

Subject Description Form

Subject Code	APSS185																										
Subject Title	Discovering Psychology																										
Credit Value	3																										
Level	1																										
Pre-requisite / Co-requisite/ Exclusion	Nil																										
Minimum Pass Grade	D																										
Assessment Methods	<table border="1"> <thead> <tr> <th>100%</th> <th>Continuous Assessment</th> <th>Individual Assessment</th> <th>Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Class and Seminar Participation</td> <td style="text-align: center;">10 %</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2.</td> <td>Quiz 1 & 2</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3.</td> <td>Group Project Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>4.</td> <td>Group Project Report</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>0%</td> <td>Examination</td> <td style="text-align: center;">%</td> <td style="text-align: center;">%</td> </tr> </tbody> </table>			100%	Continuous Assessment	Individual Assessment	Group Assessment	1.	Class and Seminar Participation	10 %	0%	2.	Quiz 1 & 2	40%	0%	3.	Group Project Presentation	0%	20%	4.	Group Project Report	0%	30%	0%	Examination	%	%
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Objectives	<p>To enable students to:</p> <ol style="list-style-type: none"> 1. acquire foundational understanding of major psychological theories and their relations to everyday life; and 2. clarify myths and facts about psychology through exploring different psychological specializations. 																										
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 1. develop clear understanding of essentials of psychology; and 2. appreciate the diverse applications of psychological concepts and research findings to real-world problems and challenges. 																										
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Discovering Major Psychological Perspectives and Their Contributions 2. Exploring Diversity of Psychological Specializations <ul style="list-style-type: none"> • Biological Psychology: brain's building, nervous system and human behaviour • Cognitive Psychology: snapshots of memory, thinking and creativity • Developmental Psychology: life-span human development (from newborn to old age) • Psychology of Gender and Sexuality: psychology of men and women, theories of love and interpersonal attraction • Personality Psychology: major personality types and assessment • Health Psychology: stress and coping strategies • Abnormal Psychology: basic perspectives of abnormality and major therapies • Social Psychology: social perception, attitudes, social and group influence • Industrial and Organizational Psychology: work motivation and leadership 																										

	<ul style="list-style-type: none"> • Consumer Psychology: advertising and conditioning, consumer behavioral patterns • Chinese Psychology: application of psychological theories in Chinese culture <p>Over the past decades, psychology as an integrated discipline of social sciences, arts and science, has become increasingly popular. This subject is designed to provide students with essential psychological concepts and their applications in everyday life. Students are encouraged to explore salient and interesting features of specializations of psychology in a student-friendly format, including: an overview of major theories of psychology and their contributions, brain and human behaviour (biological psychology), snapshots of memory, thinking and creativity (cognitive psychology), life-span approach to human development (developmental psychology), psychology of gender and sexuality, major personality theories and assessment (psychology of personality), concepts of abnormality and major therapies (abnormal psychology), stress and coping (health psychology), social cognition and influence (social psychology), work motivation and styles of leadership (industrial / organizational psychology), and application of psychological theories in Chinese culture (Chinese Psychology).</p>																																																						
Teaching/Learning Methodology	<p>The learning and teaching approach is characterized by active experiential learning, which encourages students to master psychological concepts through interactive lectures, small group discussions, and interaction with web-assisted learning and teaching materials. This learn-by-doing focus engages students through active class participation, seminar discussion, group project, and web-assisted practice exercises/quiz.</p>																																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="443 1070 1465 1626"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Class and Seminar Participation</td> <td>10</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Quiz 1 & 2</td> <td>40</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Group Project Presentation</td> <td>20</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Group Project Report</td> <td>30</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Students have the opportunity through the different assessment components to fully explore a wide range of basic theories and concepts in psychology related to many major relevant topics and then to apply these theories and concepts to “real life” questions. The two quizzes serve as a means to motivate students to grasp the basic theories and concepts. The group project further encourages students to choose a specific topic and explore a real-world question/problem through the lens of relevant psychological theory. They must find practical evidence that either supports or challenges a specific theory in psychology and present this in oral and written form.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b					1. Class and Seminar Participation	10	✓	✓					2. Quiz 1 & 2	40	✓						3. Group Project Presentation	20		✓					4. Group Project Report	30		✓					Total	100 %						
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Student Study	<p>Class contact:</p>																																																						

Effort Expected	▪ Lecture	28	Hrs.
	▪ Seminar	14	Hrs.
	Other student study effort:		
	▪ Quizzes	30	Hrs.
	▪ Group project (including presentation and report)	40	Hrs.
	Total student study effort	112	Hrs.
Medium of Instruction	English		
Medium of Assessment	English		
Reading List and References	<p><u>Essential</u></p> <p>Weiten, W. (2010). <i>Psychology. Themes & Variations</i>. 8th edition. California: Brooks and Cole.</p> <p><u>Supplementary</u></p> <p>Bernstein, D. A., Penner, L.A., Clarke-Stewart, A., & Roy, E.J. (2006). <i>Psychology</i>. Boston, MA: Houghton Mifflin (with CD-ROM).</p> <p>Feldman, K.S. (2005). <i>Understanding Psychology</i>. New York: McGraw Hill.</p> <p>Kardas, D. (2000). <i>Psychology Resources on the World Wide Web</i>. Belmont, CA: Wadsworth /Thomson Learning (with CD-ROM).</p> <p>Nevid, J.S. (2007). <i>Psychology: Concepts and Applications</i>. Boston, MA: Houghton Mifflin (with CD-ROM & Film DVD/VHS).</p> <p>Plotnik, R. (2006). <i>Introduction to Psychology</i>. Belmont, CA: Wadsworth/ Thomson Learning (with CD-ROM).</p> <p>Wood, S.E., & Greenwood, E.R. (2002). <i>The World of Psychology</i>. Boston, NY: Ally & Bacon.</p> <p>丹尼斯·庫恩著、鄭鋼等(譯). (2003). 《心理學導論——思想與行為的認識之路》. 北京: 中國輕工業出版社.</p> <p>高尚仁(主編). (1996, 2002). 《心理學新論》. 香港: 商務印書館.</p> <p>葉重新. (2004). 《心理學》. 台北: 心理出版社.</p>		