

## Psychology 20 – Distance Education

### GENERAL INFORMATION

- i. Psychology 20 – 2018/2019
- ii. Instructor – Rene Cannon
- iii. Contact Information
  - a. Email – [rene.cannon@horizonsd.ca](mailto:rene.cannon@horizonsd.ca)
  - b. Text – (306) 320-7831

### COURSE DESCRIPTION

- i. The goal of Psychology 20 is to develop students' understanding and appreciation for psychology as a field of scientific knowledge, and give students a frame of reference for understanding themselves, others and social relationships.
- ii. Prerequisite – N/A

### STUDENT LEARNING OUTCOMES

Learning Outcomes/Areas of Study from the Psychology 20 Curriculum include:

#### **UNIT ONE: What is Social Psychology?**

- define the broad discipline of psychology
- define social psychology
- identify the steps of the scientific approach
- differentiate between key social theories of psychology
- utilize your worldview to discuss social psychology situations.

#### **UNIT TWO: Who am I?**

- identify physical, emotional, mental, spiritual and personality traits that define you
- define components of the nervous system • compare functions of areas of the brain
- organize life activities using Maslow's Hierarchy of Needs • distinguish between thinking, learning, memory and intelligence.

#### **UNIT THREE: How Do We Make Sense of the World?**

- distinguish between social cognition and social perception
- define schemata, self-fulfilling prophecy, heuristics, perception, memory, autobiographical memory and consciousness
- apply personal schemata and heuristics to new situations
- differentiate between collectivist and individualistic societies
- define social perception and attribution • differentiate between prejudice and racism
- outline the principles of communication
- identify different models of communication
- differentiate between self-understanding and self-efficacy
- determine sociocultural influences on self-concept
- define gender identity
- compare self-monitoring and self-presentation.

#### **UNIT FOUR: How Do We Interact in Social Situations?**

- compare and contrast definitions of family
- compare and contrast functions of families
- compare and contrast systems that affect, and are affected by, families
- explore styles of parenting
- compare and contrast theories and models of the establishment/maintenance of relationships
- differentiate between attraction and love
- compare and contrast theories of group behaviour and teams

- determine negative and positive influences of groups on individual behaviour
- explore elements of cooperation and competition
- outline elements of equity as it pertains to leadership and conflict resolution
- compare and contrast pro-social behaviour and anti-social behaviour
- review holistic models of health
- determine elements of mental health
- explore the concept of balance as it pertains to stress
- define dysfunctional behaviour, psychological disorder, abnormality
- identify models of dysfunctional behaviour

### **TEACHING STRATEGIES**

- i. Psychology 20 will be a digital, project-based course delivered through Moodle. While you will be able to work on this course at whatever time suits you, there will be a suggested set of deadlines in order to help you succeed in completing the course within the given semester. Projects may include, but will not be limited to:
  - a. Journals
  - b. Discussion Forums
  - c. On-line Presentations
  - d. Research Projects
- ii. Sample deadlines
  - a. Semester One
    - September 4 - September 12: Introduction
    - September 13 – October 13: Unit One – What is Social Psychology?
    - October 16 - November 24: Unit Two – Who am I?
    - November 27 - December 15: Unit Three – How Do We Make Sense of the World?
    - December 18 - January 12: Unit Four – How Do We Interact in Social Situations?
    - January 15 - January 19: Review/Final Exam
  - b. Semester Two
    - February 1 – February 9: Introduction
    - February 12 – March 16: Unit One – What is Social Psychology?
    - March 20 – April 27: Unit Two – Who am I?
    - April 30 - May 18: Unit Three – How Do We Make Sense of the World?
    - May 22 – June 13: Unit Four – How Do We Interact in Social Situations?
    - June 14 - 20: Review/Final Exam

A final exam (open-book) needs to be arranged mutually between the student, the home school (as supervision is required), and the course instructor.

- iii. The goals of the Psychology 20 curriculum are to:
  - a. understand the fundamentals of the science of psychology
  - b. understand and engage in scientific methods of research
  - c. develop problem-solving and decision-making skills with regard to psychological research and issues
  - d. develop critical analysis and dialectical thinking skills, including the ability to evaluate and resolve psychology-related issues
  - e. communicate effectively to share their understanding and ideas, and to share and defend their opinions
  - f. develop an appreciation for the contributions of the science of psychology to human self-understanding
  - g. explore psychology-related career opportunities and options
  - h. develop skills in working independently, as well as collaboratively and cooperatively

### **COURSE MATERIALS**

- i. Any readings will be provided by the instructor through Moodle (either in print or audio version)
- ii. Any projects requiring multimedia presentations or tools can be created using whatever software/equipment is available at your home or school. The instructor and students will work together to ensure that all assignments can be completed using what is available.

## **EVALUATION:**

Learning outcomes for Psychology 20 are divided within the main units/modules and will be assessed in the following way throughout the course:

### **Major Module Assignments and Projects – 35%**

- In the different units, there will be assignments or projects that will take more time and research to complete; these will be posted as major assignments. A specific marking rubric or breakdown will be provided on each assignment page. Assignments in this category will come at the end of a module as summative evaluation. These assignments will ask you to demonstrate your understanding of several skills and ideas.

### **Portfolio of Classwork – 30%**

- Many of the lessons will have assignments to check for understanding of key concepts and ideas. These assignments will be smaller and take less time than the Unit Projects. Assignments in this category will come throughout a module and will be used to check for understanding for formative assessment purposes.

### **Student Responses – 10%**

- Periodically, I will post links, articles, questions for you to discuss with other members of the class. Alternatively, you may be asked to select an article and pose a question for your classmates to answer. These activities will be assessed out of ten, based on your responses to the prompts provided.

### **Final Exam – 25%**

- A final exam (open-book) needs to be arranged mutually between the student, the home school (as supervision is required), and the course instructor.

On the final page of this syllabus, you may view a sample rubric that will be used for assessment.

## Holistic Scoring Guide

**Insightful:** Assignment/response is insightful and sophisticated and demonstrates confident control of language. Assignment expectations are exceeded on one or more levels. The assignment/response astutely conveys the message and achieves the purpose for the intended audience. The assignment/response is well-crafted, fully developed, well organized, can coherent. Sentences are varied and polished. The few errors are likely the result of risk-taking.

**Thoughtful:** Assignment/response is thoughtful and clear and demonstrates effective control of language. The assignment/response clearly conveys the message and achieves the purpose for the intended audience. The assignment/response is fully developed, logical, organized, and coherent. Sentences are varied and correct. The few errors do not impede communication.

**Straightforward:** Assignment/response is straightforward and predictable and demonstrates adequate control of language. The assignment/response clearly and predictably conveys the message to achieve the purpose and demonstrates some awareness of the intended audience. The assignment/response is adequately developed with sufficient, but formulaic organization. Common sentence constructions are correct but show little variety. Minor errors, though noticeable, do not impede understanding.

**Adequate:** Assignment/response is adequate and demonstrates rudimentary control of language. The assignment/response conveys a recognizable message in a simple way and neither consistently achieves purpose nor consistently demonstrates awareness of the intended audience. The assignment/response is understandable but would benefit from more development. Common and simple constructions are generally correct but show little variety. Some errors impede understanding.

**Limited:** Assignment/response is limited and demonstrates uneven control of language. The assignment/response conveys a limited, over-generalized message that addresses only a portion of the prompt and does not achieve the purpose. The assignment/response demonstrates limited awareness of the intended audience. The assignment/response demonstrates less than adequate planning. Common and simple sentence constructions demonstrate some control, but attempts at variety result in awkwardness and obscured meaning. Frequent errors impede understanding.

**Unclear:** Assignment/response is unclear and unfocused and demonstrates little to no control of language. The assignment/response is unfocused and unclear. The assignment/response demonstrates no awareness of the intended audience. The assignment/response does not show evidence of planning, and it is difficult to determine main ideas. Sentences are incomplete, run-on, and/or simple in structure. Many errors obstruct and prevent understanding.

**Not scorable:** Assignment/response is too short to warrant a mark.