Columbia College

Basic Concepts of Psychology (PSYC110)

Lecture 1

Course Outline

Semester Dates: May 24, 2021 to June 26, 2021

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: Angela Parsons	Email: angela.parsons@columbia.ca
Class Time: 8:30 AM – 11:00 PM (Tuesdays and Thursdays)	Room: Microsoft Teams and PSYC110 Moodle Learning Management System
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 remote 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 online 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:

Feldman, R. & Cavanagh, L. (2019). The essentials of understanding psychology (Sixth Canadian Edition). Canada: McGraw-Hill Publishing.

Recommended Readings and Resources:

Students may access these other academic sources such as Google Scholar.

Homework Assignment Due for the First Class:

1.   Read Chapter 1 in the text, *Essentials of Understanding 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	20%
Homework • Review of one peer's Individual Presentation • Activities assigned by facilitator	See Moodle	10%
Individual Presentation	Classes 3 Thru 9	25%
Final Reflective Project	Class 8	20%
Writing Assignment B	Class 10	25%

Please note that all homework and assignments are due at 11:59PM on the day of the 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 "B-" (based on the Mastery Learning Model). Students must achieve a B- in order to get credit for this course.

Submission and Completion of Assignments:

You are expected to submit assignments on 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 48 hours **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.

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.

The Human Services Program tracks attendance via synchronous classes in addition to completion of daily tests on Moodle (see Appendix A).

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

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	• Course introductions • Introduction to Psychology	• Chapter 1 • **Pre-Class homework**
Class 2	• States of Consciousness	• Chapter 4
Class 3	• Learning • Memory	• Chapter 5 & Chapter 6 • **Individual Presentations** • **Pre-Class homework**
Class 4	• Thinking, Language and Intelligence	• Chapter 7 • **Individual Presentations**
Class 5	• Motivation and Emotion • Lifespan Development	• Chapters 8 & 9 • **Individual Presentations** • **Pre-Class homework**
Class 6	• Personality	• Chapter 10 • **Individual Presentations**
Class 7	• Health Psychology: Stress, Coping and Well-being	• Chapter 11 • **Individual Presentations** • **Pre-Class homework**
Class 8	• Psychological Disorders	• Chapter 12 • **Assignment A Due** • **Individual Presentations** • **Writing Assignment due**
Class 9	• Treatment of Psychological Disorders	• Chapter 13 • **Individual Presentations** • **Pre-Class homework**
Class 10	• Social Psychology	• Chapter 14 • **Final Reflection due** • **Assignment B – Final Project Due**

Appendix 1
Assignment Outlines

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

Daily Tests
Due Date: Each class from classes 1 through 10
Weight: 20%

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

All Daily Tests will be available on Moodle until 11:59 PM on the day of the class.
All Daily Tests will:
- o   Have 30-minute time limits (unless otherwise stated)
- o   Have a one-attempt limit

<u>**Mastery Learning**</u>: As part of the Mastery Learning model, if you do not meet the minimum 70% on a given daily test, you are required/encouraged to complete Mastery Learning Forums/Activities provided to you at the end of each learning week to support your understanding of material.

Homework
Due Date: As scheduled
Weight- 10%

- Complete a written review of at least one of your peer's individual presentation and submit to your PSYC110 Class notebook under the section "Homework". This review is expected to demonstrate your understanding and questioning of the peer's presentation. The review should state the name of your peer doing the review. A strong job on this piece will pave the way for a strong Assignment A- Final Reflection

- See Moodle and Course schedule for other homework expectations.

Individual Presentations
Due Date: Each class from classes 3 thru 8
Weight: 25%

Individually, participants will work to develop, plan and deliver an 5-7-minute presentation based on one concept from the course.

Using an excellent variety of presentation methods, participants will highlight key features and insights from their chosen concept and relate them to practical application, personal stories and information from course material and texts.

Students will be evaluated on their individual presentation using the *Oral Presentation Rubric* provided in this course outline.

The presentation must include the following:

1.   Present an outline of the key points of the concepts and explain how these key concepts apply to your chosen program.

2.   Students should choose one concept and should relate the concept to a real-life situation, such as in a workplace.

3.   Students can adopt any communication format they prefer, for example, poster presentations, PowerPoint Presentations, Prezi, video format, or a combination of the formats.

Students should be prepared to respond to questions from class members. Students will be evaluated according to **Oral Presentation Rubric**.

Assignment A- Final Reflection of Individual Presentation
Due Class 8
Weight: 20%

This final project will enable you to deeply reflect on a **minimum of two other presentations** made by classmates, and how they could aid you in the development of professional career. You may guide your reflection using the points below:

- Your expectations at the start of the presentation
- Key concepts and experiences shared during the presentation
- The importance of this type of presentation in your field

Writing Assignment Expectations:

- **Objective:** The objectives of the writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignment is 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 500 words but is not to exceed 750 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 your ENGL110-1 textbook.

Assignment B - Writing Assignment
Due: Class 10
Weight: 25%

Writing Assignment: Comparing Treatment Approaches

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

a) What questions would they ask?
b) What would they be interested in observing?
c) What type of "treatment" would they 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.

Writing Assignment Expectations:

- **Objective:** The objectives of this writing assignment is 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:** This 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 1000 words. Students will be evaluated according to the attached rubric: **Critical 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 your ENGL110-1 textbook.

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	• 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.	• 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.	• Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability.	• Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion.	
Analysis	• 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.	• Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills.	• 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.	• 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	• 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.	• 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.	• 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.	• 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	• 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.	• 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	• 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.	• 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	• 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.	• 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.	• 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.	• 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:

Columbia College
Short Writing Reflective Rubric
Last Revised: July 2017

Student's Name	Course Code	Date	Facilitator/Evaluator's Name

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	• Reflection reveals a thorough insight of the subject matter. • Shows depth of critical thinking. • Uses specific and convincing examples to support reflective statements.	• Reflection reveals insight into the subject matter. • Often there are thoughtful statements. • Uses well-chosen examples to support reflective statements.	• Reflection reveals a basic understanding of the subject matter with an effort at reflection. • At times, some reflective statements are evident. • Uses some examples to support ideas on the subject matter and reflections.	• Reflection is limited. • The writer produces some basic understanding of the subject matter. • Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process	• Little to no reflection is present. • Uses few to no examples.	

	2		1.5		1-0	
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	• Demonstrates control of the writing conventions with few errors.		• Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.		• Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult.	

Total Score out of 10:

Facilitator/Evaluator's Comments:

Columbia College
Oral Presentation Rubric
Last Revised: January 23, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	• Creates introduction that is unique, clearly focused and engages the audience. • Organizes content logically, making entire presentation easy to follow. • Builds main points through carefully selected and original examples/ references. • Has effective transition between sections. • Summarizes all key points and stimulates thought at the end.	• Creates introduction that is original, clearly focused and gets the attention of the audience. • Organizes content logically, making most of the presentation easy to follow. • Builds main points through carefully selected examples/ references. • Has a transition between most sections. • Summarizes most key points and stimulates some thought at the end.	• Creates an introduction that tends to be unfocused. • Doesn't engage the audience's interest. • Content appears disorganized, without logic and consistency. • Builds a few main points with details, but most ideas are unsupported. • Few to no transitions are evident. • Little to no summarizing evident. Ending does not stimulate much thought.	• Presentation shows little to no logical organization. • Content is difficult to follow. • Not a thoughtful presentation.	
Content	• Provides evidence of supporting research to back all main points. • Gives a complete explanation of all key points. • Uses relevant examples/ references.	• Provides evidence of supporting research. To back most points. • Gives an explanation of most key points. • Uses some relevant examples/ references.	• Provides evidence that not enough research has been done to support the content. • Gives an incomplete explanation of key points. • Uses a few relevant examples/ references.	• Indicates little to no research. • Gives a limited explanation of a few points. • Uses little to no examples/ references.	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Delivery Style: **Nonverbal Effectiveness**	• Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact.	• Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact.	• At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently.	• Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. • Uses poor to no eye contact.	
Delivery Style: **Verbal Effectiveness**	• Conveys passionate interest for the topic. • Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses "ums". • Makes no obvious grammatical errors. • Uses cue cards or other supports effectively and does not read the presentation. • Uses rich, precise, and varied vocabulary. • Well-rehearsed and prepared.	• Conveys enthusiasm for the topic. • Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses "ums". • Makes few grammatical errors. • Most of the time uses cue cards or other supports appropriately, without reading the presentation. • Uses well-chosen and varied vocabulary.	• Demonstrates minimal enthusiasm for the topic. • Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. • Uses too many unnecessary pauses ("ums"), distracting from the presentation. • Makes some grammatical errors. • Tends to not use cue cards effectively and mostly relies on reading the presentation. • Uses ineffective vocabulary.	• No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. • Volume and rate of speech are often inappropriate, making comprehension difficult. • Uses too many unnecessary pauses "ums", making comprehension difficult. • Makes frequent grammatical errors. • Reads presentation. • Uses inappropriate or simplistic vocabulary.	

Total Score out of 40:

Facilitator/Evaluator's Comments: