



## DEPARTMENT OF PSYCHOLOGY

### PSY348

## Principles and Applications of Learning

### UNIT OUTLINE

## Semester 1, 2011

Unit Convenor: Dr Julia Irwin  
Office: C3A506 Telephone 9850 8006  
Email: [julia.irwin@mq.edu.au](mailto:julia.irwin@mq.edu.au)  
Tutor: Ms Bernice Plant  
Office: C3A 312 Telephone 9850 8043  
Email: [bernice.plant@mq.edu.au](mailto:bernice.plant@mq.edu.au)

This unit is worth 3 credit points  
The prerequisite is a pass (P) in PSY236

<https://learn.mq.edu.au>

#### UNIT DESCRIPTION

This unit examines research and theory that addresses the question of why people behave as they do. Learning theory focuses on the influence of preceding and consequent stimuli in the behaviour of individuals and groups, and looks at principles of behaviour modification.

The lectures will cover some of the more important principles of learning with a strong emphasis on applications to everyday life. These applications will include the principles underlying behaviour modification (stimulus control, reinforcement, punishment and extinction), goal setting, choice behaviour, risk-taking, social learning, and phobias and learned helplessness. The practical component of the unit allows students to apply these principles to their own behaviour in a self-regulation programme and to participate in a group exercise in social marketing where they will design a program to address a common lifestyle behaviour that needs to be changed in frequency of occurrence.

<b>Lecture and Practical Schedule 2011</b>			
	<b>Tuesday 9-11 E7B 100</b>	<b>Wednesday 9-10 W5C 220</b>	<b>Practicals F9A 164 Bernice</b>
Week 1 21/2/11	<i>Self Control</i> 📖 pp 339-352 of chap 10	<i>Self Control</i>	No Prac classes
Week 2 28/2/11	<i>Stimulus Control</i> 📖 chap 10	<i>Stimulus Control</i>	Design a Self Control Programme.
Week 3 7/3/11	<i>Reinforcement</i> 📖 chap 7 & 9	<i>Reinforcement</i>	Self Regulation – Baumeister model.
Week 4 14/3/11	<i>Extinction</i> 📖 chap 7 & 9 ③ O'Donohue chap 4 <b>Outline of self-control project due</b>	<i>Extinction</i>	Self-Control – theories of behaviour change.
Week 5 21/3/11	<i>Choice</i> 📖 chap 14	<i>Choice</i> 📖 chap 14	Social marketing – design a public health media campaign.
Week 6 28/3/11	<i>Decision Making</i> ①,②	<i>Risk taking</i>	Sniffy
Week 7 4/4/11	<b>No Lectures</b>	<b>Mid Semester Test</b>	No Prac classes
<b>MID SEMESTER RECESS 11<sup>th</sup> APRIL – 22<sup>nd</sup> APRIL</b>			
Week 8 25/4/11	<b>Public Holiday</b>	<b>No Lectures</b>	No Prac classes
Week 9 2/5/11	<i>Risk taking</i>	<i>Punishment</i> 📖 chap 8	No Prac classes
Week 10 9/5/11	<i>Avoidance Learning</i> 📖 chap 8	<i>Avoidance Learning</i> 📖 chap 8/ <i>Learned helplessness</i> chap 8	No Prac classes
Week 11 16/5/11	<i>Learned helplessness</i>	<i>Social Learning</i> 📖 chap 12	No Prac classes
Week 12 23/5/11	<i>Social Learning</i> <i>Biological constraints</i> 📖 chap 5 pp 102-108 chap 6 pp 136-144	<i>Biological constraints</i> <b>Report due</b>	No Prac classes
Week 13 30/5/11	<i>Adjunctive behaviours</i> ③ O'Donohue chap 16 <i>Phobias</i> 📖 parts of chap 5 & 12	<i>Phobias</i>	No Prac classes

📖 = Mazur

① Shafir, E., & LeBoeuf, R.A. (2002). Rationality. *Annual Review Psychology*, 53, pp. 491–517.

② Tversky, A. & Kahneman, D. (1974). Judgment under uncertainty: heuristics and biases. *Science* 185, 1124-1131.

- ③ O'Donohue W. (1998). *Learning and Behavior Therapy*. Chapter 16. Boston: Allyn & Bacon
- ④ Harrison, W. (2001). *Implications of Associative Learning for Road Safety Communications Programs*. Report prepared for the Transport Accident Commission.
- Fuller, R. (2005). Towards a general theory of driver behaviour. *Accident Analysis and Prevention* 37, 461–472.

### ASSESSMENT TASKS AND DUE DATES - AT A GLANCE - Details on page 6 below

Task	Weight	Due Date	Details
1. Outline of self-control project	5%	10.00 am on Tuesday March 15 <sup>h</sup> (Week 4)	Written task: not to exceed 500 words
2. Mid semester Multiple Choice Test	30%	9.00 am Wednesday April 6th (week 7) during lecture in W5C220	A one-hour 45 item multiple choice test
3. Self control Written Report	35%	10.00 Wednesday 25 <sup>th</sup> May (week 12). Submitted via Assignment box in C3A	A written report (maximum 8 pages)
4. End of Semester Multiple Choice Test	30%	During the formal mid year exam period (6 <sup>th</sup> -24 <sup>th</sup> June)	A one-hour 45 item multiple choice test

#### Graduate Capabilities and Student Learning Outcomes.

This unit is structured around the graduate capabilities associated with the scientist - practitioner model of psychology. In addition, PSY348 will provide you with generalised and transferable skills that will also be useful in careers outside psychology. The following graduate capabilities and student learning outcomes will be developed through lectures, practicals and assessment activities in particular. They will be assessed primarily in the report, mid-semester test, and in the final examination.

#### Knowledge and Understanding of the Principles and Theory of Learning Processes

- To know the fundamental factors that influence simple associative learning and learn about some basic phenomena that have been discovered through scientific exploration of the behaviour of animals (including humans).
- To understand some of the theoretical explanations that have been put forward to account for the various learning phenomena that will be discussed and to appreciate the role that theory plays in driving our understanding of them.
- To recognize how principles of associative learning apply to everyday lives of humans and other animals, and see how research into learning is relevant to understanding how behaviour can be changed.

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.

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.

### LEARNING OUTCOMES

The lectures will cover some of the more important principles of learning with a strong emphasis on applications to everyday life. These applications will include the principles underlying behaviour modification (stimulus control, reinforcement, punishment and extinction), goal setting, choice behaviour, risk-taking, social learning, and phobias and learned helplessness. The practical component of the unit allows students to apply these principles to their own behaviour in a self-regulation programme and to participate in a group exercise in social marketing where they will design a program to address a common lifestyle behaviour that needs to be changed in frequency of occurrence.

Upon completion of this unit students will be able to:

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour;
- Observe, record, and analyse behaviour in terms of its antecedents and consequences;
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour;
- Understand the variables that are involved in the regulation of self-control
- Evaluate current research in the psychology of learning.

### GRADUATE CAPABILITIES DEVELOPED

#### Discipline Specific Knowledge and skills — An understanding of:

- How stimuli can elicit or inhibit the occurrence of a behaviour.
  - Understand under what conditions such stimulus control will generalise (or not) to other stimuli
  - Understand how such stimulus control can be used to self-regulate behaviour

- How the consequences of a behaviour whether they be pleasant, as in reinforcement, or unpleasant, as in punishment, control the probability of the occurrence of that behaviour.
- How a change in the expected consequences of behaviour, as in extinction, affects the probability of the occurrence of that behaviour.
- How decisions are made when we are faced with a mutually exclusive choice of options, with a particular emphasis on the theoretical underpinnings of self-control.
- Why a riskier option is sometimes seen as the preferred option.
- How aversive consequences of behaviour, not only produces avoidance learning, but can also lead to such maladaptive behaviours as procrastination, depression, learned helplessness and phobias.
- How biological and evolutionary factors can influence learning
- How we learn from the experiences of those around us (social learning), whether they are in our immediate environment, as in family and friends, or in the media.

**The following competencies:**

- How to analyse and plan an approach for changing a behavioural problem
- An understanding of various models of behaviour change.
- How to set goals and develop time management skills

**Critical, Analytical & Integrative Thinking**

- Observe, reflect upon and analyse behaviour
- Review and critique literature
- Competently use information technology applications e.g. Blackboard, online data bases, etc
- Apply learning principles to understand the reasons for their own behaviour and that of those around them

**Problem Solving and Research Capability**

- Design and carry out a functional analysis of a self-selected target behaviour, identify an appropriate level of frequency for the chosen behaviour (goal setting), identify strategies for changing its frequency (self-regulation) and evaluate the effectiveness of these processes.

**Creative and Innovative**

- Display creative thinking skills and develop innovative methods for changing behaviour in the self-control assessment tasks.

**Effective Communication**

- Demonstrate report writing skills conforming to APA format
- Present ideas clearly with supporting evidence
- Communicate the results of analyses clearly and effectively
- Plan and present written arguments in coherent and documented form

**Engaged & Ethical Local and Global Citizens**

- Learn strategies for changing and/or promoting more appropriate lifestyle behaviours

**Socially and Environmentally Active and Responsible**

- The self control project will allow each individual to develop some aspect of themselves or their lifestyle and/or give them the skills to become socially and environmentally active and responsible citizens.

**Capable of Professional and Personal Judgement and Initiative**

- Apply and adapt knowledge of principles of learning and behaviour change to the real world
- Competently undertake projects of complex nature
- Develop evidence-based approaches to assessment and management of behaviour change programs
- Reflect on how your personal experience of carrying out a program of self-control influenced your critical analysis of the processes involved in changing behaviour.

**Commitment to Continuous Learning**

- This unit will provide students with the skills to reflect upon their own self-directed learning –necessary for a commitment to continuous learning.

**TECHNOLOGY USED AND REQUIRED**

It is expected that students will have access to the internet in order to access Blackboard, iLecture if necessary, and a computer to produce their reports via Word and PowerPoint for talk in class.

## TEACHING STAFF

*Course Chair:* Dr Julia Irwin  
*Office:* C3A 506; Telephone: 9850 8006  
*Email:* [julia.irwin@mq.edu.au](mailto:julia.irwin@mq.edu.au)  
*Office Hours:* Tuesday 11-1; Thursday 9-10

*Tutor:* Ms Bernice Plant  
*Office:* C3A 312 Telephone & Voicemail 9850 8043  
*Email:* [bernice.plant@psy.mq.edu.au](mailto:bernice.plant@psy.mq.edu.au)  
*Office Hours:* by appointment

## CLASSES AND TEACHING AND LEARNING STRATEGY

- The unit is taught through lectures 3 hours a week each week of semester (*on Tuesday 9.00-11.00 in E7B100 & Wednesday 9.00-10.00 in W5C220*). There will be 2 hour practicals / tutorials on 5 weeks of the program (*in F9A164 on Wednesday: 10-12, 1-3 & 4-6; Thursday: 9-11 & 2-4 and Friday 10-12 & 1-3*). Students are encouraged to ask and/or answer questions regarding any of the topics that arise in lectures, practicals and assessment tasks on the discussion page of Blackboard.
- Classes may be subject to change so please check for the most current schedule on the University's web site at: <http://www.timetables.mq.edu.au/>
- Any change of practical class time, can be done on-line via eStudent.
- Students are expected to attend lectures and practicals (eg, participate in discussions in small groups; conduct their own literature searches, research their own chosen topics.
- The list of the topics to be covered appears at the beginning of the unit outline.

**Attendance Requirements:** Students are required to attend the scheduled practical sessions on two grounds:

1. Important information will be given regarding the assessment tasks and opportunities to discuss your projects and receive feedback regarding the progress you are making with them.
2. The University assessment policy states that students must attend all required classes and submit all required assessment tasks, otherwise the Executive Dean of the Faculty or delegated authority has the power to refuse permission to attend the final examination (See Bachelor Degree Rule 7 *Work Required to Gain Credit Points*. A candidate who is excluded, under this Rule, is deemed to have failed the unit.

In the event of illness or other circumstances that prevent attendance at these classes, students must submit documentation for special consideration of their attendance. See page 7 of this document for information on how to do this.

## UNIT WEB PAGE

iLecture Audio Recordings

The lectures can be download from the PSY348 Blackboard website <https://learn.mq.edu.au>

## REQUIRED AND RECOMMENDED TEXTS

**The text book for the unit is:**

Mazur, J.E. (2006). *Learning and Behavior* (6th ed.). Englewood Cliffs, NJ: Prentice-Hall. [BF318.M38 2006](#). **A copy of which is in Reserve**

**There are other recommended text books for this unit, copies of which have been placed on 7 day loan, unless specified otherwise.**

Baumeister, R. F. & Vohs K. D. (2004). *Handbook of self-regulation: research, theory, and applications*. New York; London : Guilford Press, [BF632.H262 2004](#)

Baumeister, R. F. (1994). *Losing control: how and why people fail at self-regulation*. San Diego : Academic Press. [BF632 .B29/1994](#)

Boekaerts, M., Pintrich, P.R. & Moshe Zeidner, M. (2000). *Handbook of self-regulation*. San Diego, Calif.; London: Academic. [BF632.H26/2000](#)

Loewenstein, G., Read, D. & Baumeister, R.F. (2003). *Time and decision : economic and psychological perspectives on intertemporal choice*. New York: Russell Sage Foundation. [BF448.T55 2003](#)

- Logue, A. W. (1995). *Self-control: waiting until tomorrow for what you want today*. Englewood Cliffs, N.J. : Prentice Hall, , BF632 .L64/1995. **A copy of which is in Reserve.**
- O'Donohue, W. (1998). *Learning and behavior therapy*, Boston: Allyn and Bacon, RC489.B4 .L39/1998
- Watson, L. Tharp, R. G. (2002). *Self-directed behavior: self-modification for personal adjustment* (8th ed.). Belmont, CA: Wadsworth/Thomson Learning, BF637.B4 .W38 2002. **A copy of which is in Reserve**

Copies of the notes shown in lectures can be downloaded prior to the lecture from the unit web page: <https://learn.mq.edu.au>

## RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

This unit is assessed using two multiple choice tests to determine the degree of mastery of the principles of learning as taught in the lectures, practicals and text-book, and whether the learning outcomes as listed under *Discipline Specific Knowledge and skills* Evaluated by multiple choice tests.

The self-control project assess the learning outcomes as listed under *Discipline Specific Knowledge and skills* and those listed under *Critical, Analytical and Integrative Thinking; Problem Solving and Research Capability* and *Creative and Innovative skills*. These skills will be assessed for degree of mastery and graded accordingly. *Effective Communication* – presentation in class of social marketing project and self-control report.

## ASSESSMENT TASKS

There are three main components to the assessment:

### 1. Multiple Choice Tests

The material covered in both the lectures and the practicals will be the subject of two tests, consisting of multiple choice questions. **The first one will be held in Week 7 during the lecture on Wednesday April 6<sup>th</sup>** in the usual lecture theatre for that time (W5C220) and will contribute **30%** to the final grade. The test will assess material covered in lectures and tutorials from weeks 1-6 inclusive. All students must attend the test at the same time. There is no separate arrangement available for evening students to sit this exam.

Students who are unable to sit the first test at the specified time must advise the Psychology Office via email and must also submit an Application for Special Consideration form (and Professional Authority if reason is medical, clearly stating the reasons for the absence from the exam). The form is available outside the Psychology office or can be downloaded from <http://www.reg.mq.edu.au/Forms/APScons.pdf>. This should be submitted to the Student Enquiry Services **within five days from the day of the examination**. The unit chair will determine eligibility for a late mid-semester exam and eligible students will be notified about the time and location of the exam. There will be only one alternative time.

**The second test will take during the university examination period.** This second test will also contribute **30%** to the final grade and will only assess material covered in lectures and practicals from weeks 8-13 inclusive. You will need at least two **2B** pencils for these tests. **Feedback** in the form of number of correct answers will be posted on the unit's website within a week of taking the first test, and sometime during the examination period for the second test.

### 2. Self-Control Project

As part of your practical programme you will be required to plan and implement your own self-modification project. Your experience will then form the basis for:

#### Self Control Project Outline

This is an “early low threat assessment task” worth 5% due at the beginning of Week 4 – Tuesday March 15<sup>th</sup> to be lodged by 9.00am in the box labelled PSY 348 in the ground floor foyer of C3A, or in the single Psychology Essay Box located outside the entrance of C3A after hours. This outline is **not** to exceed **500 words**, and will provide a description of the behaviour chosen for the self-control

project and a plan for how you propose to go about changing this behaviour, an indication of the problems that you anticipate you may have to deal with and the methods of dealing with these.

### **Self Control Report:**

The project is worth **35%** and will be submitted as a report to be lodged in the box labelled PSY 348 in the ground floor foyer of C3A, or in the single Psychology Essay Box located outside the entrance of C3A after hours, by 10.00am Wednesday 25<sup>th</sup> May (Week 12 -NB the box is cleared at 10.00). 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 are counted as 1 day late). A **late penalty of 5%** of the maximum mark (i.e. 25%) for every day late (including weekend days) will be applied. For example, if the report is 1 day late then a penalty of 5% →  $(0.05 \times 25 = 1.25)$  will be applied and the student will have 1.25 marks deducted from the final mark for the report.

The report should **NOT** exceed **8 pages** and the following guidelines will apply to page length: **The paper size is to be A4, and the typing is to be double-spaced in 12-point Times New Roman with margins of 2.54 cm (1 inch) top, bottom, left and right.** The page length does **not** include references, tables and figures, abstract or title page.

There is a **length penalty of 5%** of the maximum value of the report (i.e. 25%) for every half-a-page or part thereof over the specified number of pages. E.g. if a report is 8.5 pages long, it would receive a penalty of 5% →  $(0.05 \times 25 = 1.25)$  and the student will have 1.25 marks deducted from the final mark for the report.

Further details of how to write up the report will be given in a separate handout that relates to this project. Normal APA formatting style is to be used.

All assignments submitted must be accompanied by a completed and signed Psychology Department coversheet which is available in hard copy from outside the Psychology Office C3A 334 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.

**Feedback** on the *progress* of the project can be given at any time during the semester, by consultation either with the unit chair or the tutor. Feedback on the outcome of both the project outline and the final report will be provided in terms of both written comments on the outline/report and the use of a marking sheet identifying the relative strengths and weaknesses of the various aspects of the project. The outlines with grades and feedback will be returned to the students by the end of Week 6 and reports will be returned at the end of semester 1. Grades will be in the range of HD, D, Cr, P and F. N.B. Change to [University Grading Policy](#). **There is no grade of PC any more - any mark of 49 or less is now a Fail.**

For Cover Sheet of Report it can be accessed from <http://www.psy.mq.edu.au/pdf/coversheet.pdf>.

Assignments may not be accepted unless a correct coversheet is completed and signed. Electronic copies of assignments are not accepted. Assignments submitted by post will not be accepted.

**Note:** It is your responsibility to ensure that you keep a *copy* of your report when you hand it in. No extension of time for submission of written work will be granted unless medical or other extenuating circumstances warrant it. In these cases you must request the extension in writing **before** the due date and include a medical certificate or other similar evidence. Students may request this 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.

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.

Due to the lateness of the submission date for the self-control report the above stated grounds on which an extension will be granted will be strictly adhered to.

**Under no circumstances will an assignment be accepted after the return of marked material.**

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

#### **TO COMPLETE THE UNIT SATISFACTORILY**

Students must achieve an overall percentage of 50% or more in order to pass the unit.

#### **UNIVERSITY EXAMINATION PERIOD**

The University Examination period in First Half Year 2011 is from 6<sup>th</sup> June to 24<sup>th</sup> June date. 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>

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.

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. (The supplementary exams in Psychology will be held on July 7<sup>th</sup> and 8<sup>th</sup> 2011.)

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, that is the final day of the official examination period.

#### **UNDERGRADUATE GENERAL STUDENT INFORMATION**

##### **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>.

Students experiencing difficulty in PSY 348 should approach the unit chair, Dr Julia Irwin during office hours (see above) or by appointment. On more wide-ranging academic issues you should make an appointment to see the Dean of Students, Dr Julian de Meyrick (office: LNC 221; Tel: 9850 7464; email: [deanofstudents@mq.edu.au](mailto:deanofstudents@mq.edu.au)). Those with personal problems should see a Student Counsellor (see Handbook of Undergraduate Studies, or the website <http://www.sss.mq.edu.au/counselling>). The Counselling Service is centrally located on campus on Level 2 of The Lincoln Building (C8A), Tel: 9850 7497, email: [Vanessa.DeGaris@uchs.mq.edu.au](mailto:Vanessa.DeGaris@uchs.mq.edu.au)). On matters pertaining to University regulations the Registrar's Office should be consulted, or within the Department, Dr Julia Irwin (in capacity of Director of Undergraduate Studies). Students with disabilities who have problems within the Department should consult Mrs Radha Pathy, the Disability Liaison Officer (office: C3A334 Tel: 9850 8048). If your difficulties cannot be resolved by these members of staff you should consult Prof. Bill Thompson, the Head of Department. If you have a major difficulty associated with writing skills, you could contact Sue Spinks (C5A 531 Tel: 9850 8770) in order to take a short course in written expression.

**If you want to withdraw from the course - you must do so by 31<sup>st</sup> March 2011.**

### **Special consideration**

If, due to illness or other unavoidable disruption of at **least three (3) consecutive days duration** where the disruption is such that you do not reach your usual demonstrated performance level and/or you are prevented from completing a formal examination you can submit an Application for Special Consideration form as per the instructions on the form. The form is available outside the Psychology office or can be downloaded from <http://www.reg.mq.edu.au/Forms/APScons.pdf>

For a Special Consideration application to be valid, you must have been performing satisfactorily in the unit up to the date of the unavoidable disruption. If your work in the unit has previously been unsatisfactory, subsequent unavoidable disruption will not overcome the fact that the earlier work was unsatisfactory. Conditions existing prior to commencing a unit of study are not grounds for Special Consideration, except in the event of unavoidable deterioration of the condition. You are responsible for managing your workload in light of any known or anticipated problems. If you have a pre-existing disability/health condition you may contact the Disability Support Unit at Student Support Services for information on available support.

### **Appeals against grades**

If you want to appeal against an assignment grade, you must first discuss your grounds for an appeal with the person who marked your assignment. Then, if you still want to appeal, **you and the marker** must complete an official **Application for Remark** form (obtainable from the Psychology Student Office). Attach this form to your original assignment together with a fresh, unmarked copy, and submit to the unit chair.

Please note that the Application for Remark form requires you to clearly state your grounds for a remark, and that the following reasons are **not** acceptable grounds: 1) an assertion that a great deal of time was spent on reading, library research, and other preparation normally required for any piece of academic work, and 2) an intuitive self-evaluation of the project. Please note also that your grade may be **lowered** as a result of a remark.

If you want to appeal against a **final grade** in PSY 348, you should see the unit chair first, but be aware that any formal appeal must be lodged in writing with the Registrar ([http://www.mq.edu.au/policy/docs/grade\\_appeal/policy.html](http://www.mq.edu.au/policy/docs/grade_appeal/policy.html)). Failure to follow these procedures is likely to result in your appeal being disallowed. Information regarding this process can be downloaded from <http://www.reg.mq.edu.au/Forms/Gradeappl.pdf> A useful website to look at is the Dean of Student's website <http://www.deanofstudents.mq.edu.au/grades.htm>.

First Half Year appeals commence within 10 working days of the release of exam results and following the Grade Review process. See [http://www.studentadmin.mq.edu.au/docs/Grade\\_Appeal\\_Process.pdf](http://www.studentadmin.mq.edu.au/docs/Grade_Appeal_Process.pdf) for details.

### **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 on the distribution 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.

### PSY348 Self-Control Project Assessment Marking Criteria

#### Outcomes Assessed

- A student explains and evaluates the concepts associated with the behaviour analysis model as applied to the acquisition, development and maintenance of the behaviour(s) targeted in this project. Target behaviour(s) refers to both the behaviour of interest and those that 'compete' with its occurrence.
- A student is able to observe, record, and analyse behaviour in terms of its antecedents (discriminative stimuli) and consequences (reinforcers);
- A student is able to demonstrate appropriate setting and monitoring of behavioural goals.
- A student is able to discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour;
- A student demonstrates an understanding of the variables that are involved in the regulation of self-control
- A student is able to explain and evaluate current research as applied to the regulation of self-control.
- How well a student is able to communicate that understanding in a logical, well argued and well written report; using APA style correctly; referencing and displaying Figures and tables.

#### High Distinction range (85-100%)

Work of outstanding quality. This may be demonstrated in areas such as:

- an *excellent* understanding of the principles of learning theory with an insightful discussion of how antecedent conditions and consequences of actions affected the target behaviour(s).
- Providing *excellent* evidence of analysis and critical thinking in terms of strategies employed in the program: (i) Setting of Goal(s); (ii) Stimulus Control and (iii) Use of Reinforcer(s)
- Demonstrate an *excellent* ability to evaluate the effectiveness of the manipulations made throughout the program
- Shows evidence of *wide* reading (where relevant / available) and synthesis of ideas.
- Shows *excellent* ability to evaluate the effectiveness of the program in terms of learning principles when addressing the problems/successes encountered.
- Displays a *sophisticated* construction in the write-up of the report in terms of both logical and chronological progression of ideas, both verbally and graphically.
- Uses *correct APA* referencing style; clear grammar; minimal proofing errors; Produces writing which is of a *high literary standard*.

#### Distinction (75-84%)

Work of *superior* quality in the same areas of performance as above. To be given this grade and level of achievement, the student, when appropriate, shall:

- Demonstrate a *sophisticated* understanding of the principles of learning theory with clear examples of how antecedent conditions and consequences of actions affected the target behaviour(s)
- Provide *strong* evidence of analysis and critical thinking in terms of strategies employed in the program: (i) Setting of Goal(s); (ii) Stimulus Control and (iii) Use of Reinforcer(s)
- Demonstrate a *well-developed* ability to evaluate the effectiveness of the manipulations made throughout the program
- Develop a progressive, clear and insightful rationale for manipulations made in the program throughout the report
- Show evidence of relevant reading and synthesis of ideas
- Shows strong ability to evaluate the effectiveness of the program in terms of learning principles when addressing the problems/successes encountered.
- Displays a superior construction in the write-up of the report in terms of both logical and chronological progression of ideas, both verbally and graphically.
- Uses correct APA referencing style; clear grammar; minimal proofing errors; Produces writing which is of a high literary standard

### **Credit range (65-74%)**

Work of predominantly good quality. Demonstrates *considered* understanding of theory. To be given a credit grade, the student, when appropriate, shall:

- Demonstrate a *good* understanding of the principles of learning theory with clear examples of how antecedent conditions and consequences of actions affected the target behaviour(s)
- Provide *good* evidence of analysis and critical thinking in terms of strategies employed in the program: (i) Setting of Goal(s); (ii) Stimulus Control and (iii) Use of Reinforcer(s)
- Demonstrate a *good* ability to evaluate the effectiveness of the manipulations made throughout the program
- Develop a progressive, clear rationale for manipulations made in the program throughout the report
- Show evidence of relevant reading and synthesis of ideas
- Able to identify strengths and weaknesses in the program in terms of learning principles when addressing the problems/successes encountered
- Express her/himself clearly, concisely and exhibit relatively error-free writing, using APA stylistic conventions correctly
- Effective use of Figures – presented in correct APA style.
- Uses correct APA referencing style; clear grammar; minimal proofing errors; Produces writing which is of a good literary standard

### **Pass (50-64%)**

Satisfactory achievement of unit objectives. The student at the pass level, when appropriate, essentially demonstrates the following:

- A *competent* understanding of concepts, theories and issues
- Demonstrate a *competent* understanding of the principles of learning theory but will tend to restate rather than show much insight into the operation of the principles in the project
- Provide evidence of thoughtful strategies employed in the program: (i) Setting of Goal(s); (ii) Stimulus Control and (iii) Use of Reinforcer(s)
- Relies extensively on descriptive account of program with limited reference to the literature (where relevant) to target behaviour.
- May demonstrate insightful aspects of use of learning principles but are sparse in places.
- Tends to use a narrow focus
- Shows minimal usage of theory in addressing problems/successes encountered in program
- Presentation: Formatting, grammar and spelling errors begin to impede understanding

### **Fail (0-49%)**

Demonstrates minimal to no understanding of the application of principles of learning to changing the frequency of occurrence of a behaviour.

The student demonstrates that he/she:

- Has significantly misunderstood the nature of the project
- Did not conduct the program for a period long enough to identify prevailing stimulus control and consequences of the target behaviour or to try and effect a change in the behaviour
- Has little understanding of how to apply the principles of learning
- Has failed to identify properly the problems or issues
- Did not provide any significant evidence of having covered minimum readings
- Did not write to acceptable academic standards
- Provided little or no evidence of critical analysis
- Provided little or no evidence of conducting the program.

- Presentation: Many non-APA format mistakes, inappropriate for third year Psychology unit. Many grammar and spelling errors resulting in an impediment to understanding or report.