



# Course Outline

PSYC3241

Psychobiology of Memory and Motivation

School of Psychology

Faculty of Science

T1, 2020

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course (note that this will not involve a revision of the lecture material, but rather consideration of related material).

Note that the “hands -on” part of the tutorial will involve handling and experimentation on animal subjects (rats); this work will be group-work (e.g., groups of students will be doing any particular task, and only some will need to actually touch the rats). Please contact your tutor as soon as possible if you would prefer to not take part in these activities ( alternatives will be arranged for those particular tutorials).

## 2.2 Course aims

The overall aim of this course is for students to develop and gain further understanding of the psychobiology of memory and motivation, with an emphasis on memory. Behavioural experiments demonstrating the basic concepts associated with memory, and forgetting, will be described as will experiments that are aimed at determining the neural bases of memory and forgetting.

## 2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Demonstrate an advanced level of knowledge and understanding of the theoretical perspectives, and empirical research relating to the biological basis of behavior, memory, forgetting, and motivation.
2. Understand and apply research methods used in psychobiology.
3. Demonstrate practical the ne bsO

## 2.4 Relationship between course and program learning outcomes and assessments

Program Learning Outcomes							
CLO	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	Assessment
1.	Lectures, tutorials, lab practicals, online activities, formative quiz, discussion forum	Lectures, tutorials, lab practicals, online activities, formative quiz, discussion forum	Lectures, tutorials, lab practicals, online activities				Formative quiz, Mid-session exam, Proposal, Final exam
2.	Lectures, tutorials, lab practicals, online activities, formative quiz	Lectures, tutorials, lab practicals, online activities, formative quiz	Lectures, tutorials, lab practicals, online activities	Lectures, tutorials, lab practicals, online activities, formative quiz		Lectures, tutorials, lab practicals, online activities, formative quiz	Formative quiz, Mid-session exam, Proposal, Final exam
3.		Lectures, tutorials, lab practicals, online activities		Lectures, tutorials, lab practicals, online activities		Lectures, tutorials, lab practicals, online activities	Mid-session exam, Proposal, Final exam
4.							

## 3. Strategies and approaches to learning

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### 3.1 Learning and teaching activities

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 PSYC3051 Physiology Psychology in the sense that both courses provide an advanced perspective on issues in biological psychology.

The laboratory component of the course will provide “hands on” experience in observing various aspects of rodent behaviour that are frequently used in studies on the psychobiology of memory and an opportunity for small group discussion/debate on various issues relevant to the material described in the lecture component of the course.

Attendance is monitored in the tutorial/lab component of the course. In order to meet the Course Learning Outcomes attendance at face to face

arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.



	Mechanisms of sex differences in extinction (Part 2);			Revision; work on research proposal
Week 8 6/04/2020	Stress, sex, and learning	No face-to-face tutorials this week; instead in an online		<p>Readings on:</p> <ul style="list-style-type: none"> <li>x stress</li> <li>x motherhood</li> </ul>
				<p>Reading on:</p> <ul style="list-style-type: none"> <li>x adolescence and fear regulation</li> </ul> <p>Work on research proposal</p>
				<p>Readings on:</p> <ul style="list-style-type: none"> <li>x spatial memory across species</li> <li>x individual differences in memory</li> </ul> <p>Work on research proposal</p>
				<p>Exam preparation, revision</p>



## 5. Assessment

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### 5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
Assessment 1: Formative quiz	3 MCQ & 1 short answer	0% (formative)	N/A	N/A
Assessment 2: Mid-session exam	45 min	20%	/100	19/03/2020

Assessment 3: Research proposal

## 5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

## 5.3 Submission of assessment tasks

Assessment 3: In accordance with UNSW Assessment Policy the research proposal must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see <https://student.unsw.edu.au/special-consideration>.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

Supplementary examinations: will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

## 5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Formative quiz	Immediate	Richardson	Online	Moodle
Mid-session exam	02/04/2020	Richardson	Online	Moodle
Research proposal	8/05/2020	Tutor	Online	Moodle
Final exam	TBA	N/A	N/A	N/A

## 6. Academic integrity, referencing and plagiarism

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The APA (7<sup>th</sup> edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to

## 8. Administrative matters

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The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- x Attendance requirements
- x Assignment submissions and returns
- x Assessments
- x Special consideration
- x Student code of conduct
- x Student complaints and grievances
- x Equitable Learning Services
- x Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

## 9. Additional support for students

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