



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1002GRC</b>
<b>Course Name:</b>	<b>Introduction to Psychology 2</b>
<b>Trimester:</b>	<b>Trimester 2, 2022</b>
<b>Program:</b>	<b>Diploma of Social and Psychological Science</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Tony Hurd</b>
<b>Document modified:</b>	<b>10 May 2022</b>

### Course Description

This course provides an introductory-level overview of several fields within psychology. It focuses on developmental and social processes and their relationships to individual differences in behaviour. It also provides a broad introduction to the areas of developmental, personality, abnormal and social psychology.

1002GRC is one of two introductory psychology courses. It complements the companion first-year course, 1011GRC Introduction to Psychology 1, and provides the foundation for later, more specialised psychology courses.

### Assumed Knowledge

No pre- or co-requisite knowledge

## 1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Tony Hurd	<a href="mailto:tony.hurd@staff.griffithcollege.edu.au">tony.hurd@staff.griffithcollege.edu.au</a>

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

Introductory to Psychology 2 (1002GRC) aims to develop in students a critical understanding of several major fields of contemporary psychology including developmental, abnormal, health and social psychology. Students completing this course will acquire conceptual, analytic and problem-solving skills relevant to these fields of psychology, as well as generic competencies in research, communication and data interpretation



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Describe and evaluate the evidence for key foundational themes and theories in psychological research.
2. Demonstrate knowledge and understanding of personality and developmental psychology theory.
3. Acquire the ability to carry out and communicate research using APA referencing that promotes psychological well-being.
4. Develop skills in critical analysis and be able to apply these skills to social psychology theories.



## 2.3 Generic Skills and Capabilities

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓	✓	



## 3. Learning Resources

### 3.1 Required Learning Resources

Burton, L., Westen, D., & Kowalski, R. (2019). Psychology (5th Australian & New Zealand Edition). Wiley.

**Available for free online through Griffith Library** – (Requires student s number login): [Psychology Online](#)

### 3.2 Recommended Learning Resources

Redbook: Writing for Psychology and the Behavioural Sciences <https://redbook.org.au>

Griffith Health Writing & Referencing Guide <https://sites.google.com/a/griffith.edu.au/griffith-health-writing-and-referencing-guide/>

Relevant readings may also be placed in the 1002GRC My Study modules 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 learning content topics that interest you.

### 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [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 Information about your Learning

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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.

#### 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 Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning beyond that given to you, 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%, students are engaged in their learning 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Experiences and Learning Activities

### 4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning experiences	Learning activities	Evidence of learning	Learning outcome
					
<b>Module 1: Psychology Foundations</b> <b>(History, Research &amp; Measurement)</b>					
1	<u><a href="#">Introduction to Psychology (History of Psychology, Understanding Research Methods)</a></u> Textbook readings & exercises (CH 1-2) Watch Mini-Lectures	Overview of In Class Learning experiences, Guided tour of portal site Discussion & experiences: What is Psychology	Complete interactive learning activities  Complete Quiz		1
2	<u><a href="#">Measurement &amp; Intelligence</a></u> Textbook readings & exercises (CH 9) Watch Mini-Lectures Prepare for in-class discussion & activities	Discussion & experiences: Intelligence  Prac 1A: Data collection (In class research)	Complete interactive learning activities Complete Quiz		1

**Module 2: Psychology & the Self  
(Personality & Developmental Psychology)**

3	<p><u>Personality</u> Textbook readings &amp; exercises (CH 11) Watch Mini-Lectures Prepare for in-class discussion &amp; activities</p>	<p>Discussion &amp; experiences: Personality  Prac 1B: Results &amp; discussion Assignment: Introduction</p>	<p>Complete interactive learning activities Complete Quiz  Prac 1B: Preparation (Read &amp; interpret results sheet)</p>		2
4	<p><u>Developmental Psychology Physical &amp; Cognitive Development</u> Textbook readings &amp; exercises (CH 12) Watch Mini-Lectures Prepare for in-class discussion &amp; activities</p>	<p>Discussion &amp; experiences: Physical &amp; Cognitive Development Assignment: Writing Essays in Psychology Discussion</p>	<p>Complete interactive learning activities Complete Quiz</p>	<b>Assignment 1 10% Due</b>	1, 4
5	<p><u>Developmental Psychology Social Development</u> Textbook readings &amp; exercises (CH 13) Watch Mini-Lectures Prepare for in-class discussion &amp; activities</p>	<p>Discussion &amp; experiences: Social &amp; Moral Development</p>	<p>Complete interactive learning activities Complete Quiz</p>		2
6	<p>Revision for Mid-Trimester Exam</p>	<p>Exam preparation questions &amp; discussion</p>	<p>Practice Mid-Trimester Exam (Moodle Quiz)</p>	<b>Mid Trimester Exam (20%) Multiple Choice Quiz</b>	1, 2

**Module 3: Individual Psychology & Well-Being  
(Motivation, Emotion, Health, & Psychological Disorders)**

7	<p><u>Emotion &amp; Motivation</u> Textbook readings &amp; exercises (CH 10) Watch Mini-Lectures Prepare for in-class discussion &amp; activities</p>	<p>Discussion &amp; experiences: Emotion &amp; Motivation Assignment: APA writing &amp; referencing style Assignment: Structuring &amp; formatting for Essay Prac 2A: Data collection</p>	<p>Complete interactive learning activities Complete Quiz</p>		3
8	<p><u>Introduction to Health Psychology (Health, Stress &amp; Coping)</u>  Textbook readings &amp; exercises (CH 14) Watch Mini-Lectures Prepare for in-class</p>	<p>Discussion &amp; experiences: Health, Stress &amp; Coping  Prac 2B: Results &amp; discussion Assignment: Additional help &amp; tips</p>	<p>Complete interactive learning activities Complete Quiz Prac 2B: Preparation (Read results sheet) Submit draft assignment for review &amp; feedback</p>		3
9	<p><u>Psychological Disorders</u> Textbook readings &amp; exercises (CH 15) Watch Mini-Lectures Prepare for in-class discussion &amp; activities</p>	<p>Discussion &amp; experiences: Psychological Disorders Assignment: Essay examples Assignment: additional help</p>	<p>Complete interactive learning activities Complete Quiz Submit draft assignment for review &amp; feedback</p>		3

<b>Module 4: Psychology &amp; the Social World</b> <b>(Attitudes, Social Cognition, &amp; Interpersonal Processes)</b>					
<b>10</b>	<u>Social Psychology</u> <u>(Attitudes &amp; Social Cognition)</u> Textbook readings & exercises (CH 17) Watch Mini-Lectures Prepare for in-class discussion & activities	Discussion & experiences: Attitudes & Social Cognition  Prac 3A: Data collection	Complete interactive learning activities Complete Quiz	<b>Assignment Essay 30% Due</b>	3, 4
<b>11</b>	Social Psychology (Interpersonal Processes) Textbook readings & exercises (CH 18) Watch Mini-Lectures Prepare for in-class discussion & activities	Discussion & experiences: Interpersonal Processes  Prac 3B: Results & discussion	Complete interactive learning activities Complete Quiz  Prac 3B: Preparation (Read results sheet)		4
<b>12</b>	Revision for Final Exam	Final exam preparation Questions & discussion	Practice Final Exam	<b>Practice Final Exam</b>  <b>Final Exam will be held in end of Trimester Exam time</b>	3, 4



## 5. Evidence of Learning

### 5.1 Evidence of Learning Summary

	<b>Evidence of learning</b>	<b>Weighting</b>	<b>Learning outcome</b>	<b>Due Date</b>
1	Assignment 1	10%	1, 4	Week 4
2	Mid-Trimester Examination	20%	1, 2	Week 6
3	Assignment - Essay	30%	3, 4	Week 10
4	Final Examination	40%	3, 4	Examination Period

## 5.2 Evidence of Learning Task Detail

### 1. Evidence of Learning Task 1: Personal Reflection (Video Submission) (10%)

**Task Type:** Assignment - Video

**Due Date:** Week 4 (date to be advised on course site)

**Weight:** 10%, Marked out of: 10

**Length: (3-5 Minutes)**

**Task Description:** This exercise provides an opportunity for you to describe and demonstrate your understanding of the evidence for key foundational themes and theories in psychology.

The assignment will require students to produce a short video to introduce themselves and evaluate the perspectives of psychology introduced in Week 1. The details and instructions of this task will be communicated with be in an information sheet on the portal page

**Criteria and Marking:** Marks will be awarded (out of 10) based on the clarity, accuracy, and depth of thought with which the student addresses the points above. Further discussion on the marking criteria will be discussed in Learning Experiences prior to the due date.

**Submission:** Your video must be submitted ONLY as an Electronic file (or link to cloud stored file) by the due date and time. There is an Assignment Submission link on the 1002GRC MyStudy Page.

### 2. Evidence of Learning Task 2: Mid-Trimester Examination (20%)

**Task Type:** Examination

**Due Date:** Week 6 (date to be advised on course site)

**Weight:** 20%, Marked out of: 40

**Length: (40 Multiple Choice Questions)**

**Task Description:** The mid-trimester examination is intended to assess student's knowledge and understanding of core concepts and theories related to individual and social psychology covered in the first five weeks of the trimester.

The exam will consist of multiple-choice questions, based on learning experiences material and the required readings from Burton et al., (2019). This task will evaluate learning outcomes 1 & 2.

**Criteria and Marking:** This exam will be marked following a strict marking guide and will undergo a full moderation process.

**Submission:** Online Moodle Quiz (Evidence of Learning Tile)

### 3. Evidence of Learning Task 3: Assignment Essay (30%)

**Task Type:** Assignment - Essay

**Due Date:** Week 10 (date to be advised on course site)

**Weight:** 30%, Marked out of: 100

**Length:** 1500 words maximum

**Task Description:** This research report provides an opportunity for you to demonstrate your understanding of theoretical and practical issues involved in providing peer reviewed evidence to support an argument or claim, as well as your written communication skills.

This essay, will be written in APA style, include an introduction, main part developing the arguments, a conclusion, be referenced in accordance with APA 7th edition. Essays should be neatly presented, clearly expressed and fully documented. They should reflect appropriate levels of research of the relevant literature, and a capacity to interpret, and communicate about, psychological data and ideas. They should include both critical analysis of existing literature and developing a coherent argument. Further details regarding the report will be provided to students during the trimester in classes and on the course site at Griffith College. This task will evaluate learning outcomes 3 & 4.

**Criteria and Marking:** Marks for the essay will be awarded for evidence that you have mastered the requirements of psychology essay writing, as specified in the Publication Manual of the American Psychological Association (7<sup>th</sup> edition) with each section being marked against established criteria which will be published on the 1002GRC course site. The marking grid will be given to students at the same time as the instructions.

**Submission:** Online submission to 1002GRC on Portal.

### 4. Evidence of Learning Task 4: Final Examination (40%)

**Task Type:** Examination

**Due Date:** Exam Week as per Academic Calendar. Timetable will be published by end of Week 10

**Weight:** 40%, Marked out of: 80

**Length: (Multiple Choice and Short Essay Questions)**

**Task Description:** The final examination is intended to assess students' knowledge and understanding of core concepts and theories related to individual and social psychology covered throughout the trimester.

The exam will consist of multiple-choice questions and short essay questions based around key themes in the course based on learning experience material and the required readings from Burton et al., (2019). This task will evaluate learning outcomes 3 & 4.



**Criteria and Marking:** This exam will be marked following a strict marking guide and will undergo a full moderation process. Marks will be awarded for evidence that you have understood, and can apply and evaluate, the content presented in learning experiences and the required readings from the textbook. The marking grid will be given to students at the same time as the instructions.

**Submission:** Details will be placed on the Evidence of Learning tile closer to the examination period.

In order to pass this Course, students must:

**A. Achieve an overall mark of 50% on the summed total of all assessment items.**

**B. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

### 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks 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 Information about Evidence of Learning

#### 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 evidence of learning task, 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 Evidence of Learning Tasks.

#### Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks 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 Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 teachers 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 Evidence of Learning Tasks – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks 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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