Science

Faculty of Science
School of Psychology

PSYC3001
Research Methods 3

Semester 1, 2018

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.. Teaching and Learning Strategies 5
8. Student Learning Outcomes 6
9. Graduate Attributes 6
10. Assessment 7
11. Course Schedule and Important Dates 10
12. Expected Resources for Students 11
13. Course Evaluation & Development 11
14. Plagiarism & Academic Integrity 11
15. Administrative Matters 13

1. Information about the Course			
FACULTY	Science		
SCHOOL	School of Psychology		
COURSE CODE	PSYC3001		
COURSE NAME	Research Methods 3		
SEMESTER	Semester 1	**YEAR**	2018
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			**Availability**	
Sonny Li (Head Tutor)	sonny.li@unsw.edu.au		By appointment and email	
Sarah Bae	s.bae@unsw.edu.au			
Phillip Green	p.green@unsw.edu.au			
Jodie Kidd	tbc			
Alison Lam	tbc			
Garston Liang	garston.liang@unsw.edu.au			
Vera Newman	v.newman@unsw.edu.au			
Natalie Reily	n.reily@unsw.edu.au			
Samantha Tang	samantha.tang@unsw.edu.au			

Enquiries and Consultation

- *Email is the preferred method of communication with course personnel. Use your student UNSW email account and include your student ID.*
- *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. If you are registered with UNSW Disability Services, you are required to provide your Letter of Support at the commencement of the course, or within one week of receiving your adjustments.*

3. Course Timetable

Component		Day	Time	Location	
Lectures		Monday	15:00-16:00	Ainsworth G03	
		Tuesday	14:00-15:00	Keith Burrows Theatre	
		Thursday	16:00-17:00	Keith Burrows Theatre	
	Class	**Day**	**Time**	**Location**	**Tutor**
Statistics Tutorials	3952	Monday	16:00-17:00	Mat 308	Vera Newman
	3953	Monday	17:00-18:00	Mat 307	Vera Newman
	3954	Tuesday	09:00-10:00	Mat 106	Natalie Reily
	3955	Tuesday	10:00-11:00	Mat 303	Natalie Reily
	3956	Tuesday	11:00-12:00	Lib 176A	Sarah Bae
	3957	Tuesday	12:00-13:00	Lib 176A	Sarah Bae
	3958	Tuesday	13:00-14:00	Lib 176A	Phil Green
	3960	Tuesday	17:00-18:00	Mat 311	Sonny Li
	3961	Wednesday	09:00-10:00	Lib 176A	Natalie Reily
	3962	Wednesday	10:00-11:00	Mat 307	Natalie Reily
	3964	Wednesday	12:00-13:00	Mat 105	Sonny Li
	3965	Wednesday	13:00-14:00	Mat 313	Jodie Kidd
	3966	Wednesday	14:00-15:00	Mat 107	Garston Liang
	3967	Wednesday	15:00-16:00	Mat 303	Garston Liang
	3968	Wednesday	16:00-17:00	Mat 303	Vera Newman
Computing Tutorials	3959	Tuesday	15:00-16:00	Mat 209	Phil Green
	3969	Wednesday	17:00-18:00	Mat 209	Sonny Li
	3946	Thursday	09:00-10:00	Mat 209	Jodie Kidd
	3947	Thursday	12:00-13:00	Mat 209	Phil Green
	3948	Thursday	13:00-14:00	Mat 209	Phil Green
	3949	Thursday	14:00-15:00	Mat 209	Vera Newman
	3950	Thursday	15:00-16:00	Mat 209	Jodie Kidd
	3951	Thursday	17:00-18:00	Mat 209A	Sonny Li
	3939	Friday	09:00-10:00	Mat 209	Alison Lam
	3940	Friday	10:00-11:00	Mat 209	Sonny Li
	3941	Friday	11:00-12:00	Mat 209	Alison Lam
	3942	Friday	12:00-13:00	Mat 209	Alison Lam
	3943	Friday	13:00-14:00	Mat 209	Samantha Tang
	3944	Friday	14:00-15:00	Mat 209	Samantha Tang
	3945	Friday	15:00-16:00	Mat 209	Samantha Tang

Statistics and Computing Tutorials begin in Week 2 and run weekly until the end of Week 12.
Note: Public Holidays in Weeks 5 & 8. Students to attend alternative tutorials for that week. See Moodle announcement closer to the time.

4. Aims of the Course

This course builds upon the data analytic methods and concepts developed in PSYC2001 and 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 statistical packages such as SPSS and PSY, and to interpret analysis outcomes.

5. Lecture Topics

1. The two-group randomised experiment. Review of statistical inference on a comparison between two means: hypothesis tests and confidence intervals. Levels of inference: confidence interval inference, directional inference, inequality inference. Inferential errors - Type I, Type II and Type III errors, non-coverage errors. Practical equivalence inference.
2. The problem of multiple comparisons with more than two groups. Monte Carlo sampling experiments. 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. Partition of variation and degrees of freedom. The standard ANOVA-model analysis. Assumptions. Central and non-central *F* distribution. Heterogeneity inference.
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. Coherent vs incoherent MCPs. Comparison of simultaneous MCPs that control FWER - Scheffé, Bonferroni and Tukey procedures. Examples of sequential MCPs that do not control FWER - 'protected' *t*-test procedures.
9. Orthogonal contrasts. Properties. Controlling the per-contrast error rate (PCER) in analyses of planned orthogonal contrasts.
10. Trend contrasts – ANOVA model analysis of single factor experiments with a quantitative IV. Inference on planned linear and quadratic trend contrasts controlling PCER.
11. The 2×2 factorial design. Parameters of two-factor ANOVA model. Sources of variation. Factorial effect contrasts. The cell means model.
12. Analysis of $J \times K$ factorial between-subjects 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-subjects factorial designs.

14. Planned and post hoc coherent analyses of $J \times K$ 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 subjects designs. Planned analyses of within subjects contrasts. The multivariate model vs univariate model for single-factor within-subjects designs. Assumptions.
16. Two-factor mixed designs (one between subjects factor, one within subjects 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.

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, as well as applied areas of psychology, 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. Practice questions will be posted to Moodle on a regular basis. Students are expected to undertake sufficient independent learning each week (recommended at least five hours of independent learning per week).
Attendance at face to face tutorials and timely completion of online tutorials is an essential requirement of the course, in accordance with UNSW Assessment Implementation Procedure.

7. Teaching and Learning Strategies

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. Tutorial worksheets will be posted to Moodle in the preceding week.

Lectures are recorded, however **lecture attendance is strongly advised**. Recordings provide an opportunity to review lecture material in order to clarify your understanding of course material. In order to keep up with this course, you will need to be on track with lecture material. Attendance at lectures is the best way to ensure you do not fall behind.

After each lecture you should spend some time reviewing your notes and undertaking additional reading where necessary (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.

8. Student Learning Outcomes

By the end of this course students will be able to do the following:

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.
3. Be able to choose appropriate statistical methods for analysing data from different research designs.
4. 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.
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. Carry out analyses of data from single factor and factorial experiments.
8. Understand the difference between a standard analysis and a simple effects analysis of factorial data.
9. Understand the difference between a multivariate analysis and a univariate analysis of within subjects data.
10. Use the statistical package, PSY, to carry out contrast analyses of between- and within-subjects designs, and be able to understand PSY output.
11. Use the statistical package SPSS to carry out one-way and two-way ANOVAs, and be able to understand SPSS output.

9. 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,

[*] 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).

		drawing appropriate inferences from the data, and being learning how to carry out analyses with statistical packages. Assessed in exams and assignments.
3. Critical thinking skills	3	Tutorial exercises and practice questions are designed to encourage students to develop critical and creative thinking skills and to apply appropriate data analysis methods to specific research designs. Assessed in exams and assignments.
4. Values, research and professional ethics	2	Ongoing discussion in lectures and tutorials of best practice approaches to data analysis and ethical issues surrounding misuses of data.
5. Communication skills	3	Participation in tutorials, online forum 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. Assessed in assignments.

10. Assessment *

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Release	Date of Submission	Feedback
Assignment 1	10%	1, 2, 3, 5	1-6	Week 2	Submit to Moodle by 11pm, Monday March 26, 2018 (Week 5)	From Moodle 10 working days from submission.
Assignment 2	15%	1-7, 10, 11	1-6	Week 5	Submit to Moodle by 11pm, Monday April 23, 2018 (Week 8)	From Moodle 10 working days from submission.
Class Test	15%	1 – 8, 10, 11	1- 6		Monday 3pm -4pm, May 14, 2018, (Week 11), locations tbc	Test paper returned 10 working days from submission
Final Exam	60%	1-11	1-6		Exam Period	

* All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

There are 4 components of assessment:

1. **Assignment 1** is due by ***11pm Monday March 26, 2018 (Week 5)*** and is to be submitted to Turnitin link on Moodle. This exercise will cover Topics 1-4 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. Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).
2. **Assignment 2** is due by ***11pm Monday April 23, 2018 (Week 8)*** and is to be submitted to Turnitin link on Moodle. This exercise is worth 15% of your course mark and will cover material

drawn from Topics 4 -8. The exercise will be set in Week 5 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. Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

3. A **Class Test** will be held during ***Monday lecture 3pm – 4pm, May 14, 2018 (Week 11) locations to be confirmed.*** The test is worth 15% of your course mark and will be drawn from Topics 9 - 13 *Statistical tables and some formulae* will be provided, but you need to bring a *calculator* to the test.

4. A two-hour **Final Exam** worth 60% of your course mark. Statistical tables and a selection of formulae 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%
Class Test	15%
Assignment 2	15%
Final Exam	60%
	100%

What is required to pass the course?

An aggregate mark of 50 or higher across the 4 assessment components is required to pass the course. Students need not pass each component in order to pass the course. Note that students who do not attempt an assessment component will receive a mark of 0 for that component.

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 10 working days from submission deadline. Students who do not submit an assignment within 10 working days from the submission date will receive a mark of 0 for the assessment.
- 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.

Supplementary Assessments

Supplementary assessments will be offered and implemented in accordance with UNSW Assessment Implementation Procedure.

See School of Psychology Student Guide for more information regarding supplementary assessments.

Supplementary Assignments:

Students who are eligible for a supplementary assignment will be given 10 working days to complete the assignment from the date of release.

Supplementary 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. The supplementary class test will be held in Week 12. Students who do not sit either the class test or supplementary class test will receive a mark of 0 for this assessment.

Supplementary Final Exam:

Students who are eligible to sit a Supplementary Final Exam will be contacted by the School and/or Examinations via UNSW student email. Semester 1 Supplementary exams will be conducted from Saturday July 14 through to Saturday July 21 2018.

Supplementary examinations will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure. See current School of Psychology Student Guide for more information regarding supplementary final exam.

Note that in line with School and UNSW assessment policy:

- A Supplementary Final Exam 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.
- 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 Disability Services should follow special consideration guidelines indicated for them in School of Psychology Student Guide (see p.13).
- 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.
- Students who do not sit the Final Exam or Supplementary Final Exam will receive a mark of 0 for this assessment.

Make sure you familiarise yourself with the School of Psychology Student Guide regarding UNSW/School policy and procedures for course assessments and special consideration.

See section 15. Administrative Matters p-13.

11. Course Schedule and Important Dates

Week	Lecture	Date	Lecture Topic	Statistics Tutorial	Computing Tutorial
1	1	Mon 3pm (26/2)	Introduction, Topic 1	*no tutorials*	*no tutorials*
	2	Tues 2pm (27/2)	Topic 1		
	3	Thurs 4pm (1/3)	Topic 2		
2	4	Mon 3pm (5/3)	Topic 2, 3	Topic 1	Topic 2
	5	Tues 2pm (6/3)	Topic 3		
	6	Thurs 4pm (8/3)	Topic 3, 4		
3	7	Mon 3pm (12/3)	Topic 4	Topic 4	Topic 3
	8	Tues 2pm (13/3)	Topic 4, 5		
	9	Thurs 4pm (15/3)	Topic 5		
4	10	Mon 3pm (19/3)	Topic 5	Topic 5	Topic 4, 5
	11	Tues 2pm (20/3)	Topic 6		Intro to PSY
	12	Thurs 4pm (22/3)	Topic 6		
5	13	Mon 3pm (26/3)	Topic 6	Topic 6	Intro to PSY
	Monday (26/3)		**Assignment 1 (worth 10%) Topics 1-4 Submit to Moodle by 11.00pm**		
	14	Tues 2pm (27/3)	Topic 7		Topic 6
	15	Thurs 4pm (29/3)	Topic 7, 8		
Public Holiday		**Friday 30/3**	Students to attend alternative tutorial for this week		
RECESS		**30/3 – 8/4**			
6	16	Mon 3pm (9/4)	Topic 8, 9	Topic 6, 7	Topic 7, 8
	17	Tues 2pm (10/4)	Topic 9		
	18	Thurs 4pm (12/4)	Topic 9, 10		
7	19	Mon 3pm (16/4)	Topic 10	Topic 9	Topic 10
	20	Tues 2pm (17/4)	Topic 11		
	21	Thurs 4pm (19/4)	Topic 12		
8	22	Mon 3pm (23/4)	Topic 12	Topic 11	Topic 12
	Monday (23/4)		**Assignment 2 (worth 15%) Topics 4-8. Submit to Moodle by 11.00pm**		
	23	Tues 2pm (24/4)	Topic 12		
Public Holiday		**Wednesday 25/4**	Students to attend alternative tutorial for this week		
	24	Thurs 4pm (26/4)	Topic 13		
9	25	Mon 3pm (30/4)	Topic 14	Topic 12, 13	Topic 12, 13
	26	Tues 2pm (1/5)	Topic 14		
	27	Thurs 4pm (3/5)	Topic 14		
10	28	Mon 3pm (7/5)	Topic 15	Topic 14	Topic 14
	29	Tues 2pm (8/5)	Topic 15		
	30	Thurs 4pm (10/5)	Topic 16		
11	**Monday 3pm (14/5)**		**Class Test (worth 15%) Topics 9-13** location (tbc)		
	31	Tues 2pm (15/5)	Topic 16	Topic 15, 16	Topic 15, 16
	32	Thurs 4pm (17/5)	Topic 16		
12	33	Mon 3pm (21/5)	Topic 17	Topic 16, 17	Topic 16, 17
	34	Tues 2pm (22/5)	Topic 17		
	35	Thurs 4pm (24/5)	Review and Exam Info		

Key Dates

Last day to discontinue T1 course without financial penalty, 31 March 2018
Last day to discontinue T1 course without academic penalty, resulting in NF grade, 22 April 2018
Last day to discontinue T1 course with academic penalty, resulting in AW grade, 2 June 2018

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 myExperience digital survey.

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

UNSW Art & Design, Paddington Campus Learning Centre Room G112

Email: learningcentre@unsw.edu.au **Phone:** 9385 2060

15. Administrative Matters

The **School of Psychology Student Guide** covers School policies and procedures relevant for all students enrolled in undergraduate 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*.