

## Introduction to Psychology

**Course code:** PSY 150/2

**Term and year:** Fall 2021

**Day and time:** Thursday 11.30-14.15

**Instructor:** Dr. et Mgr. Ivana Schmidtová

**Instructor contact:** ivana.schmidtova@aauni.edu

**Consultation hours:** Thursday 14:15 – 14:45, please make appointments

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Introductory
<b>Length</b>	15 weeks	<b>Pre-requisite</b>	none
<b>Contact hours</b>	42 hours	<b>Course type</b>	Bachelor Required/Elective

### 1. Course Description

This course will provide you with an overview of theoretical and applied psychological approaches, methods and tools, with particular focus on personality characteristics and their measurement, intelligence, decision making, managing emotions and stress, motivation, effective communication and presentation skills. You will have the opportunity to gain knowledge of key psychological concepts, practically develop your skills, and apply them in real life.

### 2. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Develop the skills and background knowledge that will enable them to think critically about psychological issues and apply them constructively in their lives
- Understand basic psychological concepts with the focus on the practical application
- Understand the development of various psychological theories and views
- Understand the role of psychological experiments and research
- Comprehend the biological basis of human behavior
- Understand human emotions and their role in motivation and communication
- Understand the unique character of personality and tools to identify and measure different personality types
- Improve interpersonal skills based on understanding and application of relevant concepts of intelligence, abilities, emotions, motivation, communication, decision making, and creativity
- Understand and differentiate common mental disorders and their treatment

- Understand basic concepts of group behavior and models of group development

### **3. Reading Material**

#### ***Required Materials***

- Spielman, R.M., et al. (2014). *Psychology*. Houston, Texas : OpenStax College, Rice University.
- Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2009). *Atkinson & Hilgard's Introduction to Psychology* (15. ed.). Andover : Cengage Learning.
- Huffman, K. (2012). *Psychology in Action* (10. ed.). Hoboken, N.J. : Wiley.

Students registered for the course will find various materials (e.g. hand-outs, free download texts, videos, presentations, additional literature recommendations etc.) on the course site at Google Apps (NEO) which will be used also as the communication platform.

#### ***Recommended Materials***

- Myers, D. G. (2008). *Psychology* (9. ed.). New York : WORTH PUBLISHERS.
- Feldman, R. S. (1999). *Understanding psychology* (5. ed.). Boston : McGraw-Hill.
- Zimbardo, P. G., Johnson, R. L., & McCann, V. (2009). *Psychology : Core concepts* (6. ed.). Boston : Pearson.
- Selected journal articles (list will be specified during the classes)
- Selected online personality and other tests (links will be provided in the class)

### **4. Teaching methodology**

Lectures, group discussions and projects, presentations, role plays and exercises, feedback, examinations, article reviews, analysis of cases, homework readings and assignments with follow-up analysis and discussion in class, etc., (both in person and/or virtual sessions)

## 5. Course Schedule

Date	Class Agenda
<b>Session 1</b> <b>September 2</b>	<b>Topic:</b> Course Overview. Introduction to Psychology as a Social Science. <b>Description:</b> Syllabus review. Discussion on class expectations. What is Psychology. <b>Reading:</b> N/A <b>Assignments/deadlines:</b> N/A
<b>Session 2</b> <b>September 9</b>	<b>Topic:</b> Basic Concepts of General Psychology – part I <b>Description:</b> Overview of key psychological views and their evolution. <b>Reading:</b> Materials on course website (according to the reading schedule). <b>Assignments/deadlines:</b> N/A
<b>Session 3</b> <b>September 16</b>	<b>Topic:</b> Basic Concepts of General Psychology – part II <b>Description:</b> Overview of key psychological views and their evolution. <b>Reading:</b> Materials on course website (according to the reading schedule). <b>Assignments/deadlines:</b> Student presentations (separate schedule).
<b>Session 4</b> <b>September 23</b>	<b>Topic:</b> Psychological Research <b>Description:</b> Research methods in Psychology. Key experiments. Ethical issues and regulations in psychological research. <b>Reading:</b> Materials on course website (according to the reading schedule). <b>Assignments/deadlines:</b> Student presentations (separate schedule).
<b>Session 5</b> <b>September 30</b>	<b>Topic:</b> Biological Foundations of Psychology. <b>Description:</b> Structure and function of nervous and endocrine systems. Sensation and perception. <b>Reading:</b> Materials on course website (according to the reading schedule). <b>Assignments/deadlines:</b> Student presentations (separate schedule).
<b>Session 6</b> <b>October 7</b>	<b>Topic:</b> Cognitive Abilities. <b>Description:</b> Memory. Intelligence. Specific abilities. Learning. Decision making. Creativity. <b>Reading:</b> Materials on course website (according to the reading schedule). <b>Assignments/deadlines:</b> Student presentations (separate schedule).
<b>Session 7</b> <b>October 14</b>	<b>Topic:</b> Emotions and Moods in Human Behavior – part I - Key Concepts <b>Description:</b> Basic human emotions and their characteristics <b>Reading:</b> Materials on course website (according to the reading schedule). <b>Assignments/deadlines:</b> Student presentations (separate schedule).
<b>Session 8</b> <b>October 21</b>	<b>Topic:</b> Exam (Online Test) Catch up and/or reinforcement of previous topics. <b>Description:</b> See the description of the assignments. <b>Reading:</b> Materials on course website (according to the reading schedule). <b>Assignments/deadlines:</b> Student presentations (separate schedule).
No Session October 28	<b>Mid-term break</b>
<b>Session 9</b> <b>November 4</b>	<b>Topic:</b> Emotions and Moods in Human Behavior - part II – EQ, Emotional Flooding & Stress <b>Description:</b> Emotional intelligence and its application in relationships.

	<p>Characteristics of stress reactions. Stress management and coping skills.</p> <p><b>Reading:</b> Materials on course website (according to the reading schedule).</p> <p><b>Assignments/deadlines:</b> Student presentations (separate schedule).</p>
<p><b>Session 10</b> <b>November 11</b></p>	<p><b>Topic:</b> Personality – part I – Key Concepts Feedback on Exam/Individual up-to-date performance.</p> <p><b>Description:</b> Unique character and determinants of personality (heredity and environment). Personality traits and types.</p> <p><b>Reading:</b> Materials on course website (according to the reading schedule).</p> <p><b>Assignments/deadlines:</b> Student presentations (separate schedule).</p>
<p><b>Session 11</b> <b>November 18</b></p>	<p><b>Topic:</b> Personality – part II - Typology</p> <p><b>Description:</b> Tools to identify and measure different personality types. Examples of personality tests and their usage.</p> <p><b>Reading:</b> Materials on course website (according to the reading schedule).</p> <p><b>Assignments/deadlines:</b> Student presentations (separate schedule).</p>
<p><b>Session 12</b> <b>November 25</b></p>	<p><b>Topic:</b> Motivation. Psychological Disorders and their Treatment.</p> <p><b>Description:</b> Key motivational theories and their application. Key mental issues &amp; main therapeutic approaches.</p> <p><b>Reading:</b> Materials on course website (according to the reading schedule).</p> <p><b>Assignments/deadlines:</b> Student presentations (separate schedule).</p>
<p><b>Session 13</b> <b>December 2</b></p>	<p><b>Topic:</b> Final Project. Catch up and/or reinforcement of previous topics</p> <p><b>Description:</b> See the description of the assignments.</p> <p><b>Reading:</b> Materials on course website (according to the reading schedule).</p> <p><b>Assignments/deadlines:</b> Final Project presentation</p>
<p><b>Session 14</b> <b>December 9</b></p>	<p><b>Topic:</b> Group Behavior. Feedback on Final Project/Overall Performance. Final group activities.</p> <p><b>Description:</b> Basic concepts of group behavior and models of group development. Practical implementation of acquired knowledge and skills.</p> <p><b>Reading:</b> N/A</p> <p><b>Assignments/deadlines:</b> Final group activities.</p>

Notes:

- This course schedule may change, e.g. due to potential guest lecturers and/or field excursions; any changes will be announced in advance in class.
- Scheduled topics will be covered in various and combined ways, i.e. by lectures, home study and reading, peers presentations, team discussions and assignments.
- Home reading and Presentations: detailed instructions and schedule will be provided in class.
- Exceptionally, it may be necessary to re-schedule classes. Every effort will be made to find convenient time. Students are either way responsible for any materials in make-up classes.

## 6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class participation	42	20%	Demonstration of interest and commitment to the study. Ability to openly and honestly discuss with others, listening skills, ability to provide & receive feedback.	1,2,3
Presentation	13	25%	Presentation skills, ability to explain the studied topic to peers, identify key issues, subject knowledge, ability to receive and implement feedback	1,2,3
Exam	30	20%	Knowledge and ability to apply learned information and critical thinking and propose their constructive application in a real situation.	1
Homework (incl. Reading and Academic article review)	35	15%	Knowledge and ability to apply learned information and critical thinking and propose their constructive application in a real situation.	1,2,3
Final project	30	20%	Knowledge and ability to apply learned information and critical thinking and propose their constructive application in a real situation.	1,2,3
<b>TOTAL</b>	<b>150</b>	<b>100%</b>		

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

- Reduction in points – principles will be explained in class
- For extraordinary performance a bonus up to 3 points can be allocated in each performance category additionally (from the lecturer's discretion)

## 7. Detailed description of the assignments

### **Presentation:**

Study and exploration of the assigned/selected topic, preparation of the presentation applying the knowledge obtained from class, reading of professional journals and own experience with the focus on practical solutions and implementation in real life situations. Presentation of the prepared slides to the peers. Detailed requirements/instructions will be provided in the class.

### **Assessment breakdown**

<b>Assessed area</b>	<b>Points/Percentage</b>
Relevance, content and applicable solutions, application of knowledge	15
Effective presentation	10

### **Exam:**

Exam represents individual, in-class or online assignment. It is written, cumulative and is supposed to test students' knowledge and ability to apply learned information, critical thinking and ability to propose constructive application of the knowledge. It consists of a set of multiply-choice questions. Detailed requirements/instructions will be provided in the class.

### **Assessment breakdown**

<b>Assessed area</b>	<b>Points/Percentage</b>
Mid-term exam	20

### **Final project:**

Final project represents in-class or online assignment, which consists of individual work combined with collaboration in real/virtual teams. It is supposed to demonstrate students' knowledge and ability to apply learned information, critical thinking and creativity, and ability to propose constructive application of the knowledge in the real life situations. Detailed requirements/instructions will be provided in the class.

### **Assessment breakdown**

<b>Assessed area</b>	<b>Points/Percentage</b>
Relevance, content and constructive solutions, application of knowledge	15
Effective presentation	5

### **Homework (incl. Reading and Academic article review):**

Home Reading (including Academic article review), preparation and completion of tasks for the classes according to the schedule enable to focus on in-class/online discussions. Detailed requirements/instructions will be provided in the class.

### **Assessment breakdown**

<b>Assessed area</b>	<b>Points/Percentage</b>
Proven understanding of the content of required materials, critical assessment of the scientific text, and meeting deadlines	15

### **Class Participation:**

Students are supposed to attend the course regularly, behave professionally, actively participate in class activities and constructively contribute to group discussions (see also General Requirements and School Policies). Detailed requirements/instructions will be provided in the class.

Professional behavior: expected behavior in class is based on the "Student Handbook". Students are supposed to come on time, not disturb by private conversations and not leave the classroom before the end of the lesson.

**Assessment breakdown**

Assessed area	Points/Percentage
Active participation in class/group discussions/ exercises/ activities and professional behavior in class	20

**8. General Requirements and School Policies**

**General requirements**

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

**Electronic communication and submission**

The university and instructors shall only use students’ university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

**Attendance**

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

**Absence excuse and make-up options**

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

**Late work:** No late submissions will be accepted – please follow the deadlines.

**Electronic devices**

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

**Eating** is not allowed during classes.

### ***Cheating and disruptive behavior***

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the exam or assignment will be failed and the student will be expelled from the exam or class.

### ***Plagiarism and Academic Tutoring Center***

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student's Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:

<http://atc.simplybook.me/sheduler/manage/event/1/>.

### ***Course accessibility and inclusion***

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first



two weeks of the term. All requests must include specific dates for which the student requests accommodations.

### 9. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	<b>Excellent performance.</b> The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	<b>Good performance.</b> The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	<b>Fair performance.</b> The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	<b>Poor.</b> The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 – 59	<b>Fail.</b> The student has not succeeded in mastering the subject matter covered in the course.

\* Decimals should be rounded to the nearest whole number.

Prepared by: Ivana Schmidtova

Date: June 7<sup>th</sup>, 2021

Approved by: School of Humanities and Social Sciences

Date: June 24, 2021