

Psychology 20 – Distance Education

GENERAL INFORMATION

- i. Psychology 20
- ii. Instructor – Rene Cannon
- iii. Contact Information
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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 1 - September 13: Introduction

September 14 – October 11: Unit One – What is Social Psychology?

October 12 - November 18: Unit Two – Who am I?

November 21 - December 9: Unit Three – How Do We Make Sense of the World?

December 12 - January 8: Unit Four – How Do We Interact in Social Situations?

January 13 - January 23: Review/Final Exam

b. Semester Two

January 31 – February 3: Introduction

February 13 – March 31: Unit One – What is Social Psychology?

April 3 - May 5: Unit Two – Who am I?

May 8 - May 19: Unit Three – How Do We Make Sense of the World?

May 23 - June 9: Unit Four – How Do We Interact in Social Situations?

June 12 - 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.

Chart representing the rubric employed for grading threaded discussion entries

| Number of Points | Skills |
|------------------|--|
| 9-10 | Demonstrates excellence in grasping key concepts; critiques work of others; stimulates discussion; provides sample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary. |
| 7-8 | Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression; transition wording may be faulty. |
| 5-6 | Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of the message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and a redundancy with words and commentary; paragraphs often appear unrelated to each other. This student requires constant prompting for contributions. |
| 1-4 | A minimal posting of material. Shows no significant understanding of material. Language is mostly incoherent. Does not respond readily to prompting. |

Credits: GRADING RUBRIC FOR THREADED DISCUSSIONS

From John F. Bauer, "Assessing Student Work from Chat Rooms and Bulletin Boards." New Directions for Teaching and Learning 91 (Fall 2002): 35.