



# PSYC11010 Fundamentals of Psychology 1: Understanding Human Behaviour

## Term 2 - 2023

Profile information current as at 03/05/2024 07:11 am

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

## General Information

### Overview

This unit provides an introduction to the primary philosophies and key theories and frameworks that are fundamental to the study of psychology. You will examine the interplay of biological and social factors that underpin our understanding of people and behaviour. The biological content of the unit explores the structures and functions of the brain and nervous system, sensory and perceptual processes, learning and behaviour, and states of consciousness. The social content of the unit introduces you to motivation and emotion, human lifespan development, social cognition and perception and cross-cultural psychology, personality, psychological disorders, and intelligence. This unit is applicable to students studying a psychology course and those students from a variety of courses.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2023

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: 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 and in-class comments.

##### **Feedback**

Students found the cartoon videos helpful in understanding the mind map.

##### **Recommendation**

Continue providing videos to explain the mind map.

#### Feedback from Student evaluation feedback and in-class comments.

##### **Feedback**

Currently, the weekly topics are alternated with one lecturer teaching social foundations of psychology (weeks 1, 3, 5, 7, 9, and 11) and another teaching biological foundations of psychology (weeks 2, 4, 6, 8 10, and 12). Several students stated that they would like to not switch topics, and lecturers, each week. Instead, they would prefer to have half the term focused on biological foundations of psychology, and then the other half social foundations of psychology.

##### **Recommendation**

Alter the teaching schedule for this unit so that biological foundations of psychology is taught in the first half of the term, and social foundations of psychology during the last half of the term.

## Unit Learning Outcomes

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

1. Describe the biological and social contributors to human behaviour.
2. Discuss the major principles and theories related to the study of human behaviour.
3. Reflect on, and engage with, key psychological concepts in an objective manner.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
<b>1 - Written Assessment - 40%</b>	•	•	•
<b>2 - Online Quiz(zes) - 60%</b>	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
<b>1 - Communication</b>	•	•	•
<b>2 - Problem Solving</b>		•	
<b>3 - Critical Thinking</b>		•	•
<b>4 - Information Literacy</b>	•	•	
<b>5 - Team Work</b>			
<b>6 - Information Technology Competence</b>			
<b>7 - Cross Cultural Competence</b>	•	•	•
<b>8 - Ethical practice</b>			
<b>9 - Social Innovation</b>			
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>			

## Textbooks and Resources

### Textbooks

PSYC11010

#### Prescribed

##### Psychology 6th Australian and New Zealand Edition

Edition: 6th (2022)

Authors: Lorelle Burton, Drew Westen, Robin Kowalski

John Wiley & Sons Australia Ltd

Brisbane, Queensland, Australia

ISBN: 9780730396642

Binding: eBook

#### Additional Textbook Information

The interactive E-Text is the recommended version - available from Wiley Direct for AUD\$ 80

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

A hard copy is also available for approximately AUD\$170-190.

### IT Resources

#### You will need access to the following IT resources:

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Chris Crawford** Unit Coordinator

[c.j.crawford@cqu.edu.au](mailto:c.j.crawford@cqu.edu.au)

## Schedule

### Week 1 - The big picture - 10 Jul 2023

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

### Week 2 - From cells to consciousness - 17 Jul 2023

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

### Week 3 - Sensational - 24 Jul 2023

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

### Week 4 - Change is the only constant - 31 Jul 2023

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

Change is the only constant **Chapter 9** - Learning

#### Week 5 - Altered states - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Altered states	<b>Chapter 8</b> - Consciousness	

#### Vacation Week - 14 Aug 2023

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

#### Week 6 - It's a mad world - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
It's a mad world	<b>Chapter 18</b> - Psychological disorders	<b>Online Quizzes</b> Due: Week 6 Friday (25 Aug 2023) 11:45 pm AEST

#### Week 7 - Intelligence is what intelligence tests measure - 28 Aug 2023

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

#### Week 8 - What moves you? - 04 Sep 2023

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

#### Week 9 - It takes a village - 11 Sep 2023

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

#### Week 10 - Growing pains - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Growing pains	<b>Chapter 15</b> - Physical and cognitive development	<b>Concept Map</b> Due: Week 10 Monday (18 Sept 2023) 9:00 am AEST

#### Week 11 - Let me stress - 25 Sep 2023

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

#### Week 12 - Who am I? - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Who am I?	<b>Chapter 14</b> - Personality	<b>Online Quizzes</b> Due: Week 12 Friday (6 Oct 2023) 11:45 pm AEST

#### Review/Exam Week - 09 Oct 2023

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

#### Exam Week - 16 Oct 2023

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

## Assessment Tasks

### 1 Online Quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

You will complete two online quizzes due in Week 6 and Week 12

- Assessment 1A - Online Quiz - Week 6 - opens midday Thursday, closes 1145 pm Friday

- Assessment 1B - Online Quiz - Week 12 - opens midday Thursday, closes 1145 pm Friday
- Both quizzes are multiple-choice and are completed via the Moodle site.
- Once you start the quiz, you have 60 minutes to complete all 60 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.
- At the end of the 60 minutes, the quiz will close and the system will submit all answered questions for grading.

### Number of Quizzes

2

### Frequency of Quizzes

Other

### Assessment Due Date

Week 6 Friday (25 Aug 2023) 11:45 pm AEST

Complete quiz online via the Assessment tab in Moodle

### Return Date to Students

Week 7 Friday (1 Sept 2023)

Online grading

### Weighting

60%

### Assessment Criteria

There are two quizzes.

- 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 Concept Map

### Assessment Type

Written Assessment

### Task Description

#### RATIONALE

- Concept maps enable us to make meaningful connections between items of information.
- Concept maps also help us apply our learning to real-world situations.

### INSTRUCTIONS

#### Step 1

- Select a **primary core topic** from a lecture / book chapter.
- Identify at least 10 concepts directly related to the selected core topic (taken the selected lecture / book chapter).
- Link each of the 10 concepts to the core topic or another concept by using arrows and linking words or phrases.

#### Step 2

- Select a **second core topic** from a lecture / book chapter.
- Identify at least 8 concepts directly related to the second core topic.
- Link each of the 8 concepts to the second core topic or to any another concept by using arrows and linking words or phrases.

#### Step 3

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

### Format

- Your map must be presented on an A4 page, you can use either a portrait or landscape.
- You can use different geometric shapes and colours for core topics and related concepts.
- Use lines / arrows to show connections between topics/concepts
- Submit either as a **Word document or a PDF**

### SOFTWARE

- You can use any software you like to generate a concept map. (So long as you can submit as an A4 PDF)

### Often the simplest strategy is to use Microsoft Word:

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

### ADDITIONAL NOTES

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

### Assessment Due Date

Week 10 Monday (18 Sept 2023) 9:00 am AEST

Submit online via the PSYC11010 Moodle site.

### Return Date to Students

Review/Exam Week Monday (9 Oct 2023)

Online grading and comments

### 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

Overall layout - 5 marks

- No organisation or consideration is given to the layout of concepts -1
- Poor organisation of items, difficult to identify core topics - 2
- Concept map is reasonably organised and legible. Core topics and concepts are mostly coherent - 3
- Concept map is well organised, with clear connections between core topics and concepts - 4
- The entire map is expertly organised and legible. The intended purpose is achieved skillfully and creatively - 5

Graphics - 4 marks

- Poor and inconsistent use of colour/shapes/fonts/connecting arrows. No legend - 1
- Colour/shapes/fonts/connecting arrows somewhat consistent. Legend included but has errors - 2
- Colour/shapes/fonts/connecting arrows used consistently. Clear legend included - 3



- Colour/shapes/fonts/connecting arrows used consistently and creatively. Clear legend included - 4

#### Connecting words/phrases – 4 marks

- Minimal and irrelevant words/phrases used connect core topics and concepts - 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

#### Core topic and concept 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 core topics identified, but half or more inappropriately used - 2
- Required number of concepts (min 26) and core topics identified, but less than half inappropriately used - 3
- Required number of concepts (min 26) and core topics identified, few inappropriately used - 4
- Required number of appropriate concepts (min 26) and core topics identified and used appropriately and creatively - 5

#### Levels of hierarchy and linkages - 5 marks

- No hierarchy demonstrated. No linkages between core topics - 1
- Basic relationships between concepts and core topics identified. No clear hierarchy demonstrated - 2
- Use of secondary level hierarchy but lack of coherent linkages 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

#### Understanding selected core topics and concepts - 5 marks

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

#### Understanding connections between core topics and concepts - 5 marks

- Connecting words/phrases used correctly but simple and repetitive - 1
- Connecting words/phrases demonstrate a basic understanding of the relationship between core topics and concepts - 2
- Connecting words/phrases demonstrate substantive understanding of connections between core topics and concepts - 3
- Connecting words/phrases demonstrate a deep understanding of the relationships between core topics and concepts - 4
- Propositions used effectively and creatively to demonstrate relationships between core topics and concepts - 5

#### Presentation - spelling and grammar - 5 marks

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

#### Referencing Style

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

#### Submission

No submission method provided.

#### Learning Outcomes Assessed

- Describe the biological and social contributors to human behaviour.
- Discuss the major principles and theories related to the study of human behaviour.
- Reflect on, and engage with, key psychological concepts in an objective manner.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem