategies 9
12. Expected Resources for Students 9
13. Course Evaluation & Development 9
14. Plagiarism & Academic Integrity 9
15. Administrative Matters 11

1. Information about the Course			
FACULTY	Science		
SCHOOL OR DEPARTMENT	School of Psychology		
COURSE CODE	PSYC3001		
COURSE NAME	Research Methods 3		
SEMESTER	Semester 1	**YEAR**	2016
UNITS OF CREDIT	6	**LEVEL OF COURSE**	Level 3
ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	Prerequisite: PSYC2001. PSYC3001 is compulsory for students undertaking a major in psychology. Students are required to have successfully completed PSYC2001 (or similar course at another university), are assumed to have a basic understanding of inferential statistical procedures and research design, and be competent in carrying out simple data analyses using SPSS.		
SUMMARY OF THE COURSE	The course deals with various experimental designs involving between- and within-subjects factors, for which some form of analysis of variance is an appropriate method of data analysis. Particular emphasis is placed on the use of simultaneous test procedures and simultaneous confidence intervals to produce coherent analyses of data from complex experiments. There are 3 one-hour lectures per week (Weeks 1-12 inclusive) and two one-hour tutorials per week (Weeks 2-12 inclusive). In addition, it is expected that students undertake approximately 1 hour of independent learning for each contact hour (ie 5 hours per week).		

2. Staff Contact Details

COURSE COORDINATOR AND LECTURER

Name	Phone	Email	Office	Availability
Dr Melanie Gleitzman	93853019	m.gleitzman@unsw.edu.au	Mathews 1108	By appointment and email.

TUTORS

Name	Email	Availability
Sarah Bae	s.bae@unsw.edu.au	By appointment and email.
Phillip Green	p.green@unsw.edu.au	
Sonny Li	sonny.li@unsw.edu.au	
Metaxia Kokkinos	m.kokkinos@unsw.edu.au	
Vera Newman	v.newman@unsw.edu.au	
Natalie Reily	n.reily@unsw.edu.au	
Samantha Tang	samantha.tang@student.unsw.edu.au	
Emily White	emily.white@unsw.edu.au	

Enquiries and Consultation

- *Email is the preferred method of communication for administrative or course related questions. (NOTE: In line with University policy, you should use your student UNSW email account when communicating with course personnel.)*
- *Please contact Dr Gleitzman if you have any special learning needs which may affect your access to this course or your ability to undertake any of the assessments.*
  Students who are registered with Student Equity and Disabilities Unit (SEADU) are asked to provide your SEADU documentation at the commencement of the course, or as soon as is practicable.

3. Course Timetable

Component	Day	Time	Location
Lectures	Monday	13:00-14:00	Mathews Theatre A
	Thursday	12:00-13:00	Central Lecture Block 7
	Friday	11:00-12:00	Mathews Theatre A

Component	Class Number	Day	Time	Class Room	Tutor
Statistics Tutorials	3616	Monday	15:00-16:00	Mat 303	Metaxia Kokkinos
	3617	Monday	17:00-18:00	Mat 303	Sarah Bae
	3618	Tuesday	09:00-10:00	Mat 125	Phil Green
	3619	Tuesday	10:00-11:00	Mat 311	Metaxia Kokkinos
	3626	Tuesday	12:00-13:00	Mat 306	Sarah Bae
	3620	Tuesday	14:00-15:00	Mat 112	Natalie Reily
	3621	Tuesday	16:00-17:00	Mat 313	Emily White
	3622	Wednesday	11:00-12:00	Mat 313	Phil Green
	3624	Wednesday	14:00-15:00	Mat 311	Sonny Li
	3628	Wednesday	15:00-16:00	Mat 308	Samantha Tang
	3623	Thursday	13:00-14:00	Mat 313	Natalie Reily
	3630	Friday	09:00-10:00	Mat 313	Natalie Reily
	3627	Friday	14:00-15:00	Mat 303	Vera Newman
	3631	Friday	15:00-16:00	Mat 307	Vera Newman
Computing Tutorials	3642	Monday	14:00-15:00	Mat 209	Metaxia Kokkinos
	3632	Monday	16:00-17:00	Mat 209	Sarah Bae
	3634	Tuesday	11:00-12:00	Mat 209	Metaxia Kokkinos
	3635	Tuesday	13:00-14:00	Mat 209	Sarah Bae
	3645	Tuesday	15:00-16:00	Mat 209	Sonny Li
	3644	Wednesday	10:00-11:00	Mat 209	Natalie Reily
	3633	Wednesday	16:00-17:00	Mat 209	Vera Newman
	3638	Wednesday	17:00-18:00	Mat 209	Vera Newman
	3647	Thursday	09:00-10:00	Mat 209	Phil Green
	3639	Thursday	10:00-11:00	Mat 209A	Phil Green
	3640	Thursday	15:00-16:00	Mat 209	Samantha Tang
	3646	Thursday	16:00-17:00	Mat 209	Emily White
	3641	Thursday	17:00-18:00	Mat 209	Emily White
	3643	Friday	10:00-11:00	Mat 209	Natalie Reily

Note - Tutorials: Statistics and computing tutorials begin in Week 2 and run weekly until the end of Week 12. Tutorial worksheets for each statistics and computing tutorial will be posted to Moodle in the preceding week. Students should bring the relevant tutorial material and a calculator to each tutorial.

4. Aims of the Course

This course builds upon the data analytic methods and concepts developed in PSYC2001.

Primarily, this course is concerned with data analytic methods that allow for confident inference on generalised comparisons between means (contrasts) for between-subjects designs with more than *two* groups and within-subjects designs with *two or more* occasions of measurement.

The aims of the course are to provide you with a level of understanding of analysis of variance models and procedures which will

- allow you to choose data analysis strategies for a range of experimental designs,
- and to critically evaluate data analyses of published experiments.

The course aims to equip you with the skills necessary to carry out these analyses using SPSS and/or PSY statistical packages, and to interpret analysis outcomes.

5. Lecture Topics

Lecture Topics

1. The two-group randomised experiment. Review of methods of statistical inference on a comparison between two means: hypothesis tests and confidence intervals. Levels of inference: confidence interval inference, directional inference, inequality inference. Practical equivalence inference.
2. Randomised experiments with more than two groups. The problem of multiple comparisons. Logical and statistical dependence among comparisons. Error rate units. Per-comparison error rates and familywise error rates for individual t-test and CI procedures when J > 2.
3. Controlling the familywise error rate for test of the maximal comparison. The Tukey (Honestly Significant Difference) multiple comparison procedure (MCP) based on the range of means. Properties of the Tukey simultaneous test procedure (STP) and simultaneous confidence interval procedure (SCI).
4. Single-factor fixed-effects ANOVA model. Effect parameters, effect size and levels of inference. The standard ANOVA-model analysis. Partition of variation and degrees of freedom. Assumptions. Central and non-central *F* distribution. Heterogeneity inferences using the F test.
5. Contrasts on effect parameters and means. Simple and complex contrasts. Contrast statistics. The sampling distribution of the sample value of a single planned contrast. CI and directional inference on a single planned contrast – unstandardised and standardised effect size. Scale of contrast coefficients.
6. Controlling the familywise error rate with the *F* STP. The maximal contrast. The Scheffé SCI procedure. Coherence and consonance. Carrying out an *F*-based analysis with PSY. Unstandardised and standardised CIs.
7. Planned vs post hoc analyses. Alternatives to the *F* STP for planned contrast analyses. The Bonferroni-*t* procedure. Using PSY to carry out Bonferroni *t* analyses.
8. Statistically coherent simultaneous MCPs that control FWER - comparison of Scheffé, Bonferroni and Tukey procedures with PSY analyses.
9. Orthogonal contrasts. Controlling the per-contrast error rate (PCER) in analyses of planned orthogonal contrasts.
10. Trend contrasts - analysing data from single factor experiments with a quantitative IV. Inference on planned linear and quadratic trend contrasts controlling PCER.
11. The 2 $\times$ 2 factorial design. Parameters of two-factor ANOVA model. Sources of variation. Factorial effect contrasts. The cell means model.
12. Analysis of *J* × *K* factorial between-Ss designs. Heterogeneity inference. *F* STPs for main effect and interaction contrasts. Scheffé SCIs.
13. Bonferroni t procedures for analyses based on planned main effect and interaction contrasts for between-Ss factorial designs.
14. Planned and post hoc coherent analyses of *J* × *K* factorial designs allowing for inferences on simple effects. The A simple-effects model and the A(B) family of contrasts. The all-factorial-contrasts family.
15. Within Ss designs. The MANOVA (multivariate ANOVA) vs univariate (ANOVA) model for single-factor within-Ss designs. Planned analyses of within Ss contrasts.
16. Two-factor mixed designs (one between Ss factor, one within Ss factor). Planned analyses of main and interaction contrasts, based on the two-factor model. The MANOVA (multivariate ANOVA) vs univariate (ANOVA) model for mixed factorial designs. Planned analyses of B × (W) factorial designs allowing for inferences on simple effect contrasts.
17. Two-factor within-Ss designs. Planned analyses of main and interaction contrasts based on two-factor MANOVA model. Planned analyses allowing for inferences on simple effect contrasts
18. 'Good' vs 'poor' data analysis in practice. Examples of invalid analyses from published research. Examples of sequential MCPs that do not control FWER - 'protected' *t*-test procedure and Student Newman-Keuls.

6. Rationale for the Inclusion of Content and Teaching Approach

The methods covered in this course deal with the analysis of data from *experimental* designs, which are often used in the sub-disciplines of cognitive psychology, social and developmental psychology, human and animal learning, perception, etc, and as such are relevant for the associated Level III Psychology Electives.

Course content for each topic will be presented and discussed in Lectures, in the first instance, and then covered in statistics and computing tutorials. Tutorials will provide students with an opportunity to consolidate and apply their understanding of course material by working through structured questions.

7. Student Learning Outcomes

By the end of this course you will be able to:

1. Describe, apply and evaluate different research methods used by psychologists.
2. Demonstrate an understanding of the basic concepts of inferential data analysis methods and be able to discriminate between those methods that allow for appropriate Type I error rate control, and those that do not. Be able to carry out statistical analyses of data using appropriate methods.
3. Design basic studies to address psychological questions: frame research questions; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; analyse data and interpret results; and write research reports.
4. Carry out analyses of data from single factor and factorial experiments.
5. Make directional and confident inferences regarding estimates of treatment effect outcomes.
6. Understand the difference between planned and post-hoc analysis methods, and demonstrate an appropriate application of these methods.
7. Use the statistical package, PSY, to carry out contrast analyses of between- and within-subjects designs, and be able to understand PSY output.
8. Use the statistical package SPSS to carry out one-way and two-way ANOVAs, and be able to understand SPSS output.
9. Design an experiment, construct a hypothetical data set, carry out and interpret a contrast analysis on this data set.

8. Graduate Attributes

School of Psychology Graduate Attributes [*]	**Level of Focus** 0 = No focus 1 = Minimal 2 = Minor 3 = Major	**Activities/Assessment**
1. Core knowledge and understanding	3	Participation in lectures & tutorials and class work – this requires students to form advanced understanding of data analysis concepts and practice. Assessed in exams and assignments.
2. Research methods in psychology	3	Participation in lectures & tutorials and class work will equip students to understand, apply and evaluate basic research methods in psychology; this includes applying different data analysis methods across a range of research designs, drawing appropriate inferences from the data, and the appropriate use of statistical packages.

[*] The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

3. Critical thinking skills	3	Development of data analysis assignment showing use of critical and creative thinking, ability to apply appropriate data analysis methods to specific research designs.
4. Values, research and professional ethics	2	Ongoing discussion of best practice approaches to data analysis and ethical issues surrounding misuses of data.
5. Communication skills	3	Participation in tutorials and class assignments encourages development of effective oral and written communication skills.
6. Learning and application of psychology	2	Apply understanding of best practice in data analysis across different domains of psychology and critically evaluate published research.

9. Assessment

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Release	Date of Submission	Feedback
Assignment 1	10%	1, 2, 4, 5	1-6	Week 2	Submit online to Moodle before 11pm, Monday April 4th, 2016 (Week 5)	Available from Moodle within 4 weeks of submission.
Class Test	15%	1 – 8	1-3, 5, 6		Friday 11am-12, April 29th 2016, (Week 8) Mathews Theatre A plus other locations tbc	Test paper returned with feedback via lectue/tutorial within 4 weeks.
Assignment 2	20%	1-9	1-6	Week 9	Submit online to Moodle before 11pm, Monday May 23rd 2016 (Week 12)	Available from Moodle within 4 weeks of submission.
Final Exam	55%	1-8	1-6		Exam Period	

There are 4 compulsory components of assessment:

1. **Assignment 1** is due by ***11pm Monday April 4, 2016 (Week 5)*** and is to be submitted online to Moodle. Submission instructions will be provided closer to the submission date. This exercise will cover Topics 1-5 and is worth 10% of your course mark. The exercise will be set in Week 2 and will require you, among other things, to use SPSS to comment on data from a sampling experiment.
2. A **Class Test** will be held during ***Friday lecture11am – 12, April 29th 2016 (Week 8)*** in **Mathews Theatre A** plus other locations tbc. The test is worth 15% of your course mark and will be drawn from Topics 1 - 10. *Statistical tables and some formulae* will be provided, but you need to bring a *calculator* to the test.
3. **Assignment 2** is due by ***11pm Monday May 23rd 2016 (Week 12)*** and is to be submitted online to Moodle. Submission instructions will be provided closer to the submission date. This exercise is worth 20% of your course mark and will cover material drawn from Topics 11 -13. The exercise will be set in Week 9 and will require you, among other things, to design an experiment, construct a set of hypothetical data with certain properties, and use PSY statistical program to analyse your hypothetical data.
4. A three-hour **Final Exam** worth 55% of your course mark. Some formulae and statistical tables will be provided, you are required to provide your own UNSW approved calculator – see Required Equipment below.

Weights for the various components are as follows:

	%	
Assignment 1	10	An aggregate mark of 50 or higher is required to pass the course; students must attempt all components of the course but need not pass all components in order to pass the course.
Class Test	15	
Assignment 2	20	
Final Exam	55	
	100	

Please Note: Make sure you familiarise yourself with information regarding assignment submission and special consideration procedures – see Administrative Matters p-11.

Late Penalty for Assignments

- Late assignments will incur a late penalty: 2% of the maximum mark allocated for the assignment will be deducted for each day overdue.
- Late assignments will **NOT** be accepted after others have been returned to students.
- Late assignments may not receive detailed feedback and/or marker comments.

If you have an acceptable reason for being unable to satisfy a deadline (e.g. you were sick on or before the due date), you should apply for special consideration (see below). Please note that time management issues such as having other assignments due at the same time or outside work commitments are NOT sufficient reasons for avoiding a late penalty.

Special Consideration Procedures

Students wishing to apply for Special Consideration should do so within **three working days** of the assessable event. Applications for ***all course assessments*** must be made via Online Services (Special Consideration) on MyUNSW. See the *School of Psychology Student Guide* for more information regarding accessing this service. Students will receive an outcome notice of their application via the Online Service.

***Class Test*:** Students who are eligible to sit a supplementary class test will be contacted by the Course Convenor regarding date, time and venue details.

Final Exam: Students who are eligible to sit a Further Assessment Exam will be contacted by the School via student email. The deferred exam will be set during the Further Assessment period 13-17 July 2015.

In line with School policy:

- Permission to sit the Further Assessment exam will **not be granted** unless ***all*** class work has been attempted.
- The Further Assessment Exam for PSYC3001 (scheduled by the School) will be offered only once, and is the ***only*** deferred exam available for students who have not sat the Final Exam. Additional examinations will not be set under any circumstances.
- Students can attend the final examination only ***once.*** Permission will not be granted for a student to re-take a final exam.
- Any student who is medically unfit on the day of the Final Exam is advised **not to sit the exam** at this time, and to submit a special consideration request (see above) to sit the deferred exam.
- Students registered with SEADU should follow special consideration guidelines indicated for them in School of Psychology Student Guide.
- Exchange and Study Abroad students are expected to sit the final examination at the scheduled time. These dates are advertised well in advance. Individual arrangements cannot be made for students who return to their country of origin before the end of the UNSW Semester 1 Examination period.

10. Course Schedule and Important Dates

Week	Lecture	Time/Date	Lecture Topic	Statistics Tutorial	Computing Tutorial
1	1	Mon 1pm (29/2)	Introduction, Topic 1	*no tutorials*	*no tutorials*
	2	Thu 12pm (3/3)	Topic 1,		
	3	Fri 11am (4/3)	Topics 1, 2		
2	4	Mon 1pm (7/3)	Topics 2, 3	Topic 1	Topic 2
	5	Thu 12pm (10/3)	Topic 3		
	6	Fri 11am (11/3)	Topics 3, 4		
3	7	Mon 1pm (14/3)	Topic 4	Topic 4	Topic 3
	8	Thu 12pm (17/3)	Topics 4, 5		
	9	Fri 11am (18/3)	Topic 5		
4	10	Mon 1pm (21/3)	Topic 5	Topic 5	Topics 4, 5 Intro to PSY
	11	Thu 12pm (24/3)	Topic 6		
	Public Holiday 25/3. NO LECTURE. Friday tutorial classes: Attend tutorial on other days for this week.				
	25/3 – 3/4 RECESS				
5	12	Mon 1pm (4/4)	Topic 6	Topic 6	Intro to PSY, Topic 6
	Monday April 4th Assignment 1 (worth 10%) Topics 1-5. Submit to Moodle by 11 pm				
	13	Thu 12pm (7/4)	Topic 6		
	14	Fri 11am (8/4)	Topic 7		
6	15	Mon 1pm (11/4)	Topics 7 , 8	Topics 6, 7	Topics 7, 8
	16	Thu 12pm (14/4)	Topic 9		
	17	Fri 11am (15/4)	Topic 9		
7	18	Mon 1pm (18/4)	Topic 10	Topic 9	Topic 10
	19	Thu 12pm (21/4)	Topic 11		
	20	Fri 11am (22/4)	Topic 12		
8	**Public Holiday 25/4. NO LECTURE. Monday tutorial classes:** Attend tutorial on other days this week.				
	21	Thu 12pm (28/4)	Topic 12	Topic 11	Topic 12
	Friday 11 am – 12pm April 29th Class Test (worth 15%) Topics 1-10 Location Mat A plus other tbc				
9	22	Mon 1pm (2/5)	Topic 12	Topic 12	Topics 12, 13
	23	Thu 12pm (5/5)	Topic 13		
	24	Fri 11am (6/5)	Topic 14		
10	25	Mon 1pm (9/5)	Topic 14	Topic 14	Topic 14
	26	Thu 12pm (12/5)	Topic 14		
	27	Fri 11am (13/5)	Topic 15		
11	28	Mon 1pm (16/5)	Topics 15, 16	Topics 15, 16	Topic 16
	29	Thu 12pm (19/5)	Topic 16		
	30	Fri 11am (20/5)	Topic 16		
12	31	Mon 1pm (23/5)	Topic 17	Topics 16, 17	Topic 17
	Monday May 23rd Assignment 2 (worth 20%) Topics 11-13. Submit to Moodle by 11 pm				
	32	Thu 12pm (26/5)	Topics 17, 18		
	33	Fri 11am (27/5)	Topic 18, Review & Exam Info		

Key Dates 2016:

Sunday March 6th	Deadline to add T1 course.
Thursday March 31st	Deadline to drop T1 course without financial penalty.
Sunday April 24th	Deadline to drop T1 course without academic penalty, resulting in Grade of NF.

11. Teaching and Learning Strategies

All formal teaching in this course is via three weekly one-hour lectures, a weekly one-hour statistics tutorial and a weekly one-hour computing tutorial. Lectures and tutorials provide a valuable and necessary context in which students gain an understanding of course material. Lecture overheads and course notes will be made available before the start of a new lecture topic.

Lectures are recorded, however **lecture attendance is strongly recommended**. *Students are advised NOT to use lecture recordings as a substitute for lecture attendance.* Recordings are provided to allow you to review the lecture in order to clarify your understanding of course material.

After each lecture you should spend some time reviewing your notes and undertaking additional reading (such as relevant course notes and chapter of the textbook) to ensure that you fully understand the course material and can take full advantage of the learning opportunity afforded by the lectures and tutorials.

Practice questions and worked solutions are provided for each topic. Students are encouraged to work through these questions after the topic has been covered in lectures and tutorials. If you have course related questions you should ask these in the first instance in your statistics or computing tutorial. You may also email your tutor or post your question to the Discussion forum on Moodle course site.

12. Expected Resources for Students

TEXTBOOK (RECOMMENDED)	Bird, K.D. (2004). Analysis of Variance via Confidence Intervals. London: Sage Publications. NOTE: available ***online*** via UNSW Library
COURSE MATERIALS	The **PSYC3001 Moodle site** (access via MyUnsw) provides course information and lecture slides, course notes and tutorial exercises, practice questions, discussion forum and announcements. Most students should find that the lecture slides, course notes, tutorial handouts, practice questions and solutions provide enough material for understanding the course content and undertaking the assessments.
OTHER RECOMMENDED READINGS	Keppel, G., & Wickens, T. D. (2004). Design and Analysis: A Researcher's Handbook. (4th Ed.). Upper Saddle River, NJ: Pearson.
CALCULATOR	Students should bring a calculator to each tutorial, and to the Class Test and Final Exam. **Note**: Students are required to use a *UNSW approved calculator* for the Final Exam. Information regarding this matter can be found on MyUnsw.

13. Course Evaluation & Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

14. Plagiarism & Academic Integrity

What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and

paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Where can I find out more information?

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**

  The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: http://www.lc.unsw.edu.au/academic-integrity-plagiarism. They also hold workshops and can help students one-on-one.

- **How can Elise help me?**

  ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge:

  http://subjectguides.library.unsw.edu.au/elise.

- **What is Turnitin?**

  Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here:

  https://teaching.unsw.edu.au/elearning

What if plagiarism is found in my work?

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

Examples of plagiarism

Using the internet appropriately

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

Working together on a maths assignment

A group of Mathematics students worked together on an assignment when they had been told this was not

allowed. All questions where the students had worked together were given zero, and this lead to some student failing the assessment.

No referencing in an assessment

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

Copying design work

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

Further information and assistance

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

UNSW Learning Centre

Lower Ground Floor, North Wing, Chancellery Building

(C22 Kensington Campus – near Student Central)

http://www.lc.unsw.edu.au/

Phone: 9385 2060

Email: learningcentre@unsw.edu.au

Opening Hours:

Monday to Thursday: 9am - 5pm and Friday: 9am - 2.30pm

COFA Campus Learning Centre

Email: cofalearningcentre@unsw.edu.au
Phone: 9385 0739

15. Administrative Matters

The *School of Psychology Student Guide*, available at http://www.psy.unsw.edu.au/current-students/student-guide, contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements;
- Assignment submissions and returns;
- Assessments;
- Special consideration in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.