City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester A 2018/19

Part I   Course Overview

Course Title: Psychology for Young Professionals

Course Code: GE2129

Course Duration: One Semester

Credit Units: 3 units

Level: B2

Proposed Area:✓
(for GE courses only)
☑ Arts and Humanities
☐ Study of Societies, Social and Business Organisations
☐ Science and Technology

**Medium of
Instruction:**   English

**Medium of
Assessment:**   English

Prerequisites:
(Course Code and Title)   Nil

Precursors:
(Course Code and Title)   Nil

Equivalent Courses:
(Course Code and Title)   GE2203 Psychology for Young Professionals

Exclusive Courses:
(Course Code and Title)   SS2613 Psychology for Young Professionals

Part II   Course Details

1.   Abstract

This course aims to prepare students for entering their professional world with knowledge of psychology and competence in understanding and dealing with people. Through this course, students will learn to apply psychology knowledge to describe and explain everyday human behaviours in general and work-related behaviours in specific. In addition, this course will guide students from various disciplines, including sciences, business, and humanities, to relate psychology to their own disciplines, leading to development of cross-discipline competence.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

<u>*Upon successful completion of this course, students should be able to:*</u>

No.	CILOs#	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Apply psychology knowledge to describe and explain personal experiences and everyday observations which are relevant to professional development.	70%	✓	✓	
2.	Synthesize psychology knowledge with their own discipline knowledge.	30%		✓	✓

* If weighting is assigned to CILOs, they should add up to 100%.	100%

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1:   *Attitude*
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2:   *Ability*
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Lectures are organized in learning modules (see keyword syllabus) so that students have clearer focuses of learning. In each module, concepts and theories that relate everyday human phenomena to psychology will be introduced. Students will be guided to apply the concepts and theories to the issues addressed in the particular module.	✓						
Assigned readings	In each module, selected readings will be assigned to students so that they can learn how to observe human behaviours systematically and to apply psychology knowledge to explain the observed behaviours.	✓						
In-class discussion	To cultivate an active thinking among students, there will be guided discussion in class, through which students can learn how to apply psychology knowledge in explaining their personal experiences and observed behaviours step-by-step.	✓						
Poster and booklet	Students are required to design a poster and a booklet that introduce how psychology knowledge is integrated into the knowledge of their own disciplines.		✓					

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: _100___%								
Quizzes There will be two in-class quizzes (typically upon completion of second and third modules, depending on the time schedule of each semester) to assess students' learning in this course.	✓						60% (each Quiz at 30%)	
Poster and booklet Students are required to present their posters and booklets to the class at the end of the course. Assessment will be based on their oral in-class poster presentation, as well as the content and organization of the printed booklet, with reference to cross-discipline synthesis.		✓					40% (Poster 10%, Booklet 20%, Presentation 10%)	
Examination: __0__% (duration: , if applicable)								

The weightings should add up to 100%. 100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Grading pattern: Standard (A+ A   A-…F)

Grading is assigned based on student's performance in assessment tasks/activities. (details as described below)

Below are the performance standards based on which students' work will be graded:

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. **Quizzes (60%)**	Students are required to complete two scheduled in-class Quizzes.	The student can correctly apply **integrative knowledge** to address the given issue. Descriptions and explanations from the student are clear and concrete. The level of understanding shown by the student is **deeper than what were taught** in classes or texts.	The student can **correctly apply** psychology knowledge to address the given issue. Descriptions and explanations from the student are **systematic, clear and concrete**.	The student can describe some psychology knowledge but it is either **incorrect** or is **not really applied** to the given issue.	The student **fails to demonstrate psychology knowledge**. It is shown by either no description of psychology knowledge or disorganized presentations of ideas.	The student demonstrates nothing meaningful or is found to commit plagiarism.
2. **Poster-and-Booklet (40%) with three subtasks: Poster (10%), booklet (20%), and presentation (10%)**	Students are required to design, make, and present their posters and booklets to the class	The student describes clearly how psychology knowledge is related to their own disciplines and personal experiences.	The student describes clearly how psychology knowledge is related to their own disciplines and personal	The student addresses how psychology knowledge is related to their own disciplines and personal	The student shows poor effort in making the poster and booklet, such that the content is not focusing on a proper issue,	The assignment is so poorly done that nothing meaningful is demonstrated, or the assignment is found to be plagiarized.

		Psychology concepts and theories are integrated with knowledge structures of their own disciplines and personal experiences and such integration is illustrated with clear theoretical explanation and concrete examples. Apart from it, creative insight and/or deep meaning is generated and presented effectively to audience/readers.	experiences. Psychology concepts and theories are integrated with knowledge structures of their own disciplines and personal experiences; however, such integration is general but not adequately specific in both theoretical and practical terms.	experiences but the link suggested is general. Attempts are shown to integrate psychology concepts and theories with knowledge of their own disciplines and personal experiences but such integration is either too general or not correct.	knowledge is poorly integrated, and/or presentation of content is disorganized.	

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**

   <u>Module One: Managing yourself</u>

   Personality and competence

   Motivation and satisfaction in work and life

   Emotion, stress, and coping

   Thinking, decision making, and problem solving

   <u>Module Two: Working well with people</u>

   Social behaviours

   Situational influences of behaviors

   The cultural mind

   Human diversity and racial conflicts

   <u>Module Three: Adapting well to the modern world</u>

   Learning and behavioral changes

   Attention, perception, and design of environment

   Mental processing and human-machine interactions

2.   **Reading List**
2.1   **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Course Pack
	A course pack, which is a compilation of all essential readings required in this course, is available for GE2203 students for purchase.

2.2   **Additional Readings**
   (Additional references for students to learn to expand their knowledge about the subject.)

1.	Gleitman, H., Fridlund, A. J., Reisberg, D., (2004). *Psychology*. New York: W.W. Norton.
2.	Griggs, R. A. (2009). *Psychology: a concise introduction.* New York: Worth Publishers.
3.	King, L.A. (2008). *The science of psychology: an appreciative view.* Boston: McGraw-Hill Higher Education.
4.	Myers, D. G. (2008). *Exploring Psychology.* New York: Worth Publishers.

5.	Smith, E. E., Nolen-Hoeksema, S., Fredrickson, B. L., Loftus G. R. (2003). *Atkinson & Hilgards's Introduction to Psychology.* CA: Wadsworth.
6.	Mastsumoto, D., Juang, L. (2004). *Culture and Psychology.* Belmont, CA: Wadsworth/ Thomson.
7.	Vaughan, G. M., & Hogg, M.A., (2008). *Introduction to social psychology.* Frenchs Forest, NSW: Pearson Education Australia**.**
8.	Schultz, D., Schultz, S. E. (2010). *Psychology and work today: an introduction to industrial and organizational psychology.* NJ: Prentice Hall.

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	**Please indicate which CILO(s) is/are related to this PILO, if any** *(can be more than one CILOs in each PILO)*
PILO 1: Demonstrate the capacity for self-directed learning	CILO 2: Achieving of CILO2 is individualized in that student synthesize psychology with THEIR OWN professional discipline. Students must show self-directed learning to achieve this CILO.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILO1: For CILO1, students write assignments to apply psychology concepts and theories and acquire proper means and techniques of studying for psychology.
PILO 3: Demonstrate critical thinking skills	CILO1&2: For CILO1 & 2, critical thinking skill is essential for when students critically analyze and synthesize it with other discipline knowledge sensibly in writing assignments.
PILO 4: Interpret information and numerical data	CILO1&2: To apply and synthesize knowledge, students need to be able to interpret information from reading materials when completing assessment tasks for CILO 1 & 2.
PILO 5: Produce structured, well-organised and fluent text	CILO1&2: For CILO1, students write essays to demonstrate knowledge application. For CILO2, students produce booklets to synthesize cross-discipline knowledge.
PILO 6: Demonstrate effective oral communication skills	CILO1&2: Students present their creative ideas in poster and booklet design in an open format within and outside the classroom to achieve CILO 1 & 2.
PILO 7: Demonstrate an ability to work effectively in a team	CILO1&2: Students acquire knowledge about team work process while achieving CILO1. Subsequently, in achieving CILO2, they apply what they learn to work in a team.
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILO2: Achieving of CILO2 is individualized in that student discover and synthesize psychology with THEIR OWN professional discipline.

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Poster & Booklet