



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2021

PY1050 (C3): Social and Individual Behaviour – 3 (3-0-0) 45 Hours for 15 Weeks

INSTRUCTOR: Dr. B. Galenza **PHONE:** 780-539-2994
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OFFICE HOURS: None. Almost always available by email.

CALENDAR DESCRIPTION: This course is designed as the second introductory course in psychology for freshmen following PY 1040 and will give students an understanding of themselves and other people through the study of the basic concepts, principles, theories, and methods used in the scientific study of human behaviour. This course will cover biological and cognitive development, emotion and motivation, social psychology, personality theory, behavioural disorders and treatment, health and stress, and critical thinking skills.

PREREQUISITE(S)/COREQUISITE: PY 1040

REQUIRED TEXT/RESOURCE MATERIALS: Open Source available on BrightSpace.

DELIVERY MODE(S): Internet Lecture via Zoom.

COURSE OBJECTIVES: As a result of taking this course in Introductory Psychology, students will gain the abilities to define, explain, and give examples through paragraph-answer summary papers the following basic concepts in psychology:

1. Emotion (Ch 10): nature and nurture contributions, Darwin's reflexive theory, James-Lange, Schachter and Singer's two factor theory (Dates covered in lecture: Jan 12-14).
2. Motivation (Ch 10): Hull, Maslow, extrinsic versus intrinsic, McClellan (Jan 19)
3. Social Psychology (Ch 12): Social perception, attribution theory, conformity, obedience, attitude formation and change, schema theory, natural thinking (Jan 21-28)
4. Biological and social development (Ch 9): nature with nurture, pre-natal development, the neonate, child, adolescent, and adult, Erikson (Feb 2 - 9).

5. Cognitive Development (Ch 9): Piaget's cognitive developmental theory, intelligence, maturation, schemes, assimilation and adaptation, stages of intellectual development, sensorimotor, preoperational, concrete operations, formal operations, Perry's Fifth stage of Relative Operations (Feb 11 - 25).
6. Testing and Measurement (Ch 2 and 7 from PY1040): Intelligence, Personality, Knowledge. Critical thinking, the scientific perspective, theories versus opinions, evaluation of theories, operational definitions, measurement, validity and reliability, standardization, norming, description, correlation, controlled experimentation (Mar 2 - 9).
7. Personality (Ch 11): Freud's Psychodynamic theory, psychic determinism, nurture against nature, id, ego, and superego, the four stages of personality development, the defence mechanisms, Humanism, Behaviourism, and Cognitivism (Mar 11 - 18).
8. Disorders (Ch 15): normal and abnormal, anxiety, somatoform, dissociative, mood, depression, schizophrenia, DSM V (Mar 23 - 30).
9. Treatment of Disorders (Ch 16): Psychoanalysis, Behavioural, Humanistic, Cognitive, drugs (Apr 1 - 6).
10. Health and Stress (Ch 14): Selye, prediction and control, pain, meditation, consciousness redux (Apr 8).

LEARNING OUTCOMES: As a result of taking this course, students will gain the ability to:

Summary Paragraphs One, Emotion/Motivation (due Jan 26th, worth 10% of your final grade):

1. Define the types (quality) and the potencies (quantity) of emotion according to Plutchik.
2. Define and explain the survival value of emotion according to Darwin.
3. Define and explain what emotion is and how it is caused according to Schachter and Singer's Two Factor Theory.
4. Define and explain what Maslow was trying to model in his Hierarchy of Needs and how he did it.
5. Define and explain Hull's Drive Theory and point out where it is lacking.

Summary Paragraphs Two, Social Psychology (10%, due Feb 4th):

1. Explain how the perceptual theory of Constructivism is applied to Person Perception.
2. Explain the Fundamental Attribution Error and its function in understanding others.
3. Define and explain the Nominal Fallacy in our judgments of others.
4. Explain what is the evolutionary basis for conformity and obedience to authority.
5. Define attitudes and explain how they are formed.

Summary Paragraphs Three, Developmental Psychology (10%, due Feb 23rd):

1. Differentiate and explain the two perspectives of nature with nurture as opposed to nurture with nature as defined by the field of Developmental Psychology.
2. Explain how studies of concordance rates in twins tease apart the nature and nurture contributions to intelligence.
3. Define and explain what is meant by a “maturational timetable” in human development.
4. Discuss William James’ description of the neonate’s experience with the environment as a “blooming, buzzing confusion.” Is he correct? What are neonates’ sensory experiences with the environment? Are they “blank slates”?
5. Explain the dimensions of parenting styles according to Baumrind and the personalities of the children that result.

Summary Paragraphs Four, Intellectual and Moral Development (10%, due March 4th):

1. From the Piagetian perspective, define intelligence and how it develops.
2. Define and explain “schemes” and how they are modified.
3. Briefly define Piaget’s Four Stages of cognitive development, identifying the basis of the schemes in each.
4. Present and explain Perry’s Fifth Stage of cognitive development and explain how it is a qualitative improvement rather than a quantitative.
5. Summarize Kohlberg’s theory of Moral Development and how it develops.

Summary Paragraphs Five, Testing and Measurement (10%, due March 16th):

1. Explain what Galton means when he states that differences in intelligence must be quantifiable and normally distributed.
2. Explain what it means if a test is valid and reliable.
3. Explain what it means to require tests to be standardized and normed.
4. Define and explain the ideas of constructs and operational definitions.
5. Compare and contrast IQ scores with percentile ranks when reporting intelligence levels.

Summary Paragraphs Six, Personality (10%, due March 26th):

1. Define the three components of personality and explain how they interact to form personality, according to Freud.
2. Define, explain, and give examples of Freudian defense mechanisms.
3. Define personality and explain how it develops according to the Behaviourist perspective.
4. Define personality and explain how it develops according to Bandura's perspective of reciprocal determinism.
5. Define self schemas and scripts from the perspective of Cognitive psychology.

Summary Paragraphs Seven, Abnormal Behaviour (10%, due April 6th):

1. List and explain the basis for the DSM IV's definition of disordered or abnormal behavior.
2. Explain what is meant by the argument that abnormal behaviour is quantitatively rather than qualitatively different from normal behaviour.
3. Define, explain, and give examples of two (or more) of the following categories of Abnormal Behaviour from the DSM-V: Anxiety, Somatoform, Dissociative, Mood, Schizophrenic, and/or Personality Disorders.
4. Explain what problems arise from "labelling" abnormal behaviour as the DSM does.
5. Explain the major strengths and weaknesses in using the DSM.

Summary Paragraphs Eight, Treatment and Stress (30%, TBA):

1. Define and explain what abnormal behavior is, its causes, and its treatment from the Psychodynamic perspectives.
2. Define and explain what abnormal behavior is, its causes, and its treatment from the Humanist perspectives.
3. Define and explain what abnormal behavior is, its causes, and its treatment from the Behaviourist perspective.
4. Define and explain what abnormal behavior is, its causes, and its treatment from the Cognitive perspectives.
5. Define and explain what conditions determine if an experience is stressful or not.

TRANSFERABILITY:

This course is considered a University Transferable Course; however, the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability and transferable grades.**

EVALUATIONS: Assessment will be based on eight paragraph-answer summary papers: the first seven weighted at 10% of the course and the final worth 30%. Papers are due at the beginning of the class on the specified day. Following the final grade assignments, students will be subjectively assessed for bonus points on the basis of their involvement in and contributions to the class, and attendance.

Due dates for summaries:

One, Emotion/Motivation: Jan 26th

Two, Social Psychology: Feb 4th
 Three, Developmental Psychology: Feb 23rd
 Four, Intellectual and Moral Development: March 4th
 Five, Testing and Measurement: March 16th
 Six, Personality: March 26th
 Seven, Abnormal Behaviour: April 6th
 Eight, Treatment and Stress: TBA

GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

LECTURES:

Emotion: Jan 12 - 14
 Motivation : Jan 19
 Social Psychology: Jan 21 - 28
 Biological and social development: Feb 2 - 9
 Cognitive Development: Feb 11 - 25
 Testing and Measurement : Mar 2 - 9
 Personality: Mar 11 - 18
 Disorders: Mar 23 - 30
 Treatment of Disorders: Apr 1 - 6
 Health and Stress: Apr 8

STUDENT RESPONSIBILITIES: This is adult education. You will be treated as such and are expected to behave accordingly. It is expected that all students will display a professional attitude and behaviour in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow students' questions and instructors' responses, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.

STATEMENT ON PLAGIARISM AND CHEATING: Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

Instructors reserve the right to use electronic plagiarism detection services on written assignments.

Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.

**Note: all Academic and Administrative policies are available on the same page.

Additional Information: GENERAL COMMENTS:

We will not follow the text chapter by chapter nor follow the text's organization. Thirteen major theories and perspectives of human behaviour and cognitive processes will be introduced in the lectures moving from the simplest to the most complex. Students are expected to find and read the topics in the text using the Index as a guide. Extra readings will be recognized; going beyond lecture material will be rewarded.

There is so much more to learn than we can cover in our limited class time. Make the most of your college experience by reading the text and other sources beyond what is called for in the papers. It will also make your paragraph answers all the more insightful.

If you are unsure whether you have understood a theory, prewrite your answer and submit it to me at least 48 hours before the due time and date and I will give you feedback. Please append your prewrites and final submissions, in Word, to my e-mail address. Do NOT use Brightspace, Google, Clouds, or anything else.

My preferred teaching style is interactive lecture, derived from the teaching philosophy that little is learned until responses are made (either verbally or written). Join in.