



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Science

Faculty of Science
School of Psychology

PSYC3001 Research Methods 3

Semester 1, 2017

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

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	2017
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	<p>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.</p> <p>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).</p>		

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			
Vera Newman	v.newman@unsw.edu.au			
Natalie Reily	n.reily@unsw.edu.au			
Samantha Tang	samantha.tang@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. 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	10:00-11:00	Central Lecture Block 8	
		Thursday	11:00-12:00	Ritchie Theatre	
		Friday	11:00-12:00	Central Lecture Block 8	
	Class	Day	Time	Location	Tutor
Statistics Tutorials	4405	Monday	11:00-12:00	Mat 313	Sarah Bae
	4406	Monday	12:00-13:00	Mat 308	Sarah Bae
	4407	Monday	13:00-14:00	Mat 311	Sonny Li
	4409	Monday	15:00-16:00	Mat 313	Sonny Li
	4410	Monday	16:00-17:00	Mat 308	Sonny Li
	4413	Tuesday	10:00-11:00	Mat 311	Vera Newman
	4414	Tuesday	11:00-12:00	Mat 313	Natalie Reily
	4415	Tuesday	12:00-13:00	Mat 303	Natalie Reily
	4417	Tuesday	14:00-15:00	Mat 311	Phil Green
	4418	Tuesday	15:00-16:00	Mat 307	Phil Green
	4419	Tuesday	16:00-17:00	Mat 307	Sonny Li
	4412	Wednesday	09:00-10:00	Mat 307	Vera Newman
	4420	Friday	12:00-13:00	Mat 308	Natalie Reily
Computing Tutorials	4432	Tuesday	09:00-10:00	Mat 209	Vera Newman
	4422	Wednesday	10:00-11:00	Mat 209	Vera Newman
	4424	Wednesday	11:00-12:00	Mat 209	Sonny Li
	4421	Wednesday	12:00-13:00	Mat 209	Samantha Tang
	4433	Wednesday	14:00-15:00	Mat 209	Sonny Li
	4434	Wednesday	15:00-16:00	Mat 209	Phil Green
	4435	Wednesday	16:00-17:00	Mat 209	Phil Green
	4425	Thursday	12:00-13:00	Mat 209	Phil Green
	4431	Thursday	13:00-14:00	Mat 209	Emily White
	4429	Thursday	14:00-15:00	Mat 209	Emily White
	4430	Thursday	16:00-17:00	Mat 209	Emily White
	4427	Friday	13:00-14:00	Mat 209	Samantha Tang
	4428	Friday	14:00-15:00	Mat 209	Samantha Tang
<p>Note – Statistics and Computing Tutorials begin in Week 2 and run weekly until the end of Week 12 (exception, no Statistics Tutorials in Week 8). 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.</p>					

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 $B \times (W)$ 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).

7. 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.

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 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.

* 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).

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 to Moodle before 11pm, Monday March 27, 2017 (Week 5)	Available from Moodle within 10 working days of submission.
Class Test	15%	1 – 8	1-3, 5, 6		Thursday 11am-12, April 13, 2017, (Week 7), Ritchie Theatre plus additional locations tbc	Test paper returned with feedback via lecture/tutorial in Week 9.
Assignment 2	20%	1-9	1-6	Week 9	Submit online to Moodle before 11pm, Monday May 22, 2017 (Week 12)	Available from Moodle within 20 working days of submission.
Final Exam	55%	1-8	1-6		Exam Period	

There are 4 compulsory components of assessment:

- Assignment 1** is due by **11pm Monday March 27, 2017 (Week 5)** and is to be submitted to Turnitin link on Moodle. Submission instructions will be provided closer to the submission date. 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.
- A **Class Test** will be held during **Thursday lecture 11am – 12, April 13, 2017 (Week 7) in Ritchie Theatre plus other locations tbc**. The test is worth 15% of your course mark and will be drawn from Topics 4 -8. *Statistical tables and some formulae* will be provided, but you need to bring a *calculator* to the test.
- Assignment 2** is due by **11pm Monday May 22, 2017 (Week 12)** and is to be submitted to Turnitin link on 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.
- A two-hour **Final Exam** worth 55% 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	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	

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.
- 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. The supplementary class test will be held in Week 8.

Final Exam:

Students who are eligible to sit a Supplementary Final Exam will be contacted by the School via UNSW student email. Semester 1 Supplementary Final Exams will be held between 10-14 July 2017.

In line with School 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.12).
- 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.

Please Note:

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 15. Administrative Matters p-12.

10. Course Schedule and Important Dates					
Week	Lecture	Date	Lecture Topic	Statistics Tutorial	Computing Topic
1	1	Mon 10am (27/2)	Introduction, Topic 1	<i>no tutorials</i>	<i>no tutorials</i>
	2	Thurs 11am (2/3)	Topic 1		
	3	Fri 11am (3/3)	Topic 2		
2	4	Mon 10am (6/3)	Topic 2, 3	Topic 1	Topic 2
	5	Thurs 11am (9/3)	Topic 3		
	6	Fri 11am (10/3)	Topic 3, 4		
3	7	Mon 10am (13/3)	Topic 4	Topic 3, 4	Topic 3, 4
	8	Thurs 11am (16/3)	Topic 4, 5		
	9	Fri 11am (17/3)	Topic 5		
4	10	Mon 10am (20/3)	Topic 5	Topic 5	Topic 5 Intro to PSY
	11	Thurs 11am (23/3)	Topic 6		
	12	Fri 11am (24/3)	Topic 6		
5		Monday (27/3)	Assignment 1 (10%) Topics 1-4. Submit to Moodle by 11.00pm		
5	13	Mon 10am (27/3)	Topic 6	Topic 6	Topic 6
	14	Thurs 11am (30/3)	Topic 7		
	15	Fri 11am (31/3)	Topic 7, 8		
6	16	Mon 10am (3/4)	Topic 8, 9	Topic 6, 7	Topic 7, 8
	17	Thurs 11am (6/4)	Topic 9		
	18	Fri 11am (7/4)	Topic 9, 10		
7	19	Mon 10am (10/4)	Topic 10	Topic 9	Topic 10
7		Thursday (13/4)	Class Test (15%) Topics 4-8 – locations tbc		
Public Holiday		Fri 14/4 No lecture	No Friday tutorials - attend tutorials on other days for this week		
		14/4 – 23/4	RECESS		
8	20	Mon 10am (24/4)	Topic 11	No tutorials	Topic 11
	21	Thurs 11am (27/4)	Topic 12		
	22	Fri 11am (28/4)	Topic 12		
9	23	Mon 10am (1/5)	Topic 12	Topic 12	Topic 12
	24	Thurs 11am (4/5)	Topic 13		
	25	Fri 11am (5/5)	Topic 14		
10	26	Mon 10am (8/5)	Topic 14	Topic 13, 14	Topic 12, 13
	27	Thurs 11am (11/5)	Topic 14		
	28	Fri 11am (12/5)	Topic 15		
11	29	Mon 10am (15/5)	Topic 15,16	Topic 14, 15	Topic 14
	30	Thurs 11am (18/5)	Topic 16		
	31	Fri 11am (19/5)	Topic 16		
12		Monday (22/5)	Assignment 2 (20%) Topics 11-13. Submit to Moodle by 11 pm.		
12	32	Mon 10am (22/5)	Topic 16, 17	Topic 16	Topic 16
	33	Thurs 11am (25/5)	Topic 17		
	34	Fri 11am (26/5)	Review and Exam Info		

Key Dates 2017: Sunday March 5th Deadline to add T1 course.
Friday March 31st Deadline to drop T1 course without financial penalty.
Sunday April 16th Deadline to drop T1 course without academic penalty.

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 advised**. *Students enrolled in Web lecture stream are encouraged to attend lectures*. 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. (4 th 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 <i>UNSW approved calculator</i> 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 led 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* is available at

<http://www.psy.unsw.edu.au/current-students/student-guide>

and contains 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*.