



DEPARTMENT OF ARTS AND EDUCATION: PSYCHOLOGY

COURSE OUTLINE – Winter, 2014

PY1050 G3: SOCIAL AND INDIVIDUAL BEHAVIOUR – 3 (3-0-0) 45 Hrs

INSTRUCTOR: Dr Bruce Galenza. **PHONE:** 780-539-2994
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OFFICE

HOURS: Tues, Thur, Sat, 8:00 – 11:30; Wed 10:00 – 1:00

PREREQUISITE: PY 1040

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 course is designed as the second introductory course in psychology for freshmen following PY 1040 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.

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

DELIVERY MODE(S): Lecture/Discussion

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, properly punctuated, and correctly spelled Standard English.

COURSE CONCEPTS, PRINCIPLES AND PERSPECTIVES:

1. Emotion, nature and nurture contributions, Darwin's reflexive theory, James-Lange, Schachter and Singer's two factor theory, Motivation: Hull, Maslow, extrinsic versus intrinsic, McClellan (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, or either Humanism, Behaviourism, or Cognitivism (ch 13).
4. Critical thinking, the scientific perspective, theories versus opinions, evaluation of theories, operational definitions, measurement, description, correlation, controlled experimentation (ch 2 revisited).

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. Identify and discuss the use of the scientific method in any published study in psychology.
- d. Design or carry out a controlled experiment that would test a prediction of any discussed theory.

5. Biological and social development: nature and nurture, pre-natal development, the neonate, child, adolescent, and adult (ch 3, 4 and 11).

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 11).

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

8. Final Exam: The Big Picture: what is psychology, what are its focuses of theory and practice, what does it seek to do, how does it do it, how well does it succeed (chapters 1 through 18)

Essay Component: Treatment: psychoanalysis, behavioural, humanistic, cognitive, drugs (ch 17). Health and Stress: Selye, prediction and control, pain, meditation, consciousness redux (ch

15 & 5). 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.

COURSE SCHEDULE:

Jan 8:	Introduction
Jan 10 -15	1040 Review and Bonus Point Presentations
Jan 17-24 Jan 31	Emotion/Motivation Paper #1 due.
Jan 29 – Feb 5 Feb12	Social Psychology Paper #2 due.
Feb 7 - 14 Feb 28	Personality Paper #3 due.
Feb 26 – Mar 5 Mar 12	Critical Thinking Paper #4 due.
Mar 7 - 12 Mar 19	Biological Development Paper #5 due.
Mar 14 - 21 Mar 28	Cognitive Development Paper #6 due.
Mar 26 – Apr 2 Apr 9	Disorders Paper #7 due.
Apr 4-11	Treatment
Exam Day	TBA Paper #8 due

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. Writing help is offered by our library; go sign up.

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. You are allowed four papers to learn proper English; after that, papers that are not written to university standards will be rejected. Rejected papers may be rewritten.

ASSESSMENT: 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.

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.

TRANSFERABILITY:

** 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 is NOT grading on the curve.

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 will no longer be welcome in my class, and I will write a letter to the administration recommending you be suspended from the college with a permanent mark on your records.