SS1101: BASIC PSYCHOLOGY

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Basic Psychology

Subject Code
SS - Social and Behavioural Sciences
Course Number
1101

Academic Unit
Social and Behavioural Sciences (SS)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
SS2023 Basic Psychology I or its equivalent
SS2605 Basic Principles in Psychology / SS2607 Psychological Principles Applied to Science and Technology or its equivalent

Exclusive Courses
Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	describe and demonstrate major theories and empirical findings in different areas of the psychological sciences;	40	x	x	
2	apply psychological theories to explain human behaviours in a relevant context; and	40	x	x	
3	discover theoretical, practical and methodological implications and analyse the results of experiments designed for the study of human behaviour in different domains.	20	x	x	

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 real-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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	To introduce different psychological theories related to human behaviour	1, 2, 3	
2	Video and experiment demonstration	To enhance the understanding of the related topics discussed in the lectures and laboratory activities	1, 2	
3	Short discussion in lectures	Students are provided with chance to explore current issues addressed in psychology in lecture discussion	2, 3	

4	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	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Quizzes	1, 2, 3	90	Three times , individual student performance and feedback will be conveyed to students in the first two quizzes.
2	Participation & Reflection of Laboratory Activities and Journal Reading	1, 2, 3	10	Reflection of journal reading and laboratory participation will be included.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Quizzes

Criterion

Accuracy in applying psychological concepts and knowledge

Excellent (A+, A, A-)

Excellent command Of psychological knowledge with >75% of accuracy

Good (B+, B, B-)

Good command of psychological knowledge with accuracy between 60-74%

Fair (C+, C, C-)

Adequate command of psychological knowledge with accuracy between 45-59%

Marginal (D)

Marginal command of mastery of psychological knowledge with accuracy between 40-44%

Failure (F)

Fail to demonstrate a basic mastery of psychologicalknowledge at an accuracy level <40%

Assessment Task

2. Participation & Reflection of Laboratory Activities

Criterion

Participation in 5 hours of laboratory activities or submission of a 500 words reflective paper that comments on a contemporary theory of psychology

Excellent (A+, A, A-)

Above 75% of participation in laboratory activities; Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior mastery of psychological knowledge

Good (B+, B, B-)

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

Fair (C+, C, C-)

Between 45-59% of participation in laboratory activities; Adequate grasp of basic learning about psychological knowledge and scientific writing

Marginal (D)

Between 40-44% of participation in laboratory activities; Marginal command of mastery of psychological knowledge and scientific writing

Failure (F)

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

Keyword Syllabus

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

Reading List

Compulsory Readings

	Title
1	Kalat, J. W., Lau, I. Y. M. & Tong, J. Y. Y. (2020). Introduction to psychology: An Asia edition, (1st Ed.). Cengage.
2	American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.

Additional Readings

	Title
1	American Psychological Association. (2014). Guidelines for psychological practice with older adults. American Psychologist, 69(1), 34-65. https://doi.org/ 10.1037/a0035063
2	Biglan, A., Flay, B. R., Embry, D. D., & Sandler, I. N. (2012). The critical role of nurturing environments for promoting human well-being. American Psychologist, 67(4), 257–271. https://doi.org/ 10.1037/a0026796
3	Blanco-Elorrieta, E., & Pylkkanen, L. (2018). Ecological validity in bilingualism research and the bilingual advantage. Trends in Cognitive Sciences, 22(12), 1117-1126. https://doi.org/10.1016/j.tics.2018.10.001

4	ten Brummelhuis, L. L., & Bakker, A. B. (2012). A resource perspective on the work-home interface: The work-home resources model. American Psychologist, 67(7), 545-556. https://doi.org/10.1037/a0027974
5	Burger, J. (2007, December 1). Replicating Milgram. American Psychological Society. https://www.psychologicalscience.org/observer/replicating-milgram
6	Cheng, H.-L., Kim,. H. Y., Reynolds, J. D., Tsong, Y., & Wong, Y. J. (2021). COVID-19 Anti-Asian racism: A tripartite model of collective psychosocial resilience. American Psychologist, 76(4), 627-642. https://doi.org/10.1037/amp0000808
7	Chenneville, T., & Schwartz-Mette, R. (2020). Ethical considerations for psychologists in the Time of COVID-19. American Psychologist, 75(5), 644-654. https://doi.org/10.1037/amp0000661
8	Hirsh, J. B., Kang,S. K., & Bodenhausen, G. V. (2012). Personalized persuasion: Tailoring persuasive appeals to recipients' personality traits. Psychological Science, 23(6), 578-581. https://doi.org/10.1177/0956797611436349
9	Ferguson, C. J. (2013). Violent video games and the Supreme Court: Lessons for the scientific community in the wake of Brown v. Entertainment Merchants Association. American Psychologist, 68(2), 57-74. https://doi.org/10.1037/a0030597
10	Granic,I. ,Lobel, A., & Engels, R. C. M. E. (2014). The benefits of playing video games. American Psychologist, 69(1), 66–78. https://doi.org/10.1037/a0034857
11	Harvey, A. G., Callaway, C. A., Zieve, G. G., Gumport, N. B., & Armstrong, C. C. (2022). Applying the science of habit formation to evidence-based psychological treatments for mental illness. Perspectives on Psychological Science, 17(2), 572-589. https:// doi.org/10.1177/1745691621995752
12	Hollensteinm, T., & Lougheed, J. P. (2013). Beyond storm and stress: Typicality, transactions, timing, and temperament to account for adolescent change. American Psychologist, 68(6), 444–454. https://doi.org/10.1037/a0033586
13	Inbar, Y., Lammers, J. (2012). Political diversity in social and personality psychology. Psychological Science, 7(5), 496-503. https://doi.org/10.1177/1745691612448792
14	Kasl-Godley, J. E., King, D. A., & Quill, T. E. (2014). Opportunities for psychologists in palliative care: Working with patients and families across the disease continuum. American Psychologist, 69(4), 364-376. https://doi.org/10.1037/a0036735
15	Luchetti, M., Lee, J. H., Aschwanden, D., Sesker, A., Strickhouser, J. E., Terracciano, A., & Sutin, A. R. (2020). The trajectory of loneliness in response to COVID-19. American Psychologist, 75(7), 897-908. https://doi.org/10.1037/amp0000690
16	McNulty, J. K., & Fincham, F. D. (2012). Beyond positive psychology? Toward a contextual view of psychological processes and well-being. American Psychologist, 67(2), 101-110. https://doi.org/10.1037/a0024572
17	Mun#oz, R. F., Beardslee, W. R., & Leykin , Y. (2012). Major depression can be prevented. American Psychologist, 67(4), 285–295. https://doi.org/10.1037/a0027666
18	Pierce, B. S., Perrin, P. B., Tyler, C. M., McKee, G. B., & Watson, J. D. (2020). The COVID-19 telepsychology revolution: A national study of pandemic-based changes in U.S. mental health care delivery. American Psychologist. https://doi.org/10.1037/amp0000722
19	Nelson, L. (2006, August 1). A learning machine: Plasticity and change throughout life. APS Observer. https://www.psychologicalscience.org/observer/a-learning-machine-plasticity-and-change-throughout-life
20	Pollard, R. Q., ⋯Yvonne Kellar-Guenther. (2014). Integrating primary care and behavioral health With four special populations. American Psychologist, 69(4), 377–387. https://doi.org/10.1037/a0036220
21	Scott O. Lilienfeld, S. O. (2005, September 1). The 10 commandments of helping students distinguish science from pseudoscience in psychology. Association forPsychological Science. https://www.psychologicalscience.org/observer/the-10-commandments-of-helping-students-distinguish-science-from-pseudoscience-in-psychology
22	Smith, L. B. (2013). It' s all connected: Pathways in visual object recognition and early noun learning. American Psychologist, 68(8), 618-629. https://doi.org/10.1037/a0034185
23	Weir, K. (2012, June). The roots of mental illness: How much of mental illness can the biology of the brain explain? https://www.apa.org/monitor/2012/06/roots

24	William, J. R. (2013). Evolutionary psychology: Neuroscience perspectives concerning human behavior and experience. Sage.
25	Workman, L., & Reader, W. (2014). Evolutionary psychology: An introduction. Cambridge University Press.