

GRANDE PRAIRIE REGIONAL COLLEGE
PY1050: C3
Social and Individual Behaviour
Wed, Fri: 1:00 - 2:20 am
Jan 7 - Apr 16, 2004
(3-0-0) UT to all Alberta Universities (3)

Instructor: Dr. Bruce Galenza
Office: C403
Telephone: 539 - 2994
E-mail: bgalenza@gprc.ab.ca
Office Hours: TR: 9:00-12:00; M: 2:00-4:00; W: 10:00-12:00

REQUIRED TEXT:

Wade, C., Tavis, C., Saucier, D., & Elias, L. (2004).
Psychology, Pearson Education Canada Inc.

STRONGLY RECOMMENDED:

Hacker, D. (2000). A Pocket Style Manual, Bedford/St. Martin's.

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

THE COURSE: This course is designed as an introductory course in psychology for freshmen, and will give students an understanding of themselves and other people through the study of the basic concepts, principles, theories and methods used in the scientific study of human behaviour. This course will cover biological and cognitive development, emotion and motivation, social psychology, personality theory, behavioural disorders and treatment, health and stress, and critical thinking skills.

GOALS: This course may be different from almost any other course you have ever taken. There will be no memorizing meaningless 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; topics will be introduced in the lectures and students are expected to find and read the topics in the text. Extra readings will be recognized, going beyond lecture and text material will be rewarded.

BEHAVIOURAL OBJECTIVES: Nine minor summary papers (2-3 pages minimum, typed and double spaced) are assigned, plus a comprehensive final examination. 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 discussion.
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, critical thinking 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. Motivation: Hull, Maslow, external versus intrinsic, McClellan, Emotion, nature and nurture contributions, Darwin's reflexive theory, James-Lange, Schachter and Singer's two factor theory (chapters 11 & 12).
2. Social Psychology: schema theory, natural thinking, social perception, attribution theory, conformity, obedience, attitude formation and change (ch 8 & 9).
3. Personality: psychic determinism, Freud's Psychodynamic theory, nurture against nature, id, ego, and superego, the four stages of personality development, the defence mechanisms, Humanism, Behaviourism, Cognitivism (ch 13).
4. Critical thinking, the scientific perspective, theories versus opinions, evaluation of theories, operational definitions, measurement, description, correlation, controlled experimentation.
Options: a) Evaluate any theory covered to date using the

criteria of a theory or using logic and evidence. b) Discuss how principles of science (theory and evidence) are used in psychology. c) Design a controlled experiment that would test a prediction of any discussed theory (ch 2 revisited).

5. Biological development: nature and nurture, pre-natal development, the neonate, child, adolescent, and adult (ch 14).

6. Cognitive Development: Piaget's cognitive developmental theory, intelligence, maturation, schemes, assimilation and adaptation, stages of intellectual development, sensorimotor, preoperational, concrete operations, formal operations(ch 14).

7. Disorders: normal and abnormal, anxiety, somatoform, dissociative, mood, depression, schizophrenia, personality (ch 16).

8. Treatment: psychoanalysis, behavioural, humanistic, cognitive, drugs (ch 17).

9. Health and Stress: Selye, prediction and control, pain, meditation, consciousness redux (ch 15 & 5).

10. 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 18).

COURSE OUTLINE:

Jan 7	Orientation
Jan 9	1040 Review
Jan 14-21 Jan 28	Emotion/Motivation Paper #1 due.
Jan 23-30 Feb 6	Social Psychology Paper #2 due.
Feb 4-11 Feb 25	Personality Paper #3 due.
Feb 13-27 Mar 5	Critical Thinking Paper #4 due.
Mar 3-Mar 6 Mar 12	Biological Development Paper #5 due.
Mar 10-17 Mar 24	Cognitive Development Paper #6 due.
Mar 19-26 Apr 2	Disorders Paper #7 due.

Mar 31-Apr 2	Treatment
Apr 14	Paper #8 due.
Apr 7-14	Health and Stress
Apr 16	Paper #9 due.
Apr 16	The Big Picture
Exam Day	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.

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

As much of the topics covered in this course are based on the theories covered in PY 1040, I shall assume you have mastered those theories, especially Evolutionary Psychology, Behaviourism, Nurture WITH Nature, Social Learning, and Cognitivism. If you have not mastered these theories, review quickly.

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 marked, 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 or other major emergencies or single parenthood will be accepted. Ensure you have an adequate supply of ink cartridges and paper, and back up all papers on disk. Papers with spelling and grammatical errors will be penalized. Papers with multiple errors will be returned unmarked.

ASSESSMENT: Research psychology recognizes the authority of, and bases its judgements 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. This will be explained fully in the first class period.

Assessment will be based on the nine papers and final exam, each weighted at 10%. 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.

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 to 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 a 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 content, student requirements, and textbook substantially from last year, so finding information in a paper from last term's course will be a dead give-away.

If you cheat, you will be removed from this class, given an "F" for the term, and I will write a letter to the administration recommending you be suspended from college.