



# PSYC12014 *Critical, Cultural and Social* *Psychology* Term 3 - 2017

Profile information current as at 26/04/2024 06:32 pm

All details in this unit profile for PSYC12014 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 covers both traditional and critical social psychological theories and research. The topics of research methods, communication and language, social cognition, attitudes, identities, relationships and prejudice are examined from both a traditional and critical perspective. The unit has a particular focus on cultural, sexual, ability and gender diversity and equality. You will learn critical theory concepts and methods, such as social constructionism, power and performativity. You will develop advanced skills of self-reflection and critical evaluation in relation to issues around diversity. You will develop your academic research and writing skills for developing evidence-based arguments in literature reviews, a foundational skill in psychological research. The unit develops personal awareness to increase our understanding of ourselves and others, with the broader goal of greater inclusiveness. This unit also develops skills for working with diverse clients with respect and integrity and for undertaking research that is ethical, inclusive and makes a difference in people's lives.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisites: successful completion of 36 unspecified credit points

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: 10%

#### 3. **Written Assessment**

Weighting: 10%

#### 4. **Written Assessment**

Weighting: 30%

#### 5. **Examination**

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 Red button feedback

**Feedback**

Large amount of assignment work

**Recommendation**

Reduction in assessment items/ workload

#### Feedback from Red button feedback

**Feedback**

Assessments did not connect well to unit material

**Recommendation**

Realignment of assessments to better reflect key issues

#### Feedback from Red button feedback

**Feedback**

Lecture PowerPoint slides were dull

**Recommendation**

Enhanced slide presentation

#### Feedback from Red button feedback

**Feedback**

Textbook hard to read/understand

**Recommendation**

Alter textbook to reflect mainstream approach

#### Feedback from Red button feedback

**Feedback**

Lectures not posted at consistent times

**Recommendation**

Lectures should be posted once a week at set times - or in advance where possible

#### Feedback from Red button feedback

**Feedback**

Discussion threads cut-off week-by-week

**Recommendation**

One on-going discussion thread should be maintained for the whole course

#### Feedback from Red button feedback

**Feedback**

Tutorials not well structured

**Recommendation**

Alternative to tutorial session should be considered

## Unit Learning Outcomes

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

1. Articulate social and cultural psychology theories and research from a critical perspective.
2. Communicate critical social psychological theories and research findings using a broad evidence-base.
3. Explain both quantitative and qualitative research methods.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 10%	•	•	•
2 - Written Assessment - 10%	•	•	•
3 - Written Assessment - 10%	•	•	•
4 - Written Assessment - 30%	•	•	•
5 - Examination - 40%	•	•	•

### 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 - 10%		•	•	•			•	•		
3 - Written Assessment - 10%	•	•	•	•			•	•		
4 - Written Assessment - 30%	•		•	•			•	•		
5 - Examination - 40%	•	•		•			•	•		

## Textbooks and Resources

### Textbooks

PSYC12014

#### Prescribed

#### Social psychology

Edition: 2nd (2011)

Authors: Wendy Stainton-Rogers

McGraw Hill Open University Press

Maidenhead , Berkshire , England

ISBN: 978-0-33-524099-9

Binding: Paperback

#### Additional Textbook Information

*Social Psychology: This textbook is also available as a free eBook via [CQUniversity Library](#)*

[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

**Tessa Benveniste** Unit Coordinator

[t.benveniste@cqu.edu.au](mailto:t.benveniste@cqu.edu.au)

## Schedule

**Week 1 - 06 Nov 2017**

Module/Topic	Chapter	Events and Submissions/Topic
What is Social Psychology?	Chapter 1 in the Stainton-Rogers textbook	
<b>Week 2 - 13 Nov 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
The foundations of Experimental and Critical Social Psychology	Chapter 2 in the Stainton-Rogers textbook	
<b>Week 3 - 20 Nov 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Methods and Analytics - Quantitative	Chapter 4 in the Stainton-Rogers textbook	<b>Written Assessment 1: Writing Abstracts</b> Due: Week 3 Monday (20 Nov 2017) 9:00 am AEST
<b>Week 4 - 27 Nov 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Methods and Analytics - Qualitative	Chapter 5 in the Stainton-Rogers textbook	
<b>Vacation Week - 04 Dec 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week		
<b>Week 5 - 11 Dec 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Communication and Language	Chapter 6 in the Stainton-Rogers textbook	<b>Written Assessment 2: Note-taking for research purposes</b> Due: Week 5 Monday (11 Dec 2017) 9:00 am AEST
<b>Week 6 - 18 Dec 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Social Cognition, Social Perception and Attribution	Chapter 7 in the Stainton-Rogers text	
<b>Week 7 - 01 Jan 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Attitudes and Behaviour	Chapter 8 in the Stainton-Rogers text	<b>Written Assessment 3: Critical evaluation</b> Due: Week 7 Friday (5 Jan 2018) 9:00 am AEST
<b>Week 8 - 08 Jan 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Values	Chapter 9 of the Stainton-Rogers text	
<b>Week 9 - 15 Jan 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Social Selves and Social Identities	Chapter 10 of the Stainton-Rogers text	
<b>Week 10 - 22 Jan 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
The Social Psychology of Relationships	Chapter 11 in the Stainton-Rogers textbook	<b>Written Assessment 4: A literature review</b> Due: Week 10 Monday (22 Jan 2018) 9:00 am AEST
<b>Week 11 - 29 Jan 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
The Social Psychology of Groups	Chapter 12 in the Stainton-Rogers textbook	

**Week 12 - 05 Feb 2018**

Module/Topic	Chapter	Events and Submissions/Topic
The Social Psychology of Prejudice	Chapter 13 in the Stainton-Rogers textbook	

**Exam Week - 12 Feb 2018**

Module/Topic	Chapter	Events and Submissions/Topic

**Review/Exam Week - 12 Feb 2018**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Written Assessment 1: Writing Abstracts

**Assessment Type**

Written Assessment

**Task Description****Background:**

Writing up research findings is a key skill within psychology. There are existing conventions on how to write up research findings, and one of these is writing an abstract. Writing abstracts requires you to communicate the main points of a paper concisely. In this exercise, we are using the task of writing abstracts as a way to learn how to read and summarise research papers, which will be very helpful to you in the later Written Assessment 4 - your Literature Review.

**Your task:**

In this assessment, you are given a research paper. The paper has had the abstract removed. You are to write an abstract for this paper.

The abstract should be:

200 words (this word count reflects the word count used by most academic journals for published research)

A concise summary of the major aspects of the paper: the issue, the question/s, the method, the findings, and the implications.

An accurate summary of the major aspects of the paper: the issue, the question/s, the method, the findings, and the implications.

**Assessment Due Date**

Week 3 Monday (20 Nov 2017) 9:00 am AEST

Late submissions will incur a late penalty of 5% of the total score per day, INCLUSIVE of weekends and holidays.

Extensions will be granted if the reasons stated are according to University approved guidelines.

**Return Date to Students**

Week 5 Friday (15 Dec 2017)

The results will be returned within 3 weeks after the assignment submission.

**Weighting**

10%

**Assessment Criteria**

The assessment will attract points according to the schedule below. Total points for the assessment add to 100, and the grade will be multiplied by the 10% unit-marks available for this assessment.

**A concise summary of the main points of the article**

Task	Concise	Somewhat concise	Wordy	Not included
Summarise issue	5 pts	3 pts	2 pts	0 pts
Summarise question/s	5	3	2	0

Summarise method	5	3	2	0
Summarise findings	5	3	2	0
Summarise implications	5	3	2	0

25 pts max

### An accurate summary of the main points of the article

Total = 100 pts max

Task	Accurate	Partial accuracy	Inaccurate	Not included
Summarise issue	15 pts	10 pts	7 pts	0 pts
Summarise question/s	15	10	7	0
Summarise method	15	10	7	0
Summarise findings	15	10	7	0
Summarise implications	15	10	7	0

75 pts max

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Articulate social and cultural psychology theories and research from a critical perspective.
- Communicate critical social psychological theories and research findings using a broad evidence-base.
- Explain both quantitative and qualitative research methods.

### Graduate Attributes

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

## 2 Written Assessment 2: Note-taking for research purposes

### Assessment Type

Written Assessment

### Task Description

Taking accurate, relevant and organised notes while reading research papers is a key skill in any discipline, including psychology. It is also an important part of undertaking a literature review (your Written Assessment 4). Your notes of the research articles you read are the foundation for writing up a literature review.

### Task

In this task, you are provided with two research papers (one qualitative and one quantitative)

Using these two papers, fill in the Research Articles Notes Table:

Citation	Aim	Method	Findings	Limitations/gaps	Notes
The article's reference (use APA style referencing)	What are their research questions?	How did they answer these questions and with whom/with what data?	What did they find?	What did this study not look at?	What does this study mean for your research topic?

### Assessment Due Date

Week 5 Monday (11 Dec 2017) 9:00 am AEST

Late submissions will incur a late penalty of 5% of the total score per day, INCLUSIVE of weekends and holidays.

Extensions will be granted if the reasons stated are according to University approved guidelines.

### Return Date to Students

Week 7 Friday (5 Jan 2018)



## Weighting

10%

## Assessment Criteria

Each Article will accrue points according to the following schedule. A total of 50 points are possible for notes on each of the 2 articles to be summarised. The point-score total will be multiplied by 10% to form part of your final grade in the unit.

Task	Yes	Partially	No	Not Done
Correct citation using APA formatting	5 pts	2 pts	1 pts	0 pts
Accurately identified research question	10	6	3	0
Summarised main aspects of research method (who with, where and when, qualitative or quantitative method)	10	6	3	0
Accurately and succinctly summarised research findings	10	6	3	0
Identified limitations of the research	5	2	1	0
Meaningfully linked article to research question for the Literature Review	10	6	3	0
	50	max pts		

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Articulate social and cultural psychology theories and research from a critical perspective.
- Communicate critical social psychological theories and research findings using a broad evidence-base.
- Explain both quantitative and qualitative research methods.

## Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## 3 Written Assessment 3: Critical evaluation

### Assessment Type

Written Assessment

### Task Description

#### Background

Continuing with our theme of practising key skills for our larger assessment piece, the Literature Review, in this assessment we are learning skills of critical evaluation. Critical evaluation is a phrase you will see throughout your time at university and throughout the health sector. It is a key skill not only for undertaking Literature Reviews, but any time we need to make a decision based on the current body of evidence. For example, should we use therapy intervention x or y - your answer will depend on our critical evaluation of the research literature in relation to both of these.

#### Your Task

You are to take the two articles you were provided for Written Assessment 2 and identify:

- a) examples of critical evaluation
- b) the main features of these evaluations.

For each article, you are to find an example of each the following:

1. A comparison of different research findings
2. A critique of the limitations of previous research

That is a total of four (4) examples, two (2) for each paper. There is no word count for this exercise, as you will be including extracts from the research papers.

Please use the following headings in your submitted assessment, and include the following information:

## **Article 1**

### **APA citation**

Type article 1's full citation here (Note: only this citation needs to be in APA style, and not anything else in this assessment)

### **Example 1 Comparing different research findings**

Type in the example from article 1 here (a direct quote, enclosed in quotation marks ("")) with a page reference provided)

### **Example 2 Critiquing limitations of previous research**

Type in the example from article 1 here (a direct quote, enclosed in quotation marks ("")) with a page reference provided)

### **The language used in these evaluations**

What words and phrases does the author use in making their evaluations? For example, linking words such as 'thus', comparing words such as 'however', or critical words such as 'limited'.

### **What is the target of the evaluation?**

What is the author critiquing? Are they critiquing methodology (e.g. sample size, measures used, population)? Are they critiquing the research's philosophical approach (e.g. how they conceptualised the problem as individual rather than social; how they defined a key concept like sexism or confrontation)?

## **Article 2**

### **APA citation**

Type article 2's full citation here (Note: only this citation needs to be in APA style, and not anything else in this assessment)

### **Example 1 Comparing different research findings**

Type in the example from article 2 here (a direct quote, enclosed in quotation marks ("")) with a page reference provided)

### **Example 2 Critiquing limitations of previous research**

Type in the example from article 2 here (a direct quote, enclosed in quotation marks ("")) with a page reference provided)

### **The language used in these evaluations**

What words and phrases does the author use in making their evaluations? For example, linking words such as 'thus', comparing words such as 'however', or critical words such as 'limited'.

### **What is the target of the evaluation?**

What is the author critiquing? Are they critiquing methodology (e.g. sample size, measures used, population)? Are they critiquing the research's philosophical approach (e.g. how they conceptualised the problem as individual rather than social; how they defined a key concept like sexism or confrontation)?

## **Assessment Due Date**

Week 7 Friday (5 Jan 2018) 9:00 am AEST

Late submissions will incur a late penalty of 5% of the total score per day , INCLUSIVE of weekends and holidays.

Extensions will be granted if the reasons stated are according to University approved guidelines.

## **Return Date to Students**

Week 9 Monday (15 Jan 2018)

## **Weighting**

10%

## **Assessment Criteria**

Each example of Critical Evaluation will attract points according to the schedule below. For the two examples, the total points accrued will be multiplied by 10% to form part of your total grade for the unit.

Task	yes	partially	no	not done
Correct citation using APA formatting	10 pts	5 pts	2 pts	0 pts
Accurately identified examples of comparison, and critiquing limitations	15	7	3	0
Accurately identified key terms and phrases	10	5	2	0
Accurately identified the target of the critiques	15	7	3	0
	50 pts	max		

## **Referencing Style**

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

## **Submission**

Online

## Learning Outcomes Assessed

- Articulate social and cultural psychology theories and research from a critical perspective.
- Communicate critical social psychological theories and research findings using a broad evidence-base.
- Explain both quantitative and qualitative research methods.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## 4 Written Assessment 4: A literature review

### Assessment Type

Written Assessment

### Task Description

A Literature Review is utilised by psychologists to make judgments and decisions about clinical treatments and social interventions. It is a way to evaluate the research findings on a particular issue, and come to a conclusion about the issue based on these findings. All the skills which you have practised in the previous three assessments - writing an abstract, taking notes on research findings, and critical evaluations - will help you in this assessment.

Your task

Please choose topic A or B from the list below (choose 1 only):

Topic A) Write a critical review of research on the effects of Mere Presence on the social facilitation of behaviour. Under what conditions can we expect Mere Presence to have an effect? When might Mere Presence inhibit rather than facilitate behaviour? Focus your review on findings made since the latest comprehensive review that you can find.

Topic B) Write a critical review of research on Social Loafing. Under what conditions are people likely to loaf? What is the psychology of loafing? Is it simply laziness or something else? Focus your review on findings made since the latest comprehensive review that you can find - excluding the review by Simms (2014). Please note that Simms (2014) wrote a review in an unranked journal - which may serve as a useful starting point, but should NOT be relied upon entirely.

Regardless of your choice (A or B), here is what you should do in your review:

You will develop a coherent framework for the reader to understand the substance of past findings, and give direction for future research. Your review should: 1) have comprehensive citations to literature, accessible by you as a CQUni student, that are within the scope of the review, 2) exclude literature that is not in the scope of the review, or is similarly only of tangential relevance to the review, 3) create a coherent framework for understanding the substance of past findings, rather than a simple recitation of the relevant literature, 4) identify research "gaps" and future directions for the topic area of the review.

The word count (excluding the abstract and the reference list) is 2,500 words. **The word limit is strict to the instructions, just like a journal would be. You can put any amount less that you wish, however, any lack of completeness or clarity will reflect in your marks.** The Literature Review needs to include:

- An abstract (of 200 words)
- An introduction
- A review of the research covering the points outlined above
- A conclusion
- An APA formatted reference list

You should have a minimum of 10 academic (i.e. primary, peer-reviewed research papers or scholarly books/book chapters) as your references; although you may need more to satisfy point 1 above.

### Assessment Due Date

Week 10 Monday (22 Jan 2018) 9:00 am AEST

Late submissions will incur a late penalty of 5% of the total score per day, INCLUSIVE of weekends and holidays. Extensions will be granted if the reasons stated are according to University approved guidelines.

### Return Date to Students

Week 12 Friday (9 Feb 2018)

**Weighting**

30%

**Assessment Criteria**

The assessment will accrue points according to the following schedule. Total points will be multiplied by the percentage credit for this assessment in calculating the unit grade.

<b>Points</b>	<b>A Comprehensive Citation of Relevant Literature? 30pts</b>
0	You did not properly cite and explain the clearly relevant previous research
7	Your review of previous research was limited in relevance and/or without clear explanations
15	Your review of past research was good. However, you might have cited more sources with greater precision
22	Your review of past research used several good sources
30	Your review of the relevant research was particularly comprehensive and well explained
<b>Points</b>	<b>Exclude Literature that was not Relevant? 10 pts</b>
0	The paper included many examples of literature that were not clearly relevant or well explained
2	The paper included some prominent example(s) of literature that were not relevant or not well explained
5	The paper included only some minor example(s) of literature that were not relevant or not well explained
7	The paper included only one notable example of literature that was not relevant or not well explained
10	There were no identified examples of literature that were not relevant or not well explained
<b>Points</b>	<b>Coherent framework for understanding substance of the Literature? 30 pts</b>
0	The literature review only listed examples of research, and did not provide a framework for understanding
7	The framework for understanding the research was not coherent or well developed
15	The framework for understanding the research was not explained well
22	The framework for understanding was reasonable, but lacked some clarity or rationale
30	The framework for understanding the research was clear and cohesive
<b>Points</b>	<b>Identify research "gaps" and future directions for research? 20pts</b>
0	There was no reasonable effort to identify gaps or future research directions
5	The identification of gaps and/or research directions was not well explained
10	The identification of gaps and/or research directions appeared appropriate, but was poorly explained
15	The identification of gaps and/or research directions was good, but could have been better explained
20	The identification of gaps and/or research directions was excellent and well explained
<b>Points</b>	<b>Appropriate APA Style and/or Expression (Throughout)? 10pts</b>
0	The paper contained glaring errors and deficiencies in style and/or expression
2	The paper made several major mistakes in APA style and/or expression
5	APA style, expression and grammar rules were generally followed, but some obvious errors still exist
7	APA style, expression and grammar rules were followed well, but some room for improvement still exists
10	Adherence to APA style, expression and grammar rules was generally excellent
<b>Overall?</b>	<b>(sum points from 5 criteria)</b>
0 - 44	Needs improvement
50 - 64	Pass
65 - 74	Good effort
75 - 84	Very good effort!
85 +	Excellent effort!

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Articulate social and cultural psychology theories and research from a critical perspective.

- Communicate critical social psychological theories and research findings using a broad evidence-base.
- Explain both quantitative and qualitative research methods.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## Examination

**Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

40%

**Length**

120 minutes

**Minimum mark or grade**

50

**Exam Conditions**

Closed Book.

**Materials**

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## 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