



DEPARTMENT OF ARTS AND EDUCATION: PSYCHOLOGY

COURSE OUTLINE – FALL, 2013

PY 1040 A2: BASIC PSYCHOLOGICAL PROCESSES – 3 (3-0-0) 45 Hours

INSTRUCTOR: Dr. Bruce Galenza **PHONE:** 780-539-2994
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OFFICE HOURS: Mon 10:00 – 11:30/1:00 – 2:00, Tues/Thur 10:00 – 2:00, Wed 10:00 – 1:00, Fri 11:30 – 1:00, weekend mornings.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Gerrig, R.J., Zimbardo, P.G., Desmarais, S., & Ivanco, T. (2012). Psychology and life (Second Canadian Edition). Pearson Education, Canada.

Hacker, D. (2009). A Pocket Style Manual. Bedford/St. Martin's.

Hacker, D. (2002). Research and Documentation in the Electronic Age. Bedford/St. Martin's.

CALENDAR DESCRIPTION: This first introductory course in psychology gives students an understanding of themselves and other people through the study of basic concepts, principles, theories, and methods used in the scientific study of behaviour. The course covers research methods in psychology, the biological bases of behaviour, neurophysiology, sensation, perception, learning, states of consciousness, memory, and cognition.

CREDIT/CONTACT HOURS: 3 credit hours per week, classroom.

DELIVERY MODE(S): Lecture/Discussion

GENERAL GOALS: This course may be different from any other course you have ever taken. There will be no memorizing lists of facts or definitions; students must learn the material, organize it for themselves so that they understand it, and apply it to their own lives such that they can reflect upon how these principles have been at work creating the people that they are now. Further, students are required to develop the skills of discussing, both through written and verbal communication, their knowledge of course material.

Please be aware that your normal strategies for passing classes may not work here and new strategies may have to be developed; do so quickly. We will not follow the text chapter by chapter. Eight major topics will be introduced in the lectures and students are expected to find and read the topics in the text and elsewhere. Extra readings will be recognized, going beyond lecture material will be rewarded.

BEHAVIOURAL OBJECTIVES: Seven minor summary papers (2-3 pages minimum, typed and double spaced) are assigned, plus a comprehensive 30% final examination that will include an eighth paper. As a result of taking this course, students will demonstrate the ability to:

1. define and explain the theories, concepts, principles, and perspectives listed below in their own words.
2. give practical examples from their own lives as to how these concepts and principles have been at work to develop the persons they are now.
3. develop the skills of structuring, organizing, and interrelating knowledge of these perspectives, not simply a rote listing of details and definitions, as demonstrated by writing structured, organized, related, interrelated, and applicable summary papers and taking part in class discussions.
4. begin to develop the skills of evaluation of the concepts and principles of these perspectives on the basis of how well they describe and explain the students' behaviour and that of others by using higher order cognitive skills of independent thought, logic, reason, and data, rather than relying on authority, tradition, emotion, personal feelings, or personal experiences.
5. express themselves in written and verbal form using higher academic standards of grammatically correct and properly spelled Standard English.

COURSE CONCEPTS, PRINCIPLES, AND PERSPECTIVES:

1. The genetic determinism of behaviour (nature): Wilson's Sociobiology, mechanistic perspectives, monism, evolutionary psychology, genetic transference and variability, natural selection, evolution, reflexes, fixed action patterns, animal parallels (chapters 1 and 3).

Suggested thesis: "Genetically Hardwired Nervous Systems."

2. The environmental determinism of behaviour through Behaviourism (nurture): learning, Pavlov's classical conditioning, conditioned and unconditioned stimuli and response, association, acquisition, extinction, stimulus generalization and discrimination, Skinner's operant conditioning, the three term contingency, reinforcement and punishment, extinction, stimulus control, generalization and discrimination, positive and negative contingencies (chapter 7).

Suggested thesis: "Learning as Behaviour Change."

3. Nature with nurture determinism: Evolutionary psychology, Epling & Pierce's Biobehaviourism, natural selection of learning potential, enabling and constraining influences of biology, species-specific learning differences. Suggested thesis: "Natural Selection of Learning Potential." Or: Cognitive and reciprocal determinism: Bandura's social learning theory, latent learning, internal symbolic representation, Tolman's cognitive maps, observational learning (chapter 7). Suggested thesis: "Representation of Internal Cognitive Processes."

4. Critical thinking, the scientific perspective, theories versus opinions, evidence, evaluation of theories, operational definitions, measurement, description, correlation, controlled experimentation, statistics (chapter 2) Suggested thesis: "Scientific Empiricism."

Options:

- Discuss how principles of science (theory, evidence, and reason) are used in psychology.
- Identify and discuss the use of the scientific method in any published study in psychology.
- Propose and design a controlled experiment that would test a prediction of any theory.
- Carry out an experiment that would test a prediction of any theory.

5. Neurophysiological determinism: The brain, the biological basis of behaviour, emotion, and cognition, structures and functions, lateralization and specialization, biological rhythms, dreams, and drugs (chapters 4 & 6). Suggested thesis: "Neurological Substrate."

6. Sensation and Perception: vision, audition, discrimination of quantity and quality of environmental energies, neural coding, psychophysics, feature detection, feature analysis, Gestalt, ecological optics (chapter 5). Suggested thesis: “Sensory Transduction” and/or “Perceptual Construction.”

7. Cognitive determinism through Atkinson and Shiffrin's information processing model: intelligence, sensory, short, and long term storages, structures and processes, metacognition, Craik and Lockhart's depth of processing principles (chapters 8 & 9). Suggested thesis: “Modelling Cognitive Structures and Processes” and/or “Semantic Encoding.”

8. Final Exam: The Big Picture: what is psychology, what does it seek to do, how does it do it, how well does it succeed (chapters 1 through 9). Essay Component: Cognitive determinism: Schema theory, categories/prototypes, stereotypes, frames, story schemas, scripts, narratives, person schemas, self schemas, formal and informal/irrational thought, intelligence (chapters 8 & 9). Suggested thesis: “Epistemology.” Paragraph Component: Ten paragraph questions roughly split as half summarizing essay topics and half dealing with topics in the text but not covered in lectures.

TRANSFERABILITY: AU, CUC, Concordia, MacEwan, King's, U of A, U of C, U of L.

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage of Class	Designation
A⁺	4.0	2%	EXCELLENT
A	4.0	3%	
A⁻	3.7	7%	FIRST CLASS STANDING
B⁺	3.3	9%	
B	3.0	13%	GOOD
B⁻	2.7	16%	
C⁺	2.3	16%	SATISFACTORY
C	2.0	13%	
C⁻	1.7	9%	
D⁺	1.3	7%	MINIMAL PASS
D	1.0	3%	
F	0.0	2%	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

The Percentage Guidelines listed above will obtain only if a perfectly normal distribution results. Deviations from the assumptions of normality will result in modified percentages. In short, this grading technique is NOT grading on the curve.

ASSESSMENT/EVALUATION: Assessment will be based on the seven papers, each weighted at 10%, and the final exam worth 30%. Following the final grade assignments, students will be subjectively assessed for bonus points on the basis of their involvement in, and contributions to, the class, and attendance.

Research psychology recognizes the authority of, and bases its judgments on, carefully collected data, as opposed to opinion, tradition, or authority. In keeping with this philosophy, rather than me imposing my authority on you and telling you what you must know and then arbitrarily assigning cut-off points for grades through non-standardized tests, you as a class will inform me what you are capable of, through my careful measurement of your performance. Students will be assessed according to their relative position within the class. The field of psychology always measures human behaviour in this way. This method will be explained fully in the first class period; a handout is available if requested.

STUDENT RESPONSIBILITIES: This is adult education. You will be treated as such and are expected to behave accordingly.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

A GENTLE WARNING: Some students try to copy work from textbooks or other published writing and claim it as their own. This form of cheating is called plagiarism or theft of intellectual property. This is easy for me to spot; the difference in writing style between undergraduates and professionals is immediately obvious.

Other students may try to buy papers from the Internet or copy from other students. This is also easy for me to spot as a purchased paper is invariably different in scope from the highly specific requirements of this course. Further, it can be seen when the student shows no knowledge during class discussion of what was in the paper that he or she has just submitted.

A third way of cheating is to buy or borrow papers from students who took this course from me last year. Please be forewarned that I have changed the course material, student requirements, and textbook substantially from last year, and papers from last year will be radically different and easily identified.

If you cheat in any way, you will be given a zero for the paper, an “F” for the term, you are no longer welcome in my class, and I will write a letter to the administration recommending you be suspended from the college.

COURSE SCHEDULE:

Sep 9	Introduction
Sep 11-18	Sociobiology
Sep 25	Paper #1 due.
Sep 23 – 30	Learning
Oct 7	Paper #2 due.
Oct 2 – 9	Advanced Learning Theories
Oct 21	Paper #3 due.
Oct 16 – 23	Research Methods
Oct 30	Paper #4 due.
Oct 28 – Nov 4	Brain & Behaviour
Nov 13	Paper #5 due.
Nov 6 – 18	Sensation and Perception
Nov 25	Paper #6 due.
Nov 20 – 27	Information Processing
Dec 4	Paper #7 due.
Dec 2 - 9	Schema Theory Due Exam Day.
Final Exam:	TBA

GENERAL COMMENTS:

There is so much more to learn than we can cover in our limited class time. Make the most of your college experience by reading the text and other sources beyond what is called for in the papers. It will also make your papers all the more insightful. Note that there are no assigned papers for many parts of the text; however, you are still responsible for this material for the final exam.

My preferred teaching style is interactive lecture, derived from the teaching philosophy that little is learned until responses are made (either verbally or written).

I am extremely available for student consultation, and I will be more than happy to proof students' rough drafts and to further discuss course material.

Papers are due at the beginning of the class period on the specified dates. Late papers will be graded but penalized 2 points per day. As adequate time is allotted between the end of the unit and the due date, no excuses other than medical situations, major emergencies, or single parenthood will be accepted. Ensure that you have an adequate supply of ink cartridges and paper and back up all papers on disk. Again, students must express themselves in written and verbal form using higher academic standards of grammatically correct and properly spelled Standard English. If I cannot read your papers, I cannot grade them.