PSYC11010 *Fundamentals of Psychology 1: Understanding Human Behaviour*
Term 1 - 2024

Profile information current as at 05/09/2024 01:42 pm

General Information

Overview

This unit provides an introduction to the primary philosophies and key theories and frameworks that are fundamental to the study of psychology. You will examine the interplay of biological and social factors that underpin our understanding of people and behaviour. The biological content of the unit explores the structures and functions of the brain and nervous system, sensory and perceptual processes, learning and behaviour, and states of consciousness. The social content of the unit introduces you to motivation and emotion, human lifespan development, social cognition and perception and cross-cultural psychology, personality, psychological disorders, and intelligence. This unit is applicable to students studying a psychology course and those students from a variety of courses.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2024

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**
Weighting: 30%
2. **Written Assessment**
Weighting: 40%
3. **Online Quiz(zes)**
Weighting: 30%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation feedback and in-class comments.

Feedback

Students found the cartoon videos helpful in understanding the mind map.

Recommendation

Continue providing videos to explain the mind map.

Feedback from Student evaluation feedback and in-class comments.

Feedback

Currently, the weekly topics are alternated with one lecturer teaching social foundations of psychology (weeks 1, 3, 5, 7, 9, and 11) and another teaching biological foundations of psychology (weeks 2, 4, 6, 8 10, and 12). Several students stated that they would like to not switch topics, and lecturers, each week. Instead, they would prefer to have half the term focused on biological foundations of psychology, and then the other half social foundations of psychology.

Recommendation

Alter the teaching schedule for this unit so that biological foundations of psychology is taught in the first half of the term, and social foundations of psychology during the last half of the term.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Describe the biological and social contributors to human behaviour.
2. Discuss the major principles and theories related to the study of human behaviour.
3. Reflect on, and engage with, key psychological concepts in an objective manner.

Learning outcomes are linked to the Australian Psychology Accreditation Council (APAC) Standards - Foundational Competencies:
Students will be able to
1.1 Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics:

   i. the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology
   ii. individual differences in capacity, behaviour and personality
   iii. psychological health and well-being
   iv. psychological disorders and evidence-based interventions
   v. cognition, language and perception
   vi. motivation and emotion
   vii. neuroscience and the biological bases of behaviour
   viii. social psychology

1.2 Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.
1.3 Analyse and critique theory and research in the discipline of psychology and communicate these in written formats.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

—	N/A Level	∘	Introductory Level	∘	Intermediate Level	∘	Graduate Level	∘	Professional Level	∘	Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 30%	•	•	•
2 - Written Assessment - 40%	•	•	•
3 - Online Quiz(zes) - 30%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving		•	
3 - Critical Thinking		•	•
4 - Information Literacy	•	•	
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence	•	•	•
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Textbooks and Resources

Textbooks

PSYC11010

Prescribed

Psychology 6th Australian and New Zealand Edition
Edition: 6th (2023)
Authors: Lorelle Burton, Drew Westen, Robin Kowalski
John Wiley & Sons Australia Ltd
Brisbane , Queensland , Australia
ISBN: 9780730396642
Binding: eBook

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQUniversity Library

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Rebecca Wilcoxson Unit Coordinator
r.wilcoxson@cqu.edu.au

Schedule

Week 1 - An overview of psychology - 04 Mar 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
An overview of psychology	**Chapter 1** - Psychology: The study of mental processes and behaviour	
Week 2 - Motivation and Emotion - 11 Mar 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Motivation and emotion	**Chapter 13** - Motivation and emotion	
Week 3 - Personality - 18 Mar 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Personality	**Chapter 14** - Personality	
Week 4 - Physical and Cognitive Development - 25 Mar 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Physical and cognitive development	**Chapter 15** - Physical and cognitive development	
Week 5 - Social development - 01 Apr 2024		

Module/Topic	Chapter	Events and Submissions/Topic
Social development	**Chapter 16** - Social development	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - Health stress and coping - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Health, stress and coping	**Chapter 17** - Health, stress and coping	

Week 7 - Biological bases of mental life and behaviour - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Biological bases of mental life and behaviour	**Chapter 6** - Biological bases of mental life and behaviour	**Assessment 2 - Social Psychology Concept Map** Due: Week 7 Friday (26 Apr 2024) 5:00 pm AEST

Week 8 - Sensation and perception - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Sensation and perception	**Chapter 7** - Sensation and perception	

Week 9 - Consciousness - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Consciousness	**Chapter 8** - Consciousness	

Week 10 - Learning - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Learning	**Chapter 9** - Learning	

Week 11 - Intelligence - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Intelligence	**Chapter 12** - Intelligence	

Week 12 - Psychological disorders - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Psychological disorders	**Chapter 18 -** Psychological disorders	

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3 End-of-Term Quiz Due: Review/Exam Week Tuesday (4 June 2024) 11:45 pm AEST

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1 Midterm Quiz

Assessment Type
Online Quiz(zes)

Task Description
Assessment 1 midterm quiz - Week 7.
The quiz will cover content from weeks 1 - 6 of this term.
The quiz is worth 30% of the final grade.
Opens midday Monday (22/4/24), closes 11:45 pm Tuesday (23/4/24) AEST.

The quiz is multiple-choice, and there are 60 questions.
Once you start the quiz, you have 60 minutes to complete all 60 questions.

Number of Quizzes

Frequency of Quizzes

Assessment Due Date
Week 7 Tuesday (23 Apr 2024) 11:45 pm AEST

Return Date to Students

Weighting
30%

Assessment Criteria
No Assessment Criteria

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Learning Outcomes Assessed

- Describe the biological and social contributors to human behaviour.
- Discuss the major principles and theories related to the study of human behaviour.
- Reflect on, and engage with, key psychological concepts in an objective manner.

2 Assessment 2 - Social Psychology Concept Map

Assessment Type
Written Assessment

Task Description
RATIONALE
Concept maps enable us to make meaningful connections between information items and apply our learning to real-world situations. Constructing a concept map will help you understand the content, which will help you study for the midterm quiz. Creating a concept map can be a more effective way of preparing for a quiz than typical study methods (e.g., re-reading textbook chapters). You will create a concept map based on the social psychology content of this unit (weeks 1 - 6).
INSTRUCTIONS
Step 1
Select a core/main concept from a lecture or textbook chapter from weeks 1 - 6 (concept map level 1 - core/main concept).
Identify 10 concepts directly related to the selected core/main concept taken from the selected lecture/textbook chapter.
Link each of the 10 concepts to the core/main or another concept using arrows/lines and linking words or phrases (concept map level 2).
Step 2
Select a second lecture or book chapter from another week 1 - 6.
Identify 8 concepts related to the core/main concept via the 2nd-level concepts.
Link each of the 8 concepts to the 2nd-level concepts by using arrows/lines and linking words or phrases (concept map level 3).
Step 3
Select 8 real-world applications that relate to the concepts you have used above.
Link each of the 8 real-world applications by using arrows/lines and linking words or phrases (concept map level 4).
Format
Your map must be presented on an A4 page, and you can use either a portrait or landscape.
Use different geometric shapes and or colours for different levels of your concept map.
Use lines/arrows and linking words to show connections between concepts.
Include the concept map assessment summary form.
Submit either as a Word document or a PDF.

Assessment Due Date
Week 7 Friday (26 Apr 2024) 5:00 pm AEST

Return Date to Students
Week 10 Friday (17 May 2024)

Weighting
40%

Assessment Criteria

PSYC11010 T1 2024 - Concept Map Grading Rubric
Relevance and explanation - core theme (level 1) and 10 linking concepts (level 2) taken from chapter or lecture weeks 1 - 6

0 - The concepts are not relevant to the core concept, and words linking the concepts to the core concept are missing, inaccurate or incoherent
3 - The concepts are marginally relevant to the core concept with minimal linking words or linking words low in coherence or accuracy
5 – The concepts are somewhat relevant to the core concept, and some of the linking words accurately explain the connection between the core concept and the chosen concepts
8 - The concepts are mostly relevant to the core concept, and most of the linking words accurately and coherently explain the connection between the core concept and the chosen concepts
10 – All of the concepts are relevant to the core concept, and all the linking words coherently and accurately explain the link between the core concept and the chosen concepts

Relevance and explanation – 8 concepts (level 3) taken from another chapter or lecture, weeks 1 - 6

0 - The 3rd-level concepts are not relevant to the core concept, and all links to the 2nd-level concepts are unclear or linking words are missing
3 – The 3rd-level concepts are marginally relevant to the core concept with marginally relevant or few coherent linking words to the 2nd-level concepts
5 - The 3rd-level concepts are somewhat relevant to the core concept, and some of the linking words accurately explain the connection between the 2nd and 3rd-level concepts
8 - The 3rd-level concepts are mostly relevant to the core concept, and most of the linking words accurately and coherently explain the connection between the 2nd and 3rd-level concepts
10 – All of the 3rd-level concepts are relevant to the core concept, and all the linking words coherently and accurately explain the link between the 2nd and 3rd-level concepts

Relevance and explanation – 8 real-world applications (level 4)

0 - The real-world applications are not relevant to the core concept, and words linking to the 3rd-level concept are missing or incoherent
3 - The real-world applications are marginally relevant to the core concept with few coherent words linking to the 3rd-level concept
5 - The real-world applications are somewhat relevant to the core concept, and some of the linking words accurately explain the connection
8 - The real-world applications are relevant to the core concept, and most of the linking words accurately and coherently explain the connection
10 - The real-world applications are highly relevant to the core concept, and all the linking words coherently and accurately explain the connection

Cross-linking/connecting words between the concepts and or real-world applications (minimum 2, no maximum)

0 – Cross-linking connecting words between concepts and or real-world applications are missing, irrelevant or incoherent
1 – Cross-linking connecting words between concepts and or real-world applications is marginally logical
2 – Cross-linking connecting words between concepts and or real-world applications is logical
3 – Cross-linking connecting words between concepts and or real-world applications is well-explained and logical
4 – Cross-linking connecting words between concepts and or real-world applications is expertly explained and logical

Graphics & Spelling

0 - The graphics lack coherence and do not make any logical sense to the reader, or there are more than 10 spelling errors
1 - The graphics are not visually appealing, difficult to read, or do not enhance the understanding of the concept map. Or

there are 6 - 10 spelling errors
2 - The graphics are somewhat visually appealing, easy to read, and moderately enhance the understanding of the concept map. There are 0 - 5 spelling errors
3 - The graphics are mostly visually appealing and easy to read, and they enhance the understanding of the concept map. There are 0 - 5 spelling errors
4 - The graphics are creative, visually appealing, and very easy to read, and they greatly enhance the understanding of the concept map. There are no spelling errors

Assessment summary form

0 - Summary form not attached
1 - Summary form attached but incomplete or incorrect
2 - Summary form attached with complete and correct information

Grade: /40
Late penalty: deduct 5% per day.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Learning Outcomes Assessed

- Describe the biological and social contributors to human behaviour.
- Discuss the major principles and theories related to the study of human behaviour.
- Reflect on, and engage with, key psychological concepts in an objective manner.

3 Assessment 3 End-of-Term Quiz

Assessment Type
Online Quiz(zes)

Task Description
Assessment 3 end-of-term quiz - Week 13.
The quiz will cover content from weeks 7 - 12.
The quiz is worth 30% of the final grade.
Opens midday Monday (3/6/24), closes 11:45 pm Friday (4/6/24) AEST.
The quiz is multiple-choice, and there are 60 questions.
Once you start the quiz, you have 60 minutes to complete all 60 questions.

Number of Quizzes

Frequency of Quizzes

Assessment Due Date
Review/Exam Week Tuesday (4 June 2024) 11:45 pm AEST

Return Date to Students

Weighting
30%

Assessment Criteria
No Assessment Criteria

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Learning Outcomes Assessed

- Describe the biological and social contributors to human behaviour.
- Discuss the major principles and theories related to the study of human behaviour.
- Reflect on, and engage with, key psychological concepts in an objective manner.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem