



PSYC11008 *Biological Foundations of Psychology*

Term 1 - 2017

Profile information current as at 26/04/2024 07:23 pm

All details in this unit profile for PSYC11008 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 introduces students to the biological bases of human behaviour. It examines the physiological bases of behaviour, including basic evolutionary processes, and the structures and functions of the human brain and nervous system; sensory and perceptual processes; conditioning and learning; and cognitive processes, including memory, reasoning and problem-solving, and language. It is a requirement of enrolment that students have access to the CQU Website via the Internet.

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 - 2017

- Adelaide
- Brisbane
- Bundaberg
- Distance
- Rockhampton

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. **Written Assessment**

Weighting: 10%

2. **Written Assessment**

Weighting: 30%

3. **Online Quiz(zes)**

Weighting: 60%

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 Formal course evaluation

Feedback

The only thing i struggled with, in this course, was the Personal Reflection. However, that is not to say that it wasn't explained clearly, i just really needed something to compare my reflection to so that i knew i was on the right track.

Recommendation

The personal reflections were introduced in 2016 and were well received. It provides the students the opportunity to look and reflect on some famous psychological experiments. The structure of the reflection is somewhat flexible to reflect the nature of personal reflection writing, however example reflections will be provided in future offerings.

Action

Personal reflection was incorporated in a more informal way through the lectures. Students were prompted to consider how the scenarios presented in lectures would impact on their lives and their families. The aim of reflection was to make the content of the lectures personal and relevant.

Feedback from Formal course evaluation

Feedback

The use of extra learning tools such as youtube videos and reading really helped to simplify and better comprehend the content.

Recommendation

Beyond lectures and the text book, students will be continually encouraged to take advantage of extra learning tools that are made available.

Action

TED Talk videos were used throughout the term to enhance learning. Students were also encouraged to share resources that they found via the forums.

Feedback from Formal course evaluation

Feedback

The lecturer is fantastic. He is easy to understand, gives examples and make the lectures fun and interesting.

Recommendation

Course content will be continually improved to ensure that material is up to date, interesting, and relatable to the 'real world'

Action

Contemporary case studies and scenarios were used to illustrate key concepts throughout the lectures.

Feedback from Formal course evaluation

Feedback

Assessment items were perfectly spaced out throughout the course to allow for work-load balance.

Recommendation

The structure and timing of assessments should continue. Assessments are spread out throughout the term, with students given the opportunity to submit more assessments than required. This allows students the ability to choose the best time to complete the assessments, and allows the opportunity for students to improve based on feedback provided from previous submissions.

Action

Assessments were evenly spread through the term. Students were also polled regarding their work loads in other units to assess whether assessments could be more evenly distributed in future offerings.

Feedback from Formal course evaluation

Feedback

Weekly tutorial sessions are great . They give students the opportunity to ask any questions they may have, or get any clarification of concepts they might be having difficulty with. I didn't personally attend many of them but firmly believe they are an invaluable addition to course materials.

Recommendation

Weekly chat sessions with lecture staff should continue to be made available. Students are encouraged to attend these sessions.

Action

Frequently students would stay after classes to discuss points made in the lectures. Students made good use of tutors on other campuses to discuss lecture content.

Unit Learning Outcomes

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

1. have a good, general, knowledge of the major principles and theories of the Biological Foundations of Psychology
2. have a knowledge of the application of these principles to both human and non-human behaviour
3. have developed writing, research and statistical skills

Many who show an interest in psychology ask the question 'What do you do when you study psychology?' The answer to this is not simple because psychology is a complex and comprehensive field. During this unit (and Social Foundations of Psychology PSYC11009) you will gain a familiarity with the breadth of Psychology taught at CQU. As a student of Psychology you will learn, not only about human (and non-human) behaviour, but also about the methodology and techniques of Psychology.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 10%	•	•	•
2 - Written Assessment - 30%	•	•	•
3 - Online Quiz(zes) - 60%	•	•	

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			

Graduate Attributes	Learning Outcomes									
	1	2	3							
10 - Aboriginal and Torres Strait Islander Cultures										
Alignment of Assessment Tasks to Graduate Attributes										
Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 10%	•		•	•		•				
2 - Written Assessment - 30%	•		•	•		•				
3 - Online Quiz(zes) - 60%			•	•						

Textbooks and Resources

Textbooks

PSYC11008

Prescribed

Psychology: Australian and New Zealand Edition

4th Edition (2015)

Authors: Burton, L., Westen, D., & Kowalski, R.

John Wiley & Sons Australia

Milton, Queensland, Australia

ISBN: 9780730304685 (paperback)

Binding: Paperback

Additional Textbook Information

The text can be purchased via the CQU Bookstore.

The text can also be purchased via Wiley Direct in either digital or print form.

The Wiley Direct url is: <http://www.wileydirect.com.au/buy/psychology-4th-edition/>

The printed text is often out of stock - order it early.

The digital version can be downloaded and used offline.

Both versions of the text are bundled with iStudy which provides links to interactive learning tools.

Either version for this course is fine (although my personal preference is the digital version).

[View textbooks at the CQUniversity Bookshop](#)

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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Chris Crawford Unit Coordinator
c.j.crawford@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction Assessments Course overview Research methods	Chapter 1	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Neurons	Chapter 3	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Brain bits	Chapter 3	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Sensorium I	Chapter 4	Assessment 1 - Journal summary and academic writing exercise Due: Week 4 Monday (27 Mar 2017) 11:45 pm AEST

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Sensorium II	Chapter 4	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Emotion, behaviour and thinking.	No reading this week.	Quiz 1 (covering weeks 1-5) Opens Thursday 20th April at 1200 AEST Closes Friday 21st April at 2345 AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Learning	Chapter 6	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Memory	Chapter 7	Assessment 2 - Short essay: Nature or nurture as a determinant for intelligence Due: Week 8 Monday (1 May 2017) 11:45 pm AEST

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Consciousness	Chapter 5	

Week 10 - 15 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Intelligence	Chapter 9	
Week 11 - 22 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Neurological disorders	Chapter 16	
Week 12 - 29 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Unit review		Quiz 2 (covering weeks 7-11) Opens Thursday 1st June at 1200 AEST Closes Friday 2nd June at 2345 AEST
Review/Exam Week - 05 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 12 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1 - Journal summary and academic writing exercise

Assessment Type

Written Assessment

Task Description

Assessment 1 introduction:

- Learning is an essential element for survival. Changes within the brain (neural plasticity) underlie the learning process.
- It is generally accepted that neural plasticity is most active in young organisms as during this time there is a need to learn essential skills.
- However, there is a growing body of evidence which suggests neural plasticity continues to be active throughout the organism's life.
- Hence neural plasticity plays a vital role: from learning a first language, to developing new patterns of thinking through psychotherapy, to recovery from a stroke.
- Your task is to read and critically review a journal article that discusses the evidence for neural plasticity and learning.

Assessment 1 instructions:

1. Download the journal article from the following url:
<http://www.brainvolts.northwestern.edu/documents/HayesetalClinNeurophys2003.pdf>
2. Write a critical summary of 250 words (+/- 10%). This does not include your references.
3. Include a title page.
4. Use appropriate APA formatting in-text.
5. Include a reference page with correct APA formatting.
6. An abstract is not required.
7. Submit the assessment via the Moodle as a Word doc or docx file with your last name and initial i.e. crawfordc.doc
8. It is good practice to submit the assessment a couple of days before the due date to allow Turnitin to review your work.

Follow the assessment structure below. The total for this assessment task is 10 marks

Introduction/Literature Review (2 marks)

1. In ONE or TWO sentences outline the issue being investigated.

2. In ONE sentence explain why this issue was important enough to research.

Method (2 marks)

1. In TWO sentences describe how participants were recruited and how many participants were in the final sample?
2. In ONE or TWO sentences list the dependent variable(s).

Results/Discussion (4 marks)

1. Pick ONE of the main findings discussed in this section and in TWO sentences describe the finding AND what it means.
2. In ONE or TWO sentences describe a methodological issue that may have impacted on the findings.
3. In ONE or TWO sentences describe the future direction for research noted by the authors.
4. In ONE or TWO sentences summarise the overall conclusion of the article.

Correct use of APA formatting (2 marks)**Assessment Due Date**

Week 4 Monday (27 Mar 2017) 11:45 pm AEST

Return Date to Students

Week 6 Friday (21 Apr 2017)

Marks will be available within three weeks on the Moodle grade book with individual feedback.

Weighting

10%

Assessment Criteria

No Assessment Criteria

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Assessment to be submitted via the PSYC11008 Moodle site.

Learning Outcomes Assessed

- have a good, general, knowledge of the major principles and theories of the Biological Foundations of Psychology
- have a knowledge of the application of these principles to both human and non-human behaviour
- have developed writing, research and statistical skills

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

2 Assessment 2 - Short essay: Nature or nurture as a determinant for intelligence

Assessment Type

Written Assessment

Task Description**Assessment 2 - Introduction**

- Intelligence is commonly defined as "... the ability to acquire and apply knowledge and skills."
- Historically there have been two perspectives on what contributes to intelligence.
- The first is often referred to as nature: the organism's inherited genetic code which provides an innate advantage or disadvantage over other organisms.
- The second perspective is nurture: the environment in which the organism finds itself including social setting and available learning opportunities.
- It is currently accepted that these two factors interact and both contribute to intelligence.
- However, your task is to use current research and argue that one is more important than the other.

Assessment 2 - Instructions:

1. Search the CQU library database or Google Scholar for the terms “nature, nurture” and “intelligence”
2. Select two journal articles.
3. Download the full text version of the articles.
4. Write a brief essay which takes a stand on whether intelligence is determined primarily by nature or nurture.
5. Essay to be 600 words (+/- 10%). This does not include your references.
6. Include a title page.
7. Use appropriate APA style. Use appropriate APA in-text referencing.
8. Include a references list for the two articles in APA formatting.
9. An abstract is not required.
10. Submit the assessment via the Moodle as a Word doc or docx file with your last name and initial i.e. crawfordc.doc
11. It is good practice to submit the assessment a couple of days before the due date to allow Turnitin to review your work.

Follow the assessment structure below. The total for this assessment task is 30 marks

1. **Introduction** (4 marks) - incorporate a clear position taken by the student.
2. **Critical summary of article 1** (8 marks) - discuss the purpose, sample, methodology, findings and limitations of the research.
3. **Critical summary of article 2** (8 marks) - discuss the purpose, sample, methodology, findings and limitations of the research.
4. **Conclusion** (5 marks) - summarise your position and refer back to the research in the journal articles.
5. **Correct use of APA formatting** (5 marks).

Assessment Due Date

Week 8 Monday (1 May 2017) 11:45 pm AEST

Return Date to Students

Week 11 Friday (26 May 2017)

Marks will be available within three weeks in the Moodle grade-book.

Weighting

30%

Assessment Criteria

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Assessment to be submitted via the PSYC11008 Moodle site.

Learning Outcomes Assessed

- have a good, general, knowledge of the major principles and theories of the Biological Foundations of Psychology
- have a knowledge of the application of these principles to both human and non-human behaviour
- have developed writing, research and statistical skills

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

3 Online Quizzes (2)

Assessment Type

Online Quiz(zes)

Task Description

Assessment Instructions

- There are **two** online quizzes, each worth 30% of your overall grade (60% in total).
- Please ensure you have a **reliable Internet** connection.
- Quizzes will be available during a 36 hour time period.

- Quizzes will open at 1200 on Thursday of the assigned week, and close on Friday at 2345 AEST.
- The first quiz is during Week 6, the second quiz is during Week 12.
- Quizzes are comprised of 60 multiple-choice style questions that relate to the course material for the previous weeks of the term.
- Quizzes are open book, but you will need to ensure you know the course material in order to be able to complete the quiz within the allocated time frame.
- Complete the quizzes individually.
- Questions will be randomly selected from a larger pool of items so each individual will have a slightly different version of the quiz.
- You will have 60 minutes to complete the quiz from the time you open the exam.
- At the 60 minute mark the quiz will close and all your answers will be saved.
- Extensions are granted only in extreme circumstances and relevant documentation must be provided.
- You must contact the course coordinator in order to arrange to sit the quiz after it has closed.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

The first quiz is held in Week 6, and the second quiz is held in Week 12.

Return Date to Students

Marks and general feedback will be available via Moodle grade-book after seven days

Weighting

60%

Assessment Criteria

No Assessment Criteria

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Complete each quiz online during the allocated period.

Learning Outcomes Assessed

- have a good, general, knowledge of the major principles and theories of the Biological Foundations of Psychology
- have a knowledge of the application of these principles to both human and non-human behaviour

Graduate Attributes

- Critical Thinking
- Information Literacy

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