



1. General Course Information

1.1 Course Details

Course Code:	1011GRC
Course Name:	Introduction to Psychology 1
Trimester:	Trimester 2, 2022
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Tony Hurd
Document modified:	10 May 2022

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.

1011GRC is one of two introductory psychology courses. It complements the companion first-year course, 1002GRC Introduction to Psychology 2, and provides the foundation for later, more specialized 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	tony.hurd@staff.griffithcollege.edu.au

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

This course aims to develop in students a critical understanding of several major fields of contemporary psychology including biological psychology, learning theory and cognitive psychology. Students completing this course will acquire conceptual, analytic and problem-solving skills relevant to these fields of psychology, as well as 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 the science of psychology.
2. Understand how psychological knowledge can be applied to the scientific investigation of brain processes, structures and functions.
3. Evaluate the evidence upon which the theories of perception and consciousness are based.
4. Apply information literacy skills to examine and communicate cognitive psychology research using APA.



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.

Please note that this textbook is available 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 1011GRC Learning 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
					
Module 1: Psychology as a Science (History & Research Methods)					
1	<u>Introduction to Psychology</u> Textbook readings & exercises (CH 1)	Discussion & experiences: What is psychology Overview of learning experiences & assessment. Guided tour of portal site	View online media (TedTalk/YouTube) Complete Quiz Prepare for in-class discussion & activities		1
2	<u>Research Methods in Psychology</u> Textbook readings & exercises (CH 2) Lecture recording	Discussion & experiences: Research in psychology Conducting & reporting research Stroop Effect (In class experiment)	View online media Complete Quiz Prepare for in-class discussion & activities		1

Module 2: Biological Psychology (The Brain & Behaviour)					
3	Biological Psychology: Part 1 (Neural Processes) Textbook readings & exercises (CH 3) Lecture recording	Discussion & experiences: Neural Processes Data collection – Lab Report (In class experiment)	View online media Complete Quiz Prepare for in-class discussion & activities		2
4	Biological Psychology: Part 2 (Brain & Behaviour) Textbook readings & exercises (CH 3) Lecture recording	Discussion & experiences: Brain & Behaviour Understanding a journal article (Teamwork)	View online media Complete Quiz Prepare for in-class discussion & activities	Planning Document (10%) Due	1, 4
5	Revision & Study for Mid-Trimester Exam	Exam preparation questions & discussion	Practice Mid-Trimester Exam	Mid Trimester Exam (25%) Multiple Choice Quiz (End of Week 5)	1, 2
Module 3: Experiencing the World (Sensation, Perception & Consciousness)					
6	Sensation & Perception Textbook readings & exercises (CH 4) Lecture recording	Discussion & experiences: Sensation & Perception Introduction to Lab Report (25%) Lab report: Writing the introduction & method	View online media Complete Quiz Prepare for in-class discussion & activities		3
7	Consciousness Textbook readings & exercises (CH 5) Lecture recording	Discussion & experiences Consciousness Lab report: Understanding & writing the results	View online media Complete Quiz Prepare for in-class discussion & activities		3
Module 4: Cognitive Psychology (Learning, Thinking & Remembering)					
8	Learning: Part 1 (Classical Conditioning) Textbook readings & exercises (CH 6) Lecture recording	Discussion & experiences: Classical Conditioning Lab report: writing the discussion & abstract	View online media Complete Quiz Prepare for in-class discussion & activities		3
9	Learning: Part 2 (Operant Conditioning) Textbook readings & exercises (CH 6) Lecture recording	Discussion & experiences: Operant Conditioning Operant Conditioning (In class experiment)	View online media Complete Quiz Prepare for in-class discussion & activities Submit draft assignment for review & feedback		3

10	<u>Memory</u> Textbook readings & exercises (CH 7) Lecture recording	Discussion & experiences: Memory Proactive Interference (In class experiment)	View online media Complete Quiz Prepare for in-class discussion & activities Submit draft assignment for review & feedback	LAB REPORT (25%) Due	3, 4
11	<u>Thinking</u> Textbook readings & exercises (CH 8) Lecture recording	View online media Complete Quiz Prepare for in-class discussion & activities	Discussion & experiences: Thinking Organisation in Recall (In class experiment)		4
12	Revision for Final Exam	Practice Final Exam	Final Exam Preparation Questions & Discussion	Final Exam (40%)	3, 4



5. Evidence of Learning

5.1 Evidence of Learning Summary

	Evidence of Learning	Weighting	Learning Outcome	Due Date
1	Assignment – Planning Document	10%	1, 4	Week 4
2	Mid-Trimester Exam - Selected Response	25%	1, 2	Week 5
3	Assignment - Lab Report	25%	3, 4	Week 10
4	Final Exam	40%	3, 4	Examination Period

5.2 Evidence of Learning Task Detail.

1. Evidence of Learning Task 1: Assignment 1 – Planning Document (10%)

Task Type: Assignment – Written Assignment

Due Date: Week 4

Weight: 10%, Marked out of: 10

Length: (500 Words approx.)

Task Description: This 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. The details and instructions of this task will be communicated with you in week 1. Completion of this task will aid in the preparation of the 25% Laboratory Report.

Criteria and Marking: A marking grid will be provided with the instructions of the assignment. 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 Turnitin submission via the course site.

2. Evidence of Learning Task 2: Mid-Trimester Exam – Selected Response (25%)

Task Type: Examination

Due Date: Week 5

Weight: 25%, Marked out of: 50

Length: (50 Multiple Choice Questions)

Task Description: 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.

Criteria and Marking: Written test consisting of multiple-choice questions about the material covered in the first four weeks of semester. This task is related to learning outcomes 1 & 2. The basic concepts test will be marked against established and moderated model answers.

Submission: Online Moodle Quiz (Assessment / Evidence of Learning Tile)

3. Evidence of Learning Task 3: Assignment – Laboratory Report (25%)

Task Type: Written Report

Due Date: Week 10

Weight: 25%, Marked out of: 100

Length: (1500 words)

Task Description: 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. The written Lab Report is to be completed individually, based on an experiment conducted during class or other approved learning activities carried out during the trimester. This task is related to learning outcomes 3.

Criteria and Marking: Marks will be awarded for completing all parts of the lab report, with each section being marked against established pre-moderated criteria that will be shared in a marking grid at the same time as the instructions for the assignments.

Submission: Online Turnitin submission via the course site

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

Task Type: Examination

Due Date: Exam week

Weight: 40%, Marked out of: 100

Length: (70 Multiple Choice and 6 Short Essay Questions).

Task Description: The final examination is intended to assess students' knowledge and understanding of core concepts and theories related to cognitive and biological 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).

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

- i. 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).
- ii. 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.

- iii. 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 Sittings](#), [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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