



Course Code:	1001PSY
Course Name:	Introductory Cognitive & Biological Psychology
Trimester:	Trimester 3, 2017
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Tony Hurd
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### Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Tony Hurd - [tohu@portal.griffithcollege.edu.au](mailto:tohu@portal.griffithcollege.edu.au)

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### Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

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### Prerequisites

Nil

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### **Brief Course Description**

This course provides a foundation for understanding the cognitive and biological bases of human behaviour, including the role of the brain and neural processes in behaviour, perception (how the senses allow you to see, hear, taste, touch and smell the world around you), conditioning and learning (how humans and other animals learn about their environment), cognition and memory (how people think, solve problems and remember). Drawing on various research traditions in experimental psychology, this course demonstrates how cognitive and biological psychology contributes to our knowledge of human well-being and performance. Students apply this knowledge through a series of practical in-class exercises.

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### **Rationale**

An understanding of psychology as a science, and of the important foundational knowledge and skills is required foundational knowledge for students progressing to second year studies in psychology, psychological science and counselling. More specifically it prepares students for the second level core courses such as *Cognitive Psychology* and *Biological Psychology*, and for advanced study in specialized courses such as *Cognitive Neuropsychology* and *Cognitive Neuroscience*.

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### **Aims**

The aims of 1001PSY are to provide students with:

- a. a basic grounding in topics in Cognitive and Biological Psychology, and
  - b. first-hand experience in applying the methods of scientific observation of human behaviour.
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### **Learning Outcomes**

After successfully completing this course you should be able to:

1. Apply a range of searching skills to find relevant information and review published literature.
2. Demonstrate the writing conventions required in academic communication i.e. written exercises, reports and exams.
3. Critically evaluate the evidence upon which the theories of cognitive and biological psychology are based.
4. Explain the key themes, theory and research used in cognitive and biological psychology.
5. Apply psychological knowledge to the understanding and scientific investigation of human behaviour.

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## Texts and Supporting Materials

### Required Texts / Resources

- Burton, L., Westen, D., & Kowalski, R. (2015). *Psychology* (4th Australian & New Zealand Edition). Milton, Qld: John Wiley & Sons Ltd. (with iStudy).

### Recommended Texts / Resources (*Alternative option to required text above*)

- Burton, L. Custom Publication – Introduction to Cognitive and Biological Psychology for 1001PSY Griffith University.

A list of required and recommended readings will also be available on the 1001PSY MyStudy course site on the Griffith College student portal.

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## Organisation and Teaching Strategies

Teaching methods will include a combination of face-to-face strategies such as interactive lectures, tutorials and workshops.

Lectures are used to impart/receive the core content of the course and execute course administrative tasks. In addition to face-to-face lectures, lecture notes and other course materials will be made available via the 1001PSY MyStudy course site. Additional material and examples elaborating the concepts will be provided in lectures.

Tutorials and workshops facilitate consolidation, discussion and application of knowledge from the lecture. Students will be required to participate in a series of research studies, discussions or debates on key psychological concepts. Discussion during these classes is designed particularly to develop students' oral communication skills and to facilitate students' understanding of psychological research methods.

It is standard practice at Griffith College that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site. Lecture Captured sessions are not intended as a substitute for a Lecture. Elements of the lecture may be edited from the Lecture Capture. Students are encouraged to attend the lectures in real time and use Lecture Capture as supplementary.

### *Class Contact Summary*

Lectures: 2 hours per week (weeks 1 - 12).

Tutorials: 1 hour per week (weeks 1 -12).

Workshops: 1 hour per week (weeks 1 - 11).

## **Attendance**

100% attendance is expected for all classes and for students to actively involve themselves in discussions. You are reminded that your attendance in class will be marked for all elements. To receive full attendance, you must be present in the classroom on all occasions.

You are expected to bring work completed at home to class for group and individual discussion. Further development of ideas is expected during tutorial time.

## **Preparation and Participation in Class**

You are expected to complete your readings and review the lecture notes plus attempt any tutorial/workshop exercises before class so that each week you can actively contribute to your learning and the learning of others in your classes. You are expected to ask and answer questions and to initiate discussions and stimulate debate in group and class situations.

## **Consultation Times**

Attendance during consultation times is optional and students are encouraged to use this extra help to enable you to meet the stated learning outcomes.

## **Course Materials**

Lecture notes will be made available to you on the 1001PSY MyStudy course website on the Griffith College portal and you are advised to download or print these out and bring them to each class so that extra notes can be added.

## **Independent Study**

Independent study requires that you spend time outside classes engaged in reviewing course materials available on the course site, completing readings, and undertaking research necessary to complete your assignments. Research includes reading the digitized readings, using library and internet facilities. For this 10 CP course, in addition to attending 4 hours of classes each week, you will need to spend at least 6 hours per week studying in your own time.

## **Program Progression**

Students are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 (Australian students) or equal to or greater than 4.0 (International students) in any trimester [please see Griffith College Policy Library - Program Progression Policy - for more information].

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## Content Schedule

### Weekly Teaching Schedule

Week	Topic	Activity	Readings
	Introduction to Psychology	Lecture	Burton , Weston, & Kowalski, (2015). Chapter 1
	Introduction & Icebreakers	Tutorial	
	Overview of Workshops and Assessment	Workshop	
	Research Methods in Psychology	Lecture	Burton, et al., (2015). Chapter 2
	Discussion & Activities: What is Psychology Conducting and Reporting Research	Tutorial	
	Stroop Effect (In class experiment)	Workshop	
	Biological Psychology: Part 1 (Neural Processes)	Lecture	Burton, et al., (2015). Chapter 3
	Discussion & Activities: Research in Psychology	Tutorial	
	Data Collection – Lab Report (Animacy	Workshop	
	Biological Psychology: Part 2 (Brain and Behaviour)	Lecture	Burton, et al., (2015). Chapter 3
	Discussion & Activities: Neural Processes	Tutorial	
	Understanding a Journal Article	Workshop	Nairne et al., (2013)
	Sensation & Perception:	Lecture	Burton, et al., (2015). Chapter 4
	Discussion & Activities: Brain & Behaviour	Tutorial	
	Mid-Semester Preparation & Practice Exam	Workshop	
	Mid-Trimester Exam	Lecture	
	Discussion & Activities: Sensation & Perception	Tutorial	
	Lab Report: Writing the Method	Workshop	
	Learning: Part 1 (Classical Conditioning)	Lecture	Burton, et al., (2015). Chapter 6
	In Class Experiment	Tutorial	
	Lab Report: Understanding the Results	Workshop	

8	Learning: Part 2 (Operant Conditioning)	Lecture	Burton, et al., (2015). Chapter 6
	Discussion & Activities: Classical Conditioning	Tutorial	
	Lab Report: Writing the Results and Discussion	Workshop	
	Memory	Lecture	Burton, et al., (2015). Chapter 7
	Discussion & Activities: Operant Conditioning	Tutorial	
	Operant Conditioning (In class experiment)	Workshop	
	Thinking	Lecture	Burton, et al., (2015). Chapter 8
	Discussion & Activities: Memory	Tutorial	
	Proactive Interference (In class experiment)	Workshop	
	Consciousness	Lecture	Burton, et al., (2015). Chapter 5
	Discussion & Activities: Thinking	Tutorial	
	Organisation in Recall (In class experiment)	Workshop	
	Course Review & Practice Exam	Lecture	Review Lecture Content (Weeks 5-11)
	Discussion & Activities: Consciousness	Tutorial	
	Final Exam Preparation	Workshop	

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## Assessment

This section sets out the assessment requirements for this course.

### Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Assignment - Planning Document Tutorial (Pre-lab) exercises	5%	1, 2, 3, 4	Week 5
2	Mid-Trimester Exam - Selected Response	25%	2, 3, 4, 5	Week 6
3	Assignment - Laboratory Report	25%	1, 2, 3, 4, 5	Week 9
4	Final Exam – Selected and Constructed Responses	45%	1, 2, 3, 4, 5	Final exam week

### Assessment Details

#### 1. Assignment - Planning Document Tutorial (Pre-lab) exercises

Rationale: This tutorial exercise provides an opportunity for you to demonstrate and communicate your understanding of key issues in psychological research methods by critically evaluating a journal article.

Assessment details: Completion of lab/tutorial activities. Information on the nature and timing of these will be given during lectures and tutorials. Completion of this task will aid in the preparation of the Laboratory Report.

Marking criteria: Marks will be awarded for completing a series of structured short response questions, with each question being marked against established pre-moderated criteria.

Submission: Online submission to Turnitin.

#### 2. Mid-Trimester Exam - Selected Response

Rationale: The mid-trimester examination is intended to test the student's knowledge and understanding of cognitive and biological bases of human behaviour and psychological theories taught in the course from weeks one to four.

Assessment details: Written test consisting of multiple choice questions about the material covered in the first four weeks of semester.

Marking criteria: The basic concepts test will be marked against established and moderated model answers.

### **3. Assignment - Laboratory Report**

Rationale: This research report provides an opportunity for you to demonstrate your understanding of theoretical and practical issues involved in conducting psychology research, as well as your written communication skills.

Assessment details: A written Lab Report to be completed individually, based on an experiment conducted during tutorials or other approved learning activities carried out during the semester.

Marking criteria: Marks will be awarded for completing all parts of the lab report, with each section being marked against established pre-moderated criteria.

Submission: Online submission to Turnitin.

### **4. End-of trimester (Final) Examination**

Rationale: The final examination is intended to test the student's knowledge and understanding of cognitive and biological bases of human behaviour and psychological theories taught in the course from weeks five to eleven.

Assessment details: The final examination will be held during the end-of-trimester exam period and will comprise multiple-choice questions and short answer questions based around key themes in the course.

Marking criteria: Marks will be awarded for evidence that the student has understood, and can apply and evaluate, the content presented in lectures, tutorials, and the required readings. The end-of-trimester examination will be marked against established model answers and undergo a full moderation process.

Further details of assessment item expectations will be provided during class and in each assessment descriptor available on the 1001PSY MyStudy course site on the Griffith College portal.

### **Requirements to pass the course:**

In order to pass this course, students must:

- 1. attempt and submit ALL assessment items, AND**
- 2. achieve a minimum cumulative total of 50% from all graded assessments.**

#### *Submission and Return of Assessment Items*

### **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

#### *Extensions*

To apply for an extension of time for an assessment item you must submit a written request to



your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### **Penalties for late submission without an approved extension**

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

*Assessment Feedback*

Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final piece of assessment in this course - marks for this item will be provided with the final course result.

**Commented [JF1]:** Lauren – I understand that this is the new clause that will go into all Course Outlines from T3 (approved by AP).

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## Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication		Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	Yes
Team Work		Yes	Yes
Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency		Yes	Yes

*Additional Course Generic Skills*

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## Additional Course Information

This course will incorporate interactive learning technology in tutorials and workshops, so it is preferable that you will have access to a Smart Device (Smart Phone, Tablet or Notebook) to participate in class activities.

Additional information and resources will be provided on the course website.

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## Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of a breach of academic integrity made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

#### *Risk Assessment Statement*

There are no out of the ordinary risks associated with this course.

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