



PSYC11008 *Biological Foundations of Psychology*

Term 3 - 2018

Profile information current as at 28/04/2024 12:36 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 - 2018

- 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 "Have your say" survey

Feedback

Students stated there were too many sources of help regarding APA formatting.

Recommendation

Consider directing students only to the APA Publication Manual and the CQUniversity guide.

Feedback from "Have your say" survey

Feedback

Occasionally students wanted to discuss points after the 2 hr lecture, but would be cut off due to the ISL time limit

Recommendation

Arrange for 1 hour ISL tutorial time after the 2 hour lecture to allow for discussion and questions.

Feedback from "Have your say" survey

Feedback

Some students found the comments / questions from other students would occasionally take up too much time during lectures.

Recommendation

This type of discussion could be facilitated during the extra half hour after the lecture (see above recommendation).

Feedback from "Have your say" survey

Feedback

Students found the use of case studies and scenarios contributed to learning new concepts

Recommendation

Continue to incorporate the use of case studies and examples.

Feedback from "Have your say" survey

Feedback

Generally students found the level of feedback useful - especially in the first essay. This assisted students in refining the second essay.

Recommendation

Continue to provide detailed feedback to the first essay.

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 + iStudy + Cyberpsych

4th Australian and New Zealand Edition (2015)

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

John Wiley & Sons Australia

Milton, Queensland, Australia

ISBN: 9780730315490

Binding: Paperback

PSYC11008

Prescribed

PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

Edition: 6th (2009)

Authors: American Psychological Association

Footprint Books

Sydney, NSW, Australia

ISBN: 978-1-4338-0561-5

Binding: Other

Additional Textbook Information

Both texts can be purchased via the CQU Bookstore: <http://bookshop/cqu.edu.au> (search on the Unit code) Order early to avoid disappointment.

The Burton text can also be purchased via Wiley Direct in digital form: The Wiley Direct url is:

<http://www.wileydirect.com.au/buy/psychology-4th-edition/> The digital version can be downloaded and used offline.

Both versions of the Burton 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).

The Publication Manual of the APA is an invaluable resource and will be used throughout all years of study.

[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 - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Unit overview		
Assessments	Chapter 1	
Academic writing		
Week 2 - 12 Nov 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Neurons		
Action potentials	Chapter 3	
Building new networks		
Week 3 - 19 Nov 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Brain bits	Chapter 3	
Week 4 - 26 Nov 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Making sense of senses - Part A	Chapter 4	ASSESSMENT 1 - Journal Summary / Academic Writing Due: Week 4 Monday (26 Nov 2018) 9:00 am AEST
Vacation Week - 03 Dec 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Week 5 - 10 Dec 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Making sense of senses - Part B	Chapter 4	
Week 6 - 17 Dec 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Emotion, thinking and behaviour	No reading this week	Quiz 1 (covering weeks 1-5) Opens Friday 21 December at 12:15am AEST Closes Sunday 23 December at 23:45pm AEST
		ONLINE QUIZZES Due: Week 6 Friday (21 Dec 2018) 12:15 am AEST
Week 7 - 31 Dec 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Learning about learning	Chapter 6	
Week 8 - 07 Jan 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Memories are made of this	Chapter 7	ASSESSMENT 2 - Short essay: Nature or nurture as the primary determinant of intelligence Due: Week 8 Monday (7 Jan 2019) 9:00 am AEST
Week 9 - 14 Jan 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Contradictions of consciousness	Chapter 5	
Week 10 - 21 Jan 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Intelligence	Chapter 9	
Week 11 - 28 Jan 2019		
Module/Topic	Chapter	Events and Submissions/Topic

Neurological disorders**Chapter 16****Week 12 - 04 Feb 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Review The future of biological psychology	No reading this week	Quiz 2 (covering weeks 7-11) Opens Friday 8 February at 12:15am AEST Closes Sunday 10 February at 23:45pm AEST

Exam Week - 11 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Course Coordinator

Hannah Thorne

Campus: Adelaide, SA.

Email: h.thorne@cqu.edu.au

Assessment Tasks

1 ASSESSMENT 1 - Journal Summary / Academic Writing

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:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3004979/>
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 (26 Nov 2018) 9:00 am AEST

Return Date to Students

Week 6 Monday (17 Dec 2018)

Weighting

10%

Assessment Criteria

Total possible of 10 points.

Introduction and literature review (2 points)

- 0 Introduction not present or was not relevant to the journal article.
- 1 Introduction present, literature summarised, only loosely applied to the journal article.
- 1.5 Introduction present, literature summarised, Related clearly and effectively to the journal article
- 2 Introduction and literature concisely summarised, Related clearly and effectively to the journal article using original language and interpretation

Method (2 points)

- 0 Discussion on methodology not present or was not relevant to the journal article.
- 1 Methodology discussed but only loosely applied to the journal article.
- 1.5 Methodology discussed. Related clearly and effectively to the journal article
- 2 Methodology discussed. Related clearly and effectively to the journal article using original language and interpretation

Results / discussion (4 points)

- 0 Results / discussion not present or were not relevant to the journal article.
- 2 Results and discussion have been loosely summarised and relate to the journal article
- 3 Results and discussion are summarised and relate well to the journal article
- 4 Results and discussion are clearly and effectively summarised Related clearly and effectively to the journal article using original language and interpretation

APA formatting (2 points)

- 0 APA formatting not present
- 1 Attempt made with APA formatting but contained many errors
- 1.5 APA formatting contained few errors
- 2 Exceptional formatting with very few errors

Referencing Style

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

Submission

Online

Submission Instructions

Submit the assessment via the Moodle as a Word doc or docx file with your last name and initial i.e. crawfordc.doc

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 the primary determinant of intelligence

Assessment Type

Written Assessment

Task Description

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

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. Write a brief essay which takes a stand on whether intelligence is determined primarily by nature or nurture.
2. Search the CQU library database or Google Scholar for the terms "nature, nurture" and "intelligence"
3. To widen the search, you may want to include terms such as: hereditary, environment, twin studies, etc.
4. Select and download the full-text version of the articles which both support your stance.
5. The essay to be approximately 750 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 (7 Jan 2019) 9:00 am AEST

Return Date to Students

Week 10 Monday (21 Jan 2019)

Weighting

30%

Assessment Criteria

Assessment 2 - Marking Criteria

Total possible of 30 points.

Introduction and literature review (4 points)

- 0 Introduction not present or was not relevant to the journal articles. Student did not take a clear stance on the topic
- 2 Introduction present, literature summarised only loosely. Student took a stance, but not well supported by the literature..
- 3 Introduction present, literature summarised well. Student took a stance which was adequately supported by the literature
- 4 Introduction and literature concisely and effectively summarised. Student took a clear stance which was very well supported by the literature using original language and interpretation 4 marks

Utilisation of journal article one (8 points)

- 0 The journal article did not relate to the topic, was not summarised effectively or correctly. Summary was not linked to the stance taken by the student.
- 4 The journal loosely related to the topic and was summarised, but missed key points. The summary was only loosely linked to the stance taken by the student.
- 6 The journal article related to the topic, was summarised correctly. The summary covered most key points. The summary was linked well to the stance taken by the student
- 8 The journal related clearly to the topic and was effectively summarised. The summary was effectively covering all key points. The summary was creatively linked to the stance taken by the student using original language and interpretation..

Utilisation of journal article two (8 points)

- 0 The journal article did not relate to the topic, was not summarised effectively or correctly. Summary was not linked to the stance taken by the student.
- 4 The journal loosely related to the topic and was summarised, but missed key points. The summary was only loosely linked to the stance taken by the student.
- 6 The journal article related to the topic, was summarised correctly. The summary covered most key points. The summary was linked well to the stance taken by the student
- 8 The journal related clearly to the topic and was effectively summarised. The summary was effectively covering all key points. The summary was creatively linked to the stance taken by the student using original language and interpretation..

Conclusion (5 points)

- 0 Conclusion not present or not related to the stance taken by the student and / or not supported by the journal articles.
- 2.5 Conclusion related loosely to the stance taken by the student. Not well supported by the journal articles
- 4 Conclusion related well to the stance taken by the student and is supported by the journal articles.
- 5 Conclusion related clearly and effectively to the stance taken by the student, very well supported by the journal articles and uses original language and interpretation.

APA formatting (5 points)

- 0 APA formatting not present
- 2.5 Attempt made with APA formatting but contained many errors
- 4 APA formatting contained few errors
- 5 Exceptional formatting with very few errors

Referencing Style

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

Submission

Online

Submission Instructions

Submit the assessment via the Moodle as a Word doc or docx file with your last name and initial i.e. crawfordc.doc

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

Assessment Type

Online Quiz(zes)

Task Description

There are two online quizzes.

- Both quizzes are completed via the Moodle site.
- Quiz 1 opens on Friday 21 December at 12:15am AEST and closes on Sunday 23 December at 23:45pm AEST
- Quiz 1 will cover content from weeks 1-5.
- Quiz 2 opens on Friday 8 February at 12:15am AEST and closes on Sunday 10 February at 23:45pm AEST
- Quiz 2 will cover content from weeks 7-11.

Once you start the quiz, you have 60 minutes to complete all the questions.

- There are 60 questions in each quiz.
- It is usually best to skip questions you do not know and come back to them if you have time.
- Each page must be submitted to be graded.
- At the end of 60 minutes the quiz will close.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

Week 6 Friday (21 Dec 2018) 12:15 am AEST

Return Date to Students

Week 7 Saturday (31 Dec 2022)

Weighting

60%

Assessment Criteria

There are two quizzes

- Each quiz is worth 30% of the final grade.
- Each quiz has 60 questions
- Students will receive 0.5 marks per correct answer.

Referencing Style

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

Submission

Online

Submission Instructions

Access the quiz via the 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

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