

## **Subject Description Form**

<b>Subject Code</b>	APSS111/ APSS1A07
<b>Subject Title</b>	Introduction to Psychology
<b>Credit Value</b>	3
<b>Level</b>	1
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="margin-left: 40px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 40px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 40px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 40px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input checked="" type="checkbox"/> China-Study Requirement</p> <p style="margin-left: 40px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="margin-left: 40px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<p><u>Exclusion :</u></p> <p>For students taking APSS111, the exclusion subject is APSS1A07.</p> <p>For students taking APSS1A07, the exclusion subject is APSS111.</p>
<b>Objectives</b>	<p>The subject aims to enable the students to:</p> <ol style="list-style-type: none"> <li>1. have an overview of representative work in various areas of psychological investigations; and</li> <li>2. understand how to apply the psychological concepts acquired in daily lives.</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. gain an understanding of the fundamentals of psychology;</li> <li>b. survey and appreciate research in psychology &amp; its implications;</li> <li>c. develop their interest and critical thinking in human thought and behavior;</li> <li>d. apply basic psychological knowledge and skills to their everyday life;</li> <li>e. practice skills through research participation and/or writing assignment.</li> </ol>

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. The Dimensions of Psychology <ul style="list-style-type: none"> <li>- Aspects of Psychology</li> <li>- A Brief History of Psychology</li> <li>- Value and Contributions of Psychology to Human Life</li> </ul> </li> <li>2. The Neuro-biological Foundations of Psychology <ul style="list-style-type: none"> <li>- Central Core and Limbic System</li> <li>- Endocrine System</li> <li>- Genetic Influence on Behaviour</li> </ul> </li> <li>3. Variations in Consciousness <ul style="list-style-type: none"> <li>- Sleep and Dreams</li> <li>- Consciousness and Drugs</li> </ul> </li> <li>4. Sensation and Perception <ul style="list-style-type: none"> <li>- Sensory Processes</li> <li>- Principles of Perceptual Organization</li> <li>- Perceptual Constancy and Development</li> </ul> </li> <li>5. Learning <ul style="list-style-type: none"> <li>- Classical Conditioning</li> <li>- Operant Conditioning</li> <li>- Social and Cognitive Approaches to Learning</li> </ul> </li> <li>6. Memory <ul style="list-style-type: none"> <li>- Memory Processes from Sensory Input to Long-term Memory</li> <li>- Improving Memory</li> <li>- Constructive Memory</li> </ul> </li> <li>7. Intelligence, Cognition and Language <ul style="list-style-type: none"> <li>- Intelligence: Classical and Contemporary theories</li> <li>- Forming Concepts and Solving Problems</li> <li>- Development of Language, Reason and Thought</li> </ul> </li> <li>8. The Dynamics of Motivation and Emotion <ul style="list-style-type: none"> <li>- Theories of Motivation and Emotion</li> <li>- Hunger, Obesity and Anorexia</li> </ul> </li> <li>9. Perspectives of Human Development <ul style="list-style-type: none"> <li>- Cognitive Development</li> <li>- Social and Personality Development</li> <li>- Emotional Development</li> <li>- Moral Development</li> </ul> </li> <li>10. Social Influence and Human Behaviour <ul style="list-style-type: none"> <li>- Perceiving Others and Attribution</li> <li>- Attitudes and Behaviour</li> <li>- Interpersonal Attraction</li> <li>- Social and Group Influence</li> </ul> </li> <li>11. Brief Overview of Personality Theories, Research and Assessment</li> <li>12. Key Issues of Health, Stress and Coping</li> </ol>
--	--

	<ul style="list-style-type: none"><li>- Effects of Stress on Psychological Functioning and Physical Health</li><li>- Factors Moderating the Impact of Stress</li><li>- Reactions to Illness</li></ul> <p>13. A Survey of Mental / Psychological Disorders</p> <ul style="list-style-type: none"><li>- Brief Overview of Abnormal Behaviour: Myths, Realities and Controversies</li><li>- Culture and Psychopathology</li></ul> <p>14. Major Approaches of Treatment for Psychological Disorders</p> <ul style="list-style-type: none"><li>- Elements of the Treatment Processes</li><li>- Current Trends and Issues in Treatment</li></ul>																																	
Teaching/Learning Methodology	The subject teacher will deliver lectures that encourage student active participation and classroom interaction. Multi-media materials will be incorporated to enhance student learning experience. Students' individual/group presentations, computer-assisted exercises, small group discussion, and/or research participation are arranged to facilitate critical thinking and academic exchange. Teachers will provide consultation for group presentation and/or opportunities for research participation. Immediate feedback will be given after completing computer-assisted quizzes, while the teachers and peers will provide feedback for the group presentation to optimize the learning experience of all participants.																																	
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>1. Practice Quizzes and Assessment Tests</td><td>40 %</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>2. Classroom and Online Learning Participation With Reflective Journal and Online Discussion and/ Class or Research Participation</td><td>60 %</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Quizzes</p> <p>Continuous assessment is adopted, and assessment quizzes are assigned through Learn@PolyU (Blackboard) learning platform after lectures, which should cover the subject syllabus and essential reading requirements. They</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Practice Quizzes and Assessment Tests	40 %	✓	✓	✓	✓		2. Classroom and Online Learning Participation With Reflective Journal and Online Discussion and/ Class or Research Participation	60 %	✓	✓	✓	✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																														
		a	b	c	d	e																												
1. Practice Quizzes and Assessment Tests	40 %	✓	✓	✓	✓																													
2. Classroom and Online Learning Participation With Reflective Journal and Online Discussion and/ Class or Research Participation	60 %	✓	✓	✓	✓	✓																												
Total	100 %																																	

	<p>may be designed in the form of multiple-choice and/or short-question formats. The web-assisted interactive methods are used to assess students' learning at the recall, comprehension, analysis and application levels, that are adaptable for a wide range of course contents and learning outcomes.</p> <p><b>Classroom and Online Learning Participation</b>  Learning participation is based on continuous assessment which includes web-based practice and online content usage and online discussion and classroom participation. The assessment are set for all students who are required to demonstrate their level of psychological knowledge learned from this introductory subject.</p> <p><b>Forum Discussion</b>  Students are required to form in groups and discuss assigned topic(s) on the Blackboard forum discussion. Students' effort &amp; competence in these discussions will contribute to the evaluation of Online Learning Participation.</p> <p><b>Reflective Journal</b>  Students will write reflective journals to demonstrate their level of psychological knowledge and reflections on learning. There would be 2 reflective journals to cover the first and second half of the wide range of course contents.  Students will be provided with hands-on opportunities in participating in psychological research projects, select one thematic topic for small-group presentation and completing one group project report (in the video format and/or reflective journal). All these experiential learning and evidence-based research experience would enhance students' understanding of the essential theoretical and empirical knowledge of the psychological theories acquired in lectures as well as their indigenous and global trends. Students are reinforced to apply and integrate their psychological theories into the real-life practice through their active online discussion, research participation.</p> <p>For web-assisted practice and assessment quizzes, the topics taught up to the quiz period are generally examined in the form of multiple choice, and/or short questions. For the research projects, students should choose ONE of the topics provided by the subject lecturer. They are assessed according to:</p> <p>(1) the comprehensiveness and accuracy of contents; (2) the appropriate application of knowledge; and (3) clarity in both verbal presentation and written report.</p> <p>Assessment is also moderated through various means: (1) setting clear and specific assessment guidelines; (2) regular discussions among the subject lecturer / tutorial instructors and students concerned; and (3) moderation by an internal moderator for this subject.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	28 Hrs.
	▪ Assessment Tests / Online Interaction	14 Hrs.
	Student' study efforts:	
	▪ Self study, including revision, and preparation for tasks	52 Hrs.

	▪ Group discussion / Practice Quizzes / Research Participation	21 Hrs.
	Total student study effort	115 Hrs.
<b>Reading List and References</b>	<p><u>Textbook</u> Wade, C. &amp; Tavis, C. (2011). <i>Invitation to psychology</i> (5th ed.) New York: Pearson.</p> <p><u>References</u> Baron, R.A., Kalsher, M. J., &amp; Henry, R. A. (2008). <i>Psychology: From science to practice</i> (2nd ed.). Boston, MA: Pearson/Allyn and Bacon. (HKPolyU call no. BF121.B325 2008). Bond, M. H. (Ed.). (2010). <i>The Oxford handbook of Chinese psychology</i>. New York: Oxford University Press. (HKPolyU call no. GN635.C5 O94 2010). Dennis R. G. (2002). <i>Principles of human neuropsychology</i> (2nd Edition). N.Y.: McGraw-Hill.</p> <p>Wood, S.E., Greenwood, E.R., &amp; Boyd, D. (2011). <i>The world of psychology</i> (7th ed.). Boston, MA: Allyn and Bacon. (HKPolyU call no. BF121.W657 2011).</p> <p>陳烜之、梁覺（編）（2000）。邁進中的華人心理學。香港：中文大學出版社。（HKPolyU call no. BF108.C48 M34 2000）。</p>	