



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

# Science

Faculty of Science  
School of Psychology

## PSYC3001 Research Methods 3

**Semester 1, 2014**

Course convenor: Dr Melanie Gleitzman

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1. Information about the Course			
<b>FACULTY</b>	Science		
<b>SCHOOL OR DEPARTMENT</b>	School of Psychology		
<b>COURSE CODE</b>	PSYC3001		
<b>COURSE NAME</b>	Research Methods 3		
<b>SEMESTER</b>	Semester 1	<b>YEAR</b>	2014
<b>UNITS OF CREDIT</b>	6	<b>LEVEL OF COURSE</b>	Level 3
<b>ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES</b>	Prerequisite: PSYC2001. This course is compulsory for students undertaking a major in psychology. 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.		
<b>SUMMARY OF THE COURSE</b>	The course deals with various experimental designs involving between- and within-subjects factors, for which some form of analysis of variance is an appropriate method of data 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. There are 3 one-hour lectures per week (Weeks 1-12 inclusive) and two one-hour tutorials per week (Weeks 2-12 inclusive). In addition, it is expected that students undertake approximately 1 hour of independent learning for each contact hour (ie 5 hours per week).		

2. Staff Contact Details				
COURSE COORDINATOR AND LECTURER				
Name	Phone	Email	Office	Availability
Dr Melanie Gleitzman	93853019	<a href="mailto:m.gleitzman@unsw.edu.au">m.gleitzman@unsw.edu.au</a>	Mathews 1108	By appointment and email.

**TUTORS**

Name	Email	Availability
Diana Chan	<a href="mailto:diana.chan@unsw.edu.au">diana.chan@unsw.edu.au</a>	By appointment and email.
Phillip Green	<a href="mailto:p.green@unsw.edu.au">p.green@unsw.edu.au</a>	
Sonny Li	<a href="mailto:sonny.li@unsw.edu.au">sonny.li@unsw.edu.au</a>	
Martina Pasqualino	<a href="mailto:m.pasqualino@unsw.edu.au">m.pasqualino@unsw.edu.au</a>	
Christin Schulze	<a href="mailto:c.schulze@unsw.edu.au">c.schulze@unsw.edu.au</a>	
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Joe Xu	<a href="mailto:joe.xu@unsw.edu.au">joe.xu@unsw.edu.au</a>	

**Enquiries and Consultation**

- *Email is the preferred method of communication for administrative or course related questions. (NOTE: In line with University policy, you should use your student UNSW email account when communicating with course personnel.)*
- *Please contact Dr Gleitzman if you have any special learning needs which may affect your access to this course or your ability to undertake any of the assessments. Students who are registered with Student Equity and Disabilities Unit (SEADU) are asked to provide your SEADU documentation at the commencement of the course, or as soon as is practicable.*

3. Course Timetable				
Component	Class Number	Day	Time	Location
Lectures		Tuesday	11:00-12:00	Mathews Theatre B
		Wednesday	14:00-15:00	Biomed Theatre D
		Thursday	17:00-18:00	Biomed Theatre C

3. Course Timetable (continued)				
Component	Class Number	Day	Time	Location
Statistics Tutorials	4037	Tuesday	13:00-14:00	Mat 313
	4031		15:00-16:00	Mat 313
	4038		16:00-17:00	Mat 313
	4034		17:00-18:00	Mat 307
	4033	Wednesday	09:00-10:00	Mat 313
	4041		10:00-11:00	Mat 313
	4032		12:00-13:00	Mat 313
	4040	Thursday	11:00-12:00	Mat 308
	4039		14:00-15:00	Mat 302
	4042	Friday	10:00-11:00	Mat 308
	4035		12:00-13:00	Mat 307
	4036		14:00-15:00	Mat 301
Computing Tutorials	4043	Tuesday	12:00-13:00	All Computing Tutorials are in Mat 209. Students 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
	4044		14:00-15:00	
	4050	Wednesday	11:00-12:00	
	4052		13:00-14:00	
	4045		15:00-16:00	
	4053	Thursday	12:00-13:00	
	4054		13:00-14:00	
	4049		16:00-17:00	
	4046	Friday	11:00-12:00	
	4047		13:00-12:00	
4048		15:00-16:00		
<p><i>NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on Moodle course site.</i></p> <p><b>Note - Tutorials:</b>            Statistics and computing tutorials begin in Week 2 and run weekly until the end of Week 12. Tutorial worksheets for each statistics and computing tutorial will be posted to Moodle in the preceding week. Students should bring the relevant tutorial material and a calculator to each tutorial.</p>				

4. Aims of the Course
<p>This course builds upon the data analytic methods and concepts developed in PSYC2001.</p> <p>Primarily, this course is concerned with data analytic methods that allow for confident inference on generalised comparisons between means (contrasts) for between-subjects designs with more than <i>two</i> groups and within-subjects designs with <i>two or more</i> occasions of measurement.</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</p> <ul style="list-style-type: none"> <li>• allow you to choose data analysis strategies for a range of experimental designs,</li> <li>• and to critically evaluate data analyses of published experiments.</li> </ul> <p>The course aims to equip you with the skills necessary to carry out these analyses using SPSS and/or PSY statistical packages, and to interpret analysis outcomes.</p>

## 5. Lecture Topics

### Lecture Topics

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. Controlling the familywise error rate for test of the maximal comparison. The Tukey (Honestly Significant Difference) multiple comparison procedure (MCP) based on the range of means. Properties of the Tukey simultaneous test procedure (STP) and simultaneous confidence interval procedure (SCI).
4. 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. Central and non-central  $F$  distribution. Heterogeneity inferences using the  $F$  test.
5. 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.
6. 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.
7. Planned vs post hoc analyses. Alternatives to the  $F$  STP for planned contrast analyses. The Bonferroni- $t$  procedure. Using PSY to carry out Bonferroni  $t$  analyses.
8. Statistically coherent simultaneous MCPs that control FWER - comparison of Scheffé, Bonferroni and Tukey procedures with PSY analyses.
9. Orthogonal contrasts. Controlling the per-contrast error rate (PCER) in analyses of planned orthogonal contrasts.
10. Trend contrasts - analysing data from single factor experiments with a quantitative IV. Inference on planned linear and quadratic trend contrasts controlling PCER.
11. The  $2 \times 2$  factorial design. Parameters of two-factor ANOVA model. Sources of variation. Factorial effect contrasts. The cell means model.
12. Analysis of  $J \times K$  factorial between-Ss designs. Heterogeneity inference.  $F$  STPs for main effect and interaction contrasts. Scheffé SCIs.
13. Bonferroni  $t$  procedures for analyses based on planned main effect and interaction contrasts for between-Ss factorial designs.
14. Planned and post hoc coherent analyses of  $J \times K$  factorial designs allowing for inferences on simple effects. The A simple-effects model and the A(B) family of contrasts. The all-factorial-contrasts family.
15. Within Ss designs. The MANOVA (multivariate ANOVA) vs univariate (ANOVA) model for single-factor within-Ss designs. Planned analyses of within Ss contrasts.
16. 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. The MANOVA (multivariate ANOVA) vs univariate (ANOVA) model for mixed factorial designs. Planned analyses of  $B \times (W)$  factorial designs allowing for inferences on simple effect contrasts.
17. Two-factor within-Ss designs. Planned analyses of main and interaction contrasts based on two-factor MANOVA model. Planned analyses allowing for inferences on simple effect contrasts
18. 'Good' vs 'poor' data analysis in practice. Examples of invalid analyses from published research. Examples of sequential MCPs that do not control FWER - 'protected'  $t$ -test procedure and Student Newman-Keuls.

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

The methods covered in this course deal with the analysis of data from *experimental* designs, which 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.

Course content for each topic will be presented and discussed in Lectures, in the first instance, and then covered in statistics and computing tutorials. Tutorials will provide students with an opportunity to consolidate and apply their understanding of course material by working through structured questions.

## 7. Student Learning Outcomes

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

1. Describe, apply and evaluate different research methods used by psychologists.
2. Demonstrate an understanding of the basic concepts of inferential data analysis methods and be able to discriminate between those methods that allow for appropriate Type I error rate control, and those that do not. Be able to carry out statistical analyses of data using appropriate methods.
3. 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.
4. Carry out analyses of data from single factor and factorial experiments.
5. Make directional and confident inferences regarding estimates of treatment effect 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, and be able to understand PSY output.
8. Use the statistical package, SPSS, to carry out one-way and two-way ANOVAs, and be able to understand SPSS output.
9. Design an experiment, construct a hypothetical data set, carry out and interpret a contrast analysis on this data set.

## 8. Graduate Attributes

School of Psychology Graduate Attributes*	Level of Focus 0 = No focus 1 = Minimal 2 = Minor 3 = Major	Activities/Assessment
1. Core knowledge and understanding	3	Participation in lectures & tutorials and class work – this requires students to form advanced understanding of data analysis concepts and practice. Assessed in exams and assignments.
2. Research methods in psychology	3	Participation in lectures & tutorials and class work will equip students to understand, apply and evaluate basic research methods in psychology; this includes applying different data analysis methods across a range of research designs, drawing appropriate inferences from the data, and the appropriate use of statistical packages.

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

<b>3. Critical thinking skills</b>	3	Development of data analysis assignment showing use of critical and creative thinking, ability to apply appropriate data analysis methods to specific research designs.
<b>4. Values, research and professional ethics</b>	2	Ongoing discussion of best practice approaches to data analysis and ethical issues surrounding misuses of data.
<b>5. Communication skills</b>	3	Participation in tutorials and class assignments encourages development of effective oral and written communication skills.
<b>6. Learning and application of psychology</b>	2	Apply understanding of best practice in data analysis across different domains of psychology and critically evaluate published research.

9. Assessment						
Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Release	Date of Submission	Feedback
Assignment 1	10%	1, 2, 4, 5	1-6	Week 2	Submit online to Moodle before 11.59pm, Monday 31 <sup>st</sup> March, 2014 (Week 5)	Available from Moodle within 4 weeks of submission.
Class Test	15%	1 – 8	1-3, 5, 6		Thursday 5- 6pm, May 1 <sup>st</sup> 2014 (Week 8) Mathews Theatre A (location tbc)	Test paper returned with feedback via School Office within 4 weeks.
Assignment 2	20%	1-9	1-6	Week 8	Submit online to Moodle before 11.59pm, Thursday 29 <sup>th</sup> May, 2014 (Week 12)	Available from School office within 4 weeks of submission; written feedback.
Final Exam	55%	1-8	1-6		Exam Period	

There are 4 compulsory components of assessment:

- 1. Assignment 1** is due by **11.59pm Monday March 31 (Week 5)** and is to be submitted online to Moodle. Submission instructions will be provided closer to the submission date. This exercise will cover Topics 1-4 and is worth 10% of your course mark. The exercise will be set in Week 2 and will require you, among other things, to use SPSS to comment on data from a sampling experiment.
- A **Class Test** will be held during the **Thursday lecture 5-6pm (May 1) of Week 8** (in Mathews Theatre A, location tba). The test is worth 15% of your course mark and will cover material from Topics 1 -8. *Statistical tables and some formulae* will be provided, but you need to bring a *calculator* to the test.
- Assignment 2** is due by **11.59 pm Thursday May 29 (Week 12)** and is to be submitted online to Moodle. Submission instructions will be provided closer to the submission date. This exercise is worth 20% of your course mark and will cover material drawn from Topics 4 -13. The exercise will be set in Week 8 and will require you, among other things, to design an experiment, construct a set of hypothetical data with certain properties, and use PSY statistical program to analyse your hypothetical data.
- A three-hour **Final Exam** worth 55% of your course mark. Some formulae and statistical tables will be provided, you are required to provide your own UNSW approved calculator – see Required Equipment below.

Weights for the various components are as follows:

	%	
Assignment 1	10	An aggregate mark of 50 or higher is required to pass the course; students must attempt all components of the course but need not pass all components in order to pass the course.
Class Test	15	
Assignment 2	20	
Final Exam	55	
	100	

**Please Note:** Make sure you familiarise yourself with information regarding assignment submission and special consideration procedures – see Administrative Matters pp.10-11.

### Late Penalty for Assignments

- Late assignments will incur a late penalty: 2% of the maximum mark allocated for the assignment will be deducted for each day overdue.
- Late assignments will **NOT** be accepted after others have been returned to students.
- Late assignments may not receive detailed feedback and/or marker comments.

If you have an acceptable reason for being unable to satisfy a deadline (e.g. you were sick on or before the due date), you should apply for special consideration (see below). Please note that time management issues such as having other assignments due at the same time or outside work commitments are NOT sufficient reasons for avoiding a late penalty.

### Special Consideration Procedures

Students wishing to apply for Special Consideration should do so within **three working days** of the assessable event. Applications for **all course assessments** must be made via Online Services (Special Consideration) on MyUNSW. See the *School of Psychology Student Guide* for more information regarding accessing this service. Students will receive an outcome notice of their application via the Online Service.

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

**Final Exam:** Students who are eligible to sit a Further Assessment Exam will be contacted by the School via student email. The deferred exam will be set during the Further Assessment period 14-18 July 2014.

### In line with School policy:

- Permission to sit the Further Assessment exam will **not be granted** unless **all** class work has been attempted.
- 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**. Permission will not be granted for a student to re-take a final 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 (see above) to sit the deferred exam.
- Students registered with SEADU should follow special consideration guidelines indicated for them in School of Psychology Student Guide.
- Exchange and Study Abroad students are expected to sit the final examination at the scheduled time. These dates are advertised well in advance. Individual arrangements cannot be made for students who return to their country of origin before the end of the UNSW Semester 1 Examination period.

10. Course Schedule and Important Dates					
Week	Lecture	Date	Lecture Topic	Statistics Tutorial	Computing Topic
1	1	Tues 11am (4/3)	Introduction, Topic 1	<i>no tutorials</i>	<i>no tutorials</i>
	2	Wed 2pm (5/3)	Topic 1, 2		
	3	Thurs 5pm (6/3)	Topic 2		
	<b>NOTE</b>	<b>Sun 5pm (9/3)</b>	<b><i>Deadline to enrol in T1 course</i></b>		
2	4	Tues 11am (11/3)	Topic 3	Topic 1	Topic 2
	5	Wed 2pm (12/3)	Topic 3, 4		
	6	Thurs 5pm (13/3)	Topic 4		
3	7	Tues 11am (18/3)	Topic 4	Topic 4	Topic 3
	8	Wed 2pm (19/3)	Topic 4, 5		
	9	Thurs 5pm (20/3)	Topic 5		
4	10	Tues 11am (25/3)	Topic 5	Topic 5	Topic 4, 5
	11	Wed 2pm (26/3)	Topic 6		Intro to PSY
	12	Thurs 5pm (27/3)	Topic 6		
<b>5</b>	<b>NOTE</b>	<b>Mon 5pm (31/3)</b>	<b><i>Deadline to discontinue T1 course without financial penalty</i></b>		
<b>5</b>	<b>Monday (31/3)</b>		<b>Assignment 1 (worth 10%) Topics 1-4. Submit to Moodle by 11.59pm</b>		
	13	Tues 11am (1/4)	Topic 6	Topic 6	Intro to PSY
	14	Wed 2pm (2/4)	Topic 7		Topic 6
	15	Thurs 5pm (3/4)	Topic 7, 8		
6	16	Tues 11am (8/4)	Topic 8, 9	Topic 6, 7	Topic 7, 8
	17	Wed 2pm (9/4)	Topic 9		
	18	Thurs 5pm (10/4)	Topic 10		
7	19	Tues 11am (15/4)	Topic 11	Topic 9	Topic 10
	20	Wed 2pm (16/4)	Topic 11		
	21	Thurs 5pm (17/4)	Topic 12		
<b>Public Holiday</b>	<b>Friday 18/4</b>		Students in Friday tutorials to attend tutorials on other days for this week		
	<b>NOTE</b>	<b>Sun 5pm (20/4)</b>	<b><i>Deadline to discontinue T1 course without academic penalty</i></b>		
		<b>18/4 – 27/4</b>	<b>RECESS</b>		
8	22	Tues 11am (29/4)	Topic 12	Topic 11	Topic 12
	23	Wed 2pm (30/4)	Topic 12		
	<b>Thursday 5pm-6pm (1/5)</b>		<b>Class Test (worth 15%) Topics 1-8 Mathews Theatre A (tbc)</b>		
9	24	Tues 11am (6/5)	Topic 13	Topic 12	Topic 12, 13
	25	Wed 2pm (7/5)	Topic 14		
	26	Thurs 5pm (8/5)	Topic 14		
10	27	Tues 11am (13/5)	Topic 14	Topic 14	Topic 14
	28	Wed 2pm (14/5)	Topic 15		
	29	Thurs 5pm (15/5)	Topic 15		
11	30	Tues 11am (20/5)	Topic 16	Topic 15, 16	Topic 16
	31	Wed 2pm (21/5)	Topic 16		
	32	Thurs 5pm (22/5)	Topic 16		
12	33	Tues 11am (27/5)	Topic 17	Topic 16, 17	Topic 17
	34	Wed 2pm (28/5)	Topic 17, 18		
	35	Thurs 5pm (29/5)	Review and Exam Info		
	<b>Thursday (29/5)</b>		<b>Assignment 2 (worth 20%) Topics 4-13. Submit to Moodle by 11.59pm.</b>		



### 11. Teaching and Learning Strategies

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 and course notes will be made available before the start of a new lecture topic.

Lectures are recorded, however **lecture attendance is strongly recommended**. *Students are advised NOT to use lecture recordings as a substitute for lecture attendance*. Recordings are provided to allow you to review the lecture in order to clarify your understanding of course material.

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.

Practice questions and worked solutions are provided for each topic. Students are encouraged to work through these questions after the topic has been covered in lectures and tutorials. 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 Moodle course site.

### 12. Expected Resources for Students

<b>TEXTBOOK (RECOMMENDED)</b>	Bird, K.D. (2004). Analysis of Variance via Confidence Intervals. London: Sage Publications.  NOTE: available <b>online</b> via UNSW Library
<b>COURSE MATERIALS</b>	The <b>PSYC3001 Moodle site</b> (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.
<b>OTHER RECOMMENDED READINGS</b>	Keppel, G., & Wickens, T. D. (2004). Design and Analysis: A Researcher's Handbook. (4 <sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson.
<b>CALCULATOR</b>	Students should bring a calculator to each tutorial, and to the Class Test and Final Exam. <b>Note:</b> Students are required to use a <i>UNSW approved calculator</i> for the Final Exam. Information regarding this matter can be found on MyUnsw.

### 13. Course Evaluation & Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

### 14. Plagiarism & Academic Integrity

#### What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original

structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

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

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

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

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

- **How can Elise help me?**

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

<http://subjectguides.library.unsw.edu.au/elise>

- **What is Turnitin?**

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

<http://teaching.unsw.edu.au/turnitin-students>

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

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

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

[www.unsw.edu.au/studentmisconductprocedures.pdf](http://www.unsw.edu.au/studentmisconductprocedures.pdf)

#### **Examples of plagiarism**

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

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

#### **Working together on a maths assignment**

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

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

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

#### **Copying design work**

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

#### **Further information and assistance**

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

##### **UNSW Learning Centre**

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

[www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

**Phone:** 9385 2060

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

##### **Opening Hours:**

Monday to Thursday: 9am - 5pm and

Friday: 9am - 2.30pm

##### **COFA Campus Learning Centre**

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

**Phone:** 9385 0739

## **15. Administrative Matters**

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

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

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