



**UNSW**  
AUSTRALIA

Science

FACULTY OF SCIENCE  
SCHOOL OF PSYCHOLOGY

**PSYC 2081**

LEARNING AND PHYSIOLOGICAL PSYCHOLOGY

SEMESTER 1, 2017

**Table of Contents**

1. Information about the Course.....	2
2. Staff Involved in the Course .....	2
3. Course Timetable .....	3
4. Aims of the Course .....	4
5. Student Learning Outcomes.....	4
6. Graduate Attributes .....	6
7. Rationale for the Inclusion of Content and Teaching Approach .....	7
8. Teaching Strategies .....	7
9. Course Schedule .....	8
10. Assessment.....	9
11. Expected Resources for Students.....	11
12. Course Evaluation & Development .....	11
13. Plagiarism & Academic Integrity .....	11
14. Administrative Matters .....	14

1. Information about the Course			
FACULTY	Science		
SCHOOL OR DEPARTMENT	Psychology		
COURSE CODE	PSYC 2081		
COURSE NAME	Learning and Physiological Psychology		
SEMESTER	Semester 1	YEAR	2017
UNITS OF CREDIT	6	LEVEL OF COURSE	2
ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	PSYC 1001, PSYC 1011, PSYC 1111		
SUMMARY OF THE COURSE	This course focuses on the behavioural and physiological basis of elementary learning processes. These include: learning about relations between events (Pavlovian conditioning), learning about relations between one's behaviour and events (Instrumental conditioning), how these forms of learning control behaviours and their involvement in addiction, attachment and schizophrenia. The course emphasises psychological explanations of behaviour but also seeks to ground these processes in neurobiology.		

2. Staff Involved in the Course			
<p>The Head Tutor should always be your first 'port-of-call' for information and advice about PSYC2081. Please contact the Head Tutor by e-mail at the address below.</p> <p><a href="mailto:kate@unsw.edu.au">kate@unsw.edu.au</a></p> <p><b>When you send an email please make sure "PSYC2081" is included in the Subject line and that your <u>name</u> and <u>student ID</u> is stated somewhere in your email message.</b></p> <p>If you feel you need to meet with the Head Tutor in person, please email to make an appointment. If necessary, you will be referred to the Course Co-ordinator and/or relevant School or University personnel for additional assistance.</p> <p>Contact details for the Head Tutor and Course Co-ordinator are provided below</p> <p>For matters related to assignment feedback or questions about the tutorials please contact your tutor. The details of each tutor are listed below.</p>			
<b>COURSE COORDINATOR</b>			
<b>Name</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
Professor Fred Westbrook	<a href="mailto:f.westbrook@unsw.edu.au">f.westbrook@unsw.edu.au</a>		By appointment
<b>HEAD TUTOR (COURSE ADMINISTRATOR)</b>			
Kate Hutton-Bedbrook	<a href="mailto:kate@unsw.edu.au">kate@unsw.edu.au</a>	MAT910	Email or by appointment
<b>LECTURERS</b>			
<b>Name</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
Professor Fred Westbrook	<a href="mailto:f.westbrook@unsw.edu.au">f.westbrook@unsw.edu.au</a>		By appointment
Dr Le Pelley	<a href="mailto:m.lepelley@unsw.edu.au">m.lepelley@unsw.edu.au</a>		By appointment
Professor McNally	<a href="mailto:g.mcnally@unsw.edu.au">g.mcnally@unsw.edu.au</a>		By appointment

Dr Laurent	<a href="mailto:v.laurent@unsw.edu.au">v.laurent@unsw.edu.au</a>		By appointment
TUTORS & DEMONSTRATORS			
Name	Email	Office	Contact Time & Availability
Kate Hutton-Bedbrook	<a href="mailto:kate@unsw.edu.au">kate@unsw.edu.au</a>	MAT910	By appointment
Nura Lingawi	<a href="mailto:n.lingawi@unsw.edu.au">n.lingawi@unsw.edu.au</a>		By appointment
Kirsten Abbott	<a href="mailto:kirsten.abbott@student.unsw.edu.au">kirsten.abbott@student.unsw.edu.au</a>		By appointment
James Peak	<a href="mailto:j.peak@student.unsw.edu.au">j.peak@student.unsw.edu.au</a>		By appointment
Matthew Williams-Spooner	<a href="mailto:m.williams-spooner@unsw.edu.au">m.williams-spooner@unsw.edu.au</a>		By appointment
Adrian Walker	<a href="mailto:adrian.walker@unsw.edu.au">adrian.walker@unsw.edu.au</a>		By appointment

### 3. Course Timetable

Component	Day	Time	Location
Lecture	Tuesday	10:00-11:00	Clancy Auditorium
	Thursday	14:00-15:00	Matthews Theatre A
Tutorial	Monday	9:00-11:00	Library 176a (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Monday	11:00-13:00	Library 176a (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Monday	13:00-15:00	MAT226 (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Tuesday	11:00-13:00	Library 176a (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Tuesday	13:00-15:00	MAT313 (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Tuesday	15:00-17:00	MAT313 (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Tuesday	17:00-19:00	MAT313 (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Wednesday	11:00-13:00	Library 176a (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Wednesday	13:00-15:00	MAT226 (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Wednesday	15:00-17:00	MAT306 (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Thursday	9:00-11:00	MAT311 (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Thursday	11:00-13:00	MAT306 (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Thursday	15:00-17:00	Library 176a (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Thursday	17:00-19:00	Library 176a (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Friday	9:00-11:00	MAT313 (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Friday	11:00-13:00	Library 176a (w2,5,6,9,11), MAT 419 (w3,12)
Tutorial	Friday	13:00-15:00	Library 176a (w2,5,6,9,11), MAT 419 (w3,12)

**Tutorial Allocation:** You must attend your allocated tutorial as scheduled in your university timetable. We will not permit permanent changes to tutorial allocations once enrolment closes on Sunday the 5th of March. You may be permitted to arrange a one off swap for medical or personal reasons. If you need to swap tutorials, you must email the Head tutor on [kate@unsw.edu.au](mailto:kate@unsw.edu.au) to arrange this. Your tutor is not able to arrange a swap for you.

**Tutorial Attendance:** Attendance at tutorials is compulsory and a register will be recorded at the beginning of each tutorial. Anyone who arrives more than 20 minutes late will be recorded as being absent from that tutorial. Attendance at 80% of tutorials is required for eligibility to pass the course. If unable to attend a tutorial for medical or significant personal reasons, you must provide a medical certificate. If you do not provide a certificate, you will be recorded as being absent from the tutorial.

*NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Moodle course site.*

#### 4. Aims of the Course

##### Lectures:

This course focuses on elementary learning processes. These include: learning about relations between events (Pavlovian conditioning), learning about relations between one's behaviour and events (Instrumental conditioning), how these forms of learning control behaviours and their involvement in addiction, attachment and schizophrenia. The course emphasises psychological explanations of behaviour but also seeks to ground these processes in neurobiology.

The course is divided into four sections:

- 1) Westbrook: The history, development and behavioural basis of associative learning
- 2) Le Pelley: The role of human associative conditioning in learning and schizophrenia
- 3) McNally: The physiological basis of feeding, addiction and attachment
- 4) Laurent: The neural basis of associative learning and memory

##### Tutorials:

The aim of the tutorials is to provide an opportunity for students to explore and discuss the concepts presented in the lectures in greater detail. There is an emphasis on developing skills in communication, critical thinking and evaluation of methodological issues. In particular, students will be able to develop an understanding of the translational (e.g., clinical) implications of animal research through class activities and discussions. Students will be given the opportunity to model learning phenomena through the use of computer simulations.

##### Online Activities:

The aim of the online activities and tutorials is to provide students with the opportunity to engage with the course material beyond the tutorials and lectures. The online resources allow students to have a more individualised learning experience as they can work at a time and pace that suits them. The online quiz activities provide students with continuous feedback throughout the semester.

#### 5. Student Learning Outcomes

By the end of this course you will be able to:

1. Demonstrate a knowledge and understanding of Psychology at a middle level with regard to:	1.1. The history and development of associative learning. 1.2. The behavioural and neural basis of associative learning. 1.3. The major objectives of associative and physiological Psychology as a discipline, and how these apply to psychological disorders. 1.4. The ability to communicate psychological phenomena using major psychological theories and empirical research.
2. Developed knowledge of research methods in Psychology, enabling you to:	2.1. Locate, evaluate and use information appropriately in the research process. 2.2. Describe and evaluate different methodologies used in associative and physiological Psychology for both animal and human research. 2.3. Undertake literature searches, describe and critically analyse theoretical and empirical findings.
3. Developed effective communication skills in Psychology, including the ability to:	3.1. Write effectively in a variety of formats (psychological reports, critical analyses) and for a variety of purposes (informing, arguing, evaluating). 3.2. Effective oral communication skills in a variety of formats (presentations, group discussions in tutorials). 3.3. Demonstrate effective interpersonal skills including: listening to peers, providing feedback in a sensitive and effective manner in the context of team work. 3.4. Use technology to communicate ideas in the context of group work, tutorial activities and peer assessment
4. Developed critical thinking skills in Psychology, enabling you to:	4.1. Demonstrate an attitude of critical thinking that includes open-mindedness and intellectual engagement. 4.2. Evaluate the quality of information, including methodological limitations in empirical research.

	<p>4.3. Evaluate issues using different theoretical and empirical evidence, in both animal and human research.</p> <p>4.4. Use reasoning and evidence to develop and critically evaluate arguments, bring out both their positive and negative aspects.</p> <p>.</p>
<p>5. Apply principles derived from an understanding of learning and physiological Psychology in a broader framework including:</p>	<p>5.1. Apply concepts, theories and research findings to understand mental health issues, such as anxiety, addiction and schizophrenia.</p> <p>5.2. Apply findings from the field of associative and physiological research to explain and discuss issues and treatments of people suffering from disorders of mental health</p> <p>5.3. Demonstrate an awareness of one's feelings, motives and cognition based on principles of physiological psychology.</p>
<p>6. Developed appreciation of values in Psychology, including the ability to:</p>	<p>6.1. Understand and evaluate the ethical issues involved in animal and human research.</p> <p>6.2. Use information in an ethical manner.</p> <p>6.3. Promote evidence-based approaches to understanding and changing human behaviour.</p>

<b>6. Graduate Attributes</b>		
<b>School of Psychology Graduate Attributes*</b>	<b>Level of Focus</b> 0 = No focus 1 = Minimal 2 = Minor 3 = Major	<b>Activities/Assessment</b>
<b>1. Core knowledge and understanding</b>	3	The lectures and tutorials will cover the information required to develop a core understanding and knowledge of learning and physiological Psychology. The online activities, written assessments and final exam are designed to provide different assessments of the students' core level of knowledge and understanding.
<b>2. Research methods in psychology</b>	3	The lectures and tutorials will present information discussing various issues surrounding experimental methodology. Assessments 1 and 2 directly assess research methods in psychology; they will require students to complete a literature search and review, and to write up a scientific research report including a results section.
<b>3. Critical thinking skills</b>	3	Tutorial exercises will involve a series of critical thinking exercises. Both written assessments involve the development of critical thinking skills with an emphasis on developing the skills required for the critical analysis of experimental findings.
<b>4. Values, research and professional ethics</b>	3	Tutorial exercises will involve the discussion of professional values with a focus on the ethics of animal research. Both written assessments will emphasise the importance of intellectual property and academic integrity in research.  Assessment 1 involves a component of peer assessment. This will provide students with the opportunity to learn about professional ethics in the evaluation process of research, including sensitive communication of criticism.
<b>5. Communication skills</b>	3	Lectures and tutorials are designed to develop oral communication skills by encouraging open questions. The tutorials involve a number of group activities that aim to build interpersonal communication. The written assessments will assess the effectiveness of the student's written communication skills.  Assessment 1 contains a peer review element. This will allow students to develop the ability to provide and receive feedback and criticism in a sensitive manner. Developing interpersonal communication skills.
<b>6. Learning and application of psychology</b>	2	Lectures topics cover the direct application of learning and physiological theories and empirical findings to translational research across a range of mental health issues. Assessment 1 and the final exam will assess the level to which students are able to apply psychological findings to a broader context.

\* The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

## 7. Rationale for the Inclusion of Content and Teaching Approach

This course provides students with a middle level introduction into the behavioural and physiological bases of associative learning. Students will be introduced to the use of animal research in the development of evidence-based strategies to explain and treat a range of mental health issues. The course is designed to encourage students to develop independent learning skills, effective oral and written communication skills, as well as critical thinking and higher level analyses. The use of online resources provides students with an individualised learning experience. Students are able to access information, complete activities and revise information at a time that suits them without the time restrictions that occur with face-to-face tutorials and lectures. Peer-assessment provides students with the opportunity to understand marking criteria, communicate in an effective yet sensitive manner, and develop an understanding of their own writing and that of their peers.

## 8. Teaching Strategies

The course web page is available through the e-learning Moodle site:

<https://moodle.telt.unsw.edu.au/login/index.php>

Login with your student number and password, and follow the links to the PSYC 2081 learning and Physiological Psychology page.

**Lectures** will be digitally recorded. Links to the lecture recordings will be available through the Echo360 portal on the course web page. Lecture slides will be also available on the course page.

**Tutorials** will be held in week 2,3,5,6,9,11 and 12. There are seven (7) face-to-face, two (2) hour tutorials. Tutorial discussions are based on lecture content. In order to participate in class discussions and successfully complete the quizzes, you will need to prepare for tutorials by reviewing the available materials.

**Online activities** and **online tutorial materials** will be available on the course website.

Revision quizzes will be held throughout the semester to provide you with continuous feedback.

Online tutorials will provide you with the opportunity to explore concepts not covered in face-to-face tutorials. Information regarding these resources can be found in the assessment section.

<b>9. Course Schedule</b>					
<b>Week</b>	<b>Dates</b>	<b>Lecture 1 Wednesday 10-11 Central Lecture Block 7</b>	<b>Lecture 2 Thursday 1-2 Central Lecture Block 7</b>	<b>Tutorial/Lab Content</b>	<b>Tutorial Assessments</b>
1	28 <sup>th</sup> February 2 <sup>nd</sup> March	(FW) Historical Introduction to Comparative Psychology.		No tutorial	
2	7 <sup>th</sup> March 9 <sup>th</sup> March	(FW) Historical Introduction to Comparative Psychology/ Pavlovian and Instrumental Conditioning.		Associative Learning and animal ethics	Online Quiz 1%
3	14 <sup>th</sup> March 16 <sup>th</sup> March	(FW) Pavlovian and Instrumental Conditioning.		Experiment (Lab 419)	Online Quiz 1%
4	21 <sup>st</sup> March 23 <sup>rd</sup> March	(MLP) Introduction to human associative learning.		Online tutorial: Writing skills and Assessment 1	Online Tutorial 1%
5	28 <sup>th</sup> March 30 <sup>th</sup> March	(MLP) Evaluative conditioning, attitudes and stereotypes/ Implicit Learning: Fact or fiction.		Associative Learning Models	Online Quiz 1%
6	4 <sup>th</sup> April 6 <sup>th</sup> April	(MLP) Attention and associative learning/ Learning and schizophrenia.		Associative learning and Schizophrenia / Introduction to neuropsychology	Online Quiz 1%
7	11 <sup>th</sup> April 13 <sup>th</sup> April	(GM) Feeding and the regulation of bodyweight		Peer Review Exercise (online)	5%
<b>Mid-Semester Break</b>					
8	27 <sup>th</sup> April	Public Holiday No Tuesday Lecture	(GM) Addiction	Online Tutorial: Report Writing	Online tutorial 1%
9	2 <sup>nd</sup> May 4 <sup>th</sup> May	(GM) Addiction and	(GM) Attachment and love.	Models of addiction and attachment	Online Quiz 1%
10	9 <sup>th</sup> May 11 <sup>th</sup> May	(GM) Attachment and love	(VL) Neural substrates underlying Pavlovian and Instrumental conditioning	Online Tutorial: Brain Lab	Online tutorial 1%
11	16 <sup>th</sup> May 18 <sup>th</sup> May	(VL) Neural substrates underlying Pavlovian-to-Instrumental Transfer and Pavlovian extinction		Neural substrates of associative learning	Online Quiz 1%
12	23 <sup>rd</sup> May 25 <sup>th</sup> May	(VL) Memory engram cells		Revision tutorial (Lab 419)	Online Quiz 1%



10. Assessment								
Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
<p><b>Assessment 1 (part a): Report Introduction:</b></p> <p>You will be required to write the introduction of a Research Report based on an Experiment run in the Week 3 tutorials. This will involve completing a literature review, critique of the current literature, experimental aims and hypothesis. Information about the experiment and background research will be provided in the week 4 online tutorial and discussed in the tutorial held in week 5.</p> <p>You will receive written feedback on this assessment to assist you in completing Assessment 2 which is a full Research report.</p>	15%	1.4,2.1-2.3,3.1,3.3,4.1-4.4,5.1,6.2-6.3	1,2,3,4,5 and 6	Week 4 Monday 20 <sup>th</sup> of March	Week 6 Sunday 9 <sup>th</sup> of April 11:59pm	Tutor	Week 8	Written feedback accessed through Moodle
<p><b>Assessment 1 (part b): Peer Review of Report Introduction:</b></p> <p><b>Peer Review:</b> For this assessment you will be required to review the work of two other students in the course. The reviews will be anonymous and you will be given a rubric to assess the written work. This is designed to help you develop an understanding of the criteria for marking scientific writing and to help you develop skills at effective communication.</p> <p><b>You must complete two reviews of other students by the assigned deadline to be awarded the grade for this assessment. You will receive 5% of the course mark for completing these tasks.</b></p>	5%	3.1-3.4,4.1-4.4 and 6.2	3,4 and 5	Week 7 Monday 10 <sup>th</sup> of April	Sunday 23 <sup>rd</sup> April by 11:59pm	Peers	Week 8	Written feedback on Moodle
<p><b>Assessment 2: Research Report:</b></p> <p>You will be required to submit a complete Research Report including: Introduction, Method, Results, Discussion and References. You should include your introduction from Assessment 1. You should use the feedback from Assessment 1 and make any suggested changes to your Introduction and consider the feedback when writing your discussion.</p>	30%	1.4,2.1-2.3,3.1,3.3,4.1-4.4,5.1,6.2-6.3	1,2,3,4,5 and 6	Week 4 Monday 20 <sup>th</sup> of March	Week 11 Sunday 21 <sup>st</sup> of May 11:59pm	Tutor	Study Period	Written feedback on Moodle
<p><b>Online Activities Weeks 2-12:</b> You must complete each of the online Quizzes and Tutorials by Sunday 11:59pm the week they are released.</p> <p><b>Online quiz:</b> The online quiz consists of 20 MCQ questions based on the lectures from the previous weeks. <b>You must gain a mark of 80% or above in order to be awarded the 1% for each quiz. You may take the quiz as many times as you like.</b></p> <p><b>Online Tutorial:</b> The online tutorials are designed to supplement your knowledge of the course and provide a basis for discussion in the face to face tutorials. The assessment tutorials will clearly outline the learning outcomes, aims and criteria for each assignment. <b>You must complete ALL components of the online tutorials by Sunday 11:59pm in the week they are released to be awarded the 1% completion grade</b></p>	10%	1.1-1.4, 3.2-3.4, 4.1-4.4, 5.1-5.2, 6.1-6.3	1, 2,3 4 and 5				Immediate	Moodle

<p><b>Final Exam:</b> The final exam consists of 80 Multiple choice questions. It will cover all content from the course with a focus on lecture material.</p>	<p>40%</p>	<p>1.1-1.4,2.1-2.3,3.1,5.1-5.2,6.1-6.3</p>	<p>1,2 and 3</p>				<p>Release of final marks</p>	
<p><b>Assessment Submission and Late Penalty:</b> Students must submit an electronic copy of their written assignments to the School of Psychology via the course Moodle site. The copy must be submitted through the Turnitin link on the Moodle page and will be checked for plagiarism. The date and time of the Moodle submission will be used to determine the time of submission.</p> <p><b>Late Penalty:</b> Failure to meet the official deadline will attract a penalty. For an assignment submitted late without an acceptable reason but within 10 work days of the initial deadline, 2% of the maximum possible mark for that assignment will be deducted for each day including weekends. Under no circumstances will an extension be given for longer than 10 working days after the initial deadline. Failure to submit an assignment within 10 working days will result in a mark of 0 for the assignment, unless a special consideration request has been approved to undertake supplementary assessment. Late submissions may not receive the same level of feedback from markers</p> <p><b>Special Consideration:</b> If you find that unexpected short-term illness, misadventure or other circumstances beyond your control prevent you from completing an assessment task you can apply for special consideration. NOTE: applications of special consideration will not be considered unless there is evidence of these circumstances for more than three consecutive days or a total of five days or more within the teaching period. You must apply for special consideration within three working days of the assessment or the period covered in the supporting documentation. All applications must be made via online services in myUNSW. You will need to submit original documents to UNSW Student Central, in person, to support your online application. The extension granted is normally equivalent to the period covered by the supporting documentation Under no circumstances will an extension be given for longer than 10 working days after the initial deadline.</p> <p><b>SEADU:</b> If you are a student registered with UNSW Disability Services, and your Disability Services letter of Support authorizes extension for an assignment submission, you do not need to apply for Special Consideration through UNSW Student Central. <b>You must email the course coordinator or head tutor at least one week prior to the assessment deadline to request an extension-</b> unless the Letter of Support specifically stipulates that you are not required to do so. The period of extension cannot be longer than 10 working days after the initial deadline. If you do not comply with the responsibilities indicated in your Letter of Support, you will not be granted any adjustments.</p> <p>Please refer to the School of Psychology student guide 2017 for further information.</p>								

11. Expected Resources for Students	
<b>RECOMMENDED TEXTBOOKS</b>	<p>Pearce, J. <i>Animal Learning and Cognition: An Introduction</i>. Third edition. (Print Copy-)            Carlson. <i>Physiology of behaviour</i>. Twelfth edition. Pearson (Print copy) These textbooks are available to purchase at the UNSW bookshop or as e-books.</p> <p>Copies of the textbooks will be kept in Open Reserve at the library.            Second hand copies may be available for purchase</p>
<b>COURSE MANUAL</b>	<p>There is no course manual but students should refer to the student guide available on the Moodle webpage and at this address  <a href="http://www.psy.unsw.edu.au/current-students/student-guide">http://www.psy.unsw.edu.au/current-students/student-guide</a></p>
<b>REQUIRED READINGS</b>	No assigned readings
<b>RECOMMENDED INTERNET SITES</b>	<p>Online resources will be available through moodle providing students with revision material based on the lecture topics and textbooks</p> <p>Relevant internet sites will be posted on moodle. You should check this page regularly as all course material will be available here.  <a href="https://moodle.telt.unsw.edu.au/login/index.php">https://moodle.telt.unsw.edu.au/login/index.php</a></p> <p>You should be aware of policies regarding your behaviour as a student at UNSW. The following sites provide detailed information.</p> <p><b>Student Code of Conduct</b>  <a href="https://student.unsw.edu.au/conduct">https://student.unsw.edu.au/conduct</a></p> <p><b>Email Policy</b>  <a href="https://my.unsw.edu.au/student/resources/StudentEmailRules.html">https://my.unsw.edu.au/student/resources/StudentEmailRules.html</a></p> <p><b>UNSW anti-racism policy</b>  <a href="https://student.unsw.edu.au/racism">https://student.unsw.edu.au/racism</a></p> <p><b>UNSW Equity and Disability statement</b>  <a href="https://student.unsw.edu.au/disability">https://student.unsw.edu.au/disability</a></p> <p><b>UNSW Equal Opportunity in Education Policy</b>  <a href="https://www.gs.unsw.edu.au/policy/documents/equaleducationpolicy.pdf">https://www.gs.unsw.edu.au/policy/documents/equaleducationpolicy.pdf</a></p>

12. Course Evaluation & Development
<p>Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's myExperience digital survey.</p>

13. Plagiarism & Academic Integrity
<p><b>What is plagiarism?</b></p> <p>Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.</p> <p>UNSW groups plagiarism into the following categories:</p> <ul style="list-style-type: none"> <li>• <b>Copying:</b> using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.</li> <li>• <b>Inappropriate paraphrasing:</b> changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.</li> <li>• <b>Collusion:</b> working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.</li> </ul>

- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

#### **Where can I find out more information?**

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/academic-integrity-plagiarism>. They also hold workshops and can help students one-on-one.

- **How can Elise help me?**

ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: <http://subjectguides.library.unsw.edu.au/elise>.

- **What is Turnitin?**

Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: <https://teaching.unsw.edu.au/elearning>.

#### **What if plagiarism is found in my work?**

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

<https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

#### **Examples of plagiarism**

##### **Using the internet appropriately**

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

##### **Working together on a math assignment**

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this led to some student failing the assessment.

##### **No referencing in an assessment**

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

##### **Copying design work**

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

**Further information and assistance**

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

**UNSW Learning Centre**

Lower Ground Floor, North Wing, Chancellery Building  
(C22 Kensington Campus – near Student Central)

<http://www.lc.unsw.edu.au/>

**Phone:** 9385 2060

**Email:** [learningcentre@unsw.edu.au](mailto:learningcentre@unsw.edu.au)

**Opening Hours:**

Monday to Thursday: 9am - 5pm and

Friday: 9am - 2.30pm

**COFA Campus Learning Centre**

**Email:** [cofalearningcentre@unsw.edu.au](mailto:cofalearningcentre@unsw.edu.au)

**Phone:** 9385 0739

#### 14. Administrative Matters

The *School of Psychology Student Guide*, available on <http://www.psy.unsw.edu.au/current-students/student-guide>, contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements;
- Assignment submissions and returns;
- Assessments;
- Special consideration in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.