



1. General Course Information

1.1 Course Details

Course Code:	1002GRC
Course Name:	Introduction to Psychology 2
Trimester:	Trimester 2, 2024
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Tony Hurd
Document modified:	10/04/2024

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 behavior. 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	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 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

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 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. (2023). Psychology (6th 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>

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 (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. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

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.

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].

International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.






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
					
Module 1: Psychology Foundations <i>(History, Research & Measurement)</i>					
1	<u>Introduction to Psychology</u> <u>(History of Psychology, Understanding Research Methods)</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>Measurement & Intelligence</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 <i>(Personality & Developmental Psychology)</i>					
3	<u>Personality</u> Textbook readings & exercises (CH 11) Watch Mini-Lectures Prepare for in-class discussion & activities	Discussion & experiences: Personality Prac 1B: Results & discussion Assignment: Introduction	Complete interactive learning activities Complete Quiz Prac 1B: Preparation (Read & interpret results)		2
4	<u>Developmental Psychology</u> <u>Physical & Cognitive Development</u> Textbook readings & exercises (CH 12) Watch Mini-Lectures Prepare for in-class discussion & activities	Discussion & experiences: Physical & Cognitive Development Assignment: Writing Essays in Psychology Discussion	Complete interactive learning activities Complete Quiz	Assignment 1 10% Due	1, 4
5	<u>Developmental Psychology Social Development</u> Textbook readings & exercises (CH 13) Watch Mini-Lectures Prepare for in-class discussion & activities	Discussion & experiences: Social & Moral Development	Complete interactive learning activities Complete Quiz		2

6	Revision for Mid-Trimester Exam	Exam preparation questions & discussion	Practice Mid-Trimester Exam (Moodle Quiz)	Mid Trimester Exam (35%) Multiple Choice Quiz	1, 2
Module 3: Individual Psychology & Well-Being (Motivation, Emotion, Health, & Psychological Disorders)					
7	<u>Emotion & Motivation</u> Textbook readings & exercises (CH 10) Watch Mini-Lectures Prepare for in-class discussion & activities	Discussion & experiences: Emotion & Motivation Assignment: APA writing & referencing style Assignment: Structuring & formatting for Essay Prac 2A: Data collection	Complete interactive learning activities Complete Quiz		3
8	<u>Introduction to Health Psychology (Health, Stress & Coping)</u> Textbook readings & exercises (CH 14) Watch Mini-Lectures Prepare for in-class discussion & activities	Discussion & experiences: Health, Stress & Coping Prac 2B: Results & discussion Assignment: Additional help & tips	Complete interactive learning activities Complete Quiz Prac 2B: Preparation (Read results sheet) Submit draft assignment for review & feedback		3
9	<u>Psychological Disorders</u> Textbook readings & exercises (CH 15) Watch Mini-Lectures Prepare for in-class discussion & activities	Discussion & experiences: Psychological Disorders Assignment: Essay examples Assignment: additional help	Complete interactive learning activities Complete Quiz Submit draft assignment for review & feedback	Assignment Essay 20% Due	3
Module 4: Psychology & the Social World (Attitudes, Social Cognition, & Interpersonal Processes)					
10	<u>Social Psychology (Attitudes & 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		3, 4
11	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
12	Revision for Final Exam	Final exam preparation Questions & discussion	Practice Final Exam	Practice Final Exam Final Exam will be held in end of Trimester Exam time	3, 4



5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Assignment 1	10%	1, 4	Week 4
2	Mid-Trimester Examination	35%	1, 2	Week 6
3	Assignment - Essay	20%	3, 4	Week 9
4	Final Examination	35%	3, 4	Examination Period

5.2 Evidence of Learning Task Detail

You are required to submit your own work for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

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

Task Type: Assignment - Video

Due Date: Week 4 (See course website for specific due date)

Weight: 10%, Marked out of: 10

Duration: (5-10 Minute video)

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 (35%)

Task Type: Examination

Due Date: Week 6 during scheduled class time

Weight: 35%, Marked out of: 70

Format: 60 Multiple Choice Questions and 2 short essay questions.

Duration: (2 hours)

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: In person closed book Moodle Quiz (Assessment / Evidence of Learning Tile) taken on own device (Laptop/ Tablet).

3. Evidence of Learning Task 3: Assignment Essay (20%)

Task Type: Assignment - Essay

Due Date: Week 9 (See course website for specific due date)

Weight: 20%, 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 (7th 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 Turnitin submission via the course site.

4. Evidence of Learning Task 4: Final Examination (35%)

Task Type: In Person Closed Book Examination

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

Weight: 35%, Marked out of: 100

Format: 60 Multiple Choice and 7 Short Essay Questions

Duration: 2 hours 30 mins

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: In person closed book Moodle Quiz (Assessment / Evidence of Learning Tile) taken on own device (Laptop/ Tablet).

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

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 not 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.