



General Elective

Winter 2016

Section: 02

AHSS 1110

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Academic Advisor:	General Elective Course. Please contact appropriate Academic Advisor within your program area.
Guelph Humber Website:	www.guelphhumber.ca

Course Title:	Introductory Psychology: Dynamics
Pre-requisites:	None
Co-requisites:	None
Restrictions:	None
Credits:	0.50
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	3-0 (Lecture)

Calendar Description:

Students are introduced to the discipline of psychology's basic concepts, theories, research methods, and practices in four sub-areas -- Developmental, Personality, Abnormal, and Social Psychology. Psychology developed as a social and behavioural science, as well as a profession. Its research findings are applicable in such contexts as education, early childhood settings, social work, the justice system, and the work place.

Course Learning Outcomes:

On completion of this course the student will be able to:

1. State the differences (and enunciate the relative strengths and weaknesses) among the various methods used in Psychology, such as experimental, quasi-experimental, correlation, case study, and descriptive for both individuals and group aggregates.
2. Communicate in a written essay, in an analytical and critical manner, their reasoned assessment of several papers from the professional literature.
3. Argue that Psychology involves the scientific study of behaviour and mental processes, filtered through the richness of individual differences and diverse group and cultural processes, and informed by lessons learned in psychological practice.
4. Describe patterns and commonalities of idiographic and nomothetic. Individual and group behaviour, juxtaposed along the time-line of lifelong growth and development.
5. Discuss from a psychological perspective how humans (and, when appropriate, animals) know their world, act in their world, and pass from knowledge to action.
6. Recognize and comparatively evaluate the current competing perspectives representing physiological, experiential, psychodynamic, cognitive, personality, social, maturational, evolutionary or bio-social, and developmental psychology
7. List the stages of development that children and adults are thought to pass through in their lives
8. Relate the textbooks theories and concepts to observed everyday behaviours, as shown in documentary films or “Hollywood” portrayals

9. Explain why people may behave differently in a group or in the presence of others than when alone
10. Statistically describe how individuals and groups may differ on a test of intelligence, a midterm exam, a test of motivation, and when to think that such a difference is significant
11. Demonstrate the importance of a social milieu for child-rearing, and the negative effects that social isolation may have on language and moral development, and social skills
12. Interpret claims made by psychologists in their research studies about differences between experimental versus control groups
13. Recognize instances of psychological phenomena or laws in the world and media around them
14. Distinguish between ideas drawn from popular or everyday psychology and those from more systematic, scientific psychology
15. Discriminate, in a sensitive manner, expressions of psychological diversity (e.g., gender, cultural and age cohort differences)

Learning Resources

Required Textbook(s):

Title: Psychology: Frontiers and Application
Author: Michael W. Passer, Ronald E. Smith, Michael L. Atkinson, John B. Mitchell and Darwin W. Muir
Edition: 5th Canadian edition
ISBN: 978-0070877412
Publisher: McGraw-Hill Ryerson Higher Education

Supplementary Text/other:

PowerPoint Lecture slides and videos for each chapter can be found on the course website.

Course Schedule

Lesson/ Week	Topic	Readings/Activities
Jan.12	INTRODUCTIONS, SYLLABUS REVIEW, CRITICAL THINKING SKILLS	Chapter 1
Jan.19	INTRODUCTION TO PSYCHOLOGY	Chapter 1
Jan. 26	RESEARCH METHODS & ETHICS	Chapter 2
February 2	Test #1 chapters 1 and 2	
February 9	HUMAN DEVELOPMENT	Ch. 12 Feb. 9: Note - Feb. 15 - Feb 19 Winter Break
Winter Break		
February 23	INTELLIGENCE	Chapter 10
March 1	PERSONALITY	Chapter 14
March 8	Test #2 chapters 1, 2, 12, 10, & 14	
March 15	SOCIAL PSYCHOLOGY	Chapter 13
March 22	SOCIAL PSYCHOLOGY	Chapter 15 plus chapter 16
March 29	PERSONALITY DISORDERS	Chapter 16
April 5	TREATMENT OF PSYCHOLOGICAL DISORDERS	Chapter 17
Final Exam – (to be scheduled within final exam period) Please check www.guelphhumber.ca for exam schedules		

Evaluation and Due Dates

Students will be evaluated in this course through:

Test #1 (February 2)	25%
Test #2 (March 8)	35%
Final Exam (April 11 - 21)	40%

TOTAL	100%
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NOTE: All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

Policy for Late Work

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

NOTE: The University of Guelph-Humber Undergraduate Calendar states:

“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Academic Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy:

<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback

on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Accessibility Learning Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing an "***Accommodation Letter***".

When students require test accommodations, they will

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodation.
- Book the test date and time in the Accessibility Learning Services office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Accessibility Learning Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/student-life/swac/accessible-learning>

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>