

SEP. 07 2001

GRANDE PRAIRIE REGIONAL COLLEGE
PY1040: BASIC PSYCHOLOGICAL PROCESSES

Course Outline
Fall Semester, 2001-02

Instructor: Kendel Tang, Ph.D.

Office Number: C427

Office Hours : 10:00 - 11:30 T & Th

Office Phone Number: 539-2867

Email: tang@gprc.ab.ca

Course Credit Hours: 3 (UT)

Student Contact Hours: 3/wk

Delivery Mode: Lecture and Discussion

Course Description:

Basic Psychological Processes (PY1040) is a general introductory course in psychology. It is designed to familiarize students with the terminology, concept, principles, research approaches, and ethics of the science of behaviour and mental processes. Specifically, this course will examine the various theoretical approaches to psychology, the scientific methods used to study behaviour and the mind, the relationship between brain processes and behaviour, the nature and operational complexities of sensation, perception, consciousness, learning, memory, cognition, emotion, motivation, and language.

This course will analyze the results of empirical studies that attempt to describe, explain, predict, and control or influence behaviour with the ultimate goal of understanding human beings and enhancing human functioning. Emphasis will also be placed on learning how psychologists and other professionals approach the study of basic psychological processes. Students will also be encouraged to look for applications of psychological principles in daily life and the importance of psychology to future occupational endeavour.

Course Objectives:

The course is intended to help students achieve the following objectives:

1. To differentiate the various approaches to psychology and their methods of studying behaviour and the mind.
2. To understand the relationship between various brain processes and behaviour as well as the methods used to study brain functioning.
3. To analyze the psychological processes of sensation, perception, consciousness, learning, memory, cognition, emotion, and motivation.
4. To understand the structure and function of language, the relationship between thought and language, and the components of critical and creative thinking.
5. To assume greater responsibility for one's own learning through active involvement in class activities and course assignments.
6. To develop an appreciation for the complexity of human behaviour and its underlying psychological processes.
7. To demonstrate some applications of empirically established psychological principles to daily life.

Texts:

Kassin, S. (2001). *Psychology* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

(Note: Use of the accompanying Study Guide is highly recommended.)

Duffy, K.G. (Ed.) (2001). *Annual Editions: Psychology* (31st ed.). McGraw-Hill/Dushkin

Grading System:

<u>Scale</u>	<u>Translation</u>	<u>Approximate % Equivalent</u>
9		90 - 100
8	<u>Excellent</u>	<u>80 - 82</u>
7		72 - 79
6	<u>Good</u>	<u>65 - 71</u>
5		57 - 64
4	<u>Pass</u>	<u>50 - 56</u>
3	<u>Failure</u>	<u>45 - 49</u>
2	<u>Failure</u>	<u>26 - 44</u>
1		0 - 25

Marks in the course will be weighted as follows:

Midterm Exam	20%
Final Exam	35%
Average of Chapter Tests	30%
Typewritten Project	5%
Class Involvement (based mainly on test results, class participation, assignments, and written or oral questions).....	<u>10%</u>
	Total: 100%

ADDITIONAL COURSE INFORMATION

Students will be held accountable for lectures delivered, readings assigned, and for any announcements that will be made in class. If any student is unable to attend a particular class, it will be his/her responsibility to find out what was missed. For optimal learning and readiness for class participation, students are expected to attend class regularly (no less than 80% attendance) and to have read the assigned chapter before coming to class on the date indicated on the timetable. Past class records show that very rarely can a grade of 8 be obtained by a student with less than 80% class attendance. Similarly, a student can rarely obtain a grade of 5 with less than 50% class attendance.

Due to limited class time, not everything in the assigned chapter readings can be discussed in class. Students are responsible for ensuring that they understand the contents of the assigned chapters by further discussing the material with the instructor and/or with fellow students outside of class time. Tests and exams will cover information presented in the lectures (which may or may not be found in the textbook) and material discussed in the textbook (which may or may not be covered in the lectures). This is intended to develop independent learning, which is expected of mature learners. Students are strongly encouraged to seek clarification of facts, concepts, and principles that they find difficult to comprehend by asking the instructor even outside of class time.

If a student foresees that he/she will be unable to write an exam or a test at a scheduled time due to illness or an emergency, the student should notify the instructor as soon as possible, preferably one day in advance. A message may be left on the instructor's voice mail (539-2867) together with the phone number where the student may be reached to arrange for an alternative date to write the test if feasible. Failure to notify the instructor will result in a grade of zero for the test that was missed. If a student is unable to write the final exam at the scheduled time because of illness or emergency, he/she should notify the instructor in advance and submit an application to the Registrar's office for permission to write a deferred exam (see the College calendar re: deferred exams). Students are strongly advised against making any plans that will prevent them from writing tests or exams on the scheduled dates. A note from a doctor or the college nurse is required to write a re-scheduled test, if illness is the reason for the student's inability to write the originally scheduled test.

TIMETABLE
PY1040-N2
FALL SEMESTER, 2001-02

DATES	TOPICS	TESTS AND EXAMS
Sept. 7-14	Chapter 1: Introducing Psychology and Its Methods Appendix: Statistics in Psychological Research Article 2: Research in the Psychological Laboratory: Truth or Triviality?	
17-24	Chapter 2: Behavioral Neuroscience Article 6: The Future of the Brain	Test 1: Sept. 28 (Fri.) on chapters 1, 2, the Appendix, & articles 2 & 6 (50 min.)
Oct. 1-5	Chapter 3: Sensation and Perception Article 7: The Senses	
12-15	Chapter 4: Consciousness Article 8: Vision: Window on Consciousness	Midterm Exam: Oct. 19 (Fri.) on chapters 1 - 4, the Appendix, & articles 2,6, 7,8 (80 min.)
Oct. 22-26	Chapter 5: Learning Article 11: Learning Begins Even Before Babies Are Born	
Oct. 29-Nov. 2	Chapter 6: Memory Article 14: Lots of Action in the Memory Game Article 15: Speak, Memory	Test 2: Nov. 5 (Mon.), on chapters 5, 6 & articles 11,14,15
Nov. 12-16	Chapter 7: Thought and Language Article 18: Can Animals Think?	
19-26	Chapter 8: Motivation Article 19: The Gold Medal Mind Article 20: Why We're Fat: Gender and Age Matter More Than You May Realize	Test 3: Nov. 30 (Fri.) on chapters 7 & 8 and articles 18,19,20
Dec. 3-7	Chapter 9: Emotion Article 21: What's in a Face? Article 22: Emotional Intelligence: Do You Have it?	Project Due Date: Dec. 3 Penalty for Lateness: 5% per day
Dec. 10-19	FINAL EXAM PERIOD	Final Exam: The date will be posted by the Registrar's Office

NOTE: The final exam will include all assigned chapters and lecture materials. Assigned articles are not included. This timetable is tentative and subject to change. Future changes to this timetable will be announced in class in consultation with the students present.