

Subject Description Form

Subject Code	APSS2814																						
Subject Title	Psychology of Everyday Life																						
Credit Value	2																						
Level	2																						
Pre-requisite / Co-requisite/ Exclusion	Students of Offering Department or Students who have taken APSS222 “Introduction to Psychology”																						
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Quizzes</td> <td style="text-align: center;">30 %</td> <td></td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Participation</td> <td style="text-align: center;">10 %</td> <td></td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Group presentation</td> <td style="text-align: center;">--</td> <td></td> <td style="text-align: center;">25 %</td> </tr> <tr> <td>4. Group paper</td> <td style="text-align: center;">--</td> <td></td> <td style="text-align: center;">35 %</td> </tr> </tbody> </table>				100% Continuous Assessment	Individual Assessment	Group Assessment	1. Quizzes	30 %		--	2. Participation	10 %		--	3. Group presentation	--		25 %	4. Group paper	--		35 %
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Objectives	<p>Overall Objective Introduce basic psychological concepts and theories as they relate to everyday life experiences.</p> <p>Specific Objectives Enable students to:</p> <ol style="list-style-type: none"> 1. acquire a basic understanding of human behavior in everyday life; 2. gain a better self-understanding from a psychological perspective; and 3. clarify myths and facts about psychology through the exploration different psychological phenomena. 																						
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. understand and explain basic human experiences with psychological concepts and theories; b. explain personally relevant life experiences from a psychological standpoint and show greater self-understanding; and c. apply diverse psychological concepts to real-world problems and challenges. 																						
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. What is Psychology? Discovering Major Psychological Perspectives 2. Exploring Diverse Psychological Experiences <ul style="list-style-type: none"> • Growing up : developmental psychology 																						

	<ul style="list-style-type: none"> • You and your thoughts: snapshots of memory, thinking and creativity • You and your feelings: looking at motivation and emotions • You and sex: Gender differences, theories of love and interpersonal attraction • Your personality: major personality types • Your mental health: stress and coping strategies • You and Others: social perception, attitudes, social and group influence, communication <p>Psychology as an integrated discipline of social sciences, arts and science, has become increasingly popular. This subject is designed to provide students from diverse backgrounds with a basic psychological understanding of their daily experiences in the world. It is hoped that students will acquire a better self-understanding and a better appreciation for diverse human experiences in general. Students are encouraged to explore salient and interesting features of various psychological specialisations in a student-friendly format.</p>																																																						
Teaching/Learning Methodology	<p>The learning and teaching approach is characterized by active experiential learning, which encourages students to master psychological concepts through interactive lectures, small group discussions, role-plays and small group work around a project. This learn-by-doing focus engages students through active class participation, seminar discussions, group presentation and report, and quizzes.</p>																																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="443 1146 1473 1659"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Quizzes</td> <td>30</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Participation</td> <td>10</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Group presentation</td> <td>25</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Group paper</td> <td>35</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessments are designed with an application philosophy. Pure facts are tested and a good part of the assessments focus on the application of theories and concepts to everyday human experiences. As such quizzes provide an opportunity for students to demonstrate how they would apply certain concepts and theories to practical issues. Group work requires students to choose personally relevant issues and explore the underlying psychological dynamics. A section on personal reflection is also included for each student to further explore their personal reactions and understanding and views.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Quizzes	30	√		√				2. Participation	10	√						3. Group presentation	25	√		√				4. Group paper	35	√	√	√				Total	100						
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Student Study Effort Required	Class contact:	
	▪ Lecture	16 Hrs.
	▪ Seminar	10 Hrs.
	Other student study effort:	
	▪ Self-Study	52 Hrs.
	Total student study effort	78 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p>Essential Reading</p> <ol style="list-style-type: none"> Weiten, W. (2007). <i>Psychology: Themes & Variations</i>. 7th edition. California: Brooks and Cole. Gerrig, R. J., & Zimbardo, P. G. (2008). <i>Psychology and Life</i> (18th Ed.). Boston, M.A.: Pearson Education <p>Reference List</p> <ol style="list-style-type: none"> Bernstein, D. A., Penner, L.A., Clarke-Stewart, A., & Roy, E.J. (2006). <i>Psychology</i>. Boston, MA: Houghton Mifflin Feldman, K.S. (2005). <i>Understanding Psychology</i>. New York: McGraw Hill. Kardas, D. (2000). <i>Psychology Resources on the World Wide Web</i>. Belmont, CA: Wadsworth / Thomson Learning (with CD-ROM). Nevid, J.S. (2007). <i>Psychology: Concepts and Applications</i>. Boston, MA: Houghton Mifflin (with CD-ROM & Film DVD/VHS). Plotnik, R. (2006). <i>Introduction to Psychology</i>. Belmont, CA: Wadsworth/ Thomson Learning (with CD-ROM). Wood, S.E., & Greenwood, E.R. (2002). <i>The World of Psychology</i>. Boston, NY: Ally & Bacon. 丹尼斯•庫恩著、鄭鋼等(譯). (2003). 《心理學導論——思想與行為的認識之路》. 北京: 中國輕工業出版社. 高尚仁(主編). (1996, 2002). 《心理學新論》. 香港: 商務印書館. 葉重新. (2004). 《心理學》. 台北: 心理出版社. 	