



PSYC11010 *Fundamentals of Psychology 1:* *Understanding Human Behaviour* Term 2 - 2024

Profile information current as at 30/06/2024 02:39 am

All details in this unit profile for PSYC11010 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

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 2 - 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



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 (2022)

Authors: Lorelle Burton, Drew Westen, Robin Kowalski

John Wiley & Sons Australia Ltd

Brisbane , Queensland , Australia

ISBN: 9780730396642

The E-Text and hardcover editions are available from Wiley Direct:

<https://www.wileydirect.com.au/blog/buy/psychology-australian-and-new-zealand-edition/>

This E-Text uses Vital Source Bookshelf platform, can be downloaded for off-line use for all major operating systems, and contains interactive resources.

Additional Textbook Information

IT Resources

You will need access to the following IT resources:

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

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

Chris Crawford Unit Coordinator

c.j.crawford@cqu.edu.au

Schedule

Week 1 - The big picture - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
The big picture - An overview of psychology	Chapter 1 - Psychology: The study of mental processes and behaviour	

Week 2 - From cells to consciousness - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
From cells to consciousness	Chapter 6 - Biological bases of mental life and behaviour.	

Week 3 - Sensational - 22 Jul 2024

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

Week 4 - Change is the only constant - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Change is the only constant	Chapter 9 - Learning	

Week 5 - Altered states - 05 Aug 2024

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

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - It's a mad world - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
It's a mad world	Chapter 18 - Psychological disorders	Assessment 1 - Quiz Due: Week 6 Friday (23 Aug 2024) 11:45 pm AEST

Week 7 - Intelligence is what intelligence tests measure - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Intelligence is what intelligence tests measure	Chapter 12 - Intelligence	

Week 8 - What moves you? - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
What moves you?	Chapter 13 - Motivation and emotion	

Week 9 - It takes a village - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
It takes a village	Chapter 16 - Social development	

Week 10 - Growing pains - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Growing pains	Chapter 15 - Physical and cognitive development	Assessment 2 - Concept Map Due: Week 10 Monday (16 Sept 2024) 9:00 am AEST

Week 11 - Let me stress - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Let me stress	Chapter 17 - Health stress and coping	

Week 12 - Who am I? - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Who am I?	Chapter 14 - Personality	Assessment 3 - Quiz Due: Week 12 Friday (4 Oct 2024) 11:45 pm AEST

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1 - Quiz

Assessment Type

Online Quiz(zes)

Task Description

- The quiz covers content from week 1 to week 6
- This is a multiple choice quiz
- Once you start the quiz, you will have 60 minutes to complete 60 questions
- It is usually best to skip questions you do not know and come back to them if you have time
- At the end of the 60 minutes, the quiz will close and the system will submit all answered questions for grading
- While this is an open-book assessment, **you may not use artificial intelligence** to answer questions in the quiz

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 6 Friday (23 Aug 2024) 11:45 pm AEST

Return Date to Students

Week 8 Friday (6 Sept 2024)

Online feedback

Weighting

30%

Assessment Criteria

- The quiz is worth 30% of the final grade
- The quiz has 60 multiple choice questions
- Each question is worth 0.5 marks per correct answer

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 - Concept Map

Assessment Type

Written Assessment

Task Description

Rationale:

- The concept map will enable us to make meaningful connections between items of information
- The concept map will help us apply our learning to a real-world situation

Instructions

Step 1

- Select a primary core topic from a lecture / book chapter
- Identify at least 8 concepts directly related to the selected core topic which are taken from the selected lecture / book chapter
- Link each of the 8 concepts to the core topic or to other concepts by using arrows and linking words or phrases

Step 2

- Select a second core topic from a lecture / book chapter
- Identify at least 8 concepts directly related to the second core topic which are taken from the selected lecture / book chapter
- Link each of the 8 concepts to the core topic or to other concepts by using arrows and linking words or phrases

Step 3

- Select one real-world application that relates to the concepts you have chosen above
- Identify at least 8 concepts that relate to the real-world application
- Link each of the 8 concepts to the real-world application or to other concepts by using arrows and linking words or phrases

Format

- Your map can use either portrait or landscape orientation
- However, the map must be on a single page
- You can use geometric shapes and colours for core topics and related concepts
- Use lines / arrows to show connections between topics/concepts
- Submit either as a Word document or a PDF

Artificial intelligence

- You may use artificial intelligence to explore concepts and their relationships
- However, **you are not permitted to use artificial intelligence to draw the concept map** - this must be your own work

Software to draw the map

- You can use any concept map software. However Microsoft Word is recommended:
- Click on Layout/Orientation and choose your orientation
- Then click on Insert/Shapes to choose a shape
- Left click on the page and drag to locate and size the shape
- Text can be inserted in the shapes to provide details about the concept
- Next click on Insert/Shapes and choose an arrow which will be used to link concepts
- All elements (shapes, lines, text) can be modified, copied, etc
- It pays to save a few copies of the concept map (just in case)

Additional notes

- There are several ways a concept map may be constructed: hierarchical, spider web, flowchart, system maps, etc
- However, the key elements described above must be included (core topics, real-world application, concepts, linkages)
- You can add additional concepts, but the map should not have more than 50 concepts in total
- As you progress, complete the Concept Map Summary Form. Download the form from the Assessment 2 Concept Map section in Moodle
- This form must be submitted along with your concept map

Assessment Due Date

Week 10 Monday (16 Sept 2024) 9:00 am AEST

Submit the concept map and summary form online via the PSYC11010 Moodle site

Return Date to Students

Week 12 Monday (30 Sept 2024)

Online grading and comments provided via Moodle

Weighting

40%

Assessment Criteria

The total grade is out of 40 marks - the breakdown of marks for each section is outlined below:

Core topic one - 8 marks - From a chapter or lecture. Link at least 8 concepts that explain the topic. Use arrows and explanatory linking words to other topics / concepts.

0 The core topic is not relevant and does not utilise appropriate explanatory concepts and information

2 The core topic is marginally relevant. The concepts and information do not provide a clear explanation

4 The core topic is mostly relevant. The concepts and information provide an adequate explanation

6 The core topic is relevant and includes most of the necessary concepts and information to provide a good explanation

8 The core topic is highly relevant. The concepts and information expertly and creatively provide an insightful explanation

Core topic two - 8 marks - From a different chapter or lecture. Link at least 8 concepts that explain the topic. Use arrows and explanatory linking words to other topics / concepts.

0 The core topic is not relevant and does not utilise appropriate explanatory concepts and information

2 The core topic is marginally relevant. The concepts and information do not provide a clear explanation

4 The core topic is mostly relevant. The concepts and information provide an adequate explanation

6 The core topic is relevant and includes most of the necessary concepts and information to provide a good explanation
8 The core topic is highly relevant. The concepts and information expertly and creatively provide an insightful explanation

Real-world application - 8 marks - A real-world application where the core topics and concepts above can be utilised. Link at least 8 concepts that explore the application. Use arrows and explanatory linking words to other topics/concepts.

0 The real-world application is not relevant and does not utilise appropriate explanatory concepts and information

2 The real-world application is marginally relevant. The concepts and information do not provide a clear explanation

4 The real-world application is mostly relevant. The concepts and information provide an adequate explanation

6 The real-world application is relevant and includes most of the necessary concepts and information to provide a good explanation

8 The real-world application is highly relevant. The concepts and information expertly and creatively provide an insightful explanation

Cross linking and connecting words - 8 marks - Linkages and connecting words are used to explore the relationships between concepts in the core topics and real-world application.

0 Cross linking of concepts and connecting words are not meaningful and irrelevant

2 Cross linking of concepts and connecting words make marginal sense

4 Cross linking of concepts and connecting words are logical and meaningful

6 Cross linking of concepts and connecting words are very well explained, logical and meaningful

8 Cross linking of concepts and connecting words are highly logical; expertly and creatively explained

Graphics - 4 marks - The use of fonts, shapes, lines with directional arrows, overall organisation of the elements of the map.

0 The graphics lack coherence and do not make any logical sense to the reader

1 The graphics are not visually appealing, difficult to read, or do not enhance the understanding of the concept map

2 The graphics are somewhat visually appealing, easy to read, and moderately enhance the understanding of the concept map

3 The graphics are mostly visually appealing, easy to read, and enhance the understanding of the concept map

4 The graphics are creative, visually appealing, easy to read, and greatly enhance the understanding of the concept map

Spelling - 2 marks

0.0 There are more than 10 spelling errors

0.5 There are 7-9 spelling errors

1.0 There are 4-6 spelling errors

1.5 There are 1-3 spelling errors

2.0 There are no spelling errors

Concept Map Summary Form - 2 marks

0 Summary form not attached

1 Summary form attached but incomplete or incorrect

2 Summary form attached with complete and correct information

Referencing Style

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

Submission

No submission method provided.

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 - Quiz

Assessment Type

Online Quiz(zes)

Task Description

- The quiz covers content from week 7 to week 12
- This is a multiple choice quiz
- Once you start the quiz, you will have 60 minutes to complete 60 questions
- It is usually best to skip questions you do not know and come back to them if you have time
- At the end of the 60 minutes, the quiz will close and the system will submit all answered questions for grading
- While this is an open-book assessment, **you may not use artificial intelligence** to answer questions in the quiz

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 12 Friday (4 Oct 2024) 11:45 pm AEST

Return Date to Students

Review/Exam Week Friday (11 Oct 2024)

Weighting

30%

Assessment Criteria

- The quiz is worth 30% of the final grade
- The quiz has 60 multiple choice questions
- Each question is worth 0.5 marks per correct answer

Referencing Style

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

Submission

No submission method provided.

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