

**PSY 1000E General Psychology**  
2008/9, Second Term

| <b>Lecturer</b>     |                        |
|---------------------|------------------------|
| <b>Name</b>         | Tim Carey              |
| <b>Office</b>       | 360 Sino Building      |
| <b>Phone</b>        | 2609-8011              |
| <b>Email</b>        | tcarey@psy.cuhk.edu.hk |
| <b>Office Hours</b> | By appointment         |

| <b>Teaching Assistants</b> |                         |                     |                        |
|----------------------------|-------------------------|---------------------|------------------------|
| <b>Name</b>                | Wynne Chan              | <b>Name</b>         | Hildie Leung           |
| <b>Office</b>              | Sino Building 326B      | <b>Office</b>       | Sino Building 326B     |
| <b>Phone</b>               | 3163-4383               | <b>Phone</b>        | 3163-4383              |
| <b>Email</b>               | whwchan@psy.cuhk.edu.hk | <b>Email</b>        | hleung@psy.cuhk.edu.hk |
| <b>Office Hours</b>        | Tues: 2:30-4:30         | <b>Office Hours</b> | Mon: 2:30-4:30         |

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

The goal of this course is to introduce you to the field of psychology by briefly covering a sample of the topics studied by psychologists. Upon completing this course, including the readings, lectures and tutorials, you should have a solid understanding of the way psychologists approach many everyday problems and some knowledge of the difference between psychology the science and the common understanding of psychology as found in the popular media. Throughout the lectures, I will try to bring in examples from a variety of sources to help make it clear that psychological approaches can clarify and inform many of the issues we all face in the course of our lives.

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

In the lectures, you will be introduced to the key concepts and theories that underlie the field. In the tutorials, you will be exposed to different media that support the important ideas you have heard about in the lectures. These media will include: movies, videos, games and demos. Thus, the tutorials will enhance the topics discussed in the lectures.

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

There are no prerequisites for this course.

#### 4. Course Content

| <b>Topic</b>             | <b>Content</b>  |
|--------------------------|---|
| Introduction             | What is psychology and what applications does psychology have in the world?                               |
| Research Methods         | How do psychologists do research?   |
| The Brain                | How does the brain work at the level of the nervous system? What does this have to do with our behaviour? |
| Sensation and Perception | How do we take in information from the world around us and process it to make sense of it?                |
| Motivation and Emotion   | What is motivation? What is emotion? What place does each have in our lives?                              |
| Learning                 | How do we learn? Classical and operant conditioning, social learning                                      |
| Development              | How do babies learn? How do they acquire the language, knowledge and habits of those around them?         |
| Personality              | What are the ways the major theories have described personality over the history of psychology?           |
| Intelligence             | What is human intelligence? How is it measured? Are there different kinds of intelligences?               |
| Human Sexuality          | What is the relationship between gender and sex? What does diversity in human sexual behaviour look like? |
| Health psychology        | What are the psychological aspects of health and illness? How can we treat those?                         |
| Disorders                | What can go wrong in human psychology? What can we do about it?   |
| Memory                   | What is memory? What are the different types and how do they function? How can we improve our memory?     |
| Evolution and Culture    | What makes us similar to and different from each other?   |

#### 5. Expected Learning Goals

| <b>Learning Goals (LG)</b>   |
|--|
| <ol style="list-style-type: none"><li>1. Understand phenomena related to psychology</li><li>2. Develop critical thinking skills in psychology</li><li>3. Apply and relate psychology to daily issues</li><li>4. Learn to critically evaluate ideas based on available evidence</li></ol> |

## 6. Expected Learning Outcomes

| Learning Outcomes:   | Matching of learning goals:   |
|--|---|
| <p>Upon completion of this course, students will be expected to:</p>   | <p>Each learning outcome matches with the following learning goals:</p>   |
| <p>Learning Outcome 1</p> <ul style="list-style-type: none"> <li>▪ understand, relate and apply key psychology concepts to daily life</li> </ul>   | <ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 3</li> </ul>                            |
| <p>Learning Outcome 2</p> <ul style="list-style-type: none"> <li>▪ become familiar with the key classical and contemporary studies and experimental findings in psychology</li> </ul>  | <ul style="list-style-type: none"> <li>√ Learning Goal 1</li> </ul>   |
| <p>Learning Outcome 3</p> <ul style="list-style-type: none"> <li>▪ conceptualize, structure, articulate and present original ideas, both on tests and during tutorial discussions, on psychology-related topics</li> </ul>                                 | <ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 4</li> </ul> |
| <p>Learning Outcome 4</p> <ul style="list-style-type: none"> <li>▪ design, direct and regulate own study plan for problem-based learning, from identifying the problem to setting learning objectives and applying knowledge to future problems</li> </ul> | <ul style="list-style-type: none"> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 4</li> </ul> |

## 7. Learning Activities

|  | <b>Interactive Lecture</b>                              | <b>Tutorial</b>                                   | <b>Self-Directed Study</b> |
|--|---|---|----------------------------|
| <b>Time per week</b>                         | 2 hours in class<br><br>Thursday:<br>10:30 am -12:15 pm | 1 hour in class<br><br>Tuesday:<br>1:30 – 2:15 pm | 3 hours out of class       |
| <b>Venue</b>                                 | HYS G05   | HYS 306 or G05                                    | Out of class               |
| <b>No. of Sessions in total</b>              | 15 Lectures   | 13 Tutorials                                      | -----                      |
| <b>Attendance</b>                            | Mandatory   | Mandatory   | -----                      |
| <b>Teaching Members</b>                      | Lecturer  | Teaching Assistants                               | Self-initiated by students |
| <b>Matching with Learning Goals (LGs)</b>    | √ LG 1<br>√ LG 3  | √ LG 1<br>√ LG 2<br>√ LG 3<br>√ LG 4              | √ LG 2<br>√ LG 3<br>√ LG 4 |
| <b>Matching with Learning Outcomes (LOs)</b> | √ LO 1<br>√ LO 2  | √ LO 1<br>√ LO 3                                  | √ LO 1<br>√ LO 4           |

Three different learning activities will be used in this course:

### **I. Interactive Lectures:**

- Present an overview of psychology-related concepts, terminologies, theories and experimental findings, both classical and contemporary
- Discuss in the class controversial topics in psychology.
- Engage the class in interactive activities to consolidate the understanding on psychological concepts, terminologies, and theories.

### **II. Tutorials**

- Reinforce, through demonstrations, games, videos, etc, the understanding of different psychology theories and their applications.
- Discuss in small groups on issues in psychology.

### **III. Self-directed Studies**

- Lets students take responsibility for design, direct and regulate their own learning about psychology, to consolidate knowledge, critical thinking skills, and personal reflection on psychology-related topics to pursue further learning.

## 8. Assessment Scheme

| Assessment Mode (AM):   | Matching with learning goals:  |  |   |        |        |        |        |
|---|--|--|---|--------|--------|--------|--------|
| <p>Students will be assessed in the form of:</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;"> <p>1. <b>Formative assessment</b><br/>(measures what you have learned at different stages during the course)</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>2. <b>Authentic assessment</b><br/>(measures various abilities that you can apply to address real-life problems or fictional scenarios)</p> </td> </tr> </table> | <p>1. <b>Formative assessment</b><br/>(measures what you have learned at different stages during the course)</p> | <p>2. <b>Authentic assessment</b><br/>(measures various abilities that you can apply to address real-life problems or fictional scenarios)</p> | <p>Each assessment mode matches with the following learning goals:</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center; padding: 10px;">√ LG 1</td> </tr> <tr> <td style="text-align: center; padding: 10px;">√ LG 2</td> </tr> <tr> <td style="text-align: center; padding: 10px;">√ LG 3</td> </tr> <tr> <td style="text-align: center; padding: 10px;">√ LG 4</td> </tr> </table> | √ LG 1 | √ LG 2 | √ LG 3 | √ LG 4 |
| <p>1. <b>Formative assessment</b><br/>(measures what you have learned at different stages during the course)</p>  |  |  |   |        |        |        |        |
| <p>2. <b>Authentic assessment</b><br/>(measures various abilities that you can apply to address real-life problems or fictional scenarios)</p>  |  |  |   |        |        |        |        |
| √ LG 1  |  |  |   |        |        |        |        |
| √ LG 2  |  |  |   |        |        |        |        |
| √ LG 3  |  |  |   |        |        |        |        |
| √ LG 4  |  |  |   |        |        |        |        |

| Assessment Scheme      | Description  | Weight | Matching with Assessment Mode |
|------------------------|--|--------|-------------------------------|
| Quizzes                | Multiple choice and short-answer questions covering different parts of the course:<br>Quiz I (30%): Lectures 1-5<br>Quiz II (30%): Lectures 6-10<br>Quiz III (30%): Lectures 11-14 | 90%    | √ AM 1                        |
| Tutorial Participation | Participation in presentations, discussions, debates, etc. will be assessed.   | 10%    | √ AM 2                        |

### Note:

- You are required to participate in 3 hours of psychology experiments. Sign-up sheets for these experiments are posted outside SB LT1. Details will be introduced in the first tutorial.
- Absentees from a quiz for unjustified reasons will not be granted a make-up quiz and will be given a “0” for that quiz. Students with justified reasons will be given a make-up quiz composed of essay questions. The instructor and the teaching assistants reserve the rights for the final decision to grant or not to grant a make-up quiz to a particular student.

## **9. Learning Resources**

### **Textbook required:**

Feldman, R. S. (2009) *Understanding Psychology (9th Ed)*. New York: McGraw-Hill.

**Other recommended readings:** Books and journals will be suggested for different topics upon request.

## **10. Course Updates**

CUForum (<https://cuforum.cuhk.edu.hk/>) will be adopted in this course for posting course notes, handouts, announcements, etc. For students who are not familiar with the platform of CUForum, you are recommended to read the instructions and guidelines of how to use CUForum once you logged onto CUForum.

## **11. Feedback for evaluation**

Students are welcome to give comments and feedback at any time during the class. Stop by to talk to the instructor or teaching assistants. You can also send us emails or post your comments on CUForum.

## 12. Course Schedule

| <b>Date</b> | <b>Topic</b>                                 | <b>Reading</b> |
|-------------|--|----------------|
| January 8   | Lecture 1: Introduction                      | Chapter 1      |
| January 13  | Tutorial 1: Introduction (No Tutorial Jan 6) |                |
| January 15  | Lecture 2: Psychology as a Science           | Chapter 2      |
| January 20  | Tutorial 2                                   |                |
| January 22  | Lecture 3: The Brain and Behavior            | Chapter 3      |
| January 27  | Tutorial 3: <b>NO TUTORIAL (CNY)</b>         |                |
| January 29  | Lecture 4: <b>NO CLASS (CNY)</b>             |                |
| February 3  | Tutorial 4                                   |                |
| February 5  | Lecture 5: Motivation and Emotion            | Chapter 10     |
| February 10 | Tutorial 5: <b>QUIZ I</b>                    |                |
| February 12 | Lecture 6: Learning                          | Chapter 6      |
| February 17 | Tutorial 6                                   |                |
| February 19 | Lecture 7: Development                       | Chapter 12     |
| February 24 | Tutorial 7                                   |                |
| February 26 | Lecture 8: Personality                       | Chapter 13     |
| March 3     | Tutorial 8                                   |                |
| March 5     | Lecture 9: Intelligence and Thinking         | Chapter 9      |
| March 10    | Tutorial 9                                   |                |
| March 12    | Lecture 10: Sexuality and Gender             | Chapter 11     |
| March 17    | Tutorial 10: <b>QUIZ II</b>                  |                |
| March 19    | Lecture 11: Health Psychology                | Chapter 14     |
| March 24    | Tutorial 11                                  |                |
| March 26    | Lecture 12: Psychological Disorders          | Chapter 15     |
| March 31    | Tutorial 12                                  |                |
| April 2     | Lecture 13: TBA                              | No Reading     |
| April 7     | Tutorial 13                                  |                |
| April 9     | Lecture 14: Memory                           | Chapter 5      |
| April 14    | Tutorial 14:                                 |                |
| April 16    | Lecture 15: <b>QUIZ III</b>                  | No reading     |

### 13. Academic Honest and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/> . Students are required to submit a statement acknowledging that they are aware of these policies, regulations, guidelines and procedures and pledging to be honest in their academic work.

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 additional websites for discussions of how to recognize and avoid plagiarism.

<http://ec.hku.hk/plagiarism/introduction.htm>  
<http://www.indiana.edu/~wts/wts/plagiarism.html>  
<http://www.hamilton.edu/academic/Resource/WC/AvoidingPlagiarism.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.

**(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/>.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name

\_\_\_\_\_  
Student ID

PSY1000E  
Course code

General Psychology  
Course Title