

Introduction to Psychology

2020-21 Academic Year

Program	Year	Semester
IS-Communication course to be delivered across several programs	N/A	N/A

Course Code: PSYC 1051	Course Equiv. Code(s): HRM 1110, PSYC 1050, PSYC 1090
Course Hours: 42	Course GPA Weighting: 3
Prerequisite: N/A	
Corequisite: N/A	
Laptop Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Delivery Mode(s): In class <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Correspondence <input type="checkbox"/>	

Pandemic remote teaching delivery mode <input checked="" type="checkbox"/> Fully asynchronous <input type="checkbox"/> Combined asynchronous and synchronous
Remote proctoring required Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Authorized by (Dean or Director): Debbie Johnston Date: November 2020

Prepared by		
First Name	Last Name	Email
Centre for	Professional & Part-time Learning	ppl@durhamcollege.ca

Course Description:

You will examine the basis for behaviour and gain an understanding of why people think and act as they do. Topics include the scientific process of research, the human brain and the nervous system, sensation and perception, learning, memory and personality.

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes No

PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Apply key principles, perspectives, and methods of psychology.
- CLO2 Use scientific reasoning to understand the connections among biology, behaviour, and mental processes in predicting human behaviour.
- CLO3 Describe and differentiate psychological and physiological systems of memory (e.g. short-term memory, procedural memory, etc.). Apply the principles of encoding, storage, and construction of memories. Describe strategies for memory improvement.
- CLO4 Explain sensation and discuss the roles attention, motivation, and sensory adaptation play in perception.
- CLO5 Apply different types of learning theories and recognize the roles that learning principles play in terms of common behaviour.
- CLO6 Integrate and apply psychological theories towards explaining the role of motivation and emotion in human thinking, feeling, and behaviour.
- CLO7 Apply psychological theories, principles, and concepts explaining social cognition, attitude formation, decision making, group processes, pro-social behavior, aggression, conformity/obedience and stereotyping/prejudice.
- CLO8 Conduct, analyze and interpret basic and applied psychology research.
- CLO9 Develop critical thinking skills by evaluating psychological evidence and formulating appropriate arguments and/or conclusions.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Assignment: Student Cafe Assignment #1 - Week 3 - See Notes 2, 3 and below.	CLO1, CLO2, CLO8, CLO9	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	8
Assignment: Student Cafe Assignment #2 - Week 5 - See Notes 2, 3 and 5 below.	CLO1, CLO2, CLO8, CLO9	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	8
Test: Online Test #1 - Week 6 - Chapters 1, 2 & 3 - Closed booked. Question Types: Multiple Choice. See Notes 1, 3 and 5 below.	CLO1, CLO2, CLO4, CLO9	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	15
Assignment: Student Cafe Assignment #3 - Week 7 - See Notes 2, 3 & 5 below.	CLO1, CLO5, CLO8, CLO9	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	8
Assignment: Student Cafe Assignment #4 - Week 8 - See Notes 2, 3 & 5 below.	CLO1, CLO3, CLO8, CLO9	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	8
Test: Online Test #2 - Week 9 - Chapters 5 & 6. Closed-Book. Question Types: Multiple Choice. See Notes 1,3 & 5 below.	CLO1, CLO3, CLO5, CLO9	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	15
Assignment: Student Cafe Assignment #5 - Week 12 - See Notes 2, 3 and 5 below.	CLO1, CLO7, CLO8, CLO9	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	8
Exam: Final Exam - Week 14 The final exam is on Chapters 9 and 13. Question Types: M/C and 3 short essay questions. See Notes 4 & 5 below.	CLO1, CLO6, CLO7, CLO9	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	30
Total			100%

Notes:

1. All tests will be administered online during class time.
2. All student cafe assignments are explained and to follow APA guidelines for writing in psychology. Students are advised not to wait until the last minute to complete and submit assignments as late assignments and emailed assignments are NOT accepted for ANY reason.
3. As in the workplace, failure to meet deadlines results in loss of credibility and grades. Course work not submitted by the deadline will receive a grade of zero (no exceptions).

4. The final exam will be administered online during the exam period.
5. All critical thinking activities will be conducted throughout the course. These activities are designed to help you gain a solid understanding of the theories and concepts, and will not be counted as part of your grade.

While you're off the hook from being physically present in class, this online course has requirements that you should be aware of. It's extra important that you consistently devote time.

The interaction in the course does include participation in the online discussions. You are held accountable for how much you interact and your understanding of the material being covered.

Required Text(s) and Supplies:

1. Wood, S. E., Wood, E. G., Boyd, D., Wood, E., & Desmarais, S. (2020). *The World of Psychology* (9th Canadian Edition) with REVEL. Toronto, ON: Pearson. ISBN: 9780136462934
2. Purchasing options:
Available at the campus bookstore or at <https://www.pearsonhighered.com/revel/index.html>
Electronic textbook only: ISBN-13: 9780135306864
Softcover text to accompany electronic: ISBN-13: 9780134822426
3. Note: This same textbook is used for GNED 1117 (*Introduction to Psychology: A Behavioural Science*), which covers the remaining chapters (the chapters which are not covered in this course).

Recommended Resources (purchase is optional):

1. APA (American Psychological Association) Style Guide.

The Purdue Writing Guide will help you learn how to use the American Psychological Association (APA) citation and format style. It contains resources on in-text citation and the References page, as well as APA sample papers and electronic resources. To learn more go to Purdue Writing Guide website - www.owl.purdue.edu

Purdue Writing Guide (2018) retrieved from https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

<p>General College policies related to</p> <ul style="list-style-type: none">+ Acceptable Use of Information Technology+ Academic Policies+ Academic Honesty+ Student Code of Conduct+ Students' Rights and Responsibilities can be found on-line at http://www.durhamcollege.ca/academicpolicies	<p>General policies related to</p> <ul style="list-style-type: none">+ attendance+ absence related to tests or assignment due dates+ excused absences+ writing tests and assignments+ classroom management can be found in the Program Guide (full time programs only) in MyCampus http://www.durhamcollege.ca/mycampus/
---	---

Course Specific Policies and Expectations:

Academic Honesty

Please refer to the college website for definitions of plagiarism and academic integrity. This is carefully monitored by all professors. http://www.durhamcollege.ca/EN/main/about_us/governance/policies/academic_policy.php

CONTACTING YOUR FACILITATOR: Contact by email only. Please allow 48 hours for a response.

Assignments:

Assignments are due on their due dates. Late assignments will be given a mark of zero unless otherwise discussed with your course instructor. The student must communicate with their instructor within 24 hours of the assignment due date. An extension may be granted if the student has a medical emergency or illness documented by a doctor's note. This note must be submitted to the student's registering college. If an extension is granted, the maximum period to submit the late assignment will be one week after the original due date.

While you may discuss with others how to approach the assignments, the work you submit must be your own. There will be no make-up assignments. It is the student's responsibility to keep track of all returned assignment marks.

Attendance:

Each student is expected to spend an average of twice the in-class time performing critical thinking activities like reading, responding to chapter questions, researching and writing assignments, etc. This brings the total weekly time investment to nine hours, or 126 hours for the semester.

Each lesson builds on the skills learned in the previous lessons. If you miss a topic you will be less able to complete subsequent assignments. Success in the course depends on regularly checking the course online, participation in discussion boards/chats, and completion of homework and assignments.

Final Examinations:

Final examinations must be written no later than the Saturday following the official end date of the course. Exams must be scheduled no later than five (5) college days prior to the date you wish to write. Exams are scheduled by the student using the online system at <https://durhamcollege.ca/academic-schools/school-of-continuing-education/online-learning/exams>

Students are responsible for attending final examinations as schedule at the registering college test centre.

Proctored Exams:

For those students who live outside a 100 km radius of Oshawa, you can arrange to write your final exam(s) at your local college, or if none within 100 km, under the supervision of a proctor.

The student is responsible for obtaining a professional to act as the proctor (approved by Durham College) and any additional fees incurred, i.e. proctor fees and/or exam courier fees.

If you are using a proctor, a proctor form must be completed and returned to us via fax at 905.721.3195 or via e-mail at ontariolearnexams@durhamcollege.ca. The form can be found on the website as noted above under the Final Examinations section and in the course site. Print it out, complete and fax, or complete online and return to us via email.

NOTE: Proctor forms must be received in the Continuing Education office at least ten (10) business days prior to your scheduled exam date.

Missed Final Examinations:

If for the following reasons students are unable to attend their scheduled final in-person examination, he/she must contact the Continuing education office immediately to schedule a make-up final examination. Make-up final examinations will be done in accordance with the course outline and must be scheduled and re-written within two (2) college days of the date of the original exam date. A \$50 non-refundable fee will be charged.

1. Medical reason (Doctor's note is required)
2. Employment reason (e.g. your job is taking you out-of-town; employer's note is required)
3. Death in the family (copy of the death certificate/notice is required)

Tests/Quizzes:

1. Tests/quizzes must be written during the scheduled test time.
2. Students are required to contact the professor within twenty-four hours of the time/day of the test if unable to be in attendance for a test/quiz. Email messages are an acceptable form of contact. A failure to comply will result in a mark of zero for that test/quiz. Make-up tests/quizzes will not be given.
3. Given compliance with (2), the weighting of a missed test/quiz may be applied to the final examination or the weighting of such other evaluation items as the professor may select will be increased.
4. If one test/quiz has already been missed, any subsequently missed tests/quizzes will be assigned a mark of zero.

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <https://durhamcollege.ca/about/governance/policies/academic-policies> .
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	3	Delivery:	Online
1	Course Learning Outcomes			
	CLO1, CLO8, CLO9			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES6, EES7, EES8, EES10, EES11	Practiced:	EES1, EES2, EES6, EES7, EES8, EES10, EES11
	Intended Learning Objectives			
	<ol style="list-style-type: none"> 1. Demonstrate knowledge of resources in course site (Desire 2 Learn platform). 2. Understand the course expectations. 3. Understand the course outline - It is a binding document that communicates important information about the course outcomes, class expectations, and grading structures. 4. Understand the course schedule - is lists weekly dates and times for the topics including course expectations. 5. Participate in class introductions. 5. Understand the grading criteria outlined in the rubric for each student cafe assignment. 6. Understand APA Guidelines for writing in psychology. 7. Understand and maintain academic honesty and integrity for the use of critical thinking. This is essential in the course. 			
Intended Learning Activities				
Orientation, introductions and icebreaker				
Resources and References				
Textbook REVEL Course Outline Course Schedule APA Style Guide Student Cafe Assignment Rubric				
Evaluation				

Wk.	Hours: 3	Delivery: Online
2	Course Learning Outcomes CLO1, CLO8, CLO9	
	Essential Employability Skills	
	Taught: EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced: EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives 1. Recognize the key principles, perspectives, and research methods of psychology	
	Intended Learning Activities 1. Read Chapter 1 What is Psychology 2. Complete critical thinking activities. These are designed to help you gain a solid understanding of the theories and concepts, and will not be counted as part of your grade.	
	Resources and References Textbook - Chapter 1 REVEL Learning Module - Week 2	
Evaluation		
Wk.	Hours: 3	Delivery: Online
3	Course Learning Outcomes CLO1, CLO8, CLO9	
	Essential Employability Skills	
	Taught: EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	Practiced: EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11
	Intended Learning Objectives 1. Recognize the key principles, perspectives, and research methods of psychology.	
	Intended Learning Activities 1. Review Chapter 1 What is Psychology 2. Complete critical thinking activities. These are designed to help you gain a solid understanding of the theories and concepts, and will not be counted as part of your grade. 3. Submit student cafe assignment #1,	
	Resources and References Textbook - Chapter 1 (continued) REVEL APA Citation Guide Student Cafe Assignment Rubric Learning module - Week 3	
Evaluation Assignment: Student Cafe Assignment #1 - Week 3 - See Notes 2, 3 and below.		Weighting 8

Wk.	Hours:	3	Delivery:	Online
4	Course Learning Outcomes CLO1, CLO8, CLO9			
	Essential Employability Skills			
	Taught:	EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	Practiced:	EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11
	Intended Learning Objectives 1. Identify the connections among biology, behaviour, and mental processes in predicting human behaviour			
	Intended Learning Activities 1. Read Chapter 2 Biology and Behaviour 2. Complete critical thinking activities. These are designed to help you gain a solid understanding of the theories and concepts, and will not be counted as part of your grade.			
	Resources and References Textbook - Chapter 2 Learning module - Week 4			
Evaluation				
Wk.	Hours:	3	Delivery:	Online
5	Course Learning Outcomes CLO1, CLO2, CLO8, CLO9			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives 1. Identify the connections among biology, behaviour, and mental processes in predicting human behaviour			
	Intended Learning Activities 1. Review Chapter 2 Biology and Behaviour 2. Complete critical thinking activities. These are designed to help you gain a solid understanding of the theories concepts, and will not be counted as part of your grade. 3. Submit student cafe assignment #2			
	Resources and References Textbook - Chapter 2 (continued) REVEL APA Citation Guide Student Cafe Assignment Rubric			
Evaluation Assignment: Student Cafe Assignment #2 - Week 5 - See Notes 2, 3 and 5 below.			Weighting 8	

Wk.	Hours: 3	Delivery: Online
6	Course Learning Outcomes CLO1, CLO2, CLO4, CLO8, CLO9	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11
	Intended Learning Objectives	
	<ol style="list-style-type: none"> 1. Recognize the key principles, perspectives, and research methods of psychology 2. Identify the connections among biology, behaviour, and mental processes in predicting human behaviour 3. Identify and understand the difference between sensation and perception 4. Understand how sensory stimuli come to be experienced as sensations 5. Identify the structures and the role of the structures used for the different senses 	
	Intended Learning Activities	
<ol style="list-style-type: none"> 1. Read Chapter 3 on Sensation and Perception and review Chapter 2 Biology and Behaviour and Chapter 1 Introduction to Psychology. Test on Chapters 1, 2 & 3. 3. Test #1 will be written online this week. 		
Resources and References		
N/A		
Evaluation		Weighting
Test: Online Test #1 - Week 6 - Chapters 1, 2 & 3 - Closed booked. Question Types: Multiple Choice. See Notes 1, 3 and 5 below.		15

Wk.	Hours: 3	Delivery: Online
7	Course Learning Outcomes CLO1, CLO5, CLO8, CLO9	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives	
	<ol style="list-style-type: none"> 1. Define learning 2. Understand the components of classical conditioning and operant conditioning 3. Understand basic principles such as extinctions, spontaneous recovery, generalization, and discrimination 4. Compare and contrast the similarities and differences between classical and operant conditioning and the factors that influence both 5. Apply behaviour modification in a real-world context 6. Define cognitive learning/observational learning 7. Understand the role of observational modelling 	
	Intended Learning Activities	
<ol style="list-style-type: none"> 1. Read Chapter 5 Learning 2. Complete critical thinking activities. These are designed to help you gain a solid understanding of the theories concepts, and will not be counted as part of your grade. 3. Complete student cafe assignment #3 		
Resources and References		
Textbook - Chapter 5 Pearson REVEL APA Citation Guide Student Cafe Assignment Rubric Learning module - Week 7		
Evaluation	Assignment: Student Cafe Assignment #3 - Week 7 - See Notes 2, 3 & 5 below.	Weighting 8

Wk.	Hours: 3	Delivery: Online
8	Course Learning Outcomes CLO1, CLO3, CLO8, CLO9	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives	
	<ol style="list-style-type: none"> 1. Identify and define the concepts of memory and the three memory systems 2. Understand the differences between the types of memory 3. Describe factors that can limit or enhance accuracy of eyewitness testimony 4. Understand the processes of remembering 5. Be familiar with the concept of brain scans 6. Understand the process behind false memories 	
	Intended Learning Activities	
<ol style="list-style-type: none"> 1. Read Chapter 6 Memory 2. Complete critical thinking activities. These are designed to help you gain a solid understanding of the theories concepts, and will not be counted as part of your grade. 3. Submit student cafe assignment #4 		
Resources and References		
Textbook - Chapter 6 REVEL APA Citation Guide Learning module - Week 8		
Evaluation	Assignment: Student Cafe Assignment #4 - Week 8 - See Notes 2, 3 & 5 below.	Weighting 8

Wk.	Hours: 3	Delivery: Online
9	Course Learning Outcomes CLO1, CLO5, CLO8, CLO9	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11
	Intended Learning Objectives	
	<ol style="list-style-type: none"> 1. Define learning 2. Understand the components of classical conditioning and operant conditioning 3. Understand basic principles such as extinctions, spontaneous recovery, generalization, and discrimination 4. Compare and contrast the similarities and differences between classical and operant conditioning and the factors that influence both 5. Apply behaviour modification in a real-world context 6. Define cognitive learning/observational learning 7. Understand the role of observational modelling 8. Identify and define the concepts of memory and the three memory systems 9. Understand the differences between the types of memory 10. Describe factors that can limit or enhance accuracy of eyewitness testimony 11. Understand the processes of remembering 12. Be familiar with the concept of brain scans 13. Understand the process behind false memories 	
	Intended Learning Activities	
<ol style="list-style-type: none"> 1. Review Chapter 5 Learning and Chapter 5 Memory 3. Test #2 is written online this week. 		
Resources and References		
N/A		
Evaluation		Weighting
Test: Online Test #2 - Week 9 - Chapters 5 & 6. Closed-Book. Question Types: Multiple Choice. See Notes 1,3 & 5 below.		15

Wk.	Hours: 3	Delivery: Online
10	Course Learning Outcomes CLO1, CLO6, CLO8, CLO9	
	Essential Employability Skills	
	Taught:	Practiced:
	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11
	Intended Learning Objectives	
	<ol style="list-style-type: none"> 1. Understand of the theories of motivation (e.g., extrinsic and intrinsic motivation, drive-reduction theory, arousal theory, and Maslow's hierarchy of needs) 2. Explain the workings of the primary drives such as thirst and hunger 3. Describe social motives including the need for achievement, and achievement motivation 4. Understand the components of emotions, and be able to describe the main theories of emotion (e.g., James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Lazarus theory) 5. Name the basic emotions, and understand the link between facial expressions and emotion 6. Describe the facial-feedback hypothesis and Steenberg's triangular theory of love 	
Intended Learning Activities		
<ol style="list-style-type: none"> 1. Read Chapter 9 Motivation and Emotion 2. Complete critical thinking activities. These are designed to help you gain a solid understanding of the theories concepts, and will not be counted as part of your grade. 		
Resources and References		
Textbook - Chapter REVEL Learning module - Week 10		
Evaluation		

Wk.	Hours: 3	Delivery: Online
11	Course Learning Outcomes CLO1, CLO7	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11
	Intended Learning Objectives	
	<ol style="list-style-type: none"> 1. Understand social perceptions and attributions 2. Describe factors related to attraction 3. Be familiar with landmark studies on conformity and obedience (e.g., Milgram and Asch) 4. Understand group influence including concepts such as social loafing and social facilitation 5. Explain attitudes, cognitive dissonance, and persuasion 6. Describe the difference between prejudice, discrimination, and stereotypes 7. Provide examples of prosocial behaviour 8. Describe biological and social factors related to aggression 	
	Intended Learning Activities	
<ol style="list-style-type: none"> 1. Read Chapter 10 Social Psychology 2. Complete critical thinking activities. These are designed to help you gain a solid understanding of the theories concepts, and will not be counted as part of your grade. 		
Resources and References		
Textbook - Chapter 10 REVEL Learning module - Week 11		
Evaluation		

Wk.	Hours: 3	Delivery: Online
12	Course Learning Outcomes CLO1, CLO8, CLO9	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives	
	<ol style="list-style-type: none"> 1. Explain the general adaption syndrome and primary/secondary appraisal 2. Describe sources of stress including different types of conflict and catastrophic events 3. Explain the difference between problem-focused, and emotion-focused coping. Understand how to evaluate different types of life stress such as major life changes, hassles, and uplifts 4. Understand the link between stress and health/disease 5. Explain the important role that lifestyle choices play in levels of stress; specifically with regard to nutrition, exercise, smoking, and alcohol 	
	Intended Learning Activities	
<ol style="list-style-type: none"> 1. Read Chapter 12 Health and Stress 2. Complete critical thinking activities. These are designed to help you gain a solid understanding of the theories concepts, and will not be counted as part of your grade. 3. Submit student cafe assignment #5 		
Resources and References		
Textbook - Chapter 12 REVEL APA Citation Guide Student Cafe Assignment Rubric Learning module - Week 12		
Evaluation	Assignment: Student Cafe Assignment #5 - Week 12 - See Notes 2, 3 and 5 below.	Weighting 8

Wk.	Hours: 3	Delivery: Online		
13	Course Learning Outcomes CLO1, CLO6, CLO7, CLO8, CLO9			
	Essential Employability Skills <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11 </td> <td style="width: 50%; vertical-align: top;"> Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11 </td> </tr> </table>		Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11
	Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11		
	Intended Learning Objectives <ol style="list-style-type: none"> 1. Understand of the theories of motivation (e.g., extrinsic and intrinsic motivation, drive-reduction theory, arousal theory, and Maslow's hierarchy of needs). 2. Explain primary drives. 3. Describe social motives including the need for achievement, and achievement motivation. 4. Understand the components of emotions, and be able to describe the main theories of emotion (e.g., James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Lazarus theory). 5. Understand basic emotions. 6. Describe facial-feedback hypothesis and Steenberg's triangular theory of love. 7. Understand social perceptions and attributions. 8. Describe factors related to attraction 9. Understand conformity and obedience and review landmark studies by Milgram and Asch. 10. Understand group influence and concepts on social loafing and social facilitation. 11. Explain attitudes, cognitive dissonance, and persuasion. 12. Describe the difference between prejudice and discrimination. 13. Describe prosocial behaviour. 14. Describe biological and social factors related to aggression. 15. Explain the general adaption syndrome and primary/secondary appraisal 16. Describe sources of stress including different types of conflict and catastrophic events 17. Explain the difference between problem-focused, and emotion-focused coping. 18. Understand how to evaluate different types of life stressors. 18. Understand the links between stress and health, and disease 19. Explain the lifestyle choices to manage stress. 			
	Intended Learning Activities Study Week for Final Exam: Study Outline for the Final Exam a. Read Chapters 9, 10 and 12 c. Understand key terms and theories on obedience, conformity, James-Lange, Cannon-Bard, and Schachter-Singer theories, studies by Asch and Milgram; and the relationship between psychological factors, emotion and problem focused coping, and immune system function.			
Resources and References Textbook - Chapters 9, 10 and 12 REVEL Learning Module - Week 13				
Evaluation				

Wk.	Hours: 3	Delivery: Online			
14	Course Learning Outcomes CLO1, CLO6, CLO7, CLO8, CLO9				
	Essential Employability Skills <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11 </td> <td style="width: 50%; vertical-align: top;"> Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11 </td> </tr> </table>		Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	
	Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11			
	Intended Learning Objectives <ol style="list-style-type: none"> 1. Understand of the theories of motivation (e.g., extrinsic and intrinsic motivation, drive-reduction theory, arousal theory, and Maslow's hierarchy of needs) 2. Explain the workings of the primary drives such as thirst and hunger 3. Describe social motives including the need for achievement, and achievement motivation 4. Understand the components of emotions, and be able to describe the main theories of emotion (e.g., James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Lazarus theory) 5. Name the basic emotions, and understand the link between facial expressions and emotion 6. Describe the facial-feedback hypothesis and Steenberg's triangular theory of love 7. Understand social perceptions and attributions 8. Describe factors related to attraction 9. Be familiar with landmark studies on conformity and obedience (e.g., Milgram and Asch) 10. Understand group influence including concepts such as social loafing and social facilitation 11. Explain attitudes, cognitive dissonance, and persuasion 12. Describe the difference between prejudice, discrimination, and stereotypes 13. Provide examples of prosocial behaviour 14. Describe biological and social factors related to aggression 15. Explain the general adaption syndrome and primary/secondary appraisal 16. Describe sources of stress including different types of conflict and catastrophic events 17. Explain the difference between problem-focused, and emotion-focused coping. <p>Understand how to evaluate different types of life stress such as major life changes, hassles, and uplifts</p> <ol style="list-style-type: none"> 18. Understand the link between stress and health/disease 19. Explain the important role that lifestyle choices play in levels of stress; specifically with regard to nutrition, exercise, smoking, and alcohol 				
	Intended Learning Activities <ol style="list-style-type: none"> 1. Review Chapters 9, 10 & 12 2. Review the learning activities included in learning modules from Chapters 9, 10 & 12. They are designed to help you gain a solid understanding of the concepts, but are not required to be submitted for grading 3. Go to MyPsychLab to find web resources for your textbook that supplement the material in Chapters 9, 10 & 12 4. Review study notes 5. Complete final exam at registering college in a supervised environment. Final exam is closed book 				
	Resources and References N/A				
<table border="0" style="width: 100%;"> <tr> <td style="width: 70%;">Evaluation</td> <td style="width: 30%;">Weighting</td> </tr> <tr> <td>Exam: Final Exam - Week 14 The final exam is on Chapters 9 and 13. Question Types: M/C and 3 short essay questions. See Notes 4 & 5 below.</td> <td style="text-align: center; vertical-align: top;">30</td> </tr> </table>		Evaluation	Weighting	Exam: Final Exam - Week 14 The final exam is on Chapters 9 and 13. Question Types: M/C and 3 short essay questions. See Notes 4 & 5 below.	30
Evaluation	Weighting				
Exam: Final Exam - Week 14 The final exam is on Chapters 9 and 13. Question Types: M/C and 3 short essay questions. See Notes 4 & 5 below.	30				