

School of Psychology, UNSW
PSYC3241 – Psychobiology of Memory and Motivation – 2012 S1
6-unit third-year elective

Course Information

Lectures: Wednesday 12-1 (CLB8) and Thursday 5-6 (BioMedC)

Tutorials (all in MAT203): Monday 2-4, Monday 4-6, Tuesday 2-4, Thursday 1-3, and Thursday 3-5

Lecturers:

Professor Rick Richardson (course co-ordinator), 508 Mathews, 9385-1048,

r.richardson@unsw.edu.au

Associate Professor Jacquelyn Cranney, 911 Mathews, 9385-3527,

j.cranney@unsw.edu.au

Tutors:

Miri Den, level 14 Mathews, m.den@student.unsw.edu.au

Helen Nasser, level 14 Mathews, h.nasser@student.unsw.edu.au

Melissa Sharpe, level 14 Mathews, m.sharpe@student.unsw.edu.au

Tutor's Consultation hours - TBA.

Course aims: This course examines research and theory on memory and motivation as they underpin adaptive behaviour. The focus is primarily on animal research but the application of this work to the understanding of memory and motivation in humans will be made explicit. For example, the implications of this work for our understanding of memory disorders in humans, and the origin and treatment of clinical disorders will be discussed.

Graduate Attributes and Student Learning Outcomes: This course builds on the core knowledge and skills that you obtained during second year core psychology courses. At the end of this advanced elective course you should (a) be able to describe and critically evaluate theoretical models and empirical research on the psychobiology of memory and motivation (GA1: Knowledge and understanding; GA3: Critical thinking), (b) be able to illustrate how this information may be helpful in understanding certain aspects of memory and motivation in humans (GA6: Learning and application), (c) have gained some knowledge and skills in conducting research in this area, such that you will be better prepared for undertaking Honours-level research (GA2: Research methods), (d) have improved your capacity to communicate in a variety of different formats (GA5: Communication), and (e) have considered ethical issues relating to research (GA4: Values). Overall, by engaging in this course, you should have improved your scholarly enquiry skills, your critical and creative thinking skills, and your oral and written communication skills. These outcomes will be achieved by encouraging your critical analysis of current theoretical models and empirical analysis in lectures and tutorials. In addition, several experiments will be done in tutorials that will allow you to personally experience some of the phenomena described in lectures. You will be asked to construct a research proposal based on the material presented in the the course. You will also be asked to give an oral presentation of your proposal in tutorials, whereby you will receive feedback (formative assessment) prior to submitting the final written proposal (summative assessment).

Lecture Guide:

February 27- March 19 (7 lectures): RR

March 21- April 30 (7 lectures): JC

May 2 – May 23 (7 lectures): RR

Lectures will be taped (via Lectopia), and lecture overheads will be available from the course Blackboard page. However, please note that no guarantees can be made about the reliability of the Lectopia recordings (i.e., sometimes the system may not work).

Tutorials: Tutorials will be run in Weeks 2-12 (except weeks 10 and 11). Some tutorials will involve doing experiments in class, and others will involve discussing the data collected and their implications. Other tutorials will involve students giving presentations of their hypothetical research projects. A **Guide** to the tutorials will be given out, and described, in the first tutorial in Week 2.

Assessment:

1. Exam 1: 20% of final mark. This 45-min exam (could consist of multiple choice, short-answer, and/or fill-in-the-blank questions; more specific details provided prior to the exam) will be given on Wednesday March 28 at 4-5. This exam will be based on lecture material covered in lectures from February 27 – March 19 (first 7 lectures, all by RR), and the readings for those lectures.
2. Exam 2: 20% of final mark. This 45-min exam (could consist of multiple choice, short-answer, and/or fill-in-the-blank questions; more specific details will be provided prior to the exam) will be given on Monday April 30 at 12-1. This exam will be based on lecture material covered in lectures from March 21 – April 30 (second set of 7 lectures, all by JC), and the readings for those lectures.
3. Exam 3: 20% of final mark. This 45-min exam (which could consist of multiple choice, short-answer, and/or fill-in-the-blank questions; more specific details will be provided prior to the exam) will be given during the formal exam period. This exam will cover material covered in lectures from May 2 – May 23 (third set of 7 lectures, all by RR), and the readings for those lectures.
4. Written assessment: 30% of final mark. This will involve a research proposal (1,500-2,000 words in length, and following general APA guidelines) on a proposed experiment (based on material/ideas covered in the course). A hard copy of this assignment, with the signed copy of the School's "Assignment Submission Form" firmly attached to the front, should be submitted to the Psychology General Office, Mathews Level 10 by 4:30pm May 25 (Friday in Week 12). An electronic version of the assignment also must be submitted to the course's Blackboard module by May 25 (to protect against accidental loss of the hard copy, and to allow for plagiarism checks via Turnitin). Penalties will be imposed for late submission of this assignment. See the Psychology Student Guide for details.
5. Tutorial participation: 10% of final mark. These marks will be determined by regular attendance, and active participation, in all tutorials. However, an emphasis will be given for attending, and providing constructive feedback to fellow students, in those tutorials where oral presentations have been scheduled.

Scaling: The final marks for all subjects in the School of Psychology are scaled. This process is intended to maintain consistency in assessment, and to remove any potential effects of differences in marking standards across courses.

Notes about Assessment:

- Students can attend the final examination only once, either in the regularly scheduled or the deferred examination period. As students will not be permitted to attend both the regularly scheduled and deferred examinations, you should not attend the exam as originally scheduled if sick on that day. Instead, you should ensure that you obtain the appropriate medical certificate to support your case for taking the deferred medical exam. In such a case, a formal application for special consideration must be submitted to Student Central within three working days of the assessment to which it refers.
- A medical-deferred examination is offered only at one time (i.e., multiple times for the deferred exam cannot be set).
- Deferred and alternative assessment materials may be in a different format from the original (i.e. short answers instead of MC questions, oral examination instead of written examination etc). In addition, the original and deferred assessment materials may also differ in the specific content, although overall both will be sampled for the same relevant course material. These principles will apply to both deferred final examination and alternative in-session assessments.
- Exams cannot be given prior to the scheduled date.
- If the written assignment is submitted late, it may not receive detailed feedback.

Additional information about assessment policies are described in the School of Psychology Student Guide (see below). You are responsible for being aware of these policies.

Assigned Readings: There is no set text book for this course. Rather, journal articles and review papers will be assigned throughout the course. The lecturer will let you know when you should read one of the assigned papers. Links to each paper will be provided on the course Blackboard page.

School of Psychology Student Guide

The School of Psychology Guide (available on the School of Psychology's homepage and on the course's Blackboard page) contains further information about (a) expectations of students (including attendance at lectures and tutorials), (b) procedures for submission of assignments and the School's policy on late submissions, (c) examination procedures and advice concerning illness and misadventure, (d) student support services (including services for students who have a disability that requires some adjustment in their teaching and learning environment), and (e) plagiarism (see also <http://www.lc.unsw.edu.au/onlib/plag.html>).

Continual Course Improvement

We periodically gather student evaluative feedback on the course and continual improvements are made to the course based in part on such feedback. The forms of feedback include UNSW's Course and Teaching Evaluation and Improvement (CATEI) process, focus groups, and custom-made written feedback forms. Student feedback is taken seriously and changes to the course are made in accordance with it. We thank you for your participation in this process.

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.