

**COMMON COURSE FOR BACHELOR OF APPLIED SCIENCE
PROGRAMS IN
EARLY CHILDHOOD,
FAMILY AND COMMUNITY SOCIAL SERVICES,
JUSTICE STUDIES,
& PSYCHOLOGY**

**FALL 2011
AHSS 1110 SECTION 1 (Mon)**

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ACADEMIC ADVISOR:	Common Course. Please contact appropriate Academic Advisor within your program area
GUELPH HUMBER WEBSITE:	www.guelphhumber.ca

Course Title:	Introductory Psychology: Dynamics
Pre-requisites:	None
Co-requisites:	None
Credits:	0.5
Course Website (If applicable):	http://www.onlineguelphhumber.ca/

Calendar Description:

Students are introduced to the discipline of psychology's basic concepts, theories, research methods, and practices in four sub-areas --Developmental, Personality, Abnormal, and Social Psychology. Psychology developed as a social and behavioural science, as well as a profession. Its research findings are applicable in such contexts as education, early childhood settings, social work, the justice system, and the work place.

Course Learning Outcomes

On the completion of this course the student will be able to :

1. State the differences (and enunciate the relative strengths and weaknesses) among the various methods used in Psychology, such as experimental, quasi-experimental, correlation, case study, and descriptive for both individuals and group aggregates.
2. Communicate in a written essay, in an analytical and critical manner, their reasoned assessment of several papers from the professional literature.
3. Argue that Psychology involves the scientific study of behaviour and mental processes, filtered through the richness of individual differences and diverse group and cultural processes, and informed by lessons learned in psychological practice.
4. Describe patterns and commonalities of idiographic and nomothetic. Individual and group behaviour, juxtaposed along the time-line of lifelong growth and development.
5. Discuss from a psychological perspective how humans (and, when appropriate, animals) know their world, act in their world, and pass from knowledge to action.
6. Recognize and comparatively evaluate the current competing perspectives representing physiological, experiential, psychodynamic, cognitive, personality, social, maturational, evolutionary or bio-social, and developmental psychology.
7. List the stages of development that children and adults are thought to pass through in their lives.
8. Relate the textbooks theories and concepts to observed everyday behaviours, as shown in documentary films or “Hollywood” portrayals.
9. Explain why people may behave differently in a group or in the presence of others than when alone.
10. Statistically describe how individuals and groups may differ on a test of intelligence, a midterm exam, a test of motivation, and when to think that such a difference is significant.
11. Demonstrate the importance of a social milieu for child-rearing, and the negative effects that social isolation may have on language and moral development, and social skills.
12. Interpret claims made by psychologists in their research studies about differences between experimental versus control groups.
13. Recognize instances of psychological phenomena or laws in the world and media around them.

14. Distinguish between ideas drawn from popular or everyday psychology and those from more systematic, scientific psychology.
15. Discriminate, in a sensitive manner, expressions of psychological diversity (e.g., gender, cultural and age cohort differences)

Learning Resources

Required Textbook(s):

Title: Psychology and Life
Author: Richard Gerrig, Philip Zimbardo, Serge Desmarais, & Tammy Ivanco
Edition: 2nd Canadian edition
***ISBN:** 978-0-205-76705-2

Supplementary Text/ Other:

PowerPoint Lecture slides can be found on the course website.

Course Schedule FALL 2011

Dates (MON)	TOPIC / UNIT	TEXT CHAPTER/	LECTURE NOTES (on web site)
9/12	INTRODUCTION	1	INTRO
9/19	RESEARCH	2 & Supplement	Research
9/26	DEVELOPMENTAL	11	Development 1
10/3			Development 2
10/ 17	MIDTERM (1st 3 Units)		
	INTELLIGENCE	10	Intel
10/24	PERSONALITY	14	PERSONALITY
10/31	PERSONALITY DISORDERS	15	DISORDERS 1
11/7			DISORDERS 2 & Assessment
11/14	THERAPY	16	Therapy
11/21	MIDTERM (Units 4 - 7)		
11/21 & 28	SOCIAL	17	SOCIAL1

Evaluation

Students will be evaluated in this course through:

2 in class Midterm Tests	
1st (10/17) {Intro, Research, Developmental]	20%
2 nd (10/21) [Intel, Person, Disorders, Therapy]	30%
Final Exam (TBA)	50%
Total	<u>100%</u>

- Late assignments will be penalized at a rate of 5% per day and will not be accepted after 1 week past the deadline.
- An assignment due date can only be extended and a missed mid-term can only be made-up at the discretion of the instructor with submission of compelling and documented evidence of a family, medical, or analogous emergency or crisis.
- The University of Guelph-Humber Academic Regulations shall apply to missed final exams.

Drop Box Policy

- All assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box in the learning commons. They will be collected by staff and distributed to faculty.
- Students may e-mail an assignment to the professor to establish the date and time of submission. **If you are dropping a hardcopy make sure the assignment is electronically date stamped and placed in the secure assignment drop box in the learning commons.**

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2008-2009 Academic Calendar at:
<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress toward achieving learning objectives. Feedback often goes beyond grading and should be an indication of the standard a student has achieved and should to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph-Humber is committed to providing students with appropriate and timely feedback on their work. Faculty members are urged to provide meaningful feedback (approximately 20% of the total course evaluation is the standard), prior to the 40th class day. This is the last day that students are permitted to drop classes

without incurring any academic penalties.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate [documentation](#) of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*SSD Memo to Faculty*".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the SSD office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at:

http://studentservices.humberc.on.ca/ssd/pnp/fac_resp.htm.

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at:

<http://www.guelphhumber.ca/cstudents/policies/index.shtml>

Psychology and Life emphasizes the science of psychology, with a special focus on applying psychology to students' daily lives. Psychology and Life continues to provide a rigorous, research-centered survey of the discipline while offering students special features and learning aids that will spark their interest, excite their imaginations, and get them to think critically. Psychology and Life emphasizes the science of psychology, with a special focus on applying psychology to students' daily lives. Psychology and Life, Sixteenth Edition, prepared by John N. Boyd, Allyn and Bacon Boston London Toronto Sydney Tokyo Singapore. The contents, or parts thereof, may be reproduced for use with Psychology and Life, Sixteenth Edition, by Richard Gerrig and Philip Zimbardo, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without written permission from the copyright owner. Psychology and Life, Book has been added to your Cart. Add to Cart. Turn on 1-Click ordering. He has been named a fellow of the Society for Text & Discourse, the American Psychological Association, and the Association for Psychological Science.