Unit Outline

PSYC1000 Introduction to Psychology
Semester 2, 2016

Unit study package code: PSYC1000
Mode of study: Fully Online
Tuition pattern summary: This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:

Title: Ms
Name: Kelly Prandl
Phone: 9266 3294
Email: IPSych100E@curtin.edu.au
Location: Building: 401 - Room: 332

Teaching Staff:

Administrative contact:

Name: Promodha Seneviratne
Phone: 9266 3312
Email: IPSych100E@curtin.edu.au
Location: Building: 400 - Room: 205

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.
Syllabus

Broad outline of the nature, methods, and fields of psychology. Introduction to psychology and methodological issues related to the study of human beings and the relevance of both for interactions with individuals and groups. Introduction to social psychology, personality, development, learning, memory, and motivation.

Introduction

Welcome to Introduction to Psychology. This is a first year unit which is a core unit for many students in the Faculty of Health Sciences, and studied as an elective unit by students from many other Faculties. The unit will provide an introduction to the study of human behaviour. During semester you will study a number of aspects of human behaviour and develop an understanding of how characteristics of an individual, and the people around them, can influence behaviour. We will also examine some of the underlying processes necessary for behaviour change.

The unit will introduce you to six areas of psychology:

1. Developmental psychology introduces the development of thinking, emotional understanding, and social processing across the lifespan. We look at fundamental questions about human behaviour such as nature vs. nurture; stability vs. change; and stages vs. continuous development and look major theories of human development.
2. The topic of Learning introduces habituation, classical conditioning, operant conditioning, and cognitive processes in learning. In each case, the history of theory and research will be examined with an emphasis on understanding everyday learning, and applications for improving and changing learning. We explore why an understanding of learning is essential for people working in health settings (i.e., for behaviour change).
3. Memory introduces the scientific study of remembering. We will see how mental functioning depends on different forms of remembering, and examine the ways in which memory can fail. We will consider causes of forgetting and how memory is a reconstructive process. We explore why an understanding of memory is essential for people working in health settings (i.e., for behaviour change).
4. Personality introduces the four main approaches to personality. We look at how each of these might provide different interpretations of behaviour. We encourage the adoption of a broad view of personality using multiple perspectives in personality analysis. This module also addresses the idea that people have unique personalities and that these will partially determine relationships with other people.
5. Social psychology will cover topics such as the influence other people have on us. We talk about issues such as stereotypes, prejudice, conformity, and obedience. We examine research illustrating these concepts and how they might influence human behaviour in a variety of settings. We talk about the positive (useful) and negative consequences of social influence.
6. Motivation covers the biological (instincts and drives), cognitive (expectancies and values), and humanistic-existential (deficiency and growth needs) perspectives on motivation. We look at how individual characteristics (such as need for achievement) and external forces (such as the availability of rewards) can interact to influence behaviour.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.
Faculty of Health Sciences
School of Psychology and Speech Pathology

On successful completion of this unit students can:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain how psychological research, theories and principles contribute to an understanding of human development, learning, memory, personality, motivation, and social behaviour</td>
</tr>
<tr>
<td>2</td>
<td>Apply concepts from human development, learning, memory, personality, motivation, and social psychology to understand and predict behaviour in situations and experiences in everyday life</td>
</tr>
<tr>
<td>3</td>
<td>Collaborate to explain current events using psychological concepts, principles, theories and research</td>
</tr>
</tbody>
</table>

Graduate Attributes addressed

1. Apply discipline knowledge
2. Thinking skills (use analytical skills to solve problems)
3. Information skills (confidence to investigate new ideas)
4. Communication skills
5. Technology skills
6. Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
7. International perspective (value the perspectives of others)
8. Cultural understanding (value the perspectives of others)
9. Professional Skills (work independently and as a team) (plan own work)

Curtin’s Graduate Attributes

Learning Activities

Lectures: EchoCentre Recordings (online lectures) will be made available each fortnight. Each lecture will be divided into several segments. The lectures focus in on selected key aspects of each module.

Module Activities: Each module will have associated activities, designed to enhance your learning experience. These activities are designed to replicate, as closely as possible, the content of the tutorials that are run in the internal version of the unit.

1. Activities: A combination of practical activities, demonstrations, case studies and videos will be used to illustrate and explore an issue or theme related to the module being studied. You will have the opportunity to relate psychological concepts to your own behaviour.

2. Journal: You will be asked to write in your own personal journal, which will assist in self-reflection regarding your ideas and understanding of the topics covered, and how those ideas might change as your knowledge expands throughout the course of this unit.

3. Group Presentations (see Assessment section).

4. Revision activities will assess your current knowledge of the modules being studied and provide opportunities to discuss issues and themes with your tutor and classmates via the discussion boards.

Readings: Designed to provide you with the basic theoretical and methodological underpinnings of the module content. You may find that you get maximum learning and value from the EchoCentre recordings and unit activities if you read the relevant chapter prior to engaging in the module content, as well as re-reading following completion of the module in order to consolidate your learning.

Learning Resources

Library Reserve

There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:

http://link.library.curtin.edu.au/primo/course?PSYC1000

Essential texts
The required textbook(s) for this unit are:

  Note that this book can be purchased in either hardcopy from the bookstore or as an electronic version from the publisher
  Please note: all information included in the readings is examinable, i.e. there may be questions in the exam related to the textbook chapters.
  (ISBN/ISSN: 9780730315490)

Other resources

Academic Integrity at Curtin: Student guidelines for avoiding plagiarism.
If you do not have a hard copy of this book, please ensure that you download a copy from:

Guides to APA 6th Edition Referencing Style


Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| 1 Written Assignment | 20 percent | Week: Week 4  
Day: Friday 26th  
August  
Time: 23.59hrs WST | 1,3 |
| 2 Group Presentation   | 30 percent | Week: weeks 12 AND  
13  
Day: Friday 21st  
October and Friday  
28th October  
Time: 4.30pm WST | 2,3 |
| 3 eTest           | 20 percent | Week: week 10  
Day: Wed-Fri, 19th-  
21st October  
Time: As booked by student | 1,2 |
| 4 Examination      | 30 percent | Week: Scheduled Exam fortnight  
Day: TBA  
Time: TBA | 1,2 |

Detailed information on assessment tasks

1. This assignment will assess your ability to read and interpret the personal experiences of an individual, to find relevant, recent literature on a topic, and link psychological theory to a real-life experience. It will also assess your ability to write concisely and reference appropriately.

The following resources for the assignment will be made available on the Introduction to Psychology
Blackboard site at the end of teaching week 1.

1. Assignment questions (3 short answer questions) and instructions.
2. A link to the assignment reading (available through the library’s eReserve).
3. Marking criteria and feedback rubric.

You must submit your assignment to Turnitin, via Blackboard, on or before 23:59pm WST Friday August 26th, 2016. The date and time of your submission will be recorded on Blackboard. Feedback on your assignment and your mark will be given via My Grades on Blackboard.

Please note that you do not submit a hard copy of this assessment.

2. During semester you will be required to work with a small team (3 members; NOT pairs) to produce a 15 minute presentation for your peers (5 minutes per person). Your presentation will demonstrate the application of psychological theory and research to an event or research from a current news article. You will also submit peer feedback on the presentations of your fellow students. You will be given the following materials on Blackboard in week 4 of semester:

   1. Presentation requirements
   2. Presentation Marking Rubric to guide your preparation

Group presentations can be uploaded by students to Blackboard at any time during Weeks 12. All presentations must be uploaded by 4:30pm WST Friday October 21st, 2016. Peer feedback must be uploaded in week 13, by 4:30pm WST, Friday 28th October, 2016.

Further instructions regarding where to upload the assessment materials will be provided on Blackboard later in the semester.

PLEASE NOTE: you are NOT required to meet in person to complete this assessment. All group work will be conducted online. You will include a script of what you would say if you were presenting live. Please read the instructions carefully.

3. There will be one mid-semester eTest, with 30 questions. You will have 40 minutes to complete the test. This test is worth **20% of your final grade** and will cover the modules of Developmental Psychology, Learning, and Memory.

The test will include questions based on textbook, lecture, and module activities/materials.

Questions will assess three levels of knowledge.

   1. Factual questions will assess knowledge of material explicitly presented (e.g., definitions).
   2. Conceptual questions will assess your ability to analyse and synthesise the materials presented, and
   3. Application questions will assess your ability to apply theoretical and factual knowledge to real-world events and experiences.

This is a **closed book test** – no materials or aids may be taken into the test.

Information regarding the eTest booking process will be provided later in the semester.

If you live in the Perth metropolitan area, you will complete your test in the Assessment Centre on Bentley Campus. Please refer to the Assessment Centre website for more information: [http://ctl.curtin.edu.au/teaching_learning_services/assessment_centre/ac_student_info.cfm](http://ctl.curtin.edu.au/teaching_learning_services/assessment_centre/ac_student_info.cfm)

If you live outside Perth, you will need to arrange someone to supervise your test and you will be sent a paper copy of the test to complete under direct supervision. The Teaching Support Officer, Promodha Seneviratne, will contact you to arrange this.

4. There will be a one hour exam held during the examination fortnight. The exam will comprise 45 multiple choice questions and is worth **30% of your final grade**.

   - **The exam will cover the modules of Personality, Social Psychology, and Motivation only.** The exam questions will be based on textbook, lecture, and tutorial materials. Questions will assess three levels of knowledge. Factual questions will assess knowledge of material explicitly presented (e.g., definitions). Conceptual questions will assess your ability to analyse and synthesise the materials presented, and application questions will assess your ability to apply theoretical and factual knowledge to real-world events and experiences.
   - The exam is a closed book examination – no materials or aids are allowed.
Pass requirements

1. Complete and submit ALL pieces of assessment. Failure to complete and submit ALL assessments will result in a F-Incomplete grade.
2. Obtain an overall mark of 50% or higher.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

1. All extension applications need to be submitted with supporting evidence to IPsych100E@curtin.edu.au
2. All applications are assessed on an individual basis, approval is not automatic.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Deferred examinations/tests will be held from 14/12/2016 to 15/12/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.
Supplementary assessments

Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 14/07/2016 and 15/12/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library website: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.
Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Supplementary Exams:

Students who have been granted a supplementary exam may only attempt the exam during the specified period. Supplementary exams cannot be deferred except under the specific circumstances as outlined in the assessment policy. You are, therefore, advised not to make any travel plans or work arrangements during the supplementary examination period. No holidays should be booked by a student or by family members on behalf of a student during any supplementary or deferred examination period. Holidays do not constitute grounds for deferral for any assessment. It is the student’s responsibility to make family members aware of important dates.

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:
1. Introduction of weekly podcast
2. Inclusion of an exemplar assignment to guide students
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Module</th>
<th>Readings</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>25 July</td>
<td>Orientation Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1 August</td>
<td>Developmental Psychology</td>
<td>Chapter 1 (not assessed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 12 (esp 460-487)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 13 (esp 500-511 &amp; 530-539)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8 August</td>
<td>Learning</td>
<td>Chapter 6: Classical Conditioning</td>
<td>Written assignment Fri 26th August</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Operant &amp; Social conditioning</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>15 August</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>22 August</td>
<td>Learning</td>
<td>Chapter 6: Classical Conditioning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Operant &amp; Social conditioning</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>29 August</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>5 September</td>
<td>Memory</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pages: 245-264</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pages: 265-283</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>12 September</td>
<td>Personality</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>19 September</td>
<td>Personality</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>26 September</td>
<td>Tuition Free Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3 October</td>
<td>Personality</td>
<td>Chapter 11</td>
<td>e-Test</td>
</tr>
<tr>
<td>11</td>
<td>10 October</td>
<td>Social Psychology</td>
<td>Chapter 17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 18 pages: 760-772</td>
<td>Presentations Due (21st Oct)</td>
</tr>
<tr>
<td>12</td>
<td>17 October</td>
<td>Motivation</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pages: 363-389</td>
<td>Feedback Due (28th Oct)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(We do not cover emotion in this unit)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>24 October</td>
<td>Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>31 October</td>
<td>Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>7 November</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>14 November</td>
<td>Examinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>21 November</td>
<td>Examinations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>