

MACQUARIE  
UNIVERSITY



FACULTY OF  
HUMAN SCIENCES

**DEPARTMENT OF PSYCHOLOGY**

**PSY 353**

**Philosophy of Psychoanalysis**

**Unit Outline**

**Semester 1, 2011**

**Unit convenor: Dr Doris McIlwain**

**[Prerequisites / Co-requisites:]      40 cp**

**12 lectures – starting Feb 24.**

**11 tutorials - starting March 9.**

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

#### **ABOUT THIS UNIT**

- Philosophy of Psychoanalysis is now a **three credit-point** course. The course has been changed from to reflect this. The end of semester exam is **now only one hour** long and the assessment has been lightened from a take-home quiz and an essay, to a short paragraph and an essay.

**Unit Rationale:** Freud famously said that the aim of psychoanalysis was to enable us to work, love and play with a minimum of conflict. This course addresses what gets in the way of our being able to do that. So the course is **theoretical but also quite practical**. It is also a course that is as relevant to mainstream psychology as it is to everyday life. For instance, psychoanalysis has much to offer concerning our relation to our own feelings, memories, impulses and desires - issues focal to rumination, reflection, mindfulness and post-traumatic distress and the kind of everyday discontent that makes people repeat old mistakes or self-medicate to forget the mistakes they've made. It illustrates how our rage can reflect hidden ideals; illuminates the complexities of gender identity and interpersonal attraction; reveals how the hidden currents in relationships of lust, love and power can derail those relationships, as well as how to discern and handle some of those hidden currents.

The course introduces you to psychoanalysis as a portable science that makes you astute about defining concepts and seeing what assumptions a theory (or person) is making. Does a theory assume that we are wired to survive yet shaped by experience, biologically determined or that we have free will? Does the theory leave a role for our embodiment to play a part in our development? Does it leave a role for culture? Does it assume that we have a 'true self' or that we stumble upon a sense of self as a result of a whole cocktail of contingencies that we encounter in life and that shape us in passing? Does it assume that emotion is nothing more than cognition with a bit of intensity thrown in? The course is intended to encourage you to ask questions in a way that opens up possibilities for discovery and for critical clarity. It may even make you think critically about some of the assumptions made by dominant paradigms in mainstream psychology and result in your formulating new research questions of an empirical or theoretical nature.

Some of the tensions between different genres of psychoanalysis will also be considered by laying bare the different assumptions made by different schools about the role of the body, emotion and our relationships to others in human development. Any theoretical system has to be open to critique – or it is more like an ideology or a cult. So you won't be socialised into becoming any particular kind of theorist – but the issues will hopefully be laid bare so you can make up your own mind.

**A grounding in the basics** The course aims to give you a grounding in the basics: the nature of unconscious processes, repression, sexuality, dreams, morality, grief, gender identity, drives and affects and their implications for perception, memory and creative processes, as well as for certain forms of psychopathology. Then, true to its promise of being a portable science it considers the wider societal relevance of psychoanalysis to issues of the internet, femininity, charisma, cults, spin doctors, hypocrisy and political power.

**Clinical Relevance** For the more clinically minded, the course covers an array of post-Freudian perspectives, including Jacques Lacan, Melanie Klein, Object relation's theory, Kohut's self-psychology, Winnicott, and relational psychoanalysis. So you should leave the course with a grasp of the kinds of psychoanalysis that are used currently in clinical contexts.

**FAQs: Following are a few questions that might come to mind as you do the course:**

**Why are the tutorial readings so hard?** The course provides a general foundation in Freud, and we dive right in to reading some of his (quite hard) papers. The reason for this is that I've formulated a rule of thumb –sometimes the people who are most critical of psychoanalysis are those who have never read a single paper by Freud in the original. Some of Freud's work is very easy to read – his more deeply theoretical works are hard. You will have the guidance of quite capable tutorial leaders though to help you through. ***So – if it all feels too hard at first, don't panic, you can be sure everyone else feels that way too. It will get clearer.***

**Do I have to read everything Doris puts up online? No.** I will try to keep the list of core readings short. You will have a list of readings for your tutorials. There will also be one or two readings that relate to each lecture that would be good if you decide to focus on that topic for your exam. Additional references may be suggested in the course of lectures, and I will put these up on the WebCT page for our course. Extra reading is encouraged and is necessary to write essays well – but tutorials will provide a good basis.

***It is now University policy that the University issued email account will be used for official University communication. All students are required to access their University account frequently.***

## TEACHING STAFF

**Lecturer and Course Co-ordinator:** Dr Doris McIlwain, C3A 406. Ph: 9850 9430.

**Doris' Consultation Hours:** Tuesday 12-3pm

**Email:** [doris.mcilwain@mq.edu.au](mailto:doris.mcilwain@mq.edu.au)

**Website for lecturer:** <http://www.psy.mq.edu.au/staff/dmcilwain>

### Collaborating Staff

Professor Gill Straker

Andrew Geeves

**Tutorial Leaders:** Andrew Geeves and Doris McIlwain

Contact for Andrew: [Andrew.Geeves@mq.edu.au](mailto:Andrew.Geeves@mq.edu.au)

## CLASSES

The timetable for classes can be found on the University web site  
at: <http://www.timetables.mq.edu.au/>

**Lecture:** Thursday 1-3pm E7B T2

There are 12 lectures, each of two hours duration. They are uploaded to the web where you can stream them, or download them to CD or ipod.

**Tutorials:** (start in **week three** – there are eleven altogether, each of one hour duration)

Wednesday 6pm X5B 136 – Andrew

Thursday 10am C4A 245 – Doris

Thursday 11am W5A 201 - Andrew

Thursday 3pm W5A 201 - Andrew

Thursday 4pm W5A 201 - Andrew

Special movie sessions may be scheduled.

- There is an assessment requirement linked to tutorials so **each student will need to attend at least one tutorial** – three students will present a 5 minute paragraph at the beginning of each tutorial. Arrange with your tutorial leader which week suits you best to present.

**Managing Classes:** *Changes to all units can be done on-line via eStudent. After week 2, no further changes will be entertained unless supporting documentation is provided.*

## REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

There is no text for this course. A core set of readings is on the unit webpage.

#### UNIT WEB PAGE

The web page for this unit can be found at: <https://learn.mq.edu.au/webct/>

#### LEARNING OUTCOMES

##### Course Objectives and Generic Skills

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. One of the aims of this unit is that students develop their skills in the following:

1. Gain a basic insight into central issues in contemporary Psychoanalytic theory, clinical practice and cultural commentary and analysis.
2. Learn of the variety of approaches to the study of depth aspects of personality, and their relevance to everyday life, research and the working world.
3. *Critical analysis skills* - Learn how to read critically, to take your own stance on an array of issues in writing and in discussion with your peers.
4. *Foundation skills of literacy* - Write an essay that synthesises a body of material and argues for an original position.
5. *Creative thinking skills* - Develop research skills to undertake an independent tutorial research project, which may be developed either individually or in a small group.
6. *Problem-solving skills* - Acquire background knowledge directing further studies.
7. *Communication skills* - Learn how to communicate effectively during group discussions in tutorials.

##### Graduate Capabilities Developed

You will acquire i) discipline-specific knowledge in a flexible manner that will enable you ii) to critically evaluate what you are being taught, iii) apply it to every day problems and iv) communicate your knowledge clearly to v) specialists and vi) non-specialists alike. vii) You will be encouraged to draw on literature from other disciplines. viii) You will be encouraged to be creative and innovative. You will also be introduced to psychoanalytic accounts of how creativity and innovation arise and can be stifled by certain forms of authority and by an inner censorship. ix) This will enable you to be courageous in having personal and professional judgement and initiative. x) You will be have a basis for appraising the ethicality of power and will develop a finely-tuned ear for hypocrisy, sometimes even one's own.

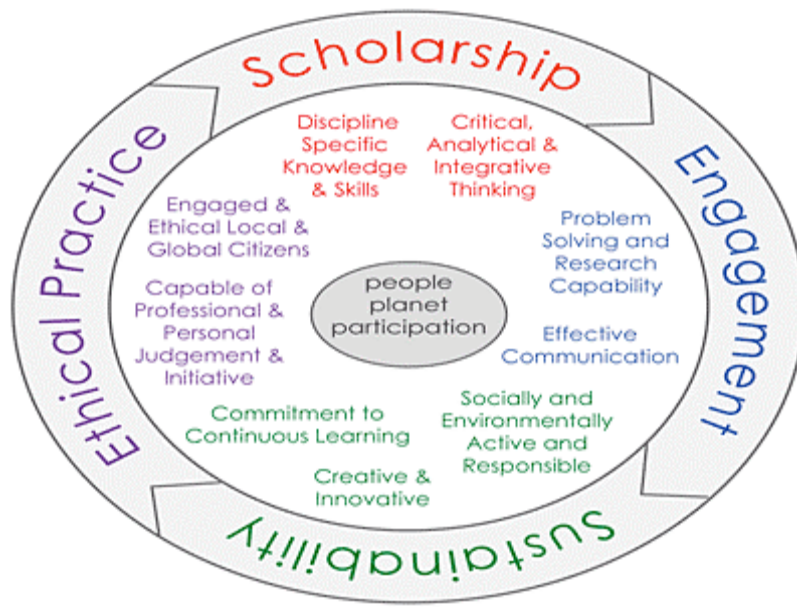


Fig 1: Graduate Capabilities

#### TEACHING AND LEARNING STRATEGY

**How is the unit taught?** The unit covers a broad array of material that enables you to locate what interests you most, so that you can specialise in that. It aims to teach you how to formulate questions about what interests you and to explore relevant theoretical and empirical material. It encourages you to take your own stance on issues, as this is what is required of you at a higher level of research in psychology. There are also serious efforts made to help you enhance your writing skills so that you make the best use of the material you have read.

The philosophy of teaching that informs this unit is that if you are present and awake during lectures you should pass. If you do some of the reading you should do well, and if you learn how to structure an argument that synthesises an array of material cogently as well as taking an original stance that you clearly identify to your reader and defend using evidence, you should get a very high mark indeed.

**Links between teaching elements and exam assessment** - Lecture material and what is explicitly on the overheads in lectures is relevant to multiple choice and short answer questions in the final exam. Background lecture material as well as reading from the lecture series and from your seminars will be relevant to the essay question in the final exam. The tutorial series gives you a good understanding of core material relevant to your take home assessment (a short quiz and an essay) and your exam.

**What is expected of students?** This course does not assume that you will read everything listed at the end of lectures. It does encourage you to read what interests you and to read the writers in the original at times rather than merely reading textbook

chapters. It is so much more exciting and makes much more sense if you can dip into the writers **as we go**: to get their original verve. You'll know from your basic reading what inspires your curiosity to read further. You need only ask for further references. The **best exam preparation** for this course is to **go deeply into what fascinates you**.

### Lecture Series – at a glance

Wk:Lecture Date	Lecturer	Lecture Title
8. Feb 24	Dr Doris McIlwain	Psychoanalysis: An introduction
9. March 3	No classes	No classes
10. March 10	Doris	Drives & repression
11. March 17	Doris	Bodies & words
12. March 24	Doris	Morality & Gender
13. March 31	Doris	Creativity & resilience
14. April 7	Andrew Geeves	The sound of feelings: the body's links to affect, autobiography and authenticity in the experience of a Tori Amos performance.
15. April 14	Break	Relax, enjoy
16. April 21	Break	Relax, enjoy
17. April 28	Doris	Love & loss
18. May 5	Doris	Love and transference
19. May 12	Doris	Power & facework
20. May 19	Prof Gill Straker	Lacan & the three registers
21. May 26	Doris	Being present
22. June 2	Doris	The personal past

### Tutorial Series:

Please note that tutorials commence in the third week of semester on March 9 and 10.

Each week we will read and discuss at least one paper by an original theorist and one that applies that theory. Papers are available on the Course Blackboard and in e-reserve. The web page for this unit can be found at: <https://learn.mq.edu.au/webct/>

- **What is expected of students?** Please participate in the small tutorial groups; read the papers in advance; risk sharing your opinion with others.

### Tutorial Topics & Readings:

Week 8: [Feb 23 & 24] – No tutorials

Week 9: [March 2 & 3] – No tutorials

**Tutorial ONE: We would be healthier if we could be a little less good**

Week 10: [March 9 & 10]

**Readings:**

**1) Civilised Sexual Morality & growing neurotic**

Freud, S. (1908). 'Civilized' Sexual Morality and Modern Nervous Illness. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume IX (1906-1908): Jensen's 'Gradiva' and Other Works, 177-204.

2) Excerpts from Joel Whitebook: Perversion and Utopia.

**Tutorial TWO: Repression and Dreams.**

Week 11: [March 16 & 17]

**Readings:**

**1) Repression**

Freud, S. (1915). Repression. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XIV (1914-1916): On the History of the Psycho-Analytic Movement, Papers on Metapsychology and Other Works, 141-158.

**2) The Dreamwork.**

Freud, S. (1916). The Dreamwork, in The Introductory Lectures on Psycho-Analysis. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XV (1915-1916): Introductory Lectures on Psycho-analysis (Parts I and II), 1-240

**Tutorial THREE: Leaving the Body at the screen**

Week 12: [March 23 & 24]

**Readings:**

**1) Cybersex**

Waskul, D, Douglass, M, & Edgely, C. (2000) Cybersex: Outercourse and the enselfment of the body. *Symbolic Interaction*, Vol. 23(4) pp 375-379.

**2) Not really desiring bodies**

Jon Stratton (1997) Not Really Desiring Bodies: The Rise and Rise of Email Affairs. *Media International Australia*, No. 84, pp 28-38.

**Tutorial FOUR: What do women want?**

Week 13: [March 30 & 31]

**Readings:**

**1) Biological bodies and their effect on our psyches**

Freud, S. (1925). Some Psychical Consequences of the Anatomical Distinction between the Sexes. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XIX (1923-1925): The Ego and the Id and Other Works, 241-258

**2) What do women want?**

- Daniel Bergner (2009) What do women want? [excerpt from the New York Times].

### **Tutorial FIVE: Being shaped by those we have loved and lost**

Week 14: [April 6 & 7]

#### **Readings:**

#### **1) Links between loss and depression - How losing someone shapes our psyches**

Freud, S. (1917). Mourning and Melancholia. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XIV (1914-1916): On the History of the Psycho-Analytic Movement, Papers on Metapsychology and Other Works, 237-258

#### **2) What is the best way to grieve those we lose?**

Kirkby, J. (2006) Remembrance of the Future: Derrida on Mourning, *Social Semiotics*, 16, 3, 461-471.

### **Mid-semester Break**

### **Tutorial SIX: Transference & love: repetition in the undercurrents of relationships**

Week 17: [April 27 & 28]

#### **Readings:**

#### **1) Transference**

Freud, S. (1912). The Dynamics of Transference. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913): The Case of Schreber, Papers on Technique and Other Works, 97-108

#### **2) How do you handle transference when it arises?**

Nina Coltart - Handling the Transference excerpted from Nina Coltart, *The Baby and the Bathwater*, H. Karnac (Books) Ltd. London: 1996

### **Tutorial SEVEN: Power & Face Work.**

Week 18: [May 5 & 6]

#### **Readings:**

#### **1) Facework:**

Hochschild, A. (1983) *The Managed Heart: The Commercialization of Human Feeling*. Berkeley: The University of California Press. Reprinted with new afterword in 2003.

Mcllwain, D. (2009) Living Palely: On the Rationality of a certain fullness of feeling, *ArtLink*, vol 29 no 3, pp 15-23.

#### **2) Perverse Power**

DuJovne, B. E. (2002) Perverse Relatedness. *Psychoanalytic Psychology*, Vol. 19, No. 3, pp 525-539.

**Tutorial EIGHT: Lacan**

Week 19: [May 11 & 12]

**Reading:** How to end a **Lacanian analysis or how to come to forbidden fruits.** Gillian Straker

**Tutorial NINE: Being Present.**

Week 20: [May 19]

**Reading:** Mark Epstein (1995): *Thoughts without a Thinker* – chapter 7- Repeating. Basic Books.

**Tutorial TEN: The Personal Past**

**Week 21: [May 26]**

**Reading:** McIlwain, D. (1999) *Losing Ourselves: the Burden of Consciousness in the Writings of Jenny Diski, Corporeality: Energies, Affects, Selves.* Collected Papers Number 4, Sydney: Australia.

**Tutorial ELEVEN: Letting go to find fresh options: regression in the service of the ego**

Week 22: [May 25 & 26]

**Reading:** Knafo, D. (2002). Revisiting Ernst Kris's Concept of Regression in the Service of the Ego in Art, *Psychoanalytic Psychology*, 19:24-49

*Academic Honesty*

- Always cite your sources, as it shows your scholarship.
- I don't take marks off for your putting "quotation marks" around the words of others and acknowledging those others. I do take it **very seriously** if you pass off the words of others as though they are your own.
- I adhere to the university policy regarding academic honesty and send ALL instances of it to the Divisional Disciplinary Committee. Penalties are severe and it goes on your record with lasting consequences.

Plagiarising **erodes what trust** there is left in a system.

## RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

Each of the following assessment tasks prepares you for some feature of the final exam. **The 5 minute tutorial presentation** - gets you to use some basic concepts by finding everyday life examples.

**The essay assessment** prepares you for the exam essay.

The essay gives you an opportunity to find material relevant to a topic that interests you, synthesise the main points of that material and shape them into an argument that puts forward your position. Not everyone will agree with your stance, but they should be able to see why you hold the views you do and on the basis of what evidence. This is relevant to honours in psychology, to writing reports about clients in the workplace, and to writing for the wider public.

The lecture overheads provide you with material for the multiple choice questions and short answer question in the exam. The tutorial material and the tutorial discussion will help you to form your own position, argue for it, take on board differing viewpoints and engage with different points of view by bringing evidence and logical critique to bear on other points of view.

### A) Take home assessment tasks:

**1) Five minute presentation:** Choose a concept and find an everyday example of it.  
**a) Present it in class – select a day to present at the first tutorial in week 10 (week 3 of classes)**

**b) Write it up: Word limit:** 500 words.

**Worth:** 15% of your grade

**Submission date:** Hand it in after you have presented it in class. It will be returned to you the following week.

**2) Essay:** Choose a topic from those provided. I will post all essay topics & reference lists on the course webpage in week three of the course.

**Word limit:** 1,500 words.

**Worth:** 35% of your final grade.

**Submission date:** Friday May 6th. To allocated box outside student office by 10am and with a cover sheet signed by you. The coversheet assures the university that this is all your own work.

**Return of work:** Your essay will be returned in class on May 26 and 27<sup>th</sup> (depending on your tutorial strand).

## B) Exam Assessment:

**3) Exam:** A one hour exam during the end-of-year exam period.

**Worth:** 50% of your final grade.

It has three parts:

Part I (worth 25%) consists of 1 essay question (out of 3).

Part II (worth 15%) consists of 1 (out of 3) short answer questions.

Part III (worth 10%) consists of 15 multiple-choice questions.

- **Class participation:** We will take a role as to attendance at tutorials and this may be taken into account in borderline marks. That is, where a person is just on the edge of a higher grade as a result of their take home written work and exam, we will take the **quality** of their class participation into account to accord them the higher mark. Quality is defined as: being present often with active involvement in discussion.
- **Attendance:** Attendance to lectures and tutorials is not compulsory.
- The University's new "Advice of Absence" Policy is now called "Application for Special Consideration" and only requires documentation after 3 days of absence. (<http://www.reg.mq.edu.au/Forms/APScons.pdf> )

***Penalties will be levied for late submission of assignment and for exceeding the word limit:***

You lose 5% of your mark for that assessment task per day late, and there is a department-wide uniform penalty of 5% per page or part thereof over the specified number of pages.

- **Submission to Turnitin:** Where plagiarism is suspected, you will be asked to submit an electronic version of your work and it will be submitted to Turnitin.

***Assignments can ONLY be submitted via the LABELLED locked boxes in the foyer of building C3A or in the single Psychology Essay Box located outside the entrance of C3A after hours.***

***The assignment boxes are cleared at 10 am on Mondays to Fridays and again at 4 pm ONLY ON FRIDAYS (Assignments received at 4pm on Fridays, after the 10 am clearing, are counted as an additional 1 day late.***

***Assignments submitted after the 4 pm clearing on Fridays will be cleared on Monday at 10 am and will incur a weekend (counted as two additional days) penalty.***

***All assignments submitted must be accompanied by a completed and signed Psychology Department coversheet which is available from outside Room C3A 301 or downloadable from <http://www.psy.mq.edu.au/pdf/coversheet.pdf>***

***Assignments will not be accepted unless a correct coversheet is completed and signed.***

***A copy of the assignment must be kept as proof that the assignment was completed and submitted.***

***Electronic copies of assignments are not accepted.***

***Assignments submitted by post will not be accepted.***

#### **AFTER AN ASSIGNMENT IS SUBMITTED:**

***It is the responsibility of the student to check the Psychology Webpage (<http://www.psy.mq.edu.au/assrec/>) after submitting the assignment to ensure that his/her assignment has been received. The webpage will be updated by 5pm on the due date of the assignment. If an assignment is not noted as being received, it is the student's responsibility to immediately contact the staff in the Psychology Office in writing to inform them. The student will then be required to submit a fresh copy of the assignment and the date of receipt will be the date the Psychology Office was informed of the non-receipt in writing. Lateness penalty will be applied until the date the Psychology Office is informed of the non receipt of assignment.***

***Assignments will be returned to students during tutorials. The remaining assignments will then be available for collection from the Psychology Office. During Semester time, the Psychology Office opening hours are 10AM to 5PM. Tutors of evening tutorials will return ALL assignments during the late classes.***

#### **Assignments will not be accepted after the return of marked assignments**

***Request for Extensions for Assignments are granted by the Psychology Office. Ordinarily, no extensions of time for submission of written work will be granted since ample time for its preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this in writing by completing a Request for Extension on Written Work form, available outside the Psychology Office, with supporting documentary evidence (such as medical certificate, counsellor note, or similar). The form and the supporting documentary evidence must be submitted to the Psychology Office (C3A 334). The staff in the Psychology Office will make all decisions regarding extensions. Neither individual tutors nor the course convenor will grant extensions. All requests for extensions should be made prior to the due date for the assignment.***

***If an extension is granted the authorisation section of the form must be collected and attached to the assignment. Failure to do so will result in a late penalty being applied as the marker will not know that an extension has been granted.***

The University Examination period in ***First Half Year 2011 is from June 6 to June 24, 2011.***

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at

<http://www.reg.mq.edu.au/Forms/APSCon.pdf>

***If a Supplementary Examination is granted as a result of the Special Consideration process, the examination will be scheduled after the conclusion of the official examination period.***

***Supplementary Examination in the Department of Psychology will be held on the: 7th and 8th of July, for Semester One 2011.***

***Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam.***

***Instructions on applying for sitting of a supplementary exam are available from the website, [www.psy.mq.edu.au/speccond](http://www.psy.mq.edu.au/speccond). It is the student's responsibility to follow the steps outlined in this website. When a supplementary exam has been granted an email will be sent to the student. It is the student's responsibility to check the Department of Psychology Special Consideration website for information relating to the date and location of the supplementary exam. Students who are granted to sit for a supplementary exam must make themselves available to sit for the supplementary exam on the specified dates. There will be only one alternative time. It is the student's responsibility to email the Psychology Office, [psy\\_off@mq.edu.au](mailto:psy_off@mq.edu.au) to confirm attendance to the supplementary exams.***

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are

available until the end of the teaching semester, which is the final day of the official examination period.

## **ACADEMIC HONESTY**

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement. The Policy covering Academic Honesty is available on the web at:

[http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

Plagiarism is an example of dishonest academic behaviour and is defined by the Policy on Academic honesty as: "Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas".

Plagiarism is a serious breach of the University's rules and carries significant penalties. The Academic honesty Procedure is available at

[http://www.mq.edu.au/policy/docs/academic\\_honesty/procedure.html](http://www.mq.edu.au/policy/docs/academic_honesty/procedure.html)

This procedure notes the following responsibilities for students:

- Act in accordance with the principles of the Academic Honesty Policy.
- Become familiar with what academic dishonesty is, what are appropriate referencing techniques and the consequences of poor practice.
- Seek assistance from the unit convenor (or their nominee) to remedy any deficits or if you are unsure of discipline specific practice.
- Submit only work of which you are the author or that properly acknowledges others.
- Do not lend your original work to any other person for any reason.
- Keep drafts of your own authored work and notes showing the authorship or source of ideas that are not your own.

The penalties which can be applied for academic dishonesty are outlined in the Academic Dishonesty – Schedule of Penalties which can be found at:

[http://www.mq.edu.au/policy/docs/academic\\_honesty/schedule\\_penalties.html](http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html)

The penalties range from applying a fail grade for the assessment task or requiring the student to re-submit the assessment task for a mark no greater than 50 to applying a fail grade to the unit of study and referral to the University Discipline committee.

You must read the University's Policy and Procedure on Academic Honesty.

## **UNIVERSITY POLICY ON GRADING**

Academic Senate has a set of guidelines for the achievement of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive.

For more information please refer to the Macquarie University Handbook.

#### **STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

On matters pertaining to the regulations, the Registrar's Office should be consulted or, within the Department of Psychology, Dr Julia Irwin, Director of Undergraduate Studies. Students with disabilities who have problems within the Department should consult Ms Radha Pathy, the Disability Liaison Officer. If your difficulties cannot be resolved by these members of staff you should consult the Head of Department.

If you have a major difficulty associated with writing skills, you could enrol in a short course on writing skills. For details go to:  
[http://www.ling.mq.edu.au/support/writing\\_skills/index.htm](http://www.ling.mq.edu.au/support/writing_skills/index.htm)

#### **APPEALS AGAINST GRADES**

Please refer to the Macquarie University Handbook.