

SS1101: BASIC PSYCHOLOGY

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Basic Psychology

Subject Code

SS - Social and Behavioural Sciences

Course Number

1101

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

SS2023 Basic Psychology I or SS2605 Basic Principles in Psychology or SS2607 Psychological Principles Applied to Science and Technology

Exclusive Courses

Nil

Part II Course Details

Abstract

This course is an overview of the major areas in the science of psychology. Students will be able to describe major psychological theories and empirical findings discovered in the West and the local soil, to apply the theories and empirical findings in the analysis of human behaviour and social phenomena in a relevant context, and to contrast and compare the psychological theories and findings for the applications to the real world.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	describe and demonstrate major theories and empirical findings in different areas of the psychological sciences;	40	x	x	
2	apply psychological theories to explain human behaviours in a relevant context; and	40	x	x	
3	discover theoretical, practical and methodological implications and analyse the results of experiments designed for the study of human behaviour in different domains.	20	x	x	

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in formal lectures and gain knowledge about different psychological theories related to human behaviour.	1, 2, 3	
2	Video and experiment demonstration	Students will participate in video viewing and discuss how the video clips illustrate related theories and topics discussed in the lectures and laboratory activities.	1, 2	
3	Short discussion in lectures	Students will discuss and clarify key concepts and theories related to current issues addressed in psychology.	2, 3	

4	Laboratory-based activities	Students will participate in laboratory-based learning activities to expand their in-depth understanding and application of psychological principles in non-conventional classroom settings, such as real life or laboratory settings.	1, 2, 3	
---	-----------------------------	--	---------	--

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Quizzes	1, 2, 3	70	Two times, individual student performance and feedback will be conveyed to students in the first two quizzes.
2	Participation & Reflection of Laboratory Activities and Journal Reading	1, 2, 3	10	Reflection of journal reading and laboratory participation will be included.
3	Term Paper	1, 2, 3	20	One individual term paper

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Quizzes

Criterion

Accuracy in applying psychological concepts and knowledge

Excellent (A+, A, A-)

Excellent command Of psychological knowledge with >75% of accuracy

Good (B+, B, B-)

Good command of psychological knowledge with accuracy between 60-74%

Fair (C+, C, C-)

Adequate command of psychological knowledge with accuracy between 45-59%

Marginal (D)

Marginal command of mastery of psychological knowledge with accuracy between 40-44%

Failure (F)

Fail to demonstrate a basic mastery of psychological knowledge at an accuracy level <40%

Assessment Task

2. Participation & Reflection of Laboratory Activities

Criterion

Participation in 5 hours of laboratory activities or submission of a 500 words reflective paper that comments on a contemporary theory of psychology

Excellent (A+, A, A-)

Above 75% of participation in laboratory activities; Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior mastery of psychological knowledge

Good (B+, B, B-)

Between 60-74% of participation in laboratory activities; Evidence of good grasp of psychological knowledge, some evidence of critical capacity and analytic ability; reasonable understanding

Fair (C+, C, C-)

Between 45-59% of participation in laboratory activities; Adequate grasp of basic learning about psychological knowledge and scientific writing

Marginal (D)

Between 40-44% of participation in laboratory activities; Marginal command of mastery of psychological knowledge and scientific writing

Failure (F)

Below 40% of participation in laboratory activities; Little evidence of familiarity with psychological knowledge; weakness in critical and analytic skills; limited, or irrelevant use of literature

Assessment Task

3. Term Paper

Criterion

Critically analyse psychological theories and research evidence in the literature

Excellent (A+, A, A-)

Evidence of extensive knowledge base and rich critical analysis of the literature

Good (B+, B, B-)

Evidence of good knowledge base and good critical analysis of the literature

Fair (C+, C, C-)

Evidence of some knowledge base and some general analysis of the literature

Marginal (D)

Sufficient knowledge to enable the student to progress without repeating the course

Failure (F)

Little knowledge of psychological theories

Part III Other Information

Keyword Syllabus

Psychology, classical theories, contemporary development, scientific evidence, laboratory training, developmental psychology, social psychology, evolutionary psychology, personality psychology, psychopathology, psychotherapy

Reading List

Compulsory Readings

Title	
1	Kalat, J. W., Lau, I. Y. M. & Tong, J. Y. Y. (2020). Introduction to psychology: An Asia edition, (1st Ed.). Cengage.
2	American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.

Additional Readings

Title	
1	Ackerman, P. L., & Kanfer, R. (2020). Work in the 21st century: New directions for aging and adult development. <i>American Psychologist</i> , 75(4), 486-498. https://doi.org/10.1037/amp0000615
2	American Psychological Association. (2014). Guidelines for psychological practice with older adults. <i>American Psychologist</i> , 69(1), 34-65. https://doi.org/10.1037/a0035063
3	ten Brummelhuis, L. L., & Bakker, A. B. (2012). A resource perspective on the work-home interface: The work-home resources model. <i>American Psychologist</i> , 67(7), 545-556. https://doi.org/10.1037/a0027974
4	Bradshaw, E. L., Duineveld, J. J., Conigrave, J. H., Steward, B. A., Ferber, K. A., Joussemet, M., Parker, P. D., & Ryan, R. M. (2024). Disentangling autonomy-supportive and psychologically controlling parenting: A meta-analysis of self-determination theory's dual process model across cultures. <i>American Psychologist</i> . Advance online publication. https://doi.org/10.1037/amp0001389
5	Cheng, H.-L., Kim, H. Y., Reynolds, J. D., Tsong, Y., & Wong, Y. J. (2021). COVID-19 Anti-Asian racism: A tripartite model of collective psychosocial resilience. <i>American Psychologist</i> , 76(4), 627-642. https://doi.org/10.1037/amp0000808
6	Chenneville, T., & Schwartz-Mette, R. (2020). Ethical considerations for psychologists in the Time of COVID-19. <i>American Psychologist</i> , 75(5), 644-654. https://doi.org/10.1037/amp0000661
7	Hirsh, J. B., Kang, S. K., & Bodenhausen, G. V. (2012). Personalized persuasion: Tailoring persuasive appeals to recipients' personality traits. <i>Psychological Science</i> , 23(6), 578-581. https://doi.org/10.1177/0956797611436349
8	Gee, D. G. (2022). Neurodevelopmental mechanisms linking early experiences and mental health: Translating science to promote well-being among youth. <i>American Psychologist</i> , 77(9), 1033-1045. https://doi.org/10.1037/amp0001107
9	Granic, I., Lobel, A., & Engels, R. C. M. E. (2014). The benefits of playing video games. <i>American Psychologist</i> , 69(1), 66-78. https://doi.org/10.1037/a0034857
10	Harvey, A. G., Callaway, C. A., Zieve, G. G., Gumpert, N. B., & Armstrong, C. C. (2022). Applying the science of habit formation to evidence-based psychological treatments for mental illness. <i>Perspectives on Psychological Science</i> , 17(2), 572-589. https://doi.org/10.1177/1745691621995752
11	Hollenstein, T., & Loughheed, J. P. (2013). Beyond storm and stress: Typicality, transactions, timing, and temperament to account for adolescent change. <i>American Psychologist</i> , 68(6), 444-454. https://doi.org/10.1037/a0033586
12	Luchetti, M., Lee, J. H., Aschwanden, D., Sesker, A., Strickhouser, J. E., Terracciano, A., & Sutin, A. R. (2020). The trajectory of loneliness in response to COVID-19. <i>American Psychologist</i> , 75(7), 897-908. https://doi.org/10.1037/amp0000690
13	McNulty, J. K., & Fincham, F. D. (2012). Beyond positive psychology? Toward a contextual view of psychological processes and well-being. <i>American Psychologist</i> , 67(2), 101-110. https://doi.org/10.1037/a0024572

14	Munoz, R. F., Beardslee, W. R., & Leykin, Y. (2012). Major depression can be prevented. <i>American Psychologist</i> , 67(4), 285–295. https://doi.org/10.1037/a0027666
15	Nelson, L. (2006, August 1). A learning machine: Plasticity and change throughout life. <i>APS Observer</i> . https://www.psychologicalscience.org/observer/a-learning-machine-plasticity-and-change-throughout-life
16	Pierce, B. S., Perrin, P. B., Tyler, C. M., McKee, G. B., & Watson, J. D. (2020). The COVID-19 telepsychology revolution: A national study of pandemic-based changes in U.S. mental health care delivery. <i>American Psychologist</i> . https://doi.org/10.1037/amp0000722
17	Scott O. Lilienfeld, S. O. (2005, September 1). The 10 commandments of helping students distinguish science from pseudoscience in psychology. Association for Psychological Science. https://www.psychologicalscience.org/observer/the-10-commandments-of-helping-students-distinguish-science-from-pseudoscience-in-psychology
18	Stokols, D., Misra, S., Runnerstrom, M. G., & Hipp, J. A. (2009). Psychology in an age of ecological crisis: From personal angst to collective action. <i>American Psychologist</i> , 64(3), 181-193. https://doi.org/10.1037/a0014717
19	Weir, K. (2012, June). The roots of mental illness: How much of mental illness can the biology of the brain explain? https://www.apa.org/monitor/2012/06/roots
20	William, J. R. (2013). <i>Evolutionary psychology: Neuroscience perspectives concerning human behavior and experience</i> . Sage.
21	Workman, L., & Reader, W. (2014). <i>Evolutionary psychology: An introduction</i> . Cambridge University Press.