



1. General Course Information

1.1 Course Details

Course Code:	1001PSY
Course Name:	Introductory Cognitive & Biological Psychology
Trimester:	Trimester 3, 2019
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Tony Hurd
Document modified:	2 October 2019

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.

Assumed Knowledge

No pre- or co-requisite knowledge

1.2 Teaching Team

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

Name	Email
Tony Hurd	tony.hurd@staff.griffithcollege.edu.au

1.3 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 "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course 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.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Describe the key themes, theory and research in cognitive and biological psychology.
2. Understand how psychological knowledge can be applied to the scientific investigation of human behaviour.
3. Evaluate the evidence upon which the theories of cognitive and biological psychology are based.
4. Apply information literacy skills to examine and communicate psychological research.

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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

3. Learning Resources

3.1 Required Resources

Burton, L., Westen, D., & Kowalski, R. (2015). Psychology (4th Australian & New Zealand Edition). Milton, Qld: John Wiley & Sons Ltd. (with iStudy). **(Best option for students also undertaking 1002PSY as part of the Diploma)**

Burton, L. Custom Publication – Introduction to Cognitive and Biological Psychology for 1001PSY Griffith University. **(Alternative option to required text above for students not undertaking 1002PSY as part of Diploma)**

3.2 Recommended Resources

Griffith Health Writing and Referencing Guide

<https://sites.google.com/a/griffith.edu.au/griffith-health-writing-and-referencing-guide/dev-home>

REDBOOK: Writing for Psychology and the Behavioural Sciences

<https://redbook.org.au>

Relevant readings may also be placed in the weekly content sections of the 1001PSY My Study on the Griffith College Portal throughout the trimester. You are also encouraged to find, and bring in for discussion, your own readings relevant to the lecture topics that interest you.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You 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 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning and Teaching Activities

Classes for Introductory Cognitive & Biological Psychology include the following:

- * **Lectures:** 2 hours per week
- * **Tutorials:** 1 hour per week
- * **Workshops:** 1 hour per week

4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
1	Introduction to Psychology	Lecture	Burton , Weston, & Kowalski, (2015). Chapter 1	1, 2
	Introduction & Icebreakers	Tutorial		
	Overview of Workshops and Assessment	Workshop		
2	Research Methods in Psychology	Lecture	Burton, et al., (2015). Chapter 2	1, 2, 4
	Discussion & Activities: What is Psychology Conducting and Reporting Research	Tutorial		
	Stroop Effect (In class experiment)	Workshop		
3	Biological Psychology: Part 1 (Neural Processes)	Lecture	Burton, et al., (2015). Chapter 3	1, 2, 3
	Discussion & Activities: Research in Psychology	Tutorial		
	Data Collection – Lab Report (In Class Experiment)	Workshop		
4	Biological Psychology: Part 2 (Brain and Behaviour)	Lecture	Burton, et al., (2015). Chapter 3	1, 2, 3, 4
	Discussion & Activities: Neural Processes	Tutorial		
	Understanding a Journal Article	Workshop	Nairne et al., (2013)	
5	Mid-Trimester Exam Preparation & Practice Exam	Lecture		2, 4
	Discussion & Activities: Brain & Behaviour	Tutorial		
	Mid-Semester Exam Preparation	Workshop		
6	Sensation & Perception:	Lecture	Burton, et al., (2015). Chapter 4	1, 2, 3, 4
	Lab Report: Writing the Introduction & Method	Tutorial		
	Lab Report: Understanding & Writing the Results	Workshop		
7	Learning: Part 1 (Classical Conditioning)	Lecture	Burton, et al., (2015). Chapter 6	1, 2, 3
	Discussion & Activities: Sensation & Perception	Tutorial		
	In Class Experiment	Workshop		
8	Learning: Part 2 (Operant Conditioning)	Lecture	Burton, et al., (2015). Chapter 6	1, 2, 3, 4
	Discussion & Activities: Classical Conditioning	Tutorial		
	Lab Report: Writing the Discussion and Abstract	Workshop		
9	Memory	Lecture	Burton, et al., (2015). Chapter 7	1, 2, 3
	Discussion & Activities: Operant Conditioning	Tutorial		
	Operant Conditioning (In class experiment)	Workshop		

10	Thinking	Lecture	Burton, et al., (2015). Chapter 8	1, 2, 3
	Discussion & Activities: Memory	Tutorial		
	Proactive Interference (In class experiment)	Workshop		
11	Consciousness	Lecture	Burton, et al., (2015). Chapter 5	1, 2, 3
	Discussion & Activities: Thinking	Tutorial		
	Organisation in Recall (In class experiment)	Workshop		
12	Course Review & Practice Exam	Lecture	Review Lecture Content (Weeks 5-11)	2, 4
	Discussion & Activities: Consciousness	Tutorial		
	Final Exam Preparation	Workshop		

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Assignment - Planning Document	5%	3, 4	Week 4
2	Mid-Trimester Exam - Selected Response	25%	1, 2, 3	Week 5
3	Assignment – Lab Report	25%	2, 3, 4	Week 9
4	Final Exam	45%	1, 2, 3, 4	Final exam week

5.2 Assessment Detail

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 1001PSY My Study Link on Portal.

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 1001PSY My Study Link on Portal.

4. 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.

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.**

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

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

5.4 Other Assessment Information

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.

Requests for extension

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment 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. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. 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 assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

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

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