

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Basic Psychology

Course Code: SS1101

Course Duration: One semester

Credit Units: 3 credits

Level: B1

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

SS2023 Basic Psychology I or its equivalent

SS2605 Basic Principles in Psychology /

Equivalent Courses: SS2607 Psychological Principles Applied to Science and Technology or its equivalent
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

This course is an overview of the major areas in the science of psychology. Students will be able to describe major psychological theories and empirical findings discovered in the West and the local soil, to apply the theories and empirical findings in the analysis of human behaviour and social phenomena in a relevant context, and to contrast and compare the psychological theories and findings for the applications to the real world.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	describe and demonstrate major theories and empirical findings in different areas of the psychological sciences;	40%	✓	✓	
2.	apply psychological theories to explain human behaviours in a relevant context; and	40%	✓	✓	
3.	discover theoretical, practical and methodological implications and analyse the results of experiments designed for the study of human behaviour in different domains.	20%	✓	✓	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
Lectures	To introduce different psychological theories related to human behaviour	✓	✓	✓				
Video and experiment demonstration	To enhance the understanding of the related topics discussed in the lectures and laboratory activities	✓	✓					
Short discussion in lectures	Students are provided with chance to explore current issues addressed in psychology in lecture discussion		✓	✓				
Laboratory-based activities	Laboratory-based learning activities are meant to be a fun and interesting way to increase students' comprehension of course material and to help them apply psychological principles in non-conventional classroom settings, such as real life or laboratory settings	✓	✓	✓				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3					
Continuous Assessment: <u>100</u> %								
Quizzes (90%)	✓	✓	✓				90%	Three times, individual student performance and feedback will be conveyed to students in the first two quizzes.
Participation & Reflection of Laboratory Activities and Journal Reading (10%)	✓	✓	✓				10%	Reflection of journal reading and laboratory participation will be included.
Examination: <u>0</u> % (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Quizzes	Accuracy in applying psychological concepts and knowledge	Excellent command Of psychological knowledge with >75% of accuracy	Good command of psychological knowledge with accuracy between 60-74%	Adequate command of psychological knowledge with accuracy between 45-59%	Marginal command of mastery of psychological knowledge with accuracy between 40-44%	Fail to demonstrate a basic mastery of psychological knowledge at an accuracy level <40%
2. Participation & Reflection of Laboratory Activities	Participation in 5 hours of laboratory activities or submission of a 500 words reflective paper that comments on a contemporary theory of psychology	Above 75% of participation in laboratory activities; Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior mastery of psychological knowledge	Between 60-74% of participation in laboratory activities; Evidence of good grasp of psychological knowledge, some evidence of critical capacity and analytic ability; reasonable understanding	Between 45-59% of participation in laboratory activities; Adequate grasp of basic learning about psychological knowledge and scientific writing	Between 40-44% of participation in laboratory activities; Marginal command of mastery of psychological knowledge and scientific writing	Below 40% of participation in laboratory activities; Little evidence of familiarity with psychological knowledge; weakness in critical and analytic skills; limited, or irrelevant use of literature

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Psychology, classical theories, contemporary development, scientific evidence, laboratory training, developmental psychology, social psychology, evolutionary psychology, personality psychology, psychopathology, psychotherapy

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Lilienfeld, S. O., Lynn, S. J., Namy, L. L., & Woolf, N. J. (2014). <i>Psychology: From inquiry to understanding</i> (3rd & global ed.). England: Pearson Education Ltd.
2.	American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: American Psychological Association.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Bialystok, E., Craik, F. I. M., & Luk, G. (2012). Bilingualism: Consequences for mind and brain. <i>Trends in Cognitive Sciences</i> , 16(4), 240-250.
2.	Biglan, A., Flay, B. R., Embry, D. D., & Sandler, I. N. (2012). The critical role of nurturing environments for promoting human well-being. <i>American Psychologist</i> , 67(4), 257-271.
3.	Burger, J. (2007, December). Replicating Milgram. <i>APS Observer</i> . Retrieved from http://www.psychologicalscience.org/index.php/publications/observer/2007/december-07/replicating-milgram.html
4.	Clay, R. A. (2012, January). Yes, recovery is possible. <i>Monitor on Psychology</i> . Retrieved from http://www.apa.org/monitor/2012/01/recovery.aspx
5.	Dingfelder, S. F. (2009, June). Stigma: Alive and well. <i>Monitor on Psychology</i> . Retrieved from http://www.apa.org/monitor/2009/06/stigma.aspx
6.	Hirsh, J. B., Kang, S. K., & Bodenhausen, G. V. (2012). Personalized persuasion: Tailoring persuasive appeals to recipients' personality traits. <i>Psychological Science</i> , 23(6), 578-581.
7.	Feldman, R. S. (2013). <i>Essentials of understanding psychology</i> . New York, NY: McGraw-Hill.
8.	Granic, I., Lobel, A., & Engels, R. C. M. E. (2014). The benefits of playing video games. <i>American Psychologist</i> , 69(1), 66-78.
9.	Hollenstein, T., & Loughed, J. P. (2013). Beyond storm and stress: Typicality, transactions, timing, and temperament to account for adolescent change. <i>American Psychologist</i> , 68(6), 444-454.
10.	Munoz, R. F., Beardslee, W. R., & Leykin, Y. (2012). Major depression can be prevented. <i>American Psychologist</i> , 67(4), 285-295.
11.	Nelson, L. (2006, August). A learning machine: Plasticity and change throughout life. <i>APS Observer</i> . Retrieved from http://www.psychologicalscience.org/index.php/publications/observer/2006/august-06/a-learning-machine-plasticity-and-change-throughout-life.html
12.	Pollard, R. Q., ... Yvonne Kellar-Guenther. (2014). Integrating primary care and behavioral health With four special populations. <i>American Psychologist</i> , 69(4), 377-387.
13.	Scott O. Lilienfeld, S. O. (2005, September). The 10 commandments of helping students distinguish science from pseudoscience in psychology. <i>APS Observer</i> . Retrieved from

	http://www.psychologicalscience.org/index.php/publications/observer/2005/september-05/the-10-commandments-of-helping-students-distinguish-science-from-pseudoscience-in-psychology.html
14	Weir, K. (2012, June). The roots of mental illness. <i>Monitor on Psychology</i> . Retrieved from http://www.apa.org/monitor/2012/06/roots.aspx
15	William, J. R. (2013). <i>Evolutionary psychology: Neuroscience perspectives concerning human behavior and experience</i> . Thousand Oaks, CA: Sage.
16	Workman, L., & Reader, W. (2014). <i>Evolutionary psychology: An introduction</i> . Cambridge: Cambridge University Press.