

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2018/19**

Part I Course Overview

Course Title: Psychology for Young Professionals

Course Code: SS2613

Course Duration: One Semester

Credit Units: 3 units

Level: B2

Arts and Humanities

Proposed Area: ✓
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) GE2203/GE2129 Psychology for Young Professionals

Part II Course Details

1. Abstract

This course aims to prepare students for entering their professional world with knowledge of psychology and competence in understanding and dealing with people. Through this course, students will learn to apply psychology knowledge to describe and explain everyday human behaviours in general and work-related behaviours in specific. In addition, this course will guide students from various disciplines, including sciences, business, and humanities, to relate psychology to their own disciplines, leading to development of cross-discipline competence.

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.)

Upon successful completion of this course, students should be able to:

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Apply psychology knowledge to describe and explain personal experiences and everyday observations which are relevant to professional development.	70%	✓	✓	
2.	Synthesize psychology knowledge with their own discipline knowledge.	30%		✓	✓
		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	4			
Lectures	Lectures are organized in learning modules (see keyword syllabus) so that students have clearer focuses of learning. In each module, concepts and	✓						

	theories that relate everyday human phenomena to psychology will be introduced. Students will be guided to apply the concepts and theories to the issues addressed in the particular module.							
Assigned readings	In each module, selected readings will be assigned to students so that they can learn how to observe human behaviours systematically and to apply psychology knowledge to explain the observed behaviours.	✓						
In-class discussion	To cultivate an active thinking among students, there will be guided discussion in class, through which students can learn how to apply psychology knowledge in explaining their personal experiences and observed behaviours step-by-step.	✓						
Poster and booklet	Students are required to design a poster and a booklet that introduce how psychology knowledge is integrated into the knowledge of their own disciplines.		✓					

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	4				
Continuous Assessment: ____%								
Quizzes There will be two in-class quizzes (typically upon completion of second and third modules, depending on the time schedule of each semester) to assess students'	✓						60% (each Quiz at 30%)	

learning in this course.								
Poster and booklet Students are required to present their posters and booklets to the class at the end of the course. Assessment will be based on their oral in-class poster presentation, as well as the content and organization of the printed booklet, with reference to cross-discipline synthesis.		✓					40% (Poster 10%, Booklet 20%, Presentation 10%)	
Examination: _____% (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.)

Grading pattern: Standard (A+ A A-...F)

Grading is assigned based on student's performance in assessment tasks/activities. (details as described below)

Below are the performance standards based on which students' work will be graded:

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Quizzes (60%)	Students are required to complete two scheduled in-class Quizzes.	The student can correctly apply integrative knowledge to address the given issue. Descriptions and explanations from the student are clear and concrete. The level of understanding shown by the student is deeper than what were taught in classes or texts.	The student can correctly apply psychology knowledge to address the given issue. Descriptions and explanations from the student are systematic, clear and concrete .	The student can describe some psychology knowledge but it is either incorrect or is not really applied to the given issue.	The student fails to demonstrate psychology knowledge . It is shown by either no description of psychology knowledge or disorganized presentations of ideas.	The student demonstrates nothing meaningful or is found to commit plagiarism.
2. Poster-and-Booklet (40%) with three subtasks: Poster (10%), booklet (20%), and presentation (10%)	Students are required to design, make, and present their posters and booklets to the class	The student describes clearly how psychology knowledge is related to their own disciplines and	The student describes clearly how psychology knowledge is related to their own disciplines	The student addresses how psychology knowledge is related to their own disciplines	The student shows poor effort in making the poster and booklet, such that the content is not focusing on a	The assignment is so poorly done that nothing meaningful is demonstrated, or the assignment is found to be plagiarized.

		<p>personal experiences. Psychology concepts and theories are integrated with knowledge structures of their own disciplines and personal experiences and such integration is illustrated with clear theoretical explanation and concrete examples. Apart from it, creative insight and/or deep meaning is generated and presented effectively to audience/readers.</p>	<p>and personal experiences. Psychology concepts and theories are integrated with knowledge structures of their own disciplines and personal experiences; however, such integration is general but not adequately specific in both theoretical and practical terms.</p>	<p>and personal experiences but the link suggested is general. Attempts are shown to integrate psychology concepts and theories with knowledge of their own disciplines and personal experiences but such integration is either too general or not correct.</p>	<p>proper issue, knowledge is poorly integrated, and/or presentation of content is disorganized.</p>	
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Module One: Managing yourself

Personality and competence

Motivation and satisfaction in work and life

Emotion, stress, and coping

Thinking, decision making, and problem solving

Module Two: Working well with people

Social behaviours

Situational influences of behaviors

The cultural mind

Human diversity and racial conflicts

Module Three: Adapting well to the modern world

Learning and behavioral changes

Attention, perception, and design of environment

Mental processing and human-machine interactions

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.	<u>Course Pack</u> A course pack, which is a compilation of all essential readings required in this course, is available for GE2203 students for purchase.
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2.2 Additional Readings

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

1.	Gleitman, H., Fridlund, A. J., Reisberg, D., (2004). <i>Psychology</i> . New York: W.W. Norton.
2.	Griggs, R. A. (2009). <i>Psychology: a concise introduction</i> . New York: Worth Publishers.
3.	King, L.A. (2008). <i>The science of psychology: an appreciative view</i> . Boston: McGraw-Hill Higher Education.
4.	Myers, D. G. (2008). <i>Exploring Psychology</i> . New York: Worth Publishers.
5.	Smith, E. E., Nolen-Hoeksema, S., Fredrickson, B. L., Loftus G. R. (2003). <i>Atkinson &</i>

	<i>Hilgards's Introduction to Psychology</i> . CA: Wadsworth.
6.	Mastsumoto, D., Juang, L. (2004). <i>Culture and Psychology</i> . Belmont, CA: Wadsworth/Thomson.
7.	Vaughan, G. M., & Hogg, M.A., (2008). <i>Introduction to social psychology</i> . Frenchs Forest, NSW: Pearson Education Australia.
8.	Schultz, D., Schultz, S. E. (2010). <i>Psychology and work today: an introduction to industrial and organizational psychology</i> . NJ: Prentice Hall.