UNSW
AUSTRALIA

Science

Faculty of Science
School of Psychology

PSYC3051
Physiological Psychology

Semester 2, 2015

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Faculty of Science - Course Outline – 2015

1. Information about the Course

NB: Some of this information is available on the UNSW Virtual Handbook[1]

Year of Delivery	2015
Course Code	PSYC3051
Course Name	PHYSIOLOGICAL PSYCHOLOGY
Academic Unit	PSYCHOLOGY
Level of Course	3RD YEAR
Units of Credit	6
Session(s) Offered	S2
Assumed Knowledge, Prerequisites or Co-requisites	PSYC2001, PSYC2081
Hours per Week	4
Number of Weeks	12
Commencement Date	27/07/2015

Summary of Course Structure (for details see 'Course Schedule')

Component	HPW	Time	Day	Location
Lecture 1	*1*	*1 - 2 PM*	*Mon*	*Mat LTC*
Lecture 2	*1*	*1 - 2 PM*	*Fri*	*Mat LTC*
Laboratory classes	*2*			
Lab – Class 1		*9 – 11 AM*	*Mon*	*Mat203*
Lab – Class 2		*3 - 5 PM*	*Tues*	*Mat203*
Lab – Class 3		*9 – 11 AM*	*Wed*	*Mat203*
Lab – Class 4		*3 - 5 PM*	*Wed*	*Mat203*
Lab – Class 4		*11AM – 1 PM*	*Thur*	*Mat203*
TOTAL	4			
Special Details				

2. Staff Involved in the Course

Staff	Role	Name	Contact Details	Consultation Times
Course Co-ordinator		Prof. Simon Killcross	Ph: 93853034 s.killcross@unsw.edu.au	By appointment MAT1609
Additional Teaching Staff	Lecturers	Prof. Fred Westbrook	Ph: 93853033 f.westbrook@unsw.edu.au	TBC
		Prof. Gavan McNally	Ph: 93853044 g.mcnally@unsw.edu.au	TBC
		Dr. Kelly Clemens	Ph: 93853523 k.clemens@unsw.edu.au	TBC
	Tutors & Demonstrators	Phil Green	Rm: Mat 1408; p.green@ unsw.edu.au	TBC
		Matt Castino	Rm: Mat 1402; m.castino@unsw.edu.au	TBC

[1] UNSW Virtual Handbook: http://www.handbook.unsw.edu.au/2015/index.html

3. Course Details

Course Description[2] (Handbook Entry)	An overview of the neuroscience of learning and memory. Emphasis is placed on contemporary theories and approaches including the role of interactions between environmental events, synapses and genes.
Course Aims[3]	**Lectures:** This course deals with elementary learning processes and their neurobiological substrates. These include: learning about relations between stimuli (e.g., Pavlovian conditioning); learning about relations between actions and outcomes (e.g., instrumental conditioning); how goals are represented and how they drive behavior; and the development of habitual and compulsive behaviours. There will be an overview of the role of appetitive and aversive motivation in learning, behavior and psychopathology. Emphasis will be placed on contemporary theories and approaches, including discussion of the role of molecular signaling cascades and neuronal coding in learning and memory, the role of neural systems in supporting behaviour, and examples of where changes in such systems are thought to underpin human mental disorders. The course is divided into four sections: 1) McNally: Neural circuits of appetitive and aversive motivation 2) Killcross: Neural basis of action and choice 3) Clemens: Neurobiology of addiction and animal models of mental disorder 4) Westbrook: Behavioural studies of learning **Lab course:** The primary goal of laboratory component of the course is to provide "hands on" experience in various aspects of research in physiological psychology. As such, a significant component of the course will involve handling and observation of animal subjects (rats). Given the "hands on" approach in this tutorial course, it is imperative that you contact your lecturer as soon as possible if obligations of any kind prevent you from taking part in these activities.
Major Topics (Syllabus Outline)	**McNally** (6 lectures, weeks 1-3): Introduction to physiological psychology; Neural circuits of appetitive and aversive motivation **Killcross** (6 lectures, weeks 4-6): Neural basis of action and choice **Clemens** (6 lectures, weeks 7-9): Neurobiology of addiction and animal models of mental disorder **Westbrook** (5 lectures, weeks 10-12): Behavioural studies of learning ***Laboratory classes (Weeks 3 – 9, 11 - 12)*** ***Please note: Labs commence in Week 3.*** **Week 2: No labs** Week 3: Introduction to research proposal presentation Week 4: Research proposal presentation 1 Week 5: Introduction to practical sessions Laboratory practical 1 Week 6: Laboratory practical 2 Week 7: Research proposal presentation 2 Week 8: Research proposal presentation 3 Week 9: Poster presentation Week 10: **No Labs** - Prepare poster for submission (due end week 10) Week 11: Laboratory practical 3 Week 12: Laboratory practical 4
Relationship to Other Courses within the Program	This course provides an advanced treatment of the neuroscience of learning, memory, and motivation. It follows on, and assumes knowledge, from *PSYC2081 Learning and Physiological Psychology*. This course is complementary to *PSYC3241 Psychobiology of Memory and Motivation* in the sense that both courses provide an advanced perspective on issues in biological psychology.

[2] UNSW Virtual Handbook: http://www.handbook.unsw.edu.au/2011/index.html
[3] Learning and Teaching Unit: http://www.ltu.unsw.edu.au

4. Graduate Attributes Developed in this Course

School of Psychology Graduate Attributes[4]	Select the level of FOCUS *0 = NO FOCUS* *1 = MINIMAL* *2 = MINOR* *3 = MAJOR*	Activities / Assessment
1) Knowledge and Understanding of Psychology	*3*	Participation in lectures & tutorials – assessed in exam and research proposal presentation and forming an advanced understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in multiple aspects of physiological psychology
2) Research Methods in Psychology	3	Development of research proposal, and participation in laboratory experiments, employing sound research design, data analysis and interpretation, and the appropriate use of technologies
3) Critical Thinking Skills in Psychology	3	Development of research literature review for research proposal, showing use of critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes
4) Values in Psychology	2	Ongoing discussion of the ethical issues surrounding animal research, and the development of an experimental protocol to yield meaningful empirical evidence, showing a knowledge of the value of empirical evidence, tolerance of ambiguity during the search for greater understanding of behaviour and the ability to act ethically in the development of experiments involving animals.
5) Communication Skills in Psychology	3	Development of in-class presentations of research literature review and proposals encouraging you to communicate effectively in a variety of contexts, both as presenter and critical audience. Participation in demonstration experiments showing collaboration in group work.
6) Learning and the Application of Psychology	2	Be able to apply psychological principles to broader issues derived from physiological psychology, including its role in understanding human mental disorders and the biological basis of cognitive processes, behaviour and learning.
Student Learning Outcomes	By the end of this course you will have: 1. A knowledge and understanding of psychology at an advanced level with regard to: 1.1. The biological basis of behaviour, learning, motivation and emotion, and additional insight into the brain basis of abnormal psychological conditions. 1.2. Physiological psychology as a discipline and its major objectives 1.3. Major themes in physiological psychology and behavioural vs. neural perspectives on learning, motivation and cognition 1.4. The ability to explain psychological phenomena using concepts, language and major theories drawn from physiological psychology 2. An advanced knowledge of research methods in psychology, enabling you to: 2.1. Describe, apply and evaluate different research methods used in physiological psychology 2.2. Demonstrate practical skills in laboratory-based psychological research 2.3. Locate, evaluate and use information appropriately in the research process 2.4. Use basic web-search, spreadsheet, and data analysis programs. 2.5. Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results. 3. Developed advanced critical thinking skills in Psychology, enabling you to: 3.1. Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes. 3.2. Question claims that arise from myth, stereotype, pseudo-science or untested assumptions. 3.3. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement. 3.4. Demonstrate a capacity for higher-order analysis, including the capacity to identify recurrent patterns in behaviour. 3.5. Evaluate the quality of information, including differentiating empirical evidence from speculation. 3.6. Identify and evaluate the source and context of behaviour. 3.7. Recognise and defend against the major fallacies of human thinking.	

[4] 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)

	3.8. Evaluate issues and behaviour using different theoretical and methodological approaches. 3.9. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals. 3.10. Demonstrate creative and pragmatic problem solving. 4. Developed an advanced appreciation of values in Psychology, including the ability to: 4.1. Use information in an ethical manner 4.2. Explain how prejudicial attitudes and discriminatory behaviours might exist in oneself and in others. 4.3. Exhibit a scientific attitude in critically thinking about, and learning about, behaviour, and in creative and pragmatic problem solving. 4.4. Evaluate psychologists' behaviour in psychological research in relation to the Australian Psychological Society Code of Ethics and the complementary Ethical Guidelines. 4.5. Promote evidence-based approaches to understanding and changing human behaviour. 5. Developed effective communication skills in Psychology, including the ability to: 5.1. Write effectively in a variety of formats (essays, research proposals) and for a variety of purposes (e.g., informing, arguing). 5.2. Demonstrate effective oral communication skills in various formats (e.g., group discussion, presentation). 5.3. Demonstrate effective interpersonal communication skills including : listening accurately and actively; provide constructive feedback to others; adopt flexible techniques to communicate sensitively and effectively with diverse ethnic and cultural partners, including in the context of team-work. 5.4. Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes in an ethical manner. 6. Come to understand and apply psychological principles derived from an understanding of physiological psychology in a broader framework, including the ability to: 6.1. Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society – including issues of human mental health and aging. 6.2. Demonstrate insightful awareness of one's feelings, motives, and cognitions based on principles of physiological psychology.

5. Course Schedule

Some of this information is available on the Virtual Handbook & the UNSW Timetable. **Week**	**Lectures, Topics & Lecturers**	**Laboratory**	**Assignment and Submissions (see also 'Assessment Tasks & Feedback')**
Week 1	Appetitive and aversive motivation **McNally**	*NO LABS*	
Week 2	Neural circuits of Appetitive and aversive motivation **McNally**	*NO LABS*	
Week 3	Neural circuits of Appetitive and aversive motivation **McNally**	Introduction to research proposal presentation sessions	*You will be assigned to groups in this session, so attendance is essential*
Week 4	Representation of goals **Killcross**	Research proposal presentation **I**	Formative MCQs released Poster template released
Week 5	Habit formation **Killcross**	Introduction to practical sessions Laboratory practical 1	
Week 6	Choices and decisions **Killcross**	Laboratory practical 2	
Week 7	Animal models of human mental disorders **Clemens**	Research proposal presentation **II**	Research proposal and poster presentation (Weeks 4, 7-9)
Week 8	Behavioural aspects of addiction **Clemens**	Research proposal presentation **III**	
Week 9	Neurobiology of addiction / Epigenetics **Clemens**	Poster presentation	
Week 10*	Learning about a stimulus **Westbrook**	*NO LABS*	Poster submission (end Week 10)
Week 11	Learning about relations between stimuli **Westbrook**	Laboratory practical 3	
Week 12	Learning about relations between responses and stimuli **Westbrook**	Laboratory practical 4	

* No lecture on Monday 6 October (Labour Day)

6. Assessment

Task	Knowledge & abilities assessed	Assessment Criteria	% of total mark	Date of		Feedback		
				Release	Submission	WHO	WHEN	HOW
Formative MCQ questions	Research, inquiry and analytical thinking abilities Capability and motivation for intellectual development	All lectures	0	End Week 3 Fri 14 August	N/A	Online	As taken	Online
Research Proposal and Poster Presentations	Research, inquiry and analytical thinking abilities Communication Information literacy	See below	40	Week 3	Tutorial weeks 4, 7-9; Poster end week 10	Tutor	Tutorial Weeks 4, 7-9	Verbal
Final Exam	Research, inquiry and analytical thinking abilities Capability and motivation for intellectual development	All lectures, practical classes 5-6, 11-12	60	Exam Period	Exam Period			

Formative MCQs (do not contribute to your final mark): Friday 14th August
These questions will be based on a range of lectures across the whole course (So you may not be able to answer them all when they are first released – but they will be ordered by lecturer, so the initial questions will be based around those from Prof McNally's course), and will take the form of a selection of MCQs of the sort that will appear in the final examination. These questions will be presented on Moodle; when, how, and if you choose to complete them is up to you. There will be no formal assessment of your performance in this task – it is entirely to allow you to judge your own performance in, and understanding of, the course at this time, and to help you to prepare for the final examinations. It is strongly recommended that you make use of this opportunity to prepare for the final examination, and seek feedback from tutors regarding the correct answers (and the reasons behind them).

Research Proposal and Poster Presentations (40% of your final mark): Oral presentations in tutorials (weeks 4, 7-9); poster submitted week 10 (4:30pm, Friday 9 October)
You are expected to conceive, design, and propose a research project in Behavioural Neuroscience. The specific research area and research question is determined by you. However, it is expected to be based upon the current literature. You will be expected to systematically review the relevant literature, identify an outstanding question of interest, and design an experiment that will address this question. This project will be assessed in two parts. The first part comprises oral presentations of your research proposal in Week 4 and weeks 7-9 laboratory classes. In the first presentation (5 minutes maximum) you will very briefly review your proposed topic area and identify a research question. Your tutor will provide you with feedback in the time available – if your presentation takes the full time allotted, then there will be little or no time for feedback, so plan your presentation carefully**.** Based on this feedback, you will prepare a second presentation, which covers in more detail you research question, a proposed experiment, and some potential findings and possible interpretations and implications. You will have 10 minutes for this. These oral presentations will be made across week 7-9 and will form the basis of your final poster submission. **Completion of the oral presentations is a condition of completing the entire assessment.** The oral presentations count for 30% of the marks for this assignment. Electronic copies of your final poster must be submitted at the end of week 10 following the procedures below. This accounts for 70% of your mark for this assignment. This poster will be based on the presentations given in class, allowing you to incorporate feedback from your presentations (and those of others) into your final completed work.

These presentations will be marked according to the following criteria:
Is the literature review appropriate to the research problem?
Do the presentations include a well-formulated problem?
Do the presentations explain clearly what experiment will be done?
Will the experiment presented address the question of interest?
Have you chosen the most appropriate approach to testing the question of interest?
Is the experiment presented feasible?
Are the expected results explained clearly and correctly?

Final exam (60% of your final mark): Exam period
This exam is based on all lecture topics, and will comprise a 2-hr examination with 75 multiple choice questions.

Important additional information regarding assessment procedures in the School of Psychology:

1. Assessment information and assessment structure:
   1.1. Deferred and alternative assessment materials may be in a different format from the original (i.e. short answers instead of MC questions, oral examination instead of written essay etc). In addition, the original and deferred assessment materials may also differ in the specific content, although overall both will be sampled for the same relevant course material. These principles will apply to both deferred final examination and alternative in-session assessments.
   1.2. Students can attend the final examination only once, either in the regularly scheduled or deferred examination period. As students will not be permitted to attend both the regularly scheduled and deferred examinations, you are advised not to attend an exam as originally scheduled if sick on the day of the exam. Instead, you should ensure you obtain the appropriate medical certificate to support your case for sitting the deferred exam. In such a case, a formal application for special consideration must be submitted to Student Central within three working days of the assessment to which it refers.
   1.3. The deferred examination opportunity for each course will be offered only once.

2. Assessment submissions (if applicable):
   2.1. Students are required to submit an electronic copy of their assignment to the School via the Moodle site. In most cases, the electronic version of the assignment should be submitted through the Turnitin box on Moodle for plagiarism checking. Check your Course Outline for instruction regarding online submission.

2.2. The School takes no responsibility for assignments submitted in ways other than specified above. While individual Course Coordinators may occasionally arrange for assignments to be emailed to them, under no circumstances will assignments emailed or faxed to the School be accepted.

2.3. Late Penalty

2.3.1. Failure to meet the submission deadline will attract a penalty. For an assignment submitted late without acceptable reason but before other assignments are marked and returned, 2% of the maximum possible mark will be deducted for each day (including weekend days) it is overdue. In determining whether or not an assignment is overdue, the date it was submitted online via Moodle will be used.

2.3.2. Once assignments are marked and returned to students, the School will accept no additional submission. Instead, an alternative assessment task may be set if appropriate. The deduction for lateness will still apply from the original submission deadline.

2.3.3. Request to waive late penalty: Students are required to apply for Special Consideration through UNSW Student Central (see Special Consideration below). This is the procedure required by the School for assignments regardless of the weighting given to the piece of work. For an assignment worth less than 20% of the total mark for the course, we will not consider applications for Special Consideration to waive a late penalty unless there is evidence of these circumstances lasting for more than 3 consecutive days or a total of 5 days or more within the assessment period.

2.4. Assignments submitted late may not receive detailed feedback from markers.

2.5. If you are a SEADU-registered student, and your SEADU Letter of Support authorises extensions for assignment submission, you do not need to apply for Special Consideration through UNSW Student Central irrespective of the weight of the assignment. You are still required to contact your lecturer or tutor before the submission deadline to agree on the actual period of extension—unless the SEADU Letter specifically stipulates that you are not required to do so. If you do not comply with the responsibilities indicated in your letter from SEADU, you will not be granted the adjustments.

2.6. If your SEADU Letter does not include an authorisation for late submission, you are subject to the same rules as applied to non-SEADU students. See “Request to waive late penalty” above.

7. Additional Resources and Support

Text Books	*No set text*
Course Manual	*Available via course website*
Required Readings	*Available via course website*
Recommended Internet Sites	*http://telt.unsw.edu.au* *http://subjectguides.library.unsw.edu.au/content.php?pid=7030&sid=49947* *http://www.psych.upenn.edu/~baron/labrep.html*

8. Administrative Matters

Expectations of Students	*School of Psychology Student Guide is available via the School website (http://www.psy.unsw.edu.au/students/current/files/Student_Guide.pdf)*
Assignment Submissions	*School of Psychology Student Guide is available via the School website (http://www.psy.unsw.edu.au/students/current/files/Student_Guide.pdf)*
Assessment Procedures	*School of Psychology Student Guide is available via the School website (http://www.psy.unsw.edu.au/students/current/files/Student_Guide.pdf)*
Equity and Diversity	Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734) or:www.student**equity**.unsw.edu.au/). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is **essential** to enable any necessary adjustments to be made.

Grievances[5]	School Contact	Faculty Contact	University Contact
	Dr. Jacquelyn Cranney Office: Mathews, Rm 911 Telephone: 9385-3527 Fax: (61-2) 9385-3641 Email: j.cranney@unsw.edu.au	Dr. Chris Tisdell Associate Dean (Education) cct@unsw.edu.au Tel: 9385 7083 or Dr Gavin Edwards Associate Dean (UG programs) g.edwards@unsw.edu.au Tel: 9385 6125	Graduate Research School Tel: 9385 5500 UNSW Counselling and Psychological Services[6] counselling@unsw.edu.au Tel: 9385 5418

The *School of Psychology Student Guide*, available on:

http://www.psy.unsw.edu.au/sites/all/files/2015%20S2%20Psychology%20Student%20Guide%20-%2020150609.pdf

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*.

9. 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.

[5] UNSW Code of Conduct: http://www.gs.unsw.edu.au/policy/documents/codeofconduct.pdf
UNSW student complaint policy: http://www.gs.unsw.edu.au/policy/documents/studentcomplaintpolicy.pdf
[6] UNSW Counselling and Psychological Services http://www.counselling.unsw.edu.au/index.html

10: 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: https://my.unsw.edu.au/student/atoz/Plagiarism.html. 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: https://my.unsw.edu.au/student/atoz/ELISE.html.

- **What is Turnitin?**

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

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

http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf.

Examples of plagiarism

Using the internet appropriately

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

Working together on a math assignment

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this 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
Phone: 9385 2060
Email: 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
Phone: 9385 0739