

**The Hong Kong Polytechnic University**  
**Subject Description Form**

<b>Subject Code</b>	APSS111/ APSS1A07
<b>Subject Title</b>	Introduction to Psychology
<b>Credit Value</b>	3
<b>Level</b>	1
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 20px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input checked="" type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<p><u>Exclusion:</u></p> <p>For students taking <u>APSS111</u>, the exclusion subject is <u>APSS1A07</u>.</p> <p>For students taking <u>APSS1A07</u>, the exclusion subject is <u>APSS111</u>.</p> <p>For students taking <u>APSS298</u>, the exclusion subjects are <u>APSS111</u> &amp; <u>APSS1A07</u>.</p>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Gain systematic knowledge in the field of psychology with both historical and current perspectives;</li> <li>2. Understand the research methodology commonly used by psychologists;</li> <li>3. Become familiar with the major trends of development in psychology;</li> <li>4. Develop critical thinking skills and use psychological method of enquiry to evaluate claims and ideas in popular media; and</li> <li>5. Apply the acquired psychological concepts and theories in everyday life.</li> </ol>

<p><b>Intended Learning Outcomes</b> (Note 1)</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. gain an understanding of the fundamentals of psychology;</li> <li>b. survey and appreciate research in psychology;</li> <li>c. develop their interest and critical thinking in human thought and behavior;</li> <li>d. relate the applications of psychology to their everyday life;</li> <li>e. exercise their presentation, academic research and writing skills in collaboration with their peers.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b> (Note 2)</p>	<ol style="list-style-type: none"> <li>1. The Dimensions of Psychology <ul style="list-style-type: none"> <li>- Aspects of Psychology</li> <li>- A Brief History of Psychology</li> <li>- Value and Contributions of Psychology to Human Life</li> </ul> </li> <li>2. The Neuro-biological Foundations of Psychology <ul style="list-style-type: none"> <li>- Central Core and Limbic System</li> <li>- Endocrine System</li> <li>- Genetic Influence on Behavior</li> </ul> </li> <li>3. Sensation and Perception <ul style="list-style-type: none"> <li>- Sensory Processes</li> <li>- Principles of Perceptual Organization</li> <li>- Perceptual Constancy and Development</li> </ul> </li> </ol>

	<p>4. Learning</p> <ul style="list-style-type: none"> <li>- Classical Conditioning</li> <li>- Operant Conditioning</li> <li>- Social and Cognitive Approaches to Learning</li> </ul> <p>5. Memory</p> <ul style="list-style-type: none"> <li>- Memory Processes from Sensory Input to Long-term Memory</li> <li>- Improving Memory</li> <li>- Constructive Memory</li> </ul> <p>6. Intelligence, Cognition and Language</p> <ul style="list-style-type: none"> <li>- Intelligence: Classical and Contemporary theories</li> <li>- Forming Concepts and Solving Problems</li> <li>- Development of Language, Reason and Thought</li> </ul> <p>7. Perspectives of Human Development</p> <ul style="list-style-type: none"> <li>- Cognitive Development</li> <li>- Social and Personality Development</li> <li>- Emotional Development</li> <li>- Moral Development</li> </ul> <p>8. Social Influence and Human Behaviors</p> <ul style="list-style-type: none"> <li>- Perceiving Others and Attribution</li> <li>- Attitudes and Behavior</li> <li>- Interpersonal Attraction</li> <li>- Social and Group Influences</li> </ul> <p>9. Brief Overview of Personality Theories, Research and Assessment</p> <p>10. Psychological Disorders – Diagnosis &amp; Treatment</p> <ul style="list-style-type: none"> <li>- Brief Overview of Abnormal Behavior: Myths, Realities and Controversies</li> <li>- Culture and Psychopathology</li> <li>- Elements of the Treatment Processes</li> <li>- Current Trends and Issues in Treatment</li> </ul>
<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>Both face-to-face lectures and web-assisted lecture notes are directly delivered and prepared by the subject teacher. The web-assisted learning and teaching activities are designed to encourage students’ self-study after lectures. The subject lecturer is committed to strike a flexible balance of interactive activities through direct student-teacher contact, web-assisted self-assessment, in-class exercises, small group discussions, role-play and case illustration. Multi-media materials are used to facilitate learning.</p> <p>Web-assisted quizzes are arranged to enhance students’ understanding of the psychological concepts acquired from the lectures, web-assisted deliverables and assigned readings. These methods are considered as both a supplement to 13 lectures and a self-learning tool for reinforcing students’ integration and internalization. Prompt feedback can be provided for each student after taking the web-based assessment and practice quizzes. The on-line forum may also provide a platform for interactive discussions among students, and for exchanging views with the subject lecturer.</p> <p>Flipped Classroom sessions are incorporated to promote constructivist and collaborative learning in this subject. Students will engage in 2-3 sessions on the learning units through the flipped classroom approach, in which they will view learning materials before classes and engage in problem solving and experiential learning activities in physical class sessions.</p>

	Students are also required to take part in 3 hours of psychological experiments, so that they learn how empirical studies are conducted in real contexts.						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	Specific assessment methods/tasks	% Weighting (Individual % / Group %)	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	Quizzes	20% (20% / 0%)	✓	✓	✓		✓
	Written Assignments	50% (20% / 30%)	✓	✓	✓		✓
	Class Participation	30% (30% / 0%)	✓	✓	✓	✓	✓
	Total	100 %*					
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:							
<p><b><u>Assignments of Web-based Practice and Assessment Quizzes</u></b></p>							
<p>Continuous assessment is adopted, and methods include practice and assessment quizzes (20%) assigned through the PolyU Blackboard learning system after lectures, which should cover the subject syllabus and essential reading requirements. They may be designed in the form of multiple-choice and/or short-question formats. The web-assisted interactive methods are used to assess students' learning at the recall, comprehension, analysis and application levels, that are adaptable for a wide range of course contents and learning outcomes.</p>							
<p><b><u>Written Assignments</u></b></p>							
<p>Students will be able to reflect on application of psychology concepts and theories by selecting one thematic lecture topic for writing a reflective journal (20%) and reflect on how psychology helps the study of their disciplinary domain and professional practice. To promote collaborative and constructivist learning, students in small groups will engage in group forum discussions (30%) via the Learn@PolyU learning management system. Discussing asynchronously on selected issues and debates in psychology and its application, it is expected that students would demonstrate abilities to adopt perspectives in psychology towards problem solving and develop skills in making and substantiating arguments with empirical support from the psychology research literature. Both reflective journal writing and group forum discussions enable students to apply and integrate psychological theories into the real-life practice.</p>							
<p><b><u>Class Participation</u></b></p>							
<p>Learning artefact engagement via Learn@PolyU and in-class lecture participation (10%): Participation in learning activities including preparation by reading class materials online and in-class engagement through responses via</p>							

	<p>Students' Response System (SRS) will reflect students ongoing progress and engagement in class learning activities.</p> <p>Engagement in Flipped Classroom Sessions (15%): To evaluate the effort in flipped classroom sessions, students' preparation on learning materials before class via Learn@PolyU and their subsequent engagement in problem solving and experiential learning activities in physical class sessions will be assessed towards flipped classroom sessions participation.</p> <p>Research participation (5%): Research-integrated learning allows students to learn how psychological research is designed and implemented from an experiential approach. Through research participation, students will be provided with hands-on opportunities in participating in psychological research studies. Participating in psychological research enable students to apply and integrate psychological theories into the real-life practice. Students earn the participation marks by completing an experiment or surveys and consolidating their participation with a 3-item mini quiz on the research project participated. All these experiential learning and evidence-based research experience would enhance students' understanding of the essential theoretical and empirical knowledge of the psychological theories acquired in lectures as well as their indigenous and global trends.</p> <p><b>Coursework</b> is based on continuous assessment. Quizzes, written assignments, and class participation activities are set for all students who are required to demonstrate their level of psychological knowledge learned from this introductory subject.</p> <p>Assessment is also moderated through various means: (1) setting clear and specific assessment guidelines; (2) regular discussions among the subject lecturer and all supportive staff concerned; and (3) moderation by an internal moderator for this subject.</p>	
<p><b>Student Study Effort Expected</b></p>	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Web-based quizzes</li> </ul>	<p>3 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Self-reading</li> </ul>	<p>28 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Preparation for written assignments and web-based quizzes</li> </ul>	<p>47 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Psychological experiments</li> </ul>	<p>3 Hrs.</p>
	<p>Total student study effort</p>	
<p><b>Reading List and References</b></p>	<p><u>Textbook</u></p> <p><i>Psychology 2/E</i>. Open source textbook provided by OpenStax.  Available under a Creative Commons Attribution License v4.0.  © 2020. Available at  <a href="https://openstax.org/details/books/psychology-2e">https://openstax.org/details/books/psychology-2e</a></p>	

### References

Sun, C. T.-L. (2015). *Psychology in Asia: An Introduction* (1st ed.): Cengage. (ISBN: 9789814441384)

Bond, M. H. (Ed.). (2010). *The Oxford handbook of Chinese psychology*. New York: Oxford University Press. (ISBN: 9780198738572).

陳烜之、梁覺(編)(2000)。 *邁進中的華人心理學*。香港:中文大學出版社。(ISBN: 9789622019096)。

#### Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

#### Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

#### Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

#### Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.