FACULTY OF SCIENCE
SCHOOL OF PSYCHOLOGY

PSYC1001
PSYCHOLOGY 1A

SEMESTER 1, 2017

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1. Information about the Course			
FACULTY	Science		
SCHOOL OR DEPARTMENT	Psychology		
COURSE CODE	PSYC1001		
COURSE NAME	Psychology 1A		
SEMESTER	Semester 1	**YEAR**	2017
UNITS OF CREDIT	6	**LEVEL OF COURSE**	1
ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	None		
SUMMARY OF THE COURSE	This course introduces the content and methods of psychology as a basic science, with emphasis on the social bases of behaviour. After an initial review of the historical foundations for the scientific study of human behaviour, several specific topics related to the social aspects of human behaviour are discussed. Specific topics covered in this course include: development, theories of personality, theories of consciousness, and social influences on behaviour. In addition, training in the methods of psychological inquiry and in the critical evaluation of research.		

2. Staff Involved in the Course

The Course Administrator or Head Tutor should always be your first 'port-of-call' for information and advice about Psychology 1A. Please contact the Course Administrator and Head Tutor by e-mail addressed to:

psychology@unsw.edu.au

When you send an email please make sure **"PSYC1001" is included in the subject line** and that your **name** and **student ID** is stated somewhere in your email message.

If you feel you need to meet with the Course Administrator or Head Tutor in person, please email to make an appointment. If necessary, you will be referred to the Course Co-ordinator and/or relevant School or University personnel for additional assistance.

Contact details for the Course Administrator, Head Tutor and Course Co-ordinator are provided below.

COURSE ADMINISTRATOR			
Name	**Email**	**Office**	**Contact Time & Availability**
Danny Chen	psychology@unsw.edu.au	Psychology General Office, Level 15, Mathews Building	By appointment
COURSE HEAD TUTOR			
Name	**Email**	**Office**	**Contact Time & Availability**
Kathryn Hutton-Bedbrook	kate@unsw.edu.au	-	By appointment
COURSE COORDINATOR			
Name	**Email**	**Office**	**Contact Time & Availability**
Dr Tom Beesley	t.beesley@unsw.edu.au	MAT1006	By appointment
LECTURERS			
Name	**Email**	**Office**	**Contact Time & Availability**
Prof Richard Bryant	r.bryant@unsw.edu.au	MAT1106	By appointment
Prof Simon Killcross	s.killcross@unsw.edu.au	MAT1609	By appointment
Dr Jenny Richmond	j.richmond@unsw.edu.au	MAT707	By appointment
Prof Joe Forgas	jp.forgas@unsw.edu.au	MAT1112	By appointment
Dr Lisa Williams	l.williams@unsw.edu.au	MAT1302a	By appointment
Dr Joel Pearson	jpearson@unsw.edu.au	MAT510	By appointment
Prof Eddie Harmon-Jones	e.harmon-jones@unsw.edu.au	MAT1105	By appointment
A/Prof Tom Denson	t.denson@unsw.edu.au	MAT1304	By appointment
A/Prof Lenny Vartanian	l.vartanian@unsw.edu.au	MAT1111	By appointment

Dr Kate Faasse	k.faasse@unsw.edu.au	MAT1104	By appointment
A/Prof Jacky Cranney	j.cranney@unsw.edu.au	MAT911	By appointment

TUTORS & DEMONSTRATORS (CONTACT TIME AS ADVISED IN TUTORIALS)			
Name	**Email**	**Name**	**Email**
Aba Szollosi	aba.szollosi@student.unsw.edu.au	Kate Hutton-Bedbrook	kate@unsw.edu.au
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Joel Colbourne-Hoffman	j.colbourne-hoffman@unsw.edu.au		

3. Course Timetable				
Component	**Class Number**	**Day**	**Time**	**Location**
Lecture A	**4271**	Monday	09:00-10:00	Clancy Auditorium
		Wednesday	12:00-13:00	Clancy Auditorium
		Thursday	11:00-12:00	Clancy Auditorium
Lecture B	**4272**	Monday	18:00-19:00	Mathews Theatre A
		Wednesday	18:00-19:00	Mathews Theatre A
		Thursday	18:00-19:00	Mathews Theatre A
Web Lecture	**9396**	Online		
Tutorial	4306	Friday	09:00-10:00	Fri 09 (w4,6,13, Mat 209A); Fri 09 (w2-3,5,9-12, Mat 302)
Tutorial	4308	Friday	10:00-11:00	Fri 10 (w4,6,13, Mat 209A);Fri 10 (w2-3,5,9-12, Mat 302)
Tutorial	4321	Friday	10:00-11:00	Fri 10 (w4,6,13, Mat 209);Fri 10 (w2-3,5,9-12, Mat 303)
Tutorial	4307	Friday	11:00-12:00	Fri 11 (w4,6,13, Mat 209A); Fri 11 (w2-3,5,9-12, Mat 302)
Tutorial	4309	Friday	12:00-13:00	Fri 12 (w4,6,13, Mat 209A); Fri 12 (w2-3,5,9-12, Mat 302)
Tutorial	4323	Friday	12:00-13:00	Fri 12 (w4,6,13, Mat 209); Fri 12 (w2-3,5,9-12, Mat 303)
Tutorial	4310	Friday	13:00-14:00	Fri 13 (w4,6,13, Mat 209A); Fri 13 (w2-3,5,9-12, Mat 302)
Tutorial	4311	Friday	14:00-15:00	Fri 14 (w4,6,13, Mat 209A); Fri 13 (w2-3,5,9-12, Mat 302)
Tutorial	4312	Friday	15:00-16:00	Fri 15 (w4,6,13, Mat 209A); Fri 13 (w2-3,5,9-12, Mat 302)
Tutorial	4320	Friday	15:00-16:00	Fri 15 (w4,6,13, Mat 209); Fri 13 (w2-3,5,9-12, Mat 303)
Tutorial	4298	Thursday	09:00-10:00	Thu 09 (w4,6,13, Mat 209A);Thu 09 (w2-3,5,9-12, Mat 106)
Tutorial	4317	Thursday	09:00-10:00	Thu 09 (w4,6,13, Mat 209);Thu 09 (w2-3,5,9-12, Mat 108)
Tutorial	4299	Thursday	10:00-11:00	Thu 10 (w4,6,13, Mat 209A); Thu 10 (w2-3,5,9-12, Mat 302)
Tutorial	11075	Thursday	10:00-11:00	Thu 10 (w4,6,13, Mat 419); Thu 10 (w2-3,5,9-12, Mat 307)
Tutorial	4300	Thursday	12:00-13:00	Thu 12 (w4,6,13, Mat 209A); Thu 12 (w2-3,5,9-12, Mat 302)
Tutorial	4302	Thursday	13:00-14:00	Thu 13 (w4,6,13, Mat 209A); Thu 13 (w2-3,5,9-12, Mat 302)
Tutorial	4301	Thursday	14:00-15:00	Thu 14 (w4,6,13, Mat 209A);Thu 14 (w2-3,5,9-12, Mat 108)
Tutorial	4303	Thursday	15:00-16:00	Thu 15 (w4,6,13, Mat 209A); Thu 15 (w2-3,5,9-12, Mat 313)
Tutorial	4315	Thursday	15:00-16:00	Thu 15 (w4,6,13, Mat 209); Thu 15 (w2-3,5,9-12, Mat 108)
Tutorial	4304	Thursday	16:00-17:00	Thu 16 (w4,6,13, Mat 209A); Thu 16 (w2-3,5,9-12, Mat 303)
Tutorial	4273	Monday	10:00-11:00	Mon 10 (w4,6,13, Mat 209A); Mon 10 (w2-3,5,9-12, Mat 303)
Tutorial	4274	Monday	11:00-12:00	Mon 11 (w4,6,13, Mat 209A); Mon 11 (w2-3,5,9-12, Mat 306)
Tutorial	4275	Monday	12:00-13:00	Mon 12 (w4,6,13, Mat 209A); Mon 12 (w2-3,5,9-12, Mat 306)
Tutorial	4276	Monday	13:00-14:00	Mon 13 (w4,6,13, Mat 209A); Mon 13 (w2-3,5,9-12, Mat 303)
Tutorial	4313	Monday	13:00-14:00	Mon 13 (w4,6,13, Mat 209); Mon 13 (w2-3,5,9-12, Mat 107)
Tutorial	4277	Monday	14:00-15:00	Mon 14 (w4,6,13, Mat 209A); Mon 14 (w2-3,5,9-12, Mat 313)
Tutorial	4316	Monday	14:00-15:00	Mon 14 (w4,6,13, Mat 209); Mon 14 (w2-3,5,9-12, Mat 108)
Tutorial	4278	Monday	15:00-16:00	Mon 15 (w4,6,13, Mat 209A); Mon 15 (w2-3,5,9-12, Mat 302)
Tutorial	4314	Monday	15:00-16:00	Mon 15 (w4,6,13, Mat 209); Mon 15 (w2-3,5,9-12, Mat 306)
Tutorial	4279	Monday	16:00-17:00	Mon 16 (w4,6,13, Mat 209A); Mon 16 (w2-3,5,9-12, Mat 306)
Tutorial	4280	Monday	17:00-18:00	Mon 17 (w4,6,13, Mat 209A); Mon 16 (w2-3,5,9-12, Mat 302)
Tutorial	4281	Tuesday	09:00-10:00	Tue 09 (w4,6,13, Mat 209A);Tue 09 (w2-3,5,9-12, Mat 303)
Tutorial	4282	Tuesday	10:00-11:00	Tue 10 (w4,6,13, Mat 209A);Tue 10 (w2-3,5,9-12, Mat 303)
Tutorial	4283	Tuesday	11:00-12:00	Tue 11 (w4,6,13, Mat 209A); Tue 11 (w2-3,5,9-12, Mat 302)
Tutorial	4284	Tuesday	12:00-13:00	Tue 12 (w4,6,13, Mat 209A);Tue 12 (w2-3,5,9-12, Mat 302)
Tutorial	4285	Tuesday	13:00-14:00	Tue 13 (w4,6,13, Mat 209A); Tue 13 (w2-3,5,9-12, Mat 302)
Tutorial	4286	Tuesday	14:00-15:00	Tue 14 (w4,6,13, Mat 209A); Tue 14 (w2-3,5,9-12, Mat 306)
Tutorial	4287	Tuesday	15:00-16:00	Tue 15 (w4,6,13, Mat 209A);Tue 15 (w2-3,5,9-12, Mat 303)
Tutorial	4288	Tuesday	16:00-17:00	Tue 16 (w4,6,13, Mat 209A); Tue 16 (w2-3,5,9-12, Mat 303)
Tutorial	4322	Tuesday	16:00-17:00	Tue 16 (w4,6,13, Mat 209); Tue 16 (w2-3,5,9-12, Mat 306)
Tutorial	4290	Wednesday	09:00-10:00	Wed 09 (w4,6,13, Mat 209A);Wed 09 (w2-3,5,9-12, Mat 106)
Tutorial	4291	Wednesday	10:00-11:00	Wed 10 (w4,6,13, Mat 209A);Wed 10 (w2-3,5,9-12, Mat 302)
Tutorial	4292	Wednesday	11:00-12:00	Wed 11 (w4,6,13, Mat 209A); Wed 11 (w2-3,5,9-12, Mat 302)
Tutorial	4293	Wednesday	13:00-14:00	Wed 13 (w4,6,13, Mat 209A); Wed 13 (w2-3,5,9-12, Mat 302)
Tutorial	4294	Wednesday	14:00-15:00	Wed 14 (w4,6,13, Mat 209A); Wed 14 (w2-3,5,9-12, Mat 108)
Tutorial	4295	Wednesday	15:00-16:00	Wed 15 (w4,6,13, Mat 209A); Wed 15 (w2-3,5,9-12, Mat 302)
Tutorial	4296	Wednesday	16:00-17:00	Wed 16 (w4,6,13, Mat 209A); Wed 16 (w2-3,5,9-12, Mat 302)

Psychology 1A: Course timetable - 2017

Week	Dates	Lecture 1 Mon 9am or Mon 6pm	Lecture 2 Weds 12pm or Weds 6pm	Lecture 3 Thurs 11am or Thurs 6pm	Textbook*	Tutorial**	Assessment (pg. 11-16) S = set; D = due; R = return
1	27 Feb - 3 March	Introduction / Administration Dr Tom Beesley	Clinical Perspectives Scientia Prof. Richard Bryant	Psych. Perspectives Prof. Simon Killcross	1		
2	6 - 10 March	Developmental Psychology Dr Jenny Richmond	Developmental Psychology Dr Jenny Richmond	Developmental Psychology Dr Jenny Richmond	10	Intro Tutorial	ILS for Psychology (S)
3	13 - 17 March	Developmental Psychology Dr Jenny Richmond	Developmental Psychology Dr Jenny Richmond	Developmental Psychology Dr Jenny Richmond	10	Developmental	Psychology in the media (S)
4	20 - 24 March	Social Psychology Scientia Prof. Joe Forgas	Social Psychology Scientia Prof. Joe Forgas	Social Psychology Scientia Prof. Joe Forgas	13	Writing skills (Lab)	
5	27 - 31 March	Social Psychology Dr Lisa Williams	Social Psychology Dr Lisa Williams	Social Psychology Dr Lisa Williams	13	Social	**ILS for Psychology (D)** Building a rationale (S)
6	3 - 7 April	Social Psychology Dr Lisa Williams	Consciousness A/Prof. Joel Pearson	Consciousness A/Prof. Joel Pearson	13/ 5	**Mid-semester exam (Lab)**	**Mid-Semester Exam**
7	10 - 13 April	Consciousness A/Prof. Joel Pearson	Emotion & Motivation Prof. Eddie Harmon-Jones	Emotion & Motivation Prof. Eddie Harmon-Jones	5 / 11		**Psychology in the media (D)**
BREAK	14 - 23 April	-	-	-			
8	24 - 28 April	Emotion & Motivation Prof. Eddie Harmon-Jones	Emotion & Motivation Prof. Eddie Harmon-Jones	Personality A/Prof. Tom Denson	11 / 15		
9	1 - 5 May	Personality A/Prof. Tom Denson	Personality A/Prof. Tom Denson	Personality A/Prof. Tom Denson	15	Emotion and Motivation	Psychology in the media (R)
10	8 - 12 May	Personality A/Prof. Tom Denson	Personality A/Prof. Tom Denson	Health Psychology A/Prof. Lenny Vartanian	15 / 12	Personality	**Building a rationale (D)**
11	15 - 19 May	Health Psychology Dr. Kate Faasse	Health Psychology Dr. Kate Faasse	Cultural Psychology A/Prof. Jacky Cranney	12 / 14	Health	
12	22 - 26 May	Cultural Psychology A/Prof. Jacky Cranney	Cultural Psychology A/Prof. Jacky Cranney	Review / Exam Details Dr Tom Beesley	14	Cultural	
13	29 May - 2 June					Review (Lab)	Building a rationale (R) Research Participation Deadline
Study Period	5 – 8 June						
Exam Period	9 - 26 June						**Final Examination**
Deferred Exam	10 - 14 July						

* The required textbook reading for each week from Lilienfeld et al. (2015, 2nd edition).

**Tutorials in weeks 4, 6 and 13 (marked with 'Lab') will be held in computer labs (MAT209, MAT209A & MAT419) – see page 4.

4. Aims of the Course

This course introduces the content and methods of psychology as a basic science, with emphasis on the social bases of behaviour. After an initial review of the historical foundations for the scientific study of human behaviour, several specific topics related to the social aspects of human behaviour are discussed. Specific topics covered in this course include: development, theories of personality, theories of consciousness, and social influences on behaviour. In addition, training in the methods of psychological inquiry is also provided.

5. Student Learning Outcomes

Psychology 1A (PSYC1001) introduces the content and methods of psychology as a basic science, with an emphasis on the social bases of behaviour. By the end of this course, you will be able to:

1. Appreciate diverse but complementary theoretical and experimental approaches to major psychological issues	The following areas will be explored: clinical psychology; cross-cultural differences and approaches in psychology; psychological development of the individual; how human beings interact and influence each other in social situations; individual differences and their measurement; normal and altered states of consciousness; emotion and motivation; and the impact of psychological factors on physical health.
2. Recognise and appreciate the role of the scientific method in psychology	Psychology 1A will present not only the outcomes of research, but will also highlight the importance of research methods in psychology, including research design and data interpretation. It will also provide insight into how the research process works and training on how a logical rationale for new experimental work is constructed.
3. Think more critically about the information presented throughout this course	This includes an ability to identify and question assertions that arise from myths, stereotypes and other untested assumptions; critically evaluate research designs and scientific results; compare and contrast competing theoretical perspectives. Problem solving and reflective learning skills will be encouraged throughout.
4. Use psychological information in an ethical manner	The course will emphasise the need to ensure that acknowledgement is given to the work, ideas and intellectual property of others, through appropriate referencing and citation in written work.
5. Communicate effectively within a psychology context	In several assignments you will be required to communicate the aims, methods and results of psychological research. You will engage critically with information, including: sourcing relevant literature; integrating theoretical and empirical information; and synthesising logical arguments and drawing conclusions.
6. Better understand the application of psychological theories and principles to everyday life	The practical implications of key theoretical perspectives will be emphasised to give you an insight into the value and usefulness of psychology to society.
7. Plan targeted information searches	Information literacy will be emphasised, such that you will learn to recognise the need for information, and be able to locate, evaluate and apply relevant information effectively.

6. Graduate Attributes

The student learning outcomes (SLOs) outlined in Section 5 provide focal points to demonstrate and measure students' progress towards attainment of six distinct psychology Graduate Attributes (GAs) as indexed by Australian Psychological Accreditation Council (APAC), i.e., the capacities or attributes that undergraduate students of psychology can develop during their time at university. The table below shows how Psychology 1A provides education in, and assessment of, the GAs. Level refers to level of knowledge, skill and attitude acquisition where 1 = introductory; 2 = intermediate; and 3 = final.

GA 1: Core knowledge and understanding	**Level**	**Form/s of Assessment**	**Learning and Teaching Strategies**
Individual differences in capacity and behaviour, testing and assessment and personality	1	Mid-semester and/or final examination (MCQ)	6 lectures (+ relevant textbook readings), 1 tutorial on personality + 1 tutorial on intelligence and critical thinking
Health psychology	1	Mid-semester and/or final examination (MCQ)	3 lectures (+ relevant textbook readings) + 1 tutorial
Lifespan developmental psychology	1	Mid-semester and/or final examination (MCQ)	6 lectures (+ relevant textbook readings) + 1 tutorial
Social psychology	1	Mid-semester and/or final examination (MCQ)	7 lectures (+ relevant textbook readings) + 2 tutorials
History and philosophy of psychology	1	Mid-semester and/or final examination (MCQ)	2 lectures (+ relevant textbook readings)
Emotion and Motivation	1	Mid-semester and/or final examination (MCQ)	4 lectures + 1 tutorial (+ relevant textbook readings)
Intercultural diversity and indigenous psychology	1	Mid-semester and/or final examination (MCQ)	3 lectures + 1 tutorial (+ relevant textbook readings)
GA 2: Research methods in psychology	**Level**	**Form/s of Assessment**	**Learning and Teaching Strategies**
Describe the basic characteristics of the science of psychology	1	Mid –semester and final examination, ILS assignment, Psych. in the media and Building a rationale assignment.	Reference to methodology throughout lecture and tutorial content.
Describe, apply and evaluate the different research methods used by psychologists	1	Mid-semester and final examination; ILS assessment; Psych. in the media; Building a rationale assignment; completion of research participation (Sona).	Reference to methodology throughout lecture and tutorial content. Participation in School approved research (Sona).

Design and conduct basic studies to address psychological questions; frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalize variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports	1	Training in literature search and the critical evaluation of current research will be achieved through the ILS, Psych. in the media assignments. In addition, training in the formulation of testable hypotheses is provided by the Building a rationale assignment. Further training on conducting research work is provided in PSYC1111 and in L2 and L3 courses.	One tutorial devoted to writing skills and an introduction to report writing in the Building a rationale assignment.
GA 3: Critical thinking skills	**Level**	**Form/s of Assessment**	**Learning and Teaching Strategies**
Apply knowledge of the scientific method in thinking about problems relating to behaviour and mental processes	1	Building a rationale assignment	Addressed in class discussion throughout tutorials
Question claims that arise from myth, stereotype, pseudoscience or untested assumptions	1	Psychology in the media assignment	Specific tutorials, e.g., fundamental attribution error and more broadly in lectures
Recognise and defend against the major fallacies of human thinking	1	Mid-semester and Final examination	Specific tutorials, e.g., fundamental attribution error, and more broadly in lectures
GA 4: Values, research and professional ethics	**Level**	**Form/s of Assessment**	**Learning and Teaching Strategies**
Use information in an ethical manner (e.g., acknowledge and respect work and intellectual property rights of others through appropriate citations in oral and written communication)	1	All written assignments.	Introductory lecture, tutorial and course outline information on referencing and avoiding plagiarism
GA 5: Communication skills	**Level**	**Form/s of Assessment**	**Learning and Teaching Strategies**
Write a standard research report using American Psychological Association (APA) structure and formatting conventions	1	ILS and Building a rationale assignments provide an introduction to research report writing. Further training is provided in PSYC1111 and in L2 and L3 courses.	One tutorial devoted to writing skills and an introduction to report writing in the Building a rationale assignment. Requirement that students complete on-line ILS exercises on researching and referencing in psychology

Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes	1	Oral communication is not formally assessed.	Encouraged throughout tutorials
GA 6: Learning and application of psychology	**Level**	**Form/s of Assessment**	**Learning and Teaching Strategies**
Describe major areas of applied psychology (e.g., clinical, organisational)	1	Mid-semester and final examination	1 Lecture on clinical perspectives in psychology. A focus on real-world application of psychological research and phenomena throughout lectures and tutorials.

7. Rationale for the Inclusion of Content and Teaching Approach

The aim of the lectures is to give you the opportunity to learn about the content, issues, and theories in the major topic areas of modern psychology. Psychology 1A covers the following topics: psychological and clinical perspectives; psychological development of the individual; how human beings interact and influence each other in social situations; normal and altered states of consciousness; personality and individual differences and their measurement; emotion and motivation; the impact of psychological factors on physical health; cultural psychology. Each topic will be given by one or several different lecturers, so that you will have the benefit of their specialised interests and knowledge. It will be common to find a lecturer presenting several different theories about the same body of data. You will, we hope, find this diversity a source of excitement and challenge, as there should be something of interest for every psychology student who is curious to discover how the mind works.

8. Course Components

PSYC1001 Psychology 1A is a 6 UOC course. It consists of three main components.

- a lecture component – 3 one-hour lectures per week or Web Lecture (see Section 8.1)
- a tutorial component – 1 one-hour tutorial per week (see Section 8.2)

A summary of each of these components is provided in the following sections.

8.1. Lecture Component

Lecture times and locations

Lectures are held in daytime and evening slots on Mondays, Tuesdays and Thursdays each week. You may come to any combination of day and evening lectures as long as you attend an 'A', 'B' and 'C' lecture each week.

	Lecture A	**Lecture B**	**Lecture C**
Day	Monday 9-10am Clancy Auditorium	Wednesday 12-1pm Clancy Auditorium	Thursday 11-12am Clancy Auditorium
Evening	Monday 6-7pm Mathews Theatre A	Wednesday 6-7pm Mathews Theatre A	Thursday 6-7pm Mathews Theatre A
Web Lecture	Online recording	Online recording	Online recording

Textbook

The textbook for this year, available from the University Bookshop, is:

Lilienfeld et al. (2015). *Psychology: from inquiry to understanding*. (2nd ed.) Pearson Australia: Melbourne, VIC.

The fact that each topic in the lecture course is given by a different lecturer will tend to highlight differences in approach and methods. The best way to gain an understanding of links between different areas of psychology is to make proper use of the textbook. While the textbook should be referred to as a source of information on specific questions, it is intended to perform an even more useful role if treated simply as intrinsically interesting

material. If you regularly read the textbook you are likely to develop a broad appreciation of the methods and content of psychology.

The textbook is available at the University Bookshop. The Lilienfeld text is the only required reading for this course, but students may find the other material useful, especially if considering taking Psychology in 2nd and 3rd years. The same textbook will be used for PSYC1011 in Semester 2, 2017.

Lecture Schedule

The lecture topics, lecturers and relevant required reading from the textbook for 2017 are presented in the **Psychology 1A: Course timetable – 2017 (p.5)**. It is a good idea to keep this timetable handy and refer to it often.

Attendance at lectures

For the content areas covered in this course the primary source of information is the lectures. That is, the textbook supplements the lectures rather than the lectures supplementing the textbook.

If you have chosen to enrol in the web-based lecture (Class No. 9396), you are required to listen to all Echo360 lecture recordings made available on Moodle following each lecture. Lectures are streamed via Echo360 on Moodle and will not be available as podcasts. Lecture notes will also be available on Moodle either before or shortly after the lecture.

You are reminded that, at the moment, we cannot guarantee that Echo360 lectures will always work. Background noise or technical difficulties may result in poor recording. Moreover, technical difficulties can sometimes lead to lectures not being recorded at all. If a lecture fails to record properly on Echo360, it is still your responsibility to catch up on the lecture material.

For those enrolled in morning or evening lecture streams, lecture attendance is very important. Should you miss one through sickness, you can make use of Echo360 lecture recordings as well. All the above caveats apply. As the lectures are held in large theatres with many people present, we urge you to consider your fellow students.

Lecture content is typically delivered as an oral and visual presentation by the lecturer. There will, at times, be opportunity for student feedback and interaction, as and when the lecture feels it is beneficial. Please note: even a relatively small number of students having quiet conversations during the lectures can produce enough background noise to interfere with the clarity of the amplified lecture to a serious extent. It is also extremely distracting for the lecturer and discourteous to fellow students. You must refrain from such activity. **Interfering with the capacity of fellow students to learn in lectures will result in you being asked to leave a lecture.** Repeated interference will be viewed as academic misconduct.

8.2. Tutorial Component

Description

The tutorial component has two main roles. Firstly, as the classes are relatively small they represent an opportunity for you to engage with your tutor and other students in a more interactive form of learning than is possible in the large-class lectures. Secondly, they also perform an essential role in showing you how psychology is put into action. This second role takes place through the conduct of simplified experiments and other demonstrations, taking place within the tutorial class. There will also be group discussions and videos. Although the tutorials consist mainly of material related to the lecture component, many tutorials will also contain independent research-related material.

Times and locations

Tutorial classes are held in Weeks 2-6 and 9-13 inclusive. Tutorials are held in the Mathews Building (the main School of Psychology building), which is across the plaza from the Clancy Auditorium in which the lectures are held. Rooms in the Mathews Building are numbered according to their level (floor). For example, Mat 314, is on level 3 of the Mathews Building. It is important that you check your enrolment information on myUNSW to see the time and location of your tutorial class.

Tutorial Changes

You should have already enrolled in a tutorial class when you enrolled in the course. **Any permanent tutorial changes must be made using myUNSW by 11:59pm on Sunday 5th March 2017**. If you encounter significant difficulty changing tutorials on myUNSW ***before*** this date, please contact the Course Administrator. After this date, **no permanent tutorial changes will be possible. Furthermore, if you attempt to change your tutorial on my UNSW *after* this date, you will un-enrol yourself from the course and you may not be permitted to re-enrol!**

Please note: You **must attend the tutorial in which you are enrolled for the duration of the session**; you are not allowed to arrange with a tutor to change tutorial.

Attendance

Attendance at tutorials is a **compulsory** part of the course and tutorial content is examinable. Additionally, it is the University policy that **students who attend less than 80% of their possible classes may be refused final assessment or may not be issued with a final grade for the course**.

If you are unable to attend your scheduled tutorial in a given week for medical reasons, contact your tutor and the Course Administrator immediately by e-mail at psychology@unsw.edu.au and you may be assigned to a different tutorial. There are strict University regulations on class sizes due to health and safety considerations, so it is **not** permissible to simply attend an alternative tutorial, without first getting approval. Once approved, you should inform the tutor of the alternative class about your attendance on the day, as well as inform your own tutor by email.

You should not attend alternative tutorials other than in exceptional circumstances and with approval, as it could significantly impact your assessment. There is, however, one exception: if you are enrolled in a tutorial that is affected by a public holiday, you must attend another tutorial that week. Ensure that you arrange this in advance. If you are enrolled in a Friday tutorial and cannot attend university due to illness, a replacement tutorial is not possible. Ensure that you submit a medical certificate to your tutor so that your attendance is explained on your record. Where possible, material from the tutorial will be published on Moodle for revision purposes.

Tutors

As the lectures are held in very large classes, the tutorial plays an important role in providing greater interaction both with other students and with members of the School of Psychology. Your tutor represents the most personal contact you will have with the School of Psychology.

Many tutors are recent graduates of this University who are now completing a PhD and many tutors will have been through Psychology 1A at UNSW (or similar). Thus, they are well aware of the difficulties you will encounter. Although they are not specialists in all areas of the course, they will be able to help you with most of your problems. Before seeking assistance, try to define your area of difficulty with some precision. Locate the relevant sections in your notes and textbook, and bring these with you to your tutor. If the problem requires specialised knowledge, your tutor may have to consult the lecturer for you, or, in some cases, may ask you to consult the lecturer personally or through the discussion forums on Moodle.

Please be patient when seeking advice from lecturers. Keep in mind that the first-year lectures represent only a small part of a lecturer's responsibilities, and it is not possible for them to be freely available for all immediate enquiries. Always ask your question with a sufficiently detailed email and an appropriate title (e.g., "PSYC1001 Lecture 7 query"). Should you have any difficulty in obtaining the information you require (after some time), at this point contact the Course Coordinator.

Tutorial schedule

A broad summary of the topic areas that will be covered in tutorials is presented in **Psychology 1A: Course timetable – 2017** on page 5 of this course outline.

9. Assessment

9.1. Course Requirements

The basic requirements of this course are as follows:

- Attendance at three one-hour lectures per week.
- Attendance at and contribution to a one-hour tutorial session per week.
- Participation in practical exercises.
- Completion of the Information literacy skills (ILS) for Psychology exercises
- Completion of the Psychology in the media assignment
- Completion of the Building a rationale assignment
- Completion of 6 (or more) hours of research participation
- Participation in the mid-semester examination
- Participation in a final examination at the end of semester

9.2 Description of Assessments

Course assessments are designed to emphasise the different course objectives. Successful completion of these assessments is therefore indicative of a grasp of relevant key objectives. Your final mark is determined by your performance on all aspects of the course over the whole semester. It is therefore possible to compensate for poor performance on one assessment by achieving a much better standard in the other sections.

Unless specifically identified as being voluntary, all class work set during a course must be completed. Failure to do so will be recorded as 'unsatisfactory class work', which will normally result in an automatic failure in the course, regardless of performance.

As with most University courses, when calculating your final mark for this course the raw components are combined and the combined mark is then scaled in order to remove the effects of differences in marking standards from year to year and of differences in the level of difficulty of assessments which inevitably occur from year to year. You are reminded that a pass mark in both PSYC1001 and PSYC1011 is required for admission to second year in psychology at this University.

A summary of the major assessments for PSYC1001 (1A), and their contribution to your final mark for the course, is provided below.

Information literacy skills (ILS) for Psychology (5%)
This will provide an insight into the role of the scientific method in psychology, and focus on the development of communication and information literacy skills, as well as critical thinking skills. Further details on this assignment will be released in Week 2 on Moodle. This is an online assignment and will need to be **completed by Friday the 31st March (Week 5)**.

Psychology in the media (10%)
The aim of this assignment is to draw your attention to the differences between scientific research reports and media focused outputs. You will practice skills in critical evaluation and conduct an effective literature search for relevant articles. The assignment will consist of answering a series of questions that will lead you to contrast the style of reporting in a media article with that of a scientific report. The assignment will be released in Week 3 on Moodle. You should upload your completed assignment to the appropriate Turnitin link on the Moodle Course site **by 4pm on Sunday 16th April 2017 (Week 7). You must also email a copy to your tutor before the deadline.** See Section 9.3 for advice on submission of assignments.

Mid-Semester Exam (15%)
This will allow you to test your understanding of the course content covered in the first **4** weeks of the course. The exam will be **held in tutorials in Week 6 (computer labs)** and all questions will be multiple choice. The mid-semester exam will include questions based on the lecture material, the tutorial material and the textbook readings. Topics that will be covered in the exam include Psychological Perspectives (Killcross), Clinical Perspectives (Bryant), Developmental Psychology (Richmond), and Social Psychology (Forgas only). Further details will be provided in a Moodle announcement nearer the time.

Building a rationale (16%)
Writing research reports in any area of science is an essential skill that reflects your ability to synthesise empirical (research-based) material and report your conclusions clearly and concisely. It is an exercise that requires a considerable level of both theoretical and conceptual understanding and critical analysis.

This written assignment focuses on the presentation of a short, coherent literature review and the careful development of a rationale for future experimentation. This exercise is designed to allow you to become familiar with the first step in the formal reporting style of psychological research, including the basic elements of effective and efficient scientific communication, and to further develop your information literacy skills.

You will take part in a short research experiment in one of your tutorial classes. You will be encouraged to take notes after you have completed the experiment to keep a clear record of the procedure of the experiment. Following this you will research the theoretical background to the experiment and write a short literature review based on your reading of a few papers. You will then be required to build a convincing and logical rationale for further experimentation. You need to think carefully and creatively about the research that has been conducted. What are the remaining questions in this field? What were some of the problems with the previous experiments? How might these questions be answered in a future experiment?

This is an individual (as opposed to a group) exercise, which means that each student will submit an assignment that they have prepared on their own. This assignment will be released on the Moodle course in Week 5. Detailed information regarding the content and format of the "Building a rationale" assignment will also be given in tutorials in Week 5. The assignment must be submitted (both to vias the Turnitin link on Moodle and also emailed to your tutor) **by 4pm on Sunday 14th May (Week 10)**. See Section 9.3 for advice on submission of assignments.

You should note the following:

1. Failure to submit any assessment task may be regarded as a failure to complete the course. This means that, regardless of your performance in other sections of the course, your result may be recorded as 'UF' for the entire course, that is, a failure due to incomplete work.
2. All assignments you submit must be your own, independent work. The work you submit in the assignment will, of course, be based on your reading and on material given in lectures and tutorial classes, but it should not be simply a restatement of any material that has been provided. Although it is often useful to discuss with other students the structure or requirements of an assignment, or work completed as part of a tutorial, **you should be very careful when preparing your report to ensure that it represents your own work**. The similarity of student submissions is checked very carefully; in the event that similarity is detected, both students will be investigated for academic misconduct.

Research participation (4% + an optional 4% bonus)
See Section 10 of this course outline.

Final examination (50%)
This exam is held during the University examination period in June (Friday 9 June – Monday 26 June 2017) and is designed to promote an understanding of diverse theoretical and empirical approaches, across a broad range of psychological issues. Questions on the final examination will be based on material covered in lectures and tutorials.

As shown above, 50% of the total marks for Psychology 1A are determined before the end-of-semester examination. The assessment is, therefore, essentially of the continuous, rather than "one-shot exam" type. The assessment also takes a number of forms and is therefore designed such that no student should be too heavily penalised by a "bad day" or a weakness in one particular form of assessment.

9.3 Submission and Collection of Assessments

Submission

Unless directed otherwise, all written work (including assignments, reports and the like) must be BOTH (1) uploaded to the appropriate Turnitin link on the Moodle Course site, AND ALSO, (2) emailed to your tutor. Your assignment will not be considered officially submitted until it has been both uploaded to Moodle and emailed to your tutor. **Do not leave it to the last minute** – online submissions are susceptible to a number of computer malfunctions. Barring a system-wide failure of the Moodle or Turnitin systems, it is **your responsibility** to allow sufficient time to submit your assignment.

(1) Online Submission via Turnitin: You should upload your assignment via the appropriate Turnitin link on the Moodle website. The exact title and location of the Turnitin link for a given assignment will be provided when the assignment is distributed. After submitting your assignment via the Turnitin link, you should save a copy/screenshot of the electronic receipt (e.g., "print screen"); you may be asked to produce it at a later date. The official date and time of submission will be taken as the date and time at which the assignment was uploaded to Turnitin.

(2) Emailing the Assignment to your Tutor: You must email your tutor a copy of your assignment within 1 hour of submitting it to Turnitin. This emailed version will be used as a backup in case there are any problems with the Turnitin version. The version of the assignment you email to your tutor must be identical to the version you submitted to Turnitin. You must email your assignment from your official UNSW email account. Be sure to attach your assignment to the email, as either a Word or PDF file. Be sure to a keep a copy of your email for you own records - you may be asked to produce it at a later date. You must include the following information in the body of the email to your tutor.

Course ID (PSYC1001); Assignment Title; Student Name; Student zID; Tutor's Name; Tutorial Time;

Make sure that you include the Declaration of Originality section, as your assignment will not be accepted without it. The names and email addresses of all tutors are listed in Section 2.

Declaration of Originality: I declare that: (1) This assessment item is entirely my own original work, except where I have acknowledged use of source material such as books, journal articles, other published material, the Internet, and the work of other student/s or any other person/s. (2) This assessment item has not been submitted for assessment for academic credit in this, or any other course, at UNSW or elsewhere. I understand that: (1) The assessor of this assessment item may, for the purpose of assessing this item, reproduce this assessment item and provide a copy to another member of the University. (2) The assessor may communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).

Collection of Marked Assessments

The marks and comments for your written assignments will be available for viewing in the weeks following the deadline. Details are given in the timetable on page 5. Once marks are posted you will be advised via an announcement on Moodle (i.e., the News Feed).

Your tutors will often provide extremely useful feedback on your work. In particular, your tutors will often point specific areas in which you have made mistakes, which will provide you with essential feedback on your work. It is strongly suggested that you save your marked assignments and read over the comments, so that you can learn and benefit from the comments provided. Those of you who intend on taking psychology courses in later years will be expected to write numerous reports, and you are more likely to improve in this skill by reflecting on and incorporating the feedback provided by your tutor.

9.4 Feedback on Assessments

Marking of Assessments

Your report will be marked by one of the Psychology 1A tutors. All of the tutors are experienced markers, and will have the same approach to marking the content of each report, determined by discussion and consultation at regular tutors' meetings.

Re-marks

If you are dissatisfied with the feedback that you receive for your written work, you must contact your tutor, who will arrange a time to discuss this in person. After meeting with your tutor, if you are still dissatisfied, you may apply for reassessment by completing a form available from UNSW Student Central. You are required to give reasons to justify your request and you will need to pay a fee. Where insufficient reasons are given, the Assessment Executive Committee of the Faculty or Board may decline to take action. Please note that marks may be increased or decreased as a consequence of a re-mark. The application form must be submitted no later than 15 working days after the return of the piece of work.

You must keep all marked work that is returned to you in case it is needed for re-marking.

9.5 Extensions

It is the School's policy not to provide extensions for written work unless there is a medical certificate accompanying a specific request, or exceptional compassionate grounds. Pressure of other academic or non-academic work will not qualify you for an extension. If you are experiencing difficulties in meeting the deadlines, please talk to your tutor or Course Administrator before the piece of work is due.

Failure to meet the submission deadlines will be penalised. It is the School's policy never to accept reports after others have been returned (i.e., once feedback on the assignment has been released to other students).

For reports submitted late without acceptable reason, but submitted before other marked reports are returned, a penalty of 2% will be deducted for each day it is overdue (including weekend days). **A 'day', in this context, refers to 24 hours**; thus if an assignment is due on Friday at 4pm and you submit it on Saturday at 5pm, you will be penalized 4% for being 2 days late (i.e., 25 hours late). The date/time stamp on the Turnitin copy will be used to determine whether or not a report is overdue. Late submissions may not receive detailed feedback.

To apply for an extension you should submit an application through MyUNSW, see detailed instructions for 'special consideration' in Section 9.6 of this course outline. Please take note that you will need to attach third party supporting documentation to your application, and documentation dated after the submission date may not be accepted.

9.6 Special Consideration

If you find that unexpected short-term illness, misadventure, or other circumstances beyond your control may prevent you from completing a course requirement or attending classes, or may significantly affect your performance in assessable work, you can apply for Special Consideration.

Students enrolled in a School of Psychology course should make a Special Consideration application regarding an assessment task regardless of the weighting given to this assessment task. Note that applications for Special Consideration will not be considered unless there is evidence of these circumstances lasting for more than three consecutive days or a total of five days or more within the teaching period.

Students wishing to apply for Special Consideration should do so within three working days of the assessment or the period covered by the supporting documentation. All applications must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration. You will need to submit original documents to UNSW Student Central, in person, to support your online application.

If your application is on the grounds of unexpected short-term illness, the original documents should include a Professional Authority form, which has been completed by a medical practitioner. For further information and to download the Professional Authority form, go to:
https://student.unsw.edu.au/sites/all/files/uploads/group47/forms/ProfessionalAuthority.pdf

9.7 Supplementary Assessment and Exams

Supplementary Assessment

A supplementary assessment is an additional assessment that may be provided to a student who, due to extenuating special circumstances, failed or was unable to complete an initial assessment. The form of supplementary assessment need not be identical to the original assessment but will assess the same learning outcomes.

If Special Consideration is approved, a supplementary assessment will be offered to any student who fails an assessment task. The mark awarded for the assessment task will be based solely on the supplementary assessment.

For students in the final semester of their program and who have failed an assessment task, one supplementary assessment will be offered in cases where passing the task would result in passing the course and completing the program. For such cases, in the absence of Special Consideration, the mark awarded for the supplementary assessment will be capped at 50% of the value of the assessment task.

A supplementary exam is one type of supplementary assessment. For further information regarding supplementary exams, see "Supplementary Exams" below.

Supplementary Exams

A supplementary exam may be given to students who:

(a) Are absent from the initial exam due to unexpected short-term illness, misadventure, or circumstances beyond their control and successfully apply for Special Consideration;

(b) Fail the initial exam and successfully apply for Special Consideration for this exam; or

(c) Are in the final semester of their program and fail the initial sitting of the final exam for a course, a pass mark for which would enable successful completion of their degree program.

Where students sit a supplementary exam under circumstances (c) above, the maximum mark for the exam awarded will be 50% of the value of the exam. The final mark for the course will be capped at 50% as well.

Supplementary exam opportunity for each course will be offered only once. Supplementary exams will be conducted:

• In the case of exams other than final exams, at a time specified in by the Course Coordinator; and

• In the case of final exams, from Monday, 10 July 2017 through Friday, 14 July 2017 for Semester 1.

Students who are granted a supplementary exam will be notified through their student email address only.

Students granted a supplementary exam can expect the exam to be of the same degree of difficulty as the original. Supplementary exam materials may be in a different format from the original (e.g., short answer instead of multiple choice questions, and oral exam instead of written exam). In addition, the original and supplementary exam materials may also differ in the specific content, although, overall, both will be sampled from the same relevant course material.

9.8 Disability Services

The Student Equity and Disabilities Unit (SEADU) is committed to ensuring that every student's experience of the University of New South Wales is free from discrimination and harassment. They provide a range of services, support and advice to help students overcome barriers that could prevent them from having a successful university education. If you have any type of chronic or reoccurring physical or mental health difficulty, or believe that you are disadvantaged because of your circumstances, we encourage you to contact SEADU at the earliest opportunity in your university career so that they may be able to provide advice or assistance to help with your studies. Please be aware that SEADU is committed to a policy of

confidentiality; information you disclose to them will not be released outside of SEADU without your written consent. For more information see http://www.studentequity.unsw.edu.au/

10. Research Participation

You will be able to participate in psychological research within the School for up to 12 points throughout the semester, 6 of which are compulsory (4%) and up to 6 optional (up to 4% bonus). Points are earned at a rate of 1 point per hour of research participation. By participating in on-going research you learn first-hand about the ways in which research in psychology is conducted, and can appreciate the application of the concepts that you encounter in lectures and tutorials. You will also find out about theories and areas of investigation that are beyond those you study in the course, giving you an insight into the research that academics are conducted in the School of Psychology. **In this sense, you are very much contributing to the advancement of psychological science.** Clearly, the study of human behaviour cannot progress without humans to observe and we ask that you act in a responsible way to ensure your research participation provides useful data to researchers within our school.

Every researcher is under the general supervision of an Ethics committee, and is therefore required to satisfy certain conditions that ensure ethical practice during an experiment (e.g., to provide information regarding the nature and aims of the study). There is no compulsion to participate in any particular study and it is quite in order to decline to participate after an explanation of what is involved has been given.

Sona

Sona is a web-based facility that provides information to students about approved research projects as they become available. It also enables students enrolled in Psychology 1A to sign-up to participate in research projects of their choice. You can access Sona through Moodle.

You must be registered on Sona to receive research participation credit. A batch registration occurs at the start of the semester, **and you must log on in Week 2 to activate your account**. If you enrol after Week 1, or if you encounter any difficulties logging on to Sona, please contact sona@psy.unsw.edu.au. More information about Sona can be accessed in the Sona Student guide, available on Moodle. Remember it is your responsibility to ensure that you can access Sona.

Signing up to Participate

It is a good idea to complete your research participation requirement early, as fewer studies may be available towards the end of the semester. **You must complete all participation by 5pm on Friday 2nd June, 2017**. All researchers will assign credit by 5pm of Monday 5th June, 2017. Any issues regarding outstanding credit must be resolved between you and the researcher by Wednesday 7th June, 2017. If you are unable to resolve this issue, contact sona@psy.unsw.edu.au.

Only sign up for a study if you are sure you can attend on time. If you sign up and then do not attend without a reasonable excuse, 0.5 points will be deducted from your participation balance. This is because a failure to attend causes considerable inconvenience and cost to researchers. If you are going to miss, or have missed a study for which you have signed up, you should contact the researcher as soon as possible, and you may be able to reschedule. It is at the researcher's discretion whether penalties are applied or rescinded.

When you attend an experiment, the researcher will explain as much as is possible about the study and will give you an opportunity to withdraw if you wish. Keep in mind that you may withdraw at any time during the study and this will not jeopardise your relationship with the researchers, PSYC1001, or the university in general.

Research Debriefing Discussion

In order to receive credit for your participation, you must discuss the experiment that you have completed with the researcher. They will debrief you on the study and provide you with a handout detailing your discussion. You should keep the handout for future reference. This is also an opportunity for you to ask any additional questions that you may have. No details of any individuals who took part in the study will be published; students will be anonymous members of the sample tested. If the researcher does not give you an adequate debrief of the study, contact Dr. Damien Mannion (d.mannion@unsw.edu.au).

Credit for Participation

You will receive 4% course credit once you complete the required 6 points of participation. Please note that your final point balance will incorporate both studies that you have completed AND any penalties for failure to attend. In addition, you may choose to complete additional research participation for bonus credit. Up to 6 additional points can earn you a maximum 4% course credit (e.g., 3 additional points = 2% course credit).

Many students wait until the final weeks of teaching to complete their research participation. **We strongly advise against this strategy as there will be limited research opportunities available.** Try to space out your participation across the course of the semester to ensure you have access to more available studies.

As your final credit for research participation will be derived from Sona records, you are responsible for ensuring that your Sona point balance shows all research that you have participated in. If any discrepancy arises, you must email sona@psy.unsw.edu.au no later than Wednesday 7th June, 2017.

Prescreening Questionnaire

When you log in to the Sona system, you will be invited to complete a prescreening survey. These questionnaires are important to researchers to help them identify potential participants for future research. That means that if you choose to complete a questionnaire within the prescreening survey, in some cases this will determine which studies are and are not available for you to sign up for. Whether or not you take the prescreening survey, you will still be able to sign up for a variety of studies that do not have any specific selection criteria. In fact, the vast majority of studies do not have any specific selection criteria, and whether or not you choose to complete the prescreening survey will not affect your ability to complete the required number of credit hours. In exchange for completing one or more questionnaires in the prescreening survey, you will earn 1 Sona point (equivalent to 1 hour participation time).

It is important to note that completion of any or all of the prescreening surveys is entirely optional. Choosing to decline to participate in the prescreening surveys will not jeopardise your relationship with the School of Psychology or UNSW. If you decline to take the prescreening survey at first, you will be able to access the survey at a later time.

Deception

Usually the initial description of the study will be accurate. However, on occasion the researcher may find it necessary to mislead you as to the true purpose of the study. Such deception can occur in one of two ways. The researcher may simply omit important information, or the researcher may actually misrepresent the true nature of the study. These types of deception will only occur when there is no other way to obtain meaningful data given the rationale for the experiment. All elements of deception will have been approved by the applicable ethics committee. At the end of a study involving deception, the researcher is obliged to describe the deception and to explain why it was necessary.

Confidentiality

Only the researcher and the researcher's supervisor have access to information that specifically identifies you with the data you provided. Although data collected from you may be reported on an individual or group basis in a publication, you can assume anonymity and confidentiality.

Complaints

If you have any complaints, there is a Research Participation Complaint Form that you can obtain from the Psychology Office (Mathews Level 15). Your comments will be forwarded to the course coordinator and will remain completely confidential. Alternatively, you may contact the course coordinator directly if you wish.

Alternative Assignment

If you have an objection to participating as a subject in any research you should talk to the Course Coordinator by the end of Week 7. The Course Coordinator will arrange an alternative assignment for you to complete in order to obtain the required research participation marks (4%).

11. Expected Resources for Students

11.1. Moodle

All course details and information will be posted on the Moodle Course Module:
http://moodle.telt.unsw.edu.au

The Moodle page is the online website resource for PSYC1001. You should check the Moodle site regularly for important information and updates.

Studies needing participants for optional research participation will also be advertised on Sona, which can be accessed via the Moodle PSYC1001 site.

11.2. EndNote X5 and Mendeley

A free copy of **EndNote X5**, an automatic referencing program that can be installed with Microsoft Word, can be obtained from UNSW IT Services. It could be useful for you to acquire a copy of End Note, and attend a library course on using it, as mastering this program will save you a considerable amount of time in organising and formatting citations throughout your entire time at University. EndNote can be downloaded from the URL: http://www.it.unsw.edu.au/students/software/endnote.html. When you obtain a copy, ensure that you configure it to produce APA style citations, which is not the default mode.

An alternative is provided by **Mendeley,** which allows you to build a library of PDF articles to share across devices (PC, Mac or iPad). It allows you to organise documents by subject, add reading notes directly to PDFs, and also provides some referencing capabilities for integration with Microsoft Word. It can be downloaded for free from www.mendeley.com

12. 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.

13. 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?

The way that plagiarism is handled depends on the severity of the case. In relatively minor cases, a member of staff (coordinator, tutor, etc) may offer you assistance to improve your academic skills. They may ask you to utilise online resources, or attend the Learning Centre. However, if the level of plagiarism is deemed to warrant investigation under the Student Misconduct Procedures, the case will be handled via consultation with the Student Ethics Officer in the School. Such cases can range from poor paraphrasing and inappropriate use of sources throughout an assignment, to stealing another student's work or paying someone to do your work. All substantiated investigations under the Student Misconduct Procedure result in your name being placed on a Register at the university. Prior entries in this register result in any future case of plagiarism being handled with a higher severity.

Penalties for substantiated cases under the Student Misconduct Procedure can include a reduction in marks, failing a course or for the most serious matters (such as paying someone to do your work) even suspension from the university. The Student Misconduct Procedures are available here:

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

You are urged to make yourself knowledgeable about the Student Misconduct Procedures as well as what constitutes plagiarism at UNSW. Claiming that you weren't aware of these is not a defence against having plagiarised.

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 math 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

14. Administrative Matters

The School of Psychology Student Guide, available on 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.