

**PSY 1000D General Psychology**  
**2008-2009, 2<sup>nd</sup> Term**  
**Department of Psychology**  
**The Chinese University of Hong Kong**

**1. Course Description: What is the course about?**

The goal of this course is to introduce students to the discipline of psychology – the scientific study of behavior and mental processes. We will explore theories, research methods, and research findings in major subfields of psychology, including biological psychology, experimental and cognitive psychology, personality and social psychology, clinical psychology, and developmental psychology. We will also pay attention to applying psychology to everyday life.

**2. Learning Approach: How does the course help you learn about child psychology?**

Through lectures, interactive tutorials, thought piece assignments, and self-directed study, students are expected to acquire knowledge about key concepts and representative research findings in major subfields of psychology, and be able to relate such knowledge to everyday life.

**3. Prerequisites: What knowledge do you need before taking this course?**

No particular courses have to be taken before.

**4. Contact Information of Teaching Members**

<b>Lecturer</b>	
<i>Lectures</i>	<i>Time: Tuesdays, 2:30-4:15PM; Venue: HYS G05</i>
Name	Qian WANG
Office	SB 337
Telephone	2609-6456
Email	<a href="mailto:qianwang@psy.cuhk.edu.hk">qianwang@psy.cuhk.edu.hk</a>
Website	<a href="http://www.psy.cuhk.edu.hk/en/people/qianwang/index.html">http://www.psy.cuhk.edu.hk/en/people/qianwang/index.html</a>
Consultation	by appointment (with at least 24-hours in advance notice)

<b>Tutors</b>			
<i>Tutorials</i>	<i>Time: Thursdays, 5:30-6:15PM; Venue: HYS G05</i>	<i>Time &amp; Venue: TBA</i>	<i>Time &amp; Venue: TBA</i>
Name	Yanjuan Guan	Kesong Hu	
Office	SB 362B	SB 348	
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Email	<a href="mailto:yjguan@psy.cuhk.edu.hk">yjguan@psy.cuhk.edu.hk</a>	<a href="mailto:kshu@psy.cuhk.edu.hk">kshu@psy.cuhk.edu.hk</a>	
Consultation	Thursdays, 3:30-5:30PM	Wednesdays, 3:30-5:30PM	

**5. Course Content**

<b>Lecture</b>	<b>Topics</b>
1. Introduction	What is psychology? What are the central issues psychology concerns with? What are the major subfields of psychology?
2. Research methods	How do psychologists conduct research?

<b>Course Content (continued)</b>	
<b>Lecture</b>	<b>Topics</b>
3. The nervous system	How is the nervous system like? How does it relate to our behavior and mental processes?
4. Sensation and perception	How do we receive stimulations from the environment? How do we understand and derive meanings from these stimulations?
5. Learning	How do we learn? What are the major types of learning psychologists have identified?
6. Memory	How do we remember and forget? What are the major types of memory psychologists have identified?
7. Intelligence	What is intelligence? How do psychologists assess intelligence?
8. Motivation and emotion	What is motivation? What is emotion? How are motivation and emotion shaped?
9. Personality	What is personality? What are the different approaches psychologists take to study personality?
10. Social psychology	How are we influenced by others? How do we influence others?
11. Psychological disorders	What is considered a psychological disorder? What are the major types of disorders psychologists have identified?
12. Development: Physical and cognitive	How does a baby grow physically? How does a baby come to think and speak like an adult?
13. Development: Social and personality	How does a baby turn into an individual who functions in a network of social relations with his/her unique characteristics?

### **6. Expected Learning Goals**

<ol style="list-style-type: none"> <li>1. Understand the knowledge base of psychology.</li> <li>2. Relate and apply psychology to everyday life.</li> <li>3. Gain insights into personal development.</li> <li>4. Become a critical consumer of information related to psychology.</li> </ol>
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### **7. Expected Learning Outcomes**

<b>Learning Outcomes</b>	<b>Matching with Learning Goals (LG)</b>
Upon completion of this course, students are expected to:	Each expected learning outcome matches with the following learning goals:
Learning Outcome 1 <ul style="list-style-type: none"> <li>▪ Understand, relate, and apply key concepts and representative research findings in psychology to everyday life.</li> </ul>	✓ LG 1 ✓ LG 2 ✓ LG 3
Learning Outcome 2 <ul style="list-style-type: none"> <li>▪ Construct and present original ideas related to psychology, both in thought piece assignments and tutorial discussions.</li> </ul>	✓ LG 2 ✓ LG 3 ✓ LG 4

Learning Outcomes (continued)	Matching with Learning Goals (LG)
Learning Outcome 3 <ul style="list-style-type: none"> <li>▪ Plan and regulate own study, from setting learning objectives, researching on relevant information, reflecting on what has been learnt, to applying knowledge.</li> </ul>	✓ LG 1 ✓ LG 2 ✓ LG 3 ✓ LG 4

## 8. Learning Activities

	Lecture	Interactive Tutorial	Self-Directed Study
<b>Time</b>	2 hours weekly in class	1 hour weekly in class	Approximately 3 hours weekly out of class
<b>Venue</b>	HYS G05	HYS G05/HYS 306/TBA	Out of class
<b>No. of Sessions in Total</b>	13	11	N/A
<b>Attendance</b>	Mandatory	Mandatory	N/A
<b>Teaching Members</b>	Lecturer	Tutors	Self-initiated by students
<b>Matching with Learning Goals (LG)</b>	✓ LG 1 ✓ LG 2	✓ LG 1 ✓ LG 2 ✓ LG 3 ✓ LG 4	✓ LG 1 ✓ LG 2 ✓ LG 3 ✓ LG 4
<b>Matching with Learning Outcomes (LO)</b>	✓ LO 1 ✓ LO 2	✓ LO 1 ✓ LO 2	✓ LO 1 ✓ LO 3

Three different types of learning activities will be adopted in this course:

### I. Lectures

- Present an overview of major concepts, theories, methodologies and research findings in psychology, both classical and contemporary.
- Discuss controversial issues in psychology.

### II. Interactive Tutorials

- Engage students in activities (e.g., games and exercises) to consolidate and enrich their understanding of concepts, theories, methodologies and research findings in psychology learnt from the lectures and the textbook.
- Engage students in small-group discussions on the relevance and application of psychology to everyday life.
- Give students guidance as well as feedback on thought piece assignments and quizzes; also seek comments and suggestions from students.

### III. Self-Directed Study

- Let students take responsibility to plan and regulate their own learning to fulfill the course requirements and achieve the learning goals.

## 9. Assessment Scheme

Assessment Mode	Matching with Learning Goals (LG)
Students will be assessed in the form of:	Each assessment mode matches with the following learning goals:
1. Formative Assessment (to assess what students have learnt at different stages during the course)	✓ LG 1
2. Authentic Assessment (to assess various abilities students have cultivated in this course)	✓ LG 2 ✓ LG 3 ✓ LG 4

Assessment Scheme	Description	Weight	Matching with Assessment Mode (AM)
Quiz 1	Covers Lectures 1 – 4; see Note 1) below	20%	✓ AM 1
Quiz 2	Covers Lectures 5 – 8; see Note 1) below	25%	✓ AM 1
Quiz 3	Covers Lectures 9 – 13; see Note 1) below	25%	✓ AM 1
Thought pieces	Three pieces in total; see Note 2) below	7% X 3	✓ AM 2
Tutorial participation	See Note 3) below	9%	✓ AM 2

### Notes:

1) Quizzes are designed to ensure that students have a good grasp of the materials covered in the lectures and the textbook. Each quiz consists of 40 multiple-choice questions.

2) Thought piece assignments are designed to stimulate students to reflect on the materials covered in the lectures and the textbook, make connections of these materials to everyday life or their own field of study, as well as cultivate critical thinking and creativity. Each thought piece consists of a brief essay (one A4 double-spaced page). It will be evaluated on: i) understanding of relevant course materials (correct vs. incorrect, 1.5 points); ii) illustration of phenomena/ideas (appropriately vs. inappropriately identified/generated, 3 points); 3) critical thinking and creativity (presence vs. absence, 1.5 points), and iv) quality of writing (clear vs. unclear, coherent vs. incoherent, 1 point). Details of each thought piece will be introduced in the relevant lecture and the tutorial before its due date (see Course Schedule).

3) Students are expected to attend and actively participate in all lectures and tutorials. Tutors will evaluate the students' participation in each tutorial on a 9-point scale. **A zero mark will be given for a missed tutorial.** Students are encouraged to openly and freely communicate with the tutors about their performance in tutorials.

4) **Students are required to participate in a total of 3 hours of experiments in psychology by the end of this semester.** Sign-up sheets for these experiments are posted outside SB LT1. Details will be introduced in the first tutorial.

5) The time and dates for quizzes as well as submission of thought pieces will be strictly followed (see Course Schedule). **Late work (including make-up quizzes, past-due thought pieces) will be subject to SEVERE mark reduction or receive ZERO mark at the lecturer's and the tutors' discretion.** Please plan ahead carefully and be sure to meet the deadlines.

## **10. Learning Resources**

### **Textbook:**

Feldman, R.S. (2008). *Understanding Psychology* (9<sup>th</sup> Ed.). New York: McGraw-Hill.

### **Relevant Journals:**

*American Psychologist*

*Current Directions in Psychological Science*

Additional books and journal articles for specific topics may be suggested in class.

## **11. Course Updates**

CU-Forum (<http://cuforum.cuhk.edu.hk>) will be used in this course for posting lecture and tutorial notes, supplementary materials and announcements. Assistance may be sought from the tutors if you are a first-time visitor of CU-Forum.

## **12. Feedback for Evaluation**

Students are welcome to give feedback at any time during the course by talking to the lecturer and the tutors before or after class, during consultation hours, or via email.

Sometime between Quizzes 1 and 2, students will be invited to anonymously fill in an informal course evaluation to make comments and suggestions.

### 13. Course Schedule

#### I. Lectures

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<i>Date</i>	<i>Lecture</i>	<i>Textbook Reading</i>
6/1	1. Introduction	Ch. 1
13/1	2. Research methods (thought piece #1 topic to be announced)	Ch. 2
20/1	3. The nervous system	Ch. 3
27/1	<i>No class – Lunar New Year holidays</i>	
3/2	4. Sensation and perception	Ch. 4
	<i>Reminder Thought piece #1 due at the beginning of the tutorial on 5/2</i>	
	<i>Reminder Quiz 1 in tutorial on 12/2 covers all materials from 6/1 through 3/2</i>	
10/2	5. Learning	Ch. 6
17/2	6. Memory (thought piece #2 topic to be announced)	Ch. 7
24/2	7. Intelligence	Ch. 9
3/3	8. Motivation and emotion	Ch. 10
	<i>Reminder Thought piece #2 due at the beginning of the tutorial on 5/3</i>	
	<i>Reminder Quiz 2 in tutorial on 12/3 covers all materials from 10/2 through 3/3</i>	
10/3	9. Personality	Ch. 13
17/3	10. Social psychology (thought piece #3 topic to be announced)	Ch. 17
24/3	11. Psychological disorders	Ch. 15
31/3	12. Development: Physical and cognitive	Ch. 12
7/4	13. Development: Social and personality	Ch. 12
	<i>Reminder Thought piece #3 due at the beginning of the tutorial on 9/4</i>	
<i>14/4</i>	<i>Quiz 3 covers all materials from 10/3 through 7/4</i>	

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## II. Tutorials

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<i>Date</i>	<i>Tutorial</i>
8/1	1. Introduction
15/1	2. Conducting an experiment (Game and discussion)
22/1	3. Understanding handedness (Exercise and discussion)
29/1	<i>No tutorial – Lunar New Year holidays</i>
<b>Reminder</b>	<b>Thought piece #1</b> due at the beginning of the tutorial on 5/2
5/2	4. Experiencing vision impossible (Demonstration and discussion)
12/2	<b>Quiz 1</b> covering all materials from Lectures 1 (6/1) through 4 (3/2)
19/2	5. Feedback on thought piece #1 and Quiz 1
26/2	6. Applying principles of learning and memory (Brainstorming and discussion)
<b>Reminder</b>	<b>Thought piece #2</b> due at the beginning of the tutorial on 5/3
5/3	7. Exploring intelligence (Exercise and discussion)
12/3	<b>Quiz 2</b> covering all materials from Lectures 5 (10/2) through 8 (3/3)
19/3	8. Feedback on thought piece #2 and Quiz 2
26/3	9. Exploring personality (Exercise and discussion)
2/4	10. Understanding love (Exercise and discussion)
<b>Reminder</b>	<b>Thought piece #3</b> due at the beginning of the tutorial on 9/4
9/4	11. Picturing the future of psychology (Brainstorming and discussion)
16/4	No tutorial

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## **14. Academic Honesty and Plagiarism**

The University places very high importance on honesty in academic work, and has a policy of zero tolerance on plagiarism. Guidelines on academic honesty are on the website on "Honesty in Academic Work: A Guide for Students and Teachers"

<http://www.cuhk.edu.hk/policy/academichonesty/>.

### Guideline about plagiarism

Any assignment (i.e., project, essay, or paper) that shows evidence of plagiarism will be marked down severely. In simple terms, plagiarism is copying passages and/or ideas from other sources without referencing those sources. Moreover, when you report someone else's ideas/findings you must put it in your own words and not merely copy full sentences or parts of sentences from the source article. It is your responsibility as a scholar-in-training to cite the ideas and work of others correctly. Please visit the following websites for discussions of how to recognize and avoid plagiarism.

<http://ec.hku.hk/plagiarism/introduction.htm>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.hamilton.edu/writing/style/plagiarism/plagiarism.html>

If you commit plagiarism in an assignment, and it is your first offence in the course, the penalty will range from a minimum of a single letter grade reduction in score on the assignment to a maximum of failure on the assignment. A second offence within the same course will result in a minimum penalty of a single letter grade reduction in the course grade to a maximum penalty of course failure. The specific penalty applied is up to the discretion of the professor. In all cases of plagiarism, the student's name will be recorded in a central database maintained by the general office. If a student is referred for plagiarism in more than one course, or more than one instance in the same course, the student's case will be forwarded to the university administration for follow-up action.

### Detecting plagiarism

The Senate Committee on Teaching and Learning requires that all student assignments in undergraduate programmes should be submitted via CUPIDE (the Chinese University Plagiarism IDentification Engine System). Obviously, this policy will only apply to assignments in the form of a computer-generated document that is principally text-based (i.e., excluding calculations in science, brief laboratory reports, drawings in fine arts and architecture, etc.).

- Each student must upload a soft copy of the completed assignment to the plagiarism detection engine CUPIDE, at the URL: <http://cupide.cse.cuhk.edu.hk/student>
- The system will issue a receipt which also contains a declaration of honesty, which is the same as that in <http://www.cuhk.edu.hk/policy/academichonesty/p09.htm>
- The declaration should be signed, and the receipt stapled to a hard copy of the assignment, which should be handed in before the assignment due date.
- Assignments without the receipt will not be graded by teachers.

**(To be signed by students at the beginning of the semester)**

I promise that all assignments submitted to this course across the entire semester will be original except for source material explicitly acknowledged. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations as contained in the website

<http://www.cuhk.edu.hk/policy/academichonesty/>.

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Signature

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Date

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Name

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Student ID

PSY 1000D  
Course code

General Psychology  
Course Title