

# GE2129: PSYCHOLOGY FOR YOUNG PROFESSIONALS

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Psychology for Young Professionals

### Subject Code

GE - Gateway Education

### Course Number

2129

### Academic Unit

Social and Behavioural Sciences (SS)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### GE Area (Primary)

Area 1 - Arts and Humanities

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

GE2203 Psychology for Young Professionals

### Exclusive Courses

SS2613 Psychology for Young Professionals

## Part II Course Details

### 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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply psychology knowledge to describe and explain personal experiences and everyday observations which are relevant to professional development.	70	x	x	
2	Synthesize psychology knowledge with their own discipline knowledge.	30		x	x

#### 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 real-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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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.	1

2	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.	1	
3	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.	1	
4	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.	2	

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 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.	1	60	
2 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.	2	40	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)**

**Assessment Task**

1. Quizzes (60%)

**Criterion**

Students are required to complete two scheduled in-class Quizzes.

**Excellent (A+, A, A-)**

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.

**Good (B+, B, B-)**

The student can correctly apply psychology knowledge to address the given issue. Descriptions and explanations from the student are systematic, clear and concrete.

**Fair (C+, C, C-)**

The student can describe some psychology knowledge but it is either incorrect or is not really applied to the given issue.

**Marginal (D)**

The student fails to demonstrate psychology knowledge. It is shown by either no description of psychology knowledge or disorganized presentations of ideas.

**Failure (F)**

The student demonstrates nothing meaningful or is found to commit plagiarism.

**Assessment Task**

2. Poster-and-Booklet (40%) with three subtasks:Poster (10%), booklet (20%), andpresentation (10%)

**Criterion**

Students are required to design, make, and present their posters and booklets to the class

**Excellent (A+, A, A-)**

The student describes clearly how psychology knowledge is related to their own disciplines and personal experiences. 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.

**Good (B+, B, B-)**

The student describes clearly how psychology knowledge is related to their own disciplines and personal 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.

**Fair (C+, C, C-)**

The student addresses how psychology knowledge is related to their own disciplines and personal 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.

**Marginal (D)**

The student shows poor effort in making the poster and booklet, such that the content is not focusing on a proper issue, knowledge is poorly integrated, and/or presentation of content is disorganized.

**Failure (F)**

The assignment is so poorly done that nothing meaningful is demonstrated, or the assignment is found to be plagiarized.

**Part III Other Information****Keyword Syllabus**

Module One: Managing yourself. Personality and competence. Motivation and satisfaction in work and life. Emotion, stress, and coping. Thinking, decision making, and problem solving.

Module Two: Working well with people. Social behaviours. Situational influences of behaviors. The cultural mind. Human diversity and racial conflicts.

Module Three: Adapting well to the modern world. Learning and behavioral changes. Attention, perception, and design of environment. Mental processing and human-machine interactions.

**Reading List****Compulsory Readings**

Title	
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.

**Additional Readings**

Title	
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.

**Annex (for GE courses only)**

**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:**

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**

**PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology**

1

**PILO 3: Demonstrate critical thinking skills**

1, 2

**PILO 4: Interpret information and numerical data**

1, 2

**PILO 5: Produce structured, well-organised and fluent text**

1, 2

**PILO 6: Demonstrate effective oral communication skills**

1, 2

**PILO 7: Demonstrate an ability to work effectively in a team**

1, 2

**PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation**

2

**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