



Columbia College
Basic Concepts of Psychology (PSYC110)
Lecture 1
Course Outline

Semester Dates: September 03, 2018 – October 06, 2018

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Eugene (Evegeny) Shabash, *MSW, RSW*

Email: evgenys@columbia.ab.ca

Class Time: 5:30 PM - 9:30 PM (Tue); 8:30 AM – 12:30 PM (Sat)

Room: 4-170

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator. Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Course Description:

This course will provide the student with an introduction to the history, current research, and theories in the field of psychology. The course focuses on a wide variety of topics related to the behavior and mental processes of individuals and groups rather than on one or two specific areas.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Describe the basic concepts, theories and research within the field of psychology and their implications to professional practice.
- Utilize critical thinking skills as applied to the theories and research within the field of psychology.
- Discuss the various applications of psychological principles within current and future personal and work-related areas of life.
- Apply concepts learned to the external behavioral world to foster further understanding of both individuals and groups.
- Critically assess trends and issues in psychology that has an impact on the students' chosen disciplines.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Wood, S.E., Wood, E.G., Boyd, D., Wood, E., and Desmarais, S. (2017). *The World of Psychology; DSM-5 Update Ed. (8th ed.)*. Toronto, ON: Pearson Education Canada.

Recommended Readings and Resources:

Students may access these sources from the College and from home.

GALE InfoTrac Custom Journals

- o <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Also, use other academic sources such as Google Scholar.

Homework Assignment Due for the First Class:

1. Read Chapter 1 in the text, *The World of Psychology*.
2. Prepare for a graded test based on the assigned readings.
3. As a result of your reading assignment, be prepared to discuss the concepts discussed in these chapters. Prepare three questions relating to the material, to be handed in to the facilitator at the beginning of class.
4. Read this course outline and prepare to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests	Classes 1-10	30%
Writing Assignment A	Class 4	20%
Writing Assignment B	Class 7	20%
Final Reflective Project	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass). Practical Nurse students must achieve a C+ in order to get credit for this course.

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website under Forms, Bldg. 802-Main Office and from Department Chairs. There is a fee for Exam Deferral.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia College's Commitment to Human Rights and Diversity Policy (ADM-079)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Student Accommodation Policy and Student Guide to Accessibility Services*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
Class 1	<ul style="list-style-type: none"> • Introduction to Psychology 	<ul style="list-style-type: none"> • Chapter 1
Class 2	<ul style="list-style-type: none"> • Biology and Behaviour 	<ul style="list-style-type: none"> • Chapter 2
Class 3	<ul style="list-style-type: none"> • Sensation and Perception • States of Consciousness 	<ul style="list-style-type: none"> • Chapters 3 & 4
Class 4	<ul style="list-style-type: none"> • Learning 	<ul style="list-style-type: none"> • Chapters 5 • Writing Assignment A due
Class 5	<ul style="list-style-type: none"> • Memory 	<ul style="list-style-type: none"> • Chapter 6
Class 6	<ul style="list-style-type: none"> • Cognition, Language and Intelligence 	<ul style="list-style-type: none"> • Chapter 7
Class 7	<ul style="list-style-type: none"> • Development • Motivation and Emotion 	<ul style="list-style-type: none"> • Chapters 8 & 9 • Writing Assignment B due
Class 8	<ul style="list-style-type: none"> • Social Psychology 	<ul style="list-style-type: none"> • Chapter 10
Class 9	<ul style="list-style-type: none"> • Personality Theory and Assessment • Health and Stress 	<ul style="list-style-type: none"> • Chapters 11 & 12
Class 10	<ul style="list-style-type: none"> • Psychological Disorders • Therapies 	<ul style="list-style-type: none"> • Chapters 13 & 14 • Final Reflective Project due

Appendix 1 Assignment Outlines

Please note: Students must complete all assignments, tests and Final Exam to pass this course.

Daily Tests

Due Date: Each class from classes 1 through 10

Weight: 30%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

Writing Assignment A

Due: Class 4

Weight: 20%

Writing Assignment: Psychology and the Media

Does the media present a distorted image of psychology? Spend some time observing and noting any coverage of psychology in the media (including radio and television, newspapers and magazines, and motion pictures). Discuss the “popular” image of psychology from the perspective of your own observations.

You may use the following questions to guide your response:

- a) Does the media present psychology more as a science or more as a form of common sense?
- b) Does the media present the diverse fields of psychology or only a few? (If only a few, which are overrepresented, and which are underrepresented?)
- c) Does the media rely more on psychologists or self-proclaimed experts for information?

Writing Assignment B

Due: Class 7

Weight: 20%

Writing Assignment: Comparing Treatment Approaches

Choose one of following scenarios, and consider how a psychodynamic, cognitive-behavioural, and humanistic psychologist would analyze the situation.

- a) What questions would each ask?
- b) What would each be interested in observing?
- c) What type of “treatment” would each be likely to suggest?

SCENARIO #1: A mother brings her young son (eight years old) to the therapist because he is “acting up” in school and at home. He is extremely hostile and belligerent toward both his teacher and his mother and refuses to cooperate even under threat of punishment.

SCENARIO #2: A twenty-five-year-old woman, a high-powered stockbroker, is frustrated by her inability to quit smoking. She has tried several times and has been successful for brief periods, but she always starts smoking again when her life becomes stressful.

Final Reflective Assignment

Due: Class 10

Weight: 30%

Psychological principles permeate advertising, marketing, television, movies, sales, self-help books, fashion, politics, and folk wisdom, to name a few. For example, the concept of “psychological stress,” so prevalent in our culture, was rarely mentioned fifty years ago. Reflect on what psychological principles you see in your day-to-day life? Ensure you have supported your statements from examples in the textbook.

Writing Assignment Expectations:

- **Objective:** The objectives of the two writing assignments are to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.
- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12 point Times New Roman font is preferred. Each assignment should have a minimum length of 750 words but is not to exceed 1250 words. Students will be evaluated according to the attached rubric: Short Answer Writing Response Marking Rubric.

How to avoid plagiarism

The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a ‘References’ page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA style outlined in the ‘Citations’ resource book.

**Appendix 2
Assignment Rubrics**

**Columbia College
Critical Writing Response Marking Rubric
Revised Jan. 2018**

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Quality of Response Content/Ideas	<ul style="list-style-type: none"> • Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability. 	<ul style="list-style-type: none"> • Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion. 	
Analysis	<ul style="list-style-type: none"> • Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Style Expression of Ideas	<ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice. 	<ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice. 	
Organization and Structure	<ul style="list-style-type: none"> • Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions. 	<ul style="list-style-type: none"> • Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions 	<ul style="list-style-type: none"> • Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions. 	<ul style="list-style-type: none"> • Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly where applicable for referencing sources. Meets and exceeds all requirements for an excellent academic response. Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally uses APA citation correctly where applicable for referencing sources. Meets most requirements for a well written academic response. Meets most requirements of the assignment. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and with errors when sources are used. Meets a few requirements for an acceptable academic response. Meets a few requirements of the assignment. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. Meets few requirements for an acceptable academic response. Meets little to no requirements of the assignment. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator’s Comments: