



PSYC11008 *Biological Foundations of Psychology*

Term 3 - 2017

Profile information current as at 03/05/2024 11:34 am

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 3 - 2017

- Distance

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 Student Feedback

Feedback

Students appreciated the incorporation of real-life examples which assisted in understanding lecture content.

Recommendation

Continue the use of case studies and scenarios in lectures to illustrate key concepts.

Feedback from Student Feedback

Feedback

Some students stated that the time allowed for the quiz was insufficient to accurately assess their knowledge (sixty questions in sixty minutes).

Recommendation

Consider increasing the time limit to 90 minutes for quizzes.

Feedback from Student Feedback

Feedback

Students commented that occasionally the sound quality on Zoom sessions and ISL recordings was of low quality.

Recommendation

The lapel microphone was used for lectures - perhaps this could be better placed? Students asking questions / making comments felt awkward walking over the room microphones. A smaller room with desk microphones would be a better option.

Feedback from Student Feedback

Feedback

Students generally found the Moodle site easy to navigate and work with.

Recommendation

Kudos to the Moodle team! Continue to make Moodle clear and accessible.

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

 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 - 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 | | | |
| 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

Hannah Thorne Unit Coordinator

h.thorne@cqu.edu.au

Schedule

Week 1 - 06 Nov 2017

Module/Topic

Chapter

Events and Submissions/Topic

Course overview

-
- Definitions
-
- Perspectives
-
- Axons to actions
-
- Constructs and curiosity

Assessments:

-
- Written tasks
-
- Quizzes
-
- Academic writing and plagiarism
-
- APA formatting

Burton, Chapter 1.

Research methods:

-
- Observations, models and hypotheses
-
- Ethical research

Week 2 - 13 Nov 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Neurons

- Spark versus soup
- Components of the axon
- Action potential
- Synapses
- Neurotransmitters
- Hormones
- Peptides

Burton, Chapter 3, pages 13 and 76-86 in the E-Text, and pages 76-86 in the hard copy.

Week 3 - 20 Nov 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Brain bits

- Terminology
- Central and peripheral nervous systems
- Hindbrain
- Midbrain
- Forebrain
- Focus on the forebrain

Burton, Chapter 3, pages 86-108.

Week 4 - 27 Nov 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Sensorium I

- Introduction and common factors for the senses

Vision - eye for an eye

- Physics of light
- Mechanics of the eye
- LGN
- Visual cortex
- Perceptual disturbances
- Blindness

Burton, Chapter 4, pages 114-137.

ASSESSMENT 1: JOURNAL SUMMARY AND ACADEMIC WRITING EXERCISE

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

Week 5 - 11 Dec 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|--|------------------------------|
| Sensorium II | | |
| Hearing - here ear | | |
| • Physics of sound | | |
| • Mechanics of the ear | | |
| • Brocas area | | |
| • Wernickes area | | |
| • Auditory disturbances | | |
| • Deafness | | |
| Other senses | Burton, Chapter, 4 pages 137-167. | |
| • | | |
| Taste | | |
| • | | |
| Smell | | |
| • | | |
| Touch (pain) | | |
| • | | |
| Proprioception | | |

Week 6 - 18 Dec 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|---|
| Thinking, emotions and behaviour. | | |
| • Origins of cognitive behavioural therapy | | |
| • Neuroscience of psychotherapy | | |
| • Your brain and you | | |
| | | ONLINE QUIZZES (2) Due: Week 6 Friday (22 Dec 2017) 11:45 pm AEST |

Week 7 - 01 Jan 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------|---------------------------|------------------------------|
| Learning | | |
| • | | |
| The brain as an association machine | | |
| • | | |
| Classical conditioning | | |
| • | Burton, Chapter 6. | |
| Operant conditioning | | |
| • | | |
| Latent learning | | |
| • | | |
| Social-cognitive theory | | |

Week 8 - 08 Jan 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Memory

- Salience
- Association
- Working memory
- Long term memory
- Memory strategies (chunking, associations)
- Retrospective memory
- Prospective memory
- Forgetting
- Forgetting strategies

Burton, Chapter 7.

ASSESSMENT 2: SHORT ESSAY: NATURE OR NURTURE AS A DETERMINANT FOR INTELLIGENCE

Due: Week 8 Monday (8 Jan 2018)
11:45 pm AEST

Week 9 - 15 Jan 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------------------------|------------------------------|
| Consciousness <ul style="list-style-type: none">• Functions of consciousness• Attention and multi-tasking• Sleep• Altered states | Burton, Chapter 5. | |

Week 10 - 22 Jan 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------------------------|------------------------------|
| Intelligence <ul style="list-style-type: none">• Definitions• Development• Deterioration• Measurement | Burton, Chapter 9. | |

Week 11 - 29 Jan 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|----------------------------|------------------------------|
| Neurological disorders <ul style="list-style-type: none">• Mental versus neurological• Approaches to mental illness• Diagnosing mental illness• Treatment of mental illness | Burton, Chapter 15. | |

Week 12 - 05 Feb 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------|---------|------------------------------|
| Review of course content | | |

Review/Exam Week - 12 Feb 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|---------|------------------------------|
| No exam for this unit | | |

Exam Week - 12 Feb 2018

| 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:

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

Assessment Due Date

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

Return Date to Students

Week 6 Monday (18 Dec 2017)

Weighting

10%

Assessment Criteria

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

Introduction/Literature Review (2 marks)

- In ONE or TWO sentences outline the issue being investigated.
- In ONE sentence explain why this issue was important enough to research

Method (2 marks)

- In ONE or TWO sentences describe how were participants recruited? How many participants were in the final sample?
- In ONE or TWO sentences describe the dependent variable(s).

Results/Discussion (4 marks)

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

Correct use of APA formatting (2 marks)

Referencing Style

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

Submission

Online

Submission Instructions

Submit through course Moodle page

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 approximately 600-700 words. 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.

Assessment Due Date

Week 8 Monday (8 Jan 2018) 11:45 pm AEST

Return Date to Students

Week 11 Monday (29 Jan 2018)

Weighting

30%

Assessment Criteria

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

Referencing Style

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

Submission

Online

Submission Instructions

Submit through course Moodle page

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

Week 6 Friday (22 Dec 2017) 11:45 pm AEST

The quiz will not be available until Thursday, 21 December 2017, 12:00 PM This quiz will close at Friday, 22 December 2017, 11:45 PM

Return Date to Students

Week 12 Friday (9 Feb 2018)

The quiz will not be available until Thursday, 8 February 2018, 12:00 PM This quiz will close at Friday, 9 February 2018, 11:45 PM

Weighting

60%

Assessment Criteria

Each quiz contains 60 questions and each quiz is worth 30% of your final grade.

The first quiz will contain material from weeks 1 - 5.

The second quiz will contain material from weeks 7 - 11.

Referencing Style

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

Submission

Online

Submission Instructions

Quiz is completed online via the 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

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