



## 1. General Course Information

### 1.1 Course Details

|                            |   |
|----------------------------|---|
| <b>Course Code:</b>        | 1011GRC                                     |
| <b>Course Name:</b>        | Introduction to Psychology 1                |
| <b>Trimester:</b>          | Trimester 1, 2023                           |
| <b>Program:</b>            | Diploma of Social and Psychological Science |
| <b>Credit Points:</b>      | 10  |
| <b>Course Coordinator:</b> | Tony Hurd                                   |
| <b>Document modified:</b>  | <b>06/02/2023</b>                           |

### 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 | <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 laptop or tablet (mobile phones are not suitable). 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 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

| Graduate Capabilities and Employability Skills |                                   |  | Focus within this course |
|--|-----------------------------------|--|--------------------------|
| Interacting with People                        | Teamwork                          |  |                          |
|  | Communication                     |  | ✓                        |
|  | Respect for Culture and Diversity |  | ✓                        |
| Readiness for the Workplace                    | Problem Solving                   |  | ✓                        |
|  | Planning and Organisation         |  | ✓                        |
|  | Creativity and Future Thinking    |  |                          |



## 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 (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

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

**Self-Directed Learning**

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

| Week  | Learning Content (Before Class)   | Learning Experiences (In Class)  | Learning Activities (After Class)  | Evidence of Learning (Assessment)   | Learning Outcome  |
|---|---|--|--|---|---|
|   |    |   |                    |  |  |
| <b>Module 1: Psychology as a Science (History &amp; Research Methods)</b> |   |  |  |   |   |
| 1   | <u>Introduction to Psychology</u><br>Textbook readings & exercises (CH 1)   | Discussion & experiences: What is psychology<br>Overview of learning experiences & assessment.<br>Guided tour of portal site | View online media (TedTalk/YouTube)<br>Complete Quiz<br>Prepare for in-class discussion & activities |   | 1   |
| 2   | <u>Research Methods in Psychology</u><br>Textbook readings & exercises (CH 2)<br>Lecture recording                        | Discussion & experiences: Research in psychology<br>Conducting & reporting research<br>Stroop Effect (In class experiment)   | View online media<br>Complete Quiz<br>Prepare for in-class discussion & activities                   |   | 1   |
| <b>Module 2: Biological Psychology (The Brain &amp; Behaviour)</b>        |   |  |  |   |   |
| 3   | <u>Biological Psychology: Part 1 (Neural Processes)</u><br>Textbook readings & exercises (CH 3)<br>Lecture recording      | Discussion & experiences: Neural Processes<br>Data collection – Lab Report (In class experiment)                             | View online media<br>Complete Quiz<br>Prepare for in-class discussion & activities                   |   | 2   |
| 4   | <u>Biological Psychology: Part 2 (Brain &amp; Behaviour)</u><br>Textbook readings & exercises (CH 3)<br>Lecture recording | Discussion & experiences: Brain & Behaviour<br>Understanding a journal article (Teamwork)                                    | View online media<br>Complete Quiz<br>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%)<br><br>Multiple Choice Quiz (End of Week 5)                | 1, 2  |

| <b>Module 3: Experiencing the World (Sensation, Perception &amp; Consciousness)</b> |   |   |   |                      |      |
|---|---|---|---|----------------------|------|
| <b>6</b>  | <u>Sensation &amp; Perception</u><br>Textbook readings & exercises (CH 4)<br>Lecture recording                | Discussion & experiences: Sensation & Perception<br>Introduction to Lab Report (25%)<br>Lab report: Writing the introduction & method | View online media<br>Complete Quiz<br>Prepare for in-class discussion & activities  |                      | 3    |
| <b>7</b>  | <u>Consciousness</u><br>Textbook readings & exercises (CH 5)<br>Lecture recording                             | Discussion & experiences<br>Consciousness<br>Lab report: Understanding & writing the results  | View online media<br>Complete Quiz<br>Prepare for in-class discussion & activities  |                      | 3    |
| <b>Module 4: Cognitive Psychology (Learning, Thinking &amp; Remembering)</b>        |   |   |   |                      |      |
| <b>8</b>  | <u>Learning: Part 1 (Classical Conditioning)</u><br>Textbook readings & exercises (CH 6)<br>Lecture recording | Discussion & experiences: Classical Conditioning<br>Lab report: writing the discussion & abstract                                     | View online media<br>Complete Quiz<br>Prepare for in-class discussion & activities  |                      | 3    |
| <b>9</b>  | <u>Learning: Part 2 (Operant Conditioning)</u><br>Textbook readings & exercises (CH 6)<br>Lecture recording   | Discussion & experiences: Operant Conditioning<br>Operant Conditioning (In class experiment)  | View online media<br>Complete Quiz<br>Prepare for in-class discussion & activities<br>Submit draft assignment for review & feedback | LAB REPORT (25%) Due | 3    |
| <b>10</b>   | <u>Memory</u><br>Textbook readings & exercises (CH 7)<br>Lecture recording                                    | Discussion & experiences: Memory<br>Proactive Interference (In class experiment)  | View online media<br>Complete Quiz<br>Prepare for in-class discussion & activities<br>Submit draft assignment for review & feedback |                      | 3, 4 |
| <b>11</b>   | <u>Thinking</u><br>Textbook readings & exercises (CH 8)<br>Lecture recording                                  | View online media<br>Complete Quiz<br>Prepare for in-class discussion & activities  | Discussion & experiences: Thinking<br>Organisation in Recall (In class experiment)  |                      | 4    |
| <b>12</b>   | Revision for Final Exam   | Practice Final Exam   | Final Exam Preparation<br>Questions & Discussion  | Final Exam (40%)     | 3, 4 |



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

|   | Evidence of Learning (Assessment)      | 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 9             |
| 4 | Final Exam                             | 40%       | 3, 4             | Examination Period |

### 5.2 Evidence of Learning Task Detail.

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

#### 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. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

**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. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

**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. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

**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 (On Campus In-Person)

**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). Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

**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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 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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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.