



# Course Outline

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# 1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Dr Kathryn Baker	<a href="mailto:k.baker@unsw.edu.au">k.baker@unsw.edu.au</a>	Mon-Fri 9 am to 5 pm via email. Available for consultation online via Moodle 4-5 pm each Wednesday.	Email

Lecturers

Dr Kelsey Zimmermann	<a href="mailto:k.zimmermann@unsw.edu.au">k.zimmermann@unsw.edu.au</a>
Dr Kathryn Baker	<a href="mailto:k.baker@unsw.edu.au">k.baker@unsw.edu.au</a>
Professor Rick Richardson	<a href="mailto:r.richardson@unsw.edu.au">r.richardson@unsw.edu.au</a>

## **2.3 Course learning outcomes (CLO)**

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

1. Identify psychobiological and evolutionary concepts and principles and use them to explain issues and influences of sex, love, and attraction.
2. Appraise relevant literature and synthesise research findings to develop understanding of sex, love, attraction, and other theoretical issues.
3. Apply critical thinking skills and draw on empirical evidence from psychological science to examine physiological, behavioural, evolutionary, cognitive, and social factors involved in sex, love, and attraction.
4. Apply effective written communication skills to elaborate and advance scientific arguments.

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

CLO	Program Learning Outcomes						Assessment
	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	
1	Lectures, discussion groups, quizzes, online activities/podcasts /videos	Lectures, discussion groups, quizzes, online activities/videos, podcasts					Weekly quizzes, discussion group questions, essay, final exam
2	Lectures, discussion groups, quizzes, online activities, videos/podcasts	Lectures, discussion groups, quizzes, online activities/podcasts /videos					Weekly quizzes, online activities, essay, final exam.
3			Lectures, discussion groups, quizzes, online activities/podcasts/ videos			Lectures, discussion groups, quizzes, online activities/videos/ podcasts	Weekly quizzes, discussion group questions, essay, final exam.
4					Online activities, discussion groups		Essay, discussion group questions

## 3. Strategies and approaches to learning

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### 3.1 Learning and teaching activities

The lecture content of this course is presented entirely online via the Moodle eLearning website. The format of the lectures will involve PowerPoint slides with accompanying audio. In addition, PDF slides of the lectures will be made available. Students should both read through the lectures and write separate notes to maximise their understanding and retention of the material. The lectures will be made available at the start of each week and will be left online for the duration of the course. This will allow students to go through the lectures at their own pace. While it will not be monitored directly, all students must listen to the lectures in the week in which they are set. The content of this course is extensive and at times complex; students who do not stay up to date with course material each week will likely find it difficult to prepare for assessment tasks and exams due to the cumulative nature of the content.

The Discussion Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by

enhance understanding of the content, critical thinking, and written communication skills.

Each week a Discussion Question will be made available via Moodle. Students will be expected to prepare a response to the Discussion Question and post this response to the small Discussion Group they have been allocated to. In addition, students are expected to respond to some of the posts made

These Discussion Question online activities are designed to build on, and expand, material presented in lectures, and help students develop critical thinking and written communication skills.

The Study Group Forum connects students in the course to encourage discussion of weekly content, revision, or topics of interest with each other. Regular engagement in the Study Group Forum will help students gain an understanding of the material, critique the contributions of fellow students, and help develop written communication skills.

Researching and Writing skills resources will help students understand the important features of scientific writing and will show students how to conduct research by finding journal articles. These resources are designed to help students develop effective researching and writing skills required for the essay. Other resources will provide students with strategies for note taking to assist active learning with lecture content.

Topic revision quizzes are available for students that provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on in future content.

### 3.2 Expectations of students

All news updates and announcements will

regularly to keep up to date. All students must read the Course Outline, Course Information Slides, and Instructions for Online Course Completion documents. Following this, students are required to complete the Course Information Quiz to demonstrate their understanding of course administration information.

Although this is an online course, it is expected that students dedicate the same amount of time each

Given that the course content and some assessable components are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content. There will be no special consideration granted due to internet connection or computer issues arising from the use of a non-UNSW computer.

The Moodle forum should be the first line of contact with the Course Co-ordinator (meeting requests, personal or Equitable Learning Support matters can be sent by email in the first instance). Due to the online nature of the course, under no circumstances are specific exam/quiz questions/answers to be discussed online or via email, such matters can only be discussed during in person appointments with the Course Coordinator.

The final exam for this course will take place on campus during the UNSW examinations period. Students should not arrange travel during the UNSW exam period until the date of the final exam has been released. Students who arrange travel prior to the release of the final exam date will not be granted consideration in the event they are scheduled to be out of country when the final exam is to occur. This is especially important for study abroad students do not arrange travel home until the final exam date has been released.

Students registered with Equitable Learning Services must contact the course co-ordinator immediately if they intend to request any special arrangements for later in the course, or if any special 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.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide, and be aware of the UNSW Code of Conduct for students. In that regard, it is absolutely mandatory that all students in the course treat the staff, other students in the course, and the material in a respectful way. Offensive, rude, and/or disrespectful language/comments will not be tolerated.

## 4. Course schedule and structure

This typically consists of approximately 2 hours of online lecture material and 1-2 hour of online activities each week. In addition, students are expected to take an additional 6-7 hours of study to engage in self-determined study to complete assessments, readings, and exam preparation each week.

Week	Lecture topic/s	Online activities	Self-determined activities
<b>Week 1</b> 17/02/2020	<b>In the Beginning</b> Lecture 1.1: Introduction to course and to Evolutional Psychology Lecture 1.2: Weird Sex Lecture 1.3: Different Strokes for Different Folks: Mating Strategies	Course Information Quiz Online Discussion Question Online Quiz Research and writing skills resources Videos, podcasts, and/or online activity	Exam prep
<b>Week 2</b> 24/02/2020	Lecture 2.1: Is Bigger Better? Lecture 2.2: Sperm Wars	Online Discussion Question Online Quiz Videos, podcasts, and/or online activity Reading	Exam prep
<b>Week 3</b> 02/03/2020	Lecture 3.1: Female Anatomy Lecture 3.2: In Search of the Orgasm Lecture 3.3: Are You Experienced: Learning and Sex	Online Discussion Question Online Quiz Videos, podcasts, and/or online activity Reading	Exam prep
<b>Week 4</b> 09/03/2020	<b>Attraction</b> Lecture 4.1: Simply Irresistible Lecture 4.2: Chemical Romance	Online Discussion Question Online Quiz Videos, podcasts, and/or online activity	Exam prep

<b>Week 5</b> 16/03/2020	<b>Desire for Variety</b> Lecture 5.1: The Spice of Life? Lecture 5.2: Consequences of a Desire for Variety	Online Discussion Question Online Quiz Videos, podcasts, and/or online activity	Exam prep Essay prep
<b>Week 6</b> 23/03/2020	<b>Flex week</b>		
<b>Week 7</b> 30/03/2020	<b>Love</b>		



## 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
<b>Assessment 1:</b> Quizzes	5 MCQ per week x 9 weeks	11.25%	1.25% per week	Sun 11:59pm in each week
<b>Assessment 2:</b> Group Discussion questions	9 questions (1 question per week)	11.25% (each week worth 1.25%)	1.25% per week	Sun 11:59pm in each week
<b>Assessment 3:</b> Essay	750-1000 words	27.5%	/100	Fri 11:59 pm Week 9
<b>Assessment 4:</b> Final exam	80 MCQ	50%	/80	Exam period

**Assessment 1:** The weekly quizzes will cover all course content that is identified as being assessable content from each week. Each quiz will consist of 5 multiple-choice questions. The weekly quizzes are worth 11.25% of the total course mark. The quizzes will be made available (by 12pm on the Monday of each week) to students via Moodle, and will need to be completed by 11:59pm each Sunday in order to receive credit, but the quizzes will remain available throughout the course.

**Assessment 2:** The weekly group discussion questions will involve a question/topic which students will need to comment on, in a meaningful way, in the group discussion forum (consisting of 5-8 students) to which they have been allocated. The comment must be submitted (in Moodle) by 11:59pm each Sunday (the question/topic will be released by 12pm on the Monday of each week). Each comment will be worth 1.25%, and full credit will be awarded providing the comment demonstrates that the student has engaged in the material in a thoughtful and meaningful way.

**Assessment 3:** A written assignment (750-1000 words) in essay format will be required for submission in Week 9. Students are required to produce a written piece of work, with appropriate supporting references, that will be submitted online via Turnitin. The full instructions for this assignment will not be released until Week 4, but students will be required to identify and analyse physiological, behavioural, evolutionary, cognitive, and/or social factors relating to a topic/issue/question relevant to the course material. From this, they will then need to draw on relevant evolutionary/psychological concepts and principles to discuss the significance of the topic/issue and its influences on our lives. The essay will be worth 27.5% of the total course mark. Marks and feedback will be returned to students 10 working days from the due date. Any submissions received after this date (i.e., the day when the marks are released) will not be marked and will receive a grade of 0. Brief researching and writing skills resources will be made available on Moodle to provide further help to students on how to approach this essay.

**Assessment 4:** The final exam will be held on campus [i.e., NOT on Moodle] during the University examination period (time and location TBA). The examination is 2 hours and will include 80 multiple choice questions covering lecture and reading material from Weeks 1-10. The final exam will be worth

50% of the total course mark. No student should organise travel to/from campus during the examination period until the final examination schedule has been released and the date of the exam is known. Further details regarding the exact time and location of the exam will be released on myUNSW as they become available.

**UNSW grading system:** <https://student.unsw.edu.au/grades>

**UNSW assessment policy:** <https://student.unsw.edu.au/assessment>

## 5.2

Weekly Discussion questions	End of term	Zimmermann/Baker	Online	Moodle
Essay	Within 10 working days of due date	Markers	Online	Turnitin
Final exam	N/A	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 APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

[APA 7th edition.](#)

**Referencing** is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.<sup>1</sup>

detected in your work.

Further information about academic integrity and

