

Course Outlines separately for each course

Institute of Applied Psychology
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore



Course Outline

Semester I

Program	BS (4 Years)	Course Code	APSY-111	Credit Hours	3
Course Title	Introduction to Psychology				
Course Introduction					
<p>Introduction to Psychology as the science of the human mind and behavior. The course will examine the different models upon which modern psychology has been built, along with such things as the history and origins of psychology, research methods, biological aspects of psychology, human development, perception, consciousness, learning, personality theory, and psychological disorders. This course will introduce the fundamental principles of psychology and to the major subjects of psychological inquiry. Introduction to Psychology will provide an overview of the following areas of psychology: history of psychology, research methods; biological basis of behavior, sensation and perceptual processes; variations in consciousness, learning, human memory, and language and thought. This course, continues the survey of the field with explorations of psychological assessment, motivation and emotions, human development, personality theory, stress and health, psychopathology, therapy, and social psychology.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. To grasp over basic concepts and theoretical perspectives explaining human behavior. They will be able to appreciate the complexity of human behavior and relationships. 2. To understand Psychology as science and empirical methods used for understanding different aspects of human behavior. 					
Course Contents					
<p>Understanding Psychology Psychology: Scientific perspective Historical perspective Schools of psychology Methods of psychology Ethical issues Fields of psychology and their application</p> <p>Biological Basis of Behaviour Neuron and its function Central nervous system Peripheral nervous system Endocrine system</p> <p>Sensation and Perception Senses: Vision, audition, smell, taste and kinesthetic Introduction to perception Gestalt principles</p>					

Binocular and monocular cues
Illusions and extra sensory perception

Learning

Definition of learning
Types of learning: Classical and operant conditioning
Punishment and its effects
Latent and observational learning

Memory

Definition and types of memory
Processes and techniques of improving memory
Forgetting: Nature and causes

Cognition and Language

Concept of cognition
Problem solving
Judgment and decision making
Language development
Language and cognition
Language and culture

Intelligence and Creativity

Concept of intelligence
Theories of intelligence
Assessment of intelligence
Mental retardation
Concept of creativity and its stages

Motivation and Emotion

Introduction to motivation
Factors affecting motivation
Introduction to emotions
Types of emotions
Physiology and emotion
Theories of emotion

Personality

Defining personality
Theories of personality
Personality assessment

Social Thinking and Social Influence

Social facilitation
Attribution theory
Crowd behavior
Conformity, Obedience
Helping behavior

Textbooks and Reading Material

2.1 Books

- Atkinson R. C., & Smith, E. E. (2000). *Introduction to psychology* (13th ed.). NY: Harcourt Brace College Publishers.
- Coon, D., & Mitterer, J. (2008). *Introduction to psychology: Gateways to mind and behavior* (12th ed.). USA: Wadsworth Cengage Learning.
- Fernald, L. D., & Fernald, P.S (2005). *Introduction to psychology*. USA; WMC Brown Publishers.
- Fredrickson, B., Nolen-Hoeksema, S., Loftus, G., & Wagenaar, W. (2009). *Atkinson & Hilgard's introduction to psychology* (15th ed.). USA: Wadsworth.
- Glassman, W.E. (2000). *Approaches to psychology*. Open University Press.
- Hayes, N. (2000). *Foundation of psychology* (3rd ed.). UK: Thomson Learning.
- Kalat, J. W. (2010). *Introduction to psychology*. USA: Cengage Learning, Inc.
- Lahey, B. B. (2004). *Psychology: An introduction* (8th ed.). UK: McGraw-Hill Companies, Inc.
- Leahey, T. H. (1992). *A history of psychology: Main currents in psychological thought*. New Jersey: Prentice-Hall International, Inc.
- Myers, D. G. (2011). *Psychology* (10th ed.). USA: Wadsworth Publishers.
- Ormord, J. E. (1995). *Educational psychology: Developing learners*. USA: Prentice Hall, Inc.
- Rathus, S. (2011). *Psychology: Concepts and connections* (10th ed.). USA: Wadsworth Cengage Learning.

2.2 Journal Articles/ Reports

- Borghi, A. M., & Fini, C. (2019). Theories and explanations in psychology. *Frontiers in psychology*, 10, 958.
- Borsboom, D., van der Maas, H. L., Dalege, J., Kievit, R. A., & Haig, B. D. (2021). Theory construction methodology: A practical framework for building theories in psychology. *Perspectives on Psychological Science*, 1745691620969647.
- Brock, A. C. (2017). The new history of psychology: Some (different) answers to Lovett's five questions. *History of Psychology*, 20(2), 195.
- Eichler, K., Li, F., Litwin-Kumar, A., Park, Y., Andrade, I., Schneider-Mizell, C. M., ... & Cardona, A. (2017). The complete connectome of a learning and memory centre in an insect brain. *Nature*, 548(7666), 175-182.
- Heintzelman, S. J., Kushlev, K., Lutes, L. D., Wirtz, D., Kanippayoor, J. M., Leitner, D., ... & Diener, E. (2020). ENHANCE: Evidence for the efficacy of a comprehensive intervention program to promote subjective well-being. *Journal of Experimental Psychology: Applied*, 26(2), 360.
- Matthews, G. (2020). A Grand Challenge for Personality and Social Psychology: Competition, Cooperation, or Co-existence?. *Frontiers in Psychology*, 11, 1570.
- Tyng, C. M., Amin, H. U., Saad, M. N., & Malik, A. S. (2017). The influences of emotion on learning and memory. *Frontiers in psychology*, 8, 1454.
- Wood, W. (2017). Habit in personality and social psychology. *Personality and social psychology review*, 21(4), 389-403.

Note: It is preferable to use latest available editions of books.

Teaching Learning Strategies

1. Lectures/Tutorials
2. Semester work
3. Class participation /Presentation
4. Assignments/Class Projects
5. Quizzes

Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.