



Faculty of Science
School of Psychology

PSYC3001
RESEARCH METHODS 3

Course Convenor

Dr Chris Donkin

SEMESTER 1, Teaching Period T1, 2012

PSYC3001 - Course Outline - 2012

1. Information about the Course

NB: Some of this information is available on the UNSW Virtual Handbook <http://www.handbook.unsw.edu.au/2011/index.html>

Course Code and Name		PSYC3001 Research Methods 3		
Academic Unit		School of Psychology		
Level of Course and Units of credit		Undergraduate, Level III, 6 UOC		
Semester(s) Offered		Semester 1 (Teaching Period - T1)		
Prerequisite		PSYC2001		
Hours per Week		3 Lecture hours, 2 Tutorial hours + approximately 1 hour of independent learning for each contact hour (i.e., 5); total of 10 hours		
Number of Weeks		12 weeks (Weeks 1-12 inclusive)		
Commencement Date		Monday, 27 th February, 2012		
Component	HPW	Time	Day	Location
Lectures (Week 1-12 inclusive)	3	10am – 11am 12pm – 1pm 11am – 12pm	Wednesday Thursday Friday	Law Theatre G04 Biomed Theatre A Mathews Theatre B
Statistics Tutorials (Weeks 2-12 inclusive)	1	12-1 11-12, 1-2, 2-3 12-1 9-10, 1-2, 2-3 9-10, 10-11, 1-2	Monday Tuesday Wednesday Thursday Friday	Mat 307 Mat 306, 313, 309 Mat 309 Mat 313, 306, 306 Mat 306, 306, 313
Computing Tutorials (Weeks 2-12 inclusive)	1	10-11, 11-12, 2-3, 3-4 10-11, 12-1, 3-4 9-10, 3-4 11-12 12-1	Monday Tuesday Wednesday Thursday Friday	all in Mat 209
Other activities: e.g., revision and study.	minimum 5			
TOTAL	10			
Special Details	<ul style="list-style-type: none"> • Important announcements and any changes to this document will be posted on the Blackboard course website. • Lecture recordings will be available through the <i>Lectopia</i> system, but you should attend all lectures. Past experience suggests that not all lectures will be successfully recorded. • Attendance at both statistics and computing tutorials is compulsory. Please attend at your allocated tutorial time. • <i>Please contact Dr Donkin if you have any special learning needs which may affect your access to this course or your ability to undertake any of the assessments.</i> 			

2. Staff Involved in the Course

Course convenor: Dr Chris Donkin (Mat 1313, 93859444, c.donkin@unsw.edu.au)

Lecturer: Steve Makkar (srm@unsw.edu.au)

Tutors:

Adam Bove	a.bove@unsw.edu.au
Sonny Li	sonny.li@unsw.edu.au
Christopher Moore	christopher.moore@unsw.edu.au
Marios Panayi	m.panayi@student.unsw.edu.au
Lily Tao	Lily.tao@student.unsw.edu.au
Joe Xu	joe.xu@unsw.edu.au

Enquiries and Consultation

- Email is the preferred method of communication for administrative, personal or course related questions.
- *NOTE: In line with University policy, you should use your student uni email account when communicating with course personnel.*

3. Course Details

<p>Course Aims</p>	<p>The course deals with various experimental designs for which some form of analysis of variance is an appropriate method of analysis. Particular emphasis is placed on the use of simultaneous test procedures and simultaneous confidence intervals to produce coherent analyses of data from complex experiments.</p> <p>The aims of the course are to provide you with a level of understanding of analysis of variance models and procedures which will allow you to</p> <ul style="list-style-type: none"> • choose analysis strategies for a range of experimental designs, • and will allow you to critically evaluate analyses of published experiments; • provide you with the skills necessary to carry out these analyses using SPSS and/or PSY statistical packages, • and to interpret analysis outcomes.
<p>Lecture Topics</p>	<ol style="list-style-type: none"> 1. The two-group randomised experiment. Review of methods of statistical inference on a comparison between two means: hypothesis tests and confidence intervals. Levels of inference: confidence interval inference, directional inference, inequality inference. Practical equivalence inference. 2. Randomised experiments with more than two groups. The problem of multiple comparisons. Logical and statistical dependence among comparisons. Error rate units. Per-comparison error rates and familywise error rates for individual t-test and CI procedures when $J > 2$. 3. The single-factor fixed-effects ANOVA model. Effect parameters, effect size and levels of inference. The standard ANOVA-model analysis. Partition of variation and degrees of freedom. Assumptions. The sampling distribution of the F statistic under the homogeneity hypothesis. Heterogeneity inferences using the F test. 4. Contrasts on effect parameters and means. Simple and complex contrasts. Contrast statistics. The sampling distribution of the sample value of a single planned contrast. CI and directional inference on a single planned contrast – unstandardised and standardised effect size. Scale of contrast coefficients. 5. Controlling the familywise error rate with the F STP. The maximal contrast. The Scheffé SCI procedure. Coherence and consonance. Carrying out an F-based analysis with PSY. Unstandardised and standardised CIs. 6. Planned vs post hoc analyses. Alternatives to the F STP for planned analyses. The Bonferroni-t procedure. Using PSY to carry out Bonferroni t analyses. 7. The Tukey procedure for analyses restricted to comparisons. Using SPSS and PSY to carry out Tukey analysis. Multiple comparison procedures (MCPs) that provide FWER control. Comparison of Scheffé, Bonferroni and Tukey procedures 8. Orthogonal contrasts. Controlling the per-contrast error rate in analyses of planned orthogonal contrasts. 9. The 2×2 factorial design. Parameters of two-factor ANOVA model. Sources of variation. Factorial effect contrasts. The cell means model. 10. Analysis of $J \times K$ factorial between-Ss designs. Heterogeneity inference. F STPs for main effect and interaction contrasts. Scheffé SCIs.

Lecture Topics	<p>11. Bonferroni t procedures for analyses based on planned main effect and interaction contrasts for between-Ss factorial designs.</p> <p>12. Within Ss designs. The MANOVA (multivariate ANOVA) vs univariate (ANOVA) model for single-factor within-Ss designs. Planned analyses of within Ss contrasts.</p> <p>13. Two-factor mixed designs (one between Ss factor, one within Ss factor). Planned analyses of main and interaction contrasts, based on the two-factor model. Planned analyses allowing for inferences on all factorial contrasts. The MANOVA (multivariate ANOVA) vs univariate (ANOVA) model for mixed factorial designs.</p>
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4. Additional Resources and Support

Course materials

- The **PSYC3001 Blackboard site** (<http://telt.unsw.edu.au/> or access via myUNSW) provides course information and lecture slides, course notes and tutorial exercises, practice questions, discussion forum and announcements.

Most students should find that the lecture slides, course notes, tutorial handouts, practice questions and solutions provide enough material for understanding the course content and undertaking the assessments.

Recommended textbook:

- Bird, K.D. (2004). *Analysis of Variance via Confidence Intervals*. London: Sage Publications.
NOTE: available **online** via UNSW Library.

Recommended reference book:

- Keppel, G., & Wickens, T. D. (2004). *Design and Analysis: A Researcher's Handbook*. (4th Ed.). Upper Saddle River, NJ: Pearson.

Tutorials

Statistics and computing tutorials will begin in Week 2 and run weekly until the end of Week 12. Tutorial Handouts for each statistics and computing tutorial will be available from the course site the week before. Students should bring the relevant tutorial material and a calculator to each tutorial.

All computing tutorials will be held in the computing lab MAT 209. Students enrolled in PSYC3001 have access to MAT 209 between 8 am – 10 pm, Monday to Friday. You are free to use the lab during this time provided that it is not being used for a scheduled activity.

5. Assessment

There will be 3 compulsory components of assessment:

1. A **Class Test** will be held during the **Thursday lecture time (March 29, 12-1pm) of Week 5** (in a TBC location). The test is worth 20% of your course mark and will cover Topics 1 - 4. *Statistical tables and some formulae* will be provided, but you need to bring a *calculator*.
2. An **Exercise** which is due by **4.30 pm Wednesday May 2 (Week 9)**. This exercise is worth 25% of your course mark and will require you, among other things, to design an experiment, construct a set of hypothetical data with certain properties, and carry out a contrast analysis using PSY. The exercise will be set in Week 6 and will cover material from Topics 5 - 7.
3. A **Final Exam** will cover Topics 5 - 13 (some formulae and statistical tables will be provided, you are required to provide your own calculator – see Required Equipment below). The final exam is worth 55% of your course mark.

Weights for the various components are as follows:

	%
Class Test	20
Exercise	25
Final Exam	55
	100

An aggregate mark of 50 or higher is required to pass the course; students must have attempted all components in the course but need not pass all components in order to pass the course.

Assessment and Exam Regulations

For information about School policies on assessment including penalties for late submission, and regulations and guidelines regarding plagiarism, see *2012 School of Psychology Student Guide*, http://www.psy.unsw.edu.au/students/current/files/Student_Guide.pdf.

NOTE:

- **CLASS TEST:** Students who do not sit the Class Test at the scheduled time must submit a request for special consideration (along with documentation) **directly to the Course Convenor** (Dr. Donkin), within *3 working days* of the date of the test. **Do not** submit a request for special consideration to UNSW Student Central.

Students who are eligible to sit a deferred class test will be contacted by the Course Convenor regarding date, time and venue details.

- **EXERCISE:** You must submit a **hard copy** of the Exercise to the School Office (Mathews Level 10) by 4:30pm, at the latest, on the due date, otherwise your assignment will incur a late penalty (deduction of 2% of maximum mark, **per day** in line with School policy).
 - **You are also required to submit the Exercise online** via the plagiarism detection tool, Turnitin. See point 10. Administration Issues – Assignment Submission, for instructions regarding online submission.
 - Late assignments will **NOT** be accepted after others have been returned to students NOR after the end of Week 12 (whichever occurs first).
 - Late assignments may not receive detailed feedback and/or marker comments.
- **FINAL EXAM:** Students who do not sit the Final Exam at the scheduled time must submit a request for special consideration (along with documentation) **to UNSW Student Central, AND inform the course convenor**, within *3 working days* of the exam date. Students who are eligible to sit a Further Assessment Exam will be contacted by the School and required to sit this exam at a date to be set during the period 11-14 July 2011.

IMPORTANT: Please note that in line with School policy:

- Permission to sit the Further Assessment exam **will not be granted to any student who has not completed all class work components** (ie attempted the Class Test and submitted the Exercise).
- The Further Assessment Exam for PSYC3001 (scheduled by the School) will be offered only once, and is the **only** deferred exam available for students who have not sat the Final Exam. Additional examinations will not be set under any circumstances.
- Students can attend the final examination only **once**, either in the regularly scheduled or deferred examination period.
 - As students will not be permitted to attend both the final exam and the Further Assessment exam, any student who is medically unfit on the day of the final exam is advised to not sit the exam at this time, and to submit a special consideration request (with documentation) to Student Central, within 3 working days of the exam date, for permission to sit the Further Assessment exam.
- Deferred and alternative assessment materials may be in a different format from the original (i.e. short answers instead of MC questions, oral examination instead of written examination)

etc). In addition, the original and deferred assessment materials may also differ in the specific content, although overall both will be sampled for the same relevant course material. These principles will apply to both the deferred final examination and alternative in-session assessments.

6. Feedback

Formal and informal feedback will be given to students regarding progress in the course and understanding of course material.

Formal feedback:

- Class Test – test papers and solution will be returned in lectures and/or classes during Week 7 and feedback (class distribution of marks and general comments on student performance) will be posted to the Blackboard course site. Students will receive this feedback before the deadline to withdraw from the course without academic penalty (which is Sunday 22nd April).
- The Exercise will be marked and returned to students (with individual comments for assignments submitted on time) via the School Office within 4 weeks of the submission date. Marks will be posted to the Grade Book at that time.

Informal feedback:

- In addition to the formal feedback provided, students can gauge their understanding of course material and progress in the course by working through the practice questions for each topic (posted to course site) and comparing their answers to the Solutions. Students are encouraged to work through practice questions *before* looking at the solution.

7. Course Schedule and Important Dates (Updates to this schedule will be posted to Blackboard.)

Week	Lecture	Date	Lecture Topic	Statistics Tutorial Topic	Computing Tutorial Topic
1	1	Wed (29/2)	Introduction, Topic 1	<i>no tutorials</i>	<i>no tutorials</i>
	2	Thu (1/3)	Topics 1, 2		
	3	Fri (2/3)	Topic 2		
		Sun (4/3)	<i>Last day to enrol in T1 course</i>		
2	4	Wed (7/3)	Topic 3	Topic 1	Topic 2
	5	Thu (8/3)	Topic 3		
	6	Fri (9/3)	Topic 3		
3	7	Wed (14/3)	Topic 4	Topic 3	Topic 3
	8	Thu (15/3)	Topic 4		
	9	Fri (16/3)	Topic 4		
4	10	Wed (21/3)	Topic 5	Topic 4	Topic 4
	11	Thu (22/3)	Topic 5		Intro to PSY
	12	Fri (23/3)	Topic 5		
5	13	Wed (28/3)	Topic 6	Topic 5	<i>None</i>
		Thursday (29/3)	Class Test (worth 20%), Topics 1-4 TBC Location		
	14	Fri (30/3)	Topic 6		
	NOTE	Sat (31/3)	<i>Last day to discontinue T1 course without financial penalty</i>		
6	15	Wed (2/4)	Topic 7	<i>None</i>	Topics 5, 6
	16	Thu (3/4)	Topic 7		
		Fri (4/4)	Public Holiday		
		6/4 – 16/4	RECESS		
7	18	Wed (18/4)	Topic 8	Topic 6	Topic 7
	19	Thu (19/4)	Topic 8		
	20	Fri (20/4)	Topic 8		
	NOTE	Sun (22/4)	<i>Last day to discontinue T1 course without academic penalty</i>		
8	21	Wed (25/4)	Topic 9	<i>None</i>	<i>None</i>
	22	Thu (26/4)	Topic 9		
		Fri (27/4)	Public Holiday		
9	23	Wed (2/5)	Topic 10	Topic 8	Topic 10
	24	Thu (3/5)	Topic 10		
	25	Fri (4/5)	Topic 10		
		Wednesday (2/5)	Exercise due by 4.30pm to School Office – worth 25%		
10	26	Wed (9/5)	Topic 11	Topic 9	Topic 10
	27	Thu (10/5)	Topic 11		
	28	Fri (11/5)	Topic 11		
11	29	Wed (16/5)	Topic 12	Topic 10	Topic 11
	30	Thu (17/5)	Topic 12		
	31	Fri (18/5)	Topic 12		
12	31	Wed (23/5)	Topic 13	Topic 13	Topics 12,13
	32	Thu (24/5)	Topic 13		
	33	Fri (25/5)	Review and Exam Info		

8. Learning Outcomes and Teaching Strategies Underpinning the Course

<p>Teaching and learning strategies</p>	<p>All formal teaching in this course is via three weekly one-hour lectures, a weekly one-hour statistics tutorial and a weekly one-hour computing tutorial. Lectures and tutorials provide a valuable and necessary context in which students gain an understanding of course material. Lecture overheads will be made available before the start of a new lecture topic.</p> <p>Lectures will be recorded, however lecture attendance is strongly recommended. <i>Students are advised NOT to use lecture recordings as a substitute for lecture attendance.</i> Lecture recordings allow you to review the lecture in order to clarify your understanding of course material.</p> <p>After each lecture you should spend some time reviewing your notes and undertaking additional reading (such as relevant course notes and chapter of the textbook) to ensure that you fully understand the course material and can take full advantage of the learning opportunity afforded by the lectures and tutorials.</p> <p>Practice questions and solutions will be provided for each topic. Students are encouraged to work through these questions after the topic has been covered in lectures and tutorials.</p> <p>If you have course related questions you should ask these in the first instance in your statistics or computing tutorial. You may also email your tutor or post your question to the Discussion forum on the course site.</p>
<p>Relation to Other Courses within the Program</p>	<p>This course builds upon the data analytic methods and concepts developed in PSYC2001. Primarily PSYC3001 is concerned with hypothesis test and confidence interval procedures for between-subjects designs with more than <i>two</i> groups and within-subjects designs with more than two occasions of measurement.</p> <p>The methods covered in this course are relevant for the analysis of data from <i>experimental</i> designs and are often used in the sub-disciplines of cognitive psychology, social and developmental psychology, human and animal learning, perception, etc, and as such are relevant for the associated Level III Psychology Electives.</p>
<p>Student Learning Outcomes</p>	<ul style="list-style-type: none"> ➤ <i>Note the Learning Outcomes of this course have been specifically designed to address the relevant Graduate Attributes of the Australian Undergraduate Psychology Program and the Australian Psychological Society "Competencies of APS Psychologists"</i> ➤ Relevant Psychology Graduate Attributes. This course particularly addresses Graduate Attribute 2 - Research Methods in Psychology and as such will equip students to understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies. Other relevant Graduate Attributes include 3 (critical thinking skills in psychology) and 5 (communication skills in psychology). ➤ Relevant Competencies for APS Psychologists. This course particularly addresses Competency 2 (Research), but also addresses elements of Competency 1 (Discipline Knowledge), Competency 3 (Framing, Measuring and Solving problems), and Competency 6 (Communication). See http://www.psychology.org.au/community/qualifications/ for details of the APS Competencies <p><i>It is expected that by the end of this course you will be able to :</i></p> <ol style="list-style-type: none"> 1. Describe, apply and evaluate different research methods used by psychologists. 2. Design basic studies to address psychological questions: frame research questions; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; analyse data and interpret results; and write research reports. 3. Demonstrate an understanding of the basic concepts of inferential data

	<p>analysis and undertake statistical analysis appropriately.</p> <ol style="list-style-type: none"> 4. Carry out analyses of data from single factor and factorial experiments. 5. Make confident inferences regarding interval estimates of parameters and test outcomes. 6. Understand the difference between planned and post-hoc analysis methods, and demonstrate an appropriate application of these methods. 7. Use the statistical package, PSY, to carry out contrast analyses of between- and within-subjects designs. 8. Use the statistical package, SPSS, to carry out one-way and two-way ANOVAs. 9. Design an experiment, construct a hypothetical data set, carry out and interpret a contrast analysis on this data set.
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9. Required Equipment, Training and Enabling Skills

Equipment Required	<p>Students should bring a calculator to each tutorial, and to the Class Test and Final Exam.</p> <p>Note: Students must use an <i>approved calculator</i> for class tests and the final exam. Information regarding this matter can be found on MyUnsw.</p>
Enabling Skills and Training Required to Complete this Course	<p>This course is specifically designed for students intending to major in psychology, within a degree program offered at UNSW. Students are required to have successfully completed PSYC2001 (or similar course at another university), are assumed to have a basic understanding of inferential statistical procedures and research design, and be competent in carrying out simple data analyses using SPSS.</p>

10. Administration Issues

School of Psychology Student Guide	<p>See the 2012 School of Psychology's Student Guide (http://www.psy.unsw.edu.au) for more information about the following issues</p> <ul style="list-style-type: none"> • Expectation of students (including attendance at lectures and tutorials). Students are expected to attend at least 80% of classes – which includes both lectures and tutorials. Note: Students who do not attend at least 80% of classes risk failure in the course. • Academic honesty. This includes misconduct such as cheating (on exams or by copying other students' assignments) and plagiarism (see point 11 for more information). • Procedures for submission of assignments and the School's policy concerning late submission. • Examination procedures and advice concerning illness or misadventure. • Student support services (including services for students who have a disability that requires some adjustment in their teaching or learning environment).
Note: Students are responsible for familiarising themselves with this information	
Assessment Procedures	<p>You must complete all course assessment components.</p> <ul style="list-style-type: none"> • Class Test: If illness or misadventure prevents you from attending the class test, then you must contact the Course Convenor and submit a request for special consideration (along with documentation) to Dr C Donkin, within <i>3 working days</i> of the exam date. Students eligible to sit a deferred class test will be contacted (via email) regarding date, time and venue details

	<ul style="list-style-type: none"> • Final Exam: If illness or misadventure prevents you from attending the final exam, then you must contact the Course Convenor AND submit a special consideration to the UNSW Student Central office, within 3 working days of the final exam. The form and further details are available here: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html • Students eligible to sit a deferred final exam will be contacted by the School (see the School of Psychology Student Guide for further information regarding Further Assessment Exams). <p>NOTE: In line with School policy, permission to sit a Further Assessment Exam will NOT be granted to students who have not completed all class work.</p>
<p>Assignment Submissions</p>	<p>Hard Copy: The Exercise should be submitted to the drop box located at the School Office on Level 10 (Mathews) by 4.30pm on the day it is due or earlier. The work should have the School's Assignment Submission Form (including your signature) firmly attached to the front. This form can be obtained from the School Office or downloaded from the School's website.</p> <p>Assignments will be date stamped by the School Office and taken as formal evidence of submission.</p> <p>PLEASE NOTE:</p> <ul style="list-style-type: none"> • Assignments will not be marked if the Assignment Submission Form is unsigned. • Do not allow someone else to sign the cover sheet in your name; to do so is to risk being charged with Student Misconduct. <p>Electronic Copy: In addition, an electronic version of your assignment must be lodged into the Blackboard course module as a Turnitin assignment for plagiarism checking. Instructions for submitting your assignment to Turnitin will be posted on Blackboard closer to the submission date.</p> <p>You should submit your assignment online the same day you submit your printed copy to the School Office.</p>
<p>Penalty for Late Assignments</p>	<p>If you do not submit a hardcopy of the Exercise to the School Office by the due date a late penalty will incur - 2% of the maximum mark allocated for the assignment will be deducted for <i>each day</i> overdue.</p> <p>If you have acceptable reason for being unable to satisfy a deadline (e.g. you were sick on or before the due date), you should staple your medical certificate or relevant document to your work, underneath the Assignment Submission Form. In addition, you are advised to inform Dr Donkin of your circumstances.</p> <p>Please note: Time management problems (eg other assignments due at the same time) is NOT sufficient reason for avoiding a late penalty.</p> <p>Late assignments will NOT be accepted after others have been returned.</p>
<p>Equity and Diversity</p>	<p>Students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Convenor at the commencement of the course. You should also make an appointment with an Equity Officer (Disability) in the Student Equity and Diversity Unit (SEADU, phone 9385 4734 or contact www.equity.unsw.edu.au/disabil.html).</p> <p>NOTE:</p> <ul style="list-style-type: none"> • Students who have special exam requirements (as set out by SEADU) should provide the Course Convenor with details of these requirements (including SEADU documentation) at the commencement of the course, or as soon as is practicable.

	<ul style="list-style-type: none"> • Class Test: Students with special exam requirements must provide the course convenor with adequate notice (at least one week before each Class Test) so that suitable arrangements can be made. If a student does not provide adequate notice, the School may not be able to meet this request. • Final Exam: Students with special exam requirements should contact Examinations (see MyUnsw) regarding arrangements for the Final Exam.
Occupational Health and Safety	See http://www.hr.unsw.edu.au/ohswc/ohs/ohs_home.html for details of UNSW policies concerning occupational health and safety.
University Counselling Service	Students who experience difficulty in managing their university commitments due to stress and mental health issues, or family and relationship issues, are encouraged to contact the University Counselling Services: Tel: 9385 5418, www.counselling.unsw.edu.au , Email: counselling@unsw.edu.au.
Grievance Issues	If you have a grievance you should first attempt to resolve this with the course convenor within a reasonable period of time. If this fails the next step is to take the matter to the School Grievance Officer Associate Professor Jacquelyn Cranney (93853527, j.cranney@unsw.edu.au), then the Head of School, Professor Simon Killcross (93853034, skillcross@psy.unsw.edu.au).

11. Course Evaluation and Development

Student feedback is gathered periodically by various means. Such feedback is considered carefully with a view to acting on it constructively wherever possible. This course outline conveys how feedback has helped to shape and develop this course. PSYC3001 is formally evaluated by CATEI every two years. Your constructive feedback is welcome, and you can direct any feedback to the Course Convenor.

12. UNSW Academic Honesty and Plagiarism

Academic misconduct includes acts such as cheating on exams and plagiarism. Plagiarism refers to the presentation of another's work as one's own. Examples of plagiarism are copying part or all of another student's assignments, and/or reproducing large slabs of published text (from an article or the internet) without using quotation marks and without referencing the source. To avoid plagiarism, you must acknowledge other people's work by referencing it. If you are unsure about what constitutes plagiarism, a brief description appears below. Please read the explanation carefully, and note the website you can also consult (<http://www.lc.unsw.edu.au/plagiarism/index.html>).

The penalties for academic dishonesty are severe, and can at the very least mean failure in the assignment or exam or the course, and also can mean exclusion from the university for two years. If you need further clarification on what constitutes plagiarism, ask your tutor or lecturer.

A CENTRAL RECORD IS NOW BEING KEPT OF ALL REPORTED PLAGIARISM INSTANCES. OFFENCES ARE TAKEN SERIOUSLY AND MAY RESULT IN EXCLUSION.

PLEASE NOTE: Students in PSYC3001 will be required to submit their assignment to the plagiarism checking tool, Turnitin. This tool produces a report (that can be accessed by the Course Convenor) for each student, and shows, among other things, any instances of overlap with other students' reports. Reports that show an unusual or unexpected degree of overlap will be investigated by the Course Convenor.

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.

*Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.