

PSY 1000F General Psychology
2008-09, Term 2
Department of Psychology
The Chinese University of Hong Kong

1. Course Description: What is the course about?

This course introduces you to the scientific study of human behavior. We will survey major areas of research in psychology. You will be exposed to up-to-date scientific findings, theories, and unresolved questions. You will learn how psychologists think about and approach questions on human behaviors. Also, you will learn ways of applying psychology to your life.

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

You will acquire important concepts and theories in psychology from your textbook. Lectures will highlight and elaborate the material covered in the textbook with plenty of real life examples in the formats of demonstrations, group discussion, news articles, and videos. Lectures will also cover materials not covered in the textbook. In tutorials, you will engage in a variety of learning activities such as group work, demonstrations, and video viewing. Tutorial will also provide you with feedback on your performance toward the learning goals of the course.

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

There is no prerequisite for this course.

4. Contact Information of Teaching Members

Lecturer:	
Name:	Prof. Takeshi Hamamura
Office Location:	Sino Building 344
Telephone:	3163-4246
Email:	hamamura@psy.cuhk.edu.hk
Lecture Time & Venue:	Thursday 8:30 -11:15, HYS G05
Office Hours:	By appointment
Homepage:	www.psy.cuhk.edu.hk/en/people/thamamura

Teaching Assistants:		
Name:	Jane Fung	Yan Ling Zhou
Office Location:	Sino 326B	Sino 348
Telephone:	3163-4383	2609-6724
Email:	jfung@cuhk.edu.hk	ylzhou@psy.cuhk.edu.hk
Tutorial Time & Venue:	Monday 12:30-1:15, HYS G05 or HYS 306	
Office Hours:	Monday 11:30-12:30	Friday 1-2

5. Course Content

Topics	Contents/fundamental concepts
1. Introduction	What is psychology and what is not psychology? Basic and applied research in psychology.
2. Research methods	How do psychologists conduct research?
3. Evolution and culture	What makes us similar and different from each other?
4. Brain	How is the nervous system organized? What do neurons and brains have to do with our behavior?
5. Sensation and perception	How do we receive stimulations from the environment? How do we understand and derive meaning from these stimulations?
6. Learning	How do we learn? Different types of learning: classical conditioning, operant conditioning, and social learning.
7. Development	How do babies think? How do they come to think like adults? How do children learn to get along with others? How do they acquire language?
8. Memory	What are the types of memory? How can we improve our memory?
9. Cognition	How do we solve problems? What are patterns and pitfalls in our thinking?
10. Motivation and emotion	What is motivation? What is emotion? Why do we experience emotions?
11. Personality	Different ways to understand personality: trait, psychodynamic, social-cognitive, and humanistic approaches.
12. Disorders	What are the types of psychological disorders? What are the symptoms and causes?
13. Social psychology	How do we influence others? How are we influenced by others?

6. Expected Learning Goals

Learning Goals:
<ol style="list-style-type: none"> 1. Learn major theories and concepts of psychology 2. Master scientific thinking 3. Develop critical thinking skills 4. Apply psychology to your life.

7. Expected Learning Outcomes

Learning Outcomes:	Matching of learning goals:																
<p>Upon completion of this course, students will be expected to:</p> <table border="1" style="width: 100%;"> <tr> <td> <p>Learning Outcome 1</p> <ul style="list-style-type: none"> ▪ Understand major concepts and theories in psychology. ▪ Understand the scientific method with which psychologists examine questions on human behaviors. </td> <td> <table border="1" style="width: 100%;"> <tr> <td>√</td> <td>Learning Goal 1</td> </tr> <tr> <td>√</td> <td>Learning Goal 2</td> </tr> </table> </td> </tr> <tr> <td> <p>Learning Outcome 2</p> <ul style="list-style-type: none"> ▪ Critically examine and effectively navigate through information pertaining to psychological issues. ▪ Articulate and effectively communicate ideas and insights pertaining to psychological issues. </td> <td> <table border="1" style="width: 100%;"> <tr> <td>√</td> <td>Learning Goal 2</td> </tr> <tr> <td>√</td> <td>Learning Goal 3</td> </tr> </table> </td> </tr> <tr> <td> <p>Learning Outcome 3</p> <ul style="list-style-type: none"> ▪ Develop insight into your own and other's behaviors. ▪ Apply psychological principles to everyday issues. </td> <td> <table border="1" style="width: 100%;"> <tr> <td>√</td> <td>Learning Goal 4</td> </tr> </table> </td> </tr> </table>	<p>Learning Outcome 1</p> <ul style="list-style-type: none"> ▪ Understand major concepts and theories in psychology. ▪ Understand the scientific method with which psychologists examine questions on human behaviors. 	<table border="1" style="width: 100%;"> <tr> <td>√</td> <td>Learning Goal 1</td> </tr> <tr> <td>√</td> <td>Learning Goal 2</td> </tr> </table>	√	Learning Goal 1	√	Learning Goal 2	<p>Learning Outcome 2</p> <ul style="list-style-type: none"> ▪ Critically examine and effectively navigate through information pertaining to psychological issues. ▪ Articulate and effectively communicate ideas and insights pertaining to psychological issues. 	<table border="1" style="width: 100%;"> <tr> <td>√</td> <td>Learning Goal 2</td> </tr> <tr> <td>√</td> <td>Learning Goal 3</td> </tr> </table>	√	Learning Goal 2	√	Learning Goal 3	<p>Learning Outcome 3</p> <ul style="list-style-type: none"> ▪ Develop insight into your own and other's behaviors. ▪ Apply psychological principles to everyday issues. 	<table border="1" style="width: 100%;"> <tr> <td>√</td> <td>Learning Goal 4</td> </tr> </table>	√	Learning Goal 4	<p>Each learning outcome matches with the following learning goals:</p>
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8. Learning Activities

	Interactive Lecture	Tutorial	Self-directed Study
Time per week	2 hours in-class	1 hours in-class	3 hours out-of-class
Venue	HYS G05	HYS G05, 306	Out of class
No. of sessions in total	13 lectures	10 tutorials	--
Attendance	Expected	Expected	--
Teaching Member(s)	Lecturer	Teaching assistants	Self-initiated by students
Matching with learning goals (LG)	√ LG 1 √ LG 2	√ LG 2 √ LG 3 √ LG 4	√ LG 1 √ LG 2 √ LG 3 √ LG 4
Matching with learning outcomes (LO)	√ LO 1	√ LO 2	√ LO 1 √ LO 2 √ LO 3

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

I. Interactive Lectures

- Present an overview of psychology.
- Analyze human behaviors with scientific thinking.
- Engage in interactive activities to consolidate your understanding.

II. Tutorials

- Engage in interactive activities to consolidate your understanding.
- Provide feedback on your performance toward the learning goals of the course.

III. Self-directed Studies

- Acquire knowledge base of psychology from textbook.
- Reflect on your newly acquired knowledge in psychology.

9. Assessment Scheme

Assessment Mode:	Matching of learning goals:				
<p>Students will be assessed in the forms of:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>1. Formative assessment (measures what you have learnt from the course)</p> </td> <td style="width: 50%;"> <p>√ Learning Goal 1 √ Learning Goal 2</p> </td> </tr> <tr> <td> <p>2. Authentic assessment (measures your skills in critically examining, reflecting on, and applying what you have learned from the course)</p> </td> <td> <p>√ Learning Goal 2 √ Learning Goal 3 √ Learning Goal 4</p> </td> </tr> </table>	<p>1. Formative assessment (measures what you have learnt from the course)</p>	<p>√ Learning Goal 1 √ Learning Goal 2</p>	<p>2. Authentic assessment (measures your skills in critically examining, reflecting on, and applying what you have learned from the course)</p>	<p>√ Learning Goal 2 √ Learning Goal 3 √ Learning Goal 4</p>	<p>Each assessment mode matches with the following learning goals:</p>
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<p>2. Authentic assessment (measures your skills in critically examining, reflecting on, and applying what you have learned from the course)</p>	<p>√ Learning Goal 2 √ Learning Goal 3 √ Learning Goal 4</p>				

Assessment Scheme	Description	Weight	Matching with assessment mode (AS)
Quizzes	Multiple-choice and short answers. You are allowed to bring in 1-page note to the quiz. - Quiz 1 (15%): Week1~4 - Quiz 2 (20%): Week 5~9 - Quiz 3 (20%): Week 10~13	55%	√ AM 1
Writing assignments	You will write two short papers. See below for instruction.	30%	√ AM 2
Blog entry	Add at least 3 entries to the course blog. See below for instruction.	15%	√ 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. The instructor reserves the rights for the final decision to grant or not to grant a make-up quiz to a particular student.

10. **Learning resources**

Textbook required:

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

11. **Course Website**

<http://cuhkpsy1000f.blogspot.com/>

You will find a link to the lecture files from this site as well (username and password will be announced in class).

12. **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.

Around Week 5-6 of the course, we will ask you to give us comments and feedback through an open-ended questionnaire.

13. **Tentative Course Schedule**

Date	Topic	Reading
Jan 8	Lecture 1: Introduction	Chapter 1: Module 1 & 3
Jan 12	Tutorial 1: Introduction	
Jan 15	Lecture 2: Research Methods in Psychology	Chapter 2
Jan 19	Tutorial 2: Research Method	
Jan 22	Lecture 3: Evolution and Culture	Meyers pp 95-113, pp 119-123 (copy will be made available on the course website)
Feb 2	Tutorial 3 <i>Preschool in Three Culture</i>	
Feb 5	Lecture 4: Brain	Chapter 3
Feb 9	QUIZ 1	
Feb 12	Lecture 5: Sensation and Perception	Chapter 4: Modules 10, 11, 13
Feb 16	Tutorial 4: Quiz 1 Review	
Feb 19	Lecture 6: Learning	Chapter 6
Feb 23	Tutorial 5: <i>Secret of the Wild Child</i>	
Feb 26	Lecture 7: Development	Chapter 12: Modules 35-37
Mar 2	Tutorial 6: Paper 1 Due	
Mar 5	Lecture 8: Memory	Chapter 7
Mar 9	Tutorial 7:	
Mar 12	Lecture 9: Cognition	Chapter 8: Modules 23, 24
Mar 16	QUIZ 2	
Mar 19	Lecture 10: Motivation and Emotion	Chapter 10
Mar 23	Tutorial 8: Quiz 2 Review, Personality test	
Mar 26	Lecture 11: Personality	Chapter 13
Mar 30	Tutorial 9:	
Apr 2	Lecture 12: Disorders	Chapter 15
Apr 6	Tutorial 10, <i>Quiet Rage</i> Paper 2 due	
Apr 9	Lecture 13: Social Psychology,	Chapter 17
Apr 15	QUIZ 3	

14. Writing Assignments

Paper 1: Behavioral Modification (due Mar 2)

Choose an unwanted behavior of yours that you would like to eliminate (e.g., weight control, smoking, shyness, procrastination, etc). You are going to explore the causes of that unwanted behavior, using concepts from classical and operant conditioning.

Write a brief report of up to 3 pages (double space, font size 12, 1-inch margin all around).

Your report should include the following:

- 1) Identify behavior that you'd like to eliminate. Describe why you'd like to eliminate this behavior.
- 2) Using concepts from classical and/or operating conditioning, analyze possible causes of this behavior.
- 3) Using concepts from classical and/or operating condition, design a strategy that would eliminate the behavior.
- 4) Evaluate the likelihood of the strategy to succeed.
- 5) Briefly comment on what you've learned from this assignment.

Paper 2: Cross-Cultural Interview (due April 6)

Conduct an interview with someone from a different culture and write about it. Focus on one specific psychological topic or issue in the interviewee's culture (e.g., the meaning of happiness, religious beliefs, patterns of thinking, socialization practices, gender roles, etc).

Write a brief report of up to 2 pages (double space, font size 12, 1-inch margin all around).

Your report should answer the following questions:

- Who did you interview? You do not need to mention name, but do mention your relation with this person and the person's cultural background.
- What is the psychological topic or issue that you found most interesting in the interviewee's culture. Why? Your analysis should draw on concepts and theories covered in the course.
- Briefly comment on what you've learned from this assignment.

Grading

We will look for the following in your papers:

1. Write clearly. Look for errors in spelling, grammar. It's a good idea to have someone else read and comment on your paper.
2. Be explicit. Don't assume we (instructor and tutors) know every detail of the topic that you are writing about. Instead, pretend that your reader is someone intelligent but has never learned psychology before.
3. Achieve a reasonable depth in your analysis. From your paper, we should be able to tell that you understand the relevant theory as well as how it applies to your examples. Just listing concepts or examples is not adequate.
4. Structure your paper. Your paper should have a good flow so that your readers will know where your analysis is heading, examples or evidence that support your claim, and conclusion that you are drawing from the analysis.

A mark of **0** is given to a paper that isn't turned in or is so poor in quality that it doesn't merit points. **5** points will be awarded to a paper that is average in quality (reasonably clear writing, answer all the questions adequately, and exhibit some signs of critical thinking). **10** points be awarded to a paper that is truly outstanding in every aspect. Late submission will be penalized, 10% of the grade for each delayed day.

15. Blog Entry

Add at least 3 entries to the course blog. An entry can be either (a) a question and comments on course materials (e.g., questions, thoughts for discussion, comment on specific material that was covered in the course) or (b) elaboration of course material by providing a link to a website, article, picture, video, etc. The elaborative entry should be accompanied by your comment describing how the entry is relevant to the course material.

Each entry will be graded using simple 3-point criteria. You will receive **0** point for your entry if it is irrelevant to the course material or the elaborative entry is not accompanied by any commentary. **1** point is given to an entry that satisfactory meets all the criteria. You will receive **2** point if your entry poses an excellent question, unique and insightful perspective, or extend and enrich the course material in a significant manner.

16. 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.

(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

Psy 1000F
Course code

General Psychology
Course Title