PSYC11010 *Fundamentals of Psychology 1: Understanding Human Behaviour*
Term 3 - 2022

Profile information current as at 14/12/2025 06:57 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 3 - 2022

- Online

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: 60%
2. **Written Assessment**
Weighting: 40%

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.

Feedback

Some students stated they would prefer to do the quizzes in the week following the lectures instead of in the same week that the content was delivered.

Recommendation

Move quiz 1 from week 6 to week 7 and move quiz 2 from week 12 to week 13.

Feedback from In-class requests from students.

Feedback

Many students wanted to devote tutorial time to discussing the concept map.

Recommendation

Allocate tutorial time to discuss the concept map and answer student questions.

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.

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 - 40%	●	●	●
2 - 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			

Textbooks and Resources

Textbooks
PSYC11010

Prescribed

Psychology (With CyberPsych), 5th Australian and New Zealand Edition
5th Australian and New Zealand Edition (2018)
Authors: Burton, L. J., Westen D., & Kowalski, R. M.
Wiley
Brisbane , Queensland , Australia
ISBN: 978-0-730-35539-7
Binding: eBook

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

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Schedule

Week 1 - 07 Nov 2022

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

Week 2 - 14 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
From cells to consciousness	Chapter 3 - Biological bases of mental life and behaviour	

Week 3 - 21 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
What moves you?	Chapter 10 - Motivation and emotion	

Week 4 - 28 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Sensational	Chapter 4 - Sensation and perception	

Vacation Week - 05 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 12 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
It takes a village	Chapter 13 - Social development	

Week 6 - 19 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
Change is the only constant	Chapter 6 - Learning	

Vacation Week - 26 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 02 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Growing pains	Chapter 12 - Physical and cognitive development	**Assessment 1A - Online Quiz A** • Opens midday Thursday 5th January • Closes 11:45 pm Friday 6th January

Week 8 - 09 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Altered states	Chapter 5 - Consciousness	

Week 9 - 16 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Let me stress	Chapter 14 - Health, stress, and coping	

Week 10 - 23 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
It's a mad world	Chapter 15 - Psychological disorders	

Week 11 - 30 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Who are you?	Chapter 11 - Personality	**Assessment 2 - Concept Map** Due: Week 11 Monday (30 Jan 2023) 9:00 am AEST

Week 12 - 06 Feb 2023

Module/Topic	Chapter	Events and Submissions/Topic
Intelligence is what intelligence tests measure	Chapter 9 - Intelligence	

Exam Week - 13 Feb 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 1B - Online Quiz B • Opens midday Monday 13th February • Closes 11:45pm Tuesday 14th February

Term Specific Information

All lectures and tutorials will be delivered online during term 3 offering of this unit. Each week, you will be required to work through the online content provided via Moodle (including recorded lectures and supplementary materials) and prescribed text book readings, as well as attend the live online tutorial (or watch the tutorial recording). Please refer to the Unit Moodle page for details and access to the unit content.

1 Assessment 1 - Online Quizzes

Assessment Type
Online Quiz(zes)

Task Description

- You will complete two online quizzes due in Week 7 and Week 13
- Both quizzes are multiple-choice and completed via the Moodle site
- There are 60 questions in each quiz Once you start the quiz, you have 60 minutes to complete all 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

Assessment 1A - Online Quiz - Week 7

- Opens midday Thursday 5th January
- Closes 11:45pm Friday 13th January

Assessment 1B - Online Quiz - Week 13

- Opens midday Monday 13th February
- Closes 11:45pm Tuesday 14th February

Number of Quizzes
2

Frequency of Quizzes
Other

Assessment Due Date

Quiz 1A is due 11:45pm Friday 13th January. Quiz 1B is due 11:45pm Tuesday 14th February.

Return Date to Students

Students will be able to view their grade for each quiz upon completion in Moodle. Correct responses to each quiz will be released as soon as possible after the quiz has closed.

Weighting
60%

Assessment Criteria
There are two quizzes to be completed in this unit.
Each quiz is worth 30% of the final grade.
Each 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.

2 Assessment 2 - Concept Map

Assessment Type
Written Assessment

Task Description
Concept maps are learning tools that help you organise information and make connections between facts and ideas.

- Concept maps are intended to help you identify the inter-relationships between concepts, thereby replacing rote memorisation with a more meaningful understanding of the material that you are learning.
- This assessment is designed to strengthen your understanding of the concepts and themes explored in this unit by getting you to think about these in relation to other concepts in this unit and applying some of these to 'real-world'/practical examples.
- This assignment also encourages you to think about how different concepts from different lectures are related, and how some of these can be applied outside of the unit.

A concept map includes:

- Core concepts, usually enclosed in circles or boxes (nodes), with relationships illustrated by directional lines connecting the nodes
- AND linking words and statements on those connecting lines that explain the nature of the relationship between nodes.

The simplest way to develop a concept map is to use Microsoft Word:

- Click on Layout/Orientation/Landscape to go to a landscape orientation (this is the preferred orientation and easier to work with.)
- 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 a line or arrow.
- All elements (shapes, lines, text) can be modified, copied, etc.
- It pays to save a few copies of the concept map (just in case).

Concept maps reflect your own ideas and way of thinking therefore, there is no such thing as a 'correct' concept map.

- However, there are elements that you will need to include and you will need to ensure that you demonstrate a correct understanding of the selected concepts.
- The maps will not be judged one against another, nor will they be compared to an ideal type.
- It is expected that everyone's concept map will be different to each other, both in content and presentation.

You will need to:
1. Select a lecture topic covered during the first six weeks of the unit (see list below), to use as the basis of the first theme in the concept map.

- This could be a lecture that you found particularly interesting, or it could be one that you are really struggling to understand and you hope that mapping it will help give the material clarity.
- The date and title of the lecture you select should appear on the Concept Map Assignment Detail Form (available on the unit Moodle site) which MUST be submitted along with your concept map.

2. Identify a central concept from that lecture.

3. Select at least 10 other key concepts from your chosen lecture.

- These will help form the main framework of your map.
- The concepts may be single words, ideas, phrases or even pictures.
- Organise these on your map in such a way that you can use additional words or phrases to 'link' the concepts to each other and/or to the central theme.
- Each linking word/phrase (proposition) should be associated with a line or arrow.
- Linking words and phrases are a fundamental aspect of a concept map that help demonstrate the associations between selected concepts.

4. Now add at least 8 concepts from at least one other lecture in the unit.

- These will form the second theme in your map. Use links to show how this material relates to the concepts from your central theme.

5. Finally, for the third theme, add at least 8 additional concepts that relate the lecture material to a 'real-world' or any practical application that you wish.

- These concepts need not come from a particular lecture or even any aspect of the unit they just need to be relevant to the topic and appropriately linked to the rest of your map.
- (Hint: you may find it particularly useful to make these relevant to the professional field you are aiming for).
- You can add extra concepts and themes should you so wish. However, must have no more than 50 concepts in total included in your map.

The format for your concept map should be as follows:

- Your map must be presented on an A4 page, you can use either a portrait or landscape page set up.
- Clearly denote the major concepts in clearly labelled boxes, ovals, or other geometric shapes.
- You need to use different formats/colours etc. to identify your three different areas e.g. blue - biology lecture, red - emotion lecture, yellow - real-world application.
- Concept mapping software is available to download from the web. Some sites allow you a free trial and others will let you access the software for free.

Save your final concept map as a PDF file and submit this file via the Assessment block in the PSYC11010 Moodle page.

Assessment Due Date
Week 11 Monday (30 Jan 2023) 9:00 am AEST

Submit concept map PDF file via Moodle

Return Date to Students
Exam Week Friday (17 Feb 2023)

Weighting
40%

Assessment Criteria
Total Grade out of 40 marks - the breakdown of marks for each section is outlined below:
Assessment detail form and presentation - 2 marks

- Relevant detail form not submitted – 0
- Assessment detail form submitted but incomplete/inaccurate - 1
- Assessment detail form submitted, fully complete and accurate - 2

Concept map layout – 5 marks

- No organisation or consideration is given to the layout of concepts – 1
- Scattered layout of items, main themes difficult to identify – 2
- Concept map is reasonably organised and legible. Connected nodes presented are mostly coherent – 3
- Concept map is well organised, with clear connections between nodes – 4
- Clear thought to the pattern. The entire map is very well organised and legible. The intended purpose is achieved skillfully – 5

Graphics – 4 marks

- Minimal or inconsistent use of colour/geometric shapes used to highlight themes, font fairly legible. Some themes clearly identifiable. Clear font but no legend included – 1
- Geometric shapes/ colours used somewhat consistently to differentiate themes. Legend included but has errors – 2
- Geometric shapes/colours used consistently to differentiate themes. Clear font. Legend included – 3
- Effective use of geometric shapes/ colours used to clearly differentiate topics and focus the reader on key terms. Clear font. Legend included - 4

Connecting words/phrases – 4 marks

- Very few relevant words/phrases used to demonstrate connections between nodes – 1
- Less than half of the connecting lines have relevant linking words/ phrases – 2
- Majority of connecting lines have relevant words or phrases to demonstrate relationships - 3
- All connecting lines have relevant words or phrases to demonstrate relationships - 4

Central focus - 5 marks

- Over half but less than the required number of appropriate concepts identified, or more than 50 concepts included – 1
- Required number of concepts (min 26) and themes identified, but half or more inappropriately used – 2
- Required number of concepts (min 26) and themes identified, but less than half inappropriately used – 3
- Required number of concepts (min 26) and themes identified, few inappropriately used – 4
- Required number of appropriate concepts (min 26) and themes identified - 5

Levels of hierarchy and cross-links - 5 marks

- No hierarchy demonstrated. No cross-links between themes – 1
- Only primary terms used. Basic relationships between concepts identified. No hierarchy demonstrated – 2

- Use of secondary level hierarchy but lack of coherent links across all levels – 3
- Multiple level hierarchy used but lack of cross-links to identify complex relationships -4
- Multiple level hierarchy used with clear, cross-links used to identify complex relationships - 5

Evidence of understanding connections between concepts and themes - 5 marks

- Connecting words/phrases used correctly but simple and repetitive – 1
- Connecting words/phrases demonstrate a good understanding of the relationship between concepts and/or themes – 2
- Connecting words/phrases demonstrate substantive understanding of connections between concepts and/or themes – 3
- Connecting words/phrases demonstrate a deep understanding of the relationships between concepts and/or themes – 4
- Propositions used effectively to demonstrate relationships between nodes - 5

Understanding of the selected concepts - 5 marks

- Very little understanding of selected themes/concepts – 1
- Basic understanding of selected themes/concepts – 2
- Good understanding of selected themes/concepts – 3
- Very good understanding of selected themes/concepts – 4
- Excellent understanding of selected themes/concepts - 5

Presentation - 5 marks

- Basic presentation with several errors in spelling and punctuation – 1
- Good overall presentation with several errors in spelling and punctuation – 2
- Good overall presentation with few errors in spelling and punctuation – 3
- Very good overall presentation with very few errors in spelling and punctuation – 4
- Excellent presentation no spelling or punctuation errors - 5

Referencing Style

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

Submission
Online

Submission Instructions
Submit final concept map as a PDF file via Moodle

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