

**D.B.J.COLLEGE, CHIPLUN**

**(Teaching Plan) Year: 2017-18**

**Name of the teacher: Dr.S.S.Bal**

**Class: FYBA      Subject: General Psychology      Paper No: 1**

**First Term    Semester -I**

<b>Sr.NO</b>	<b>Topic and sub topic</b>	<b>Months</b>	<b>Period Required</b>
1.	<u>Unit 1. The story of Psychology and thinking critically with psychological science</u> a) What is psychology? Psychology's roots; psychological science is born; psychological science develops; Contemporary Psychology: Psychology's biggest question, three main levels of analysis, and subfields; Close-up: Improve your retention and grades b) The need for psychological science - Did we know all along? Hindsight bias; Overconfidence; perceiving order in random events; the scientific attitude: curious, skeptical and humble; Critical thinking c) How do psychologists ask and answer questions? The scientific method; description; correlation; experimentation; statistical reasoning in everyday life: describing data; significant differences d) Frequently asked questions about Psychology	July	15
2	<u>Unit 2: The Biology of Mind</u> a) Biology, Behaviour and Mind b) Neural Communication – neurons, how neurons communicate, how neurotransmitters influence us c) The Nervous System - the peripheral and central nervous systems d) The Endocrine System e) The Brain - The tools of discovery: having our head examined; older brain structures; the cerebral cortex; our divided brain; right-left differences in the intact brain; Close-Up: Handedness	August	15
3	<u>Unit 3: Learning</u> a) How do we learn? b) Classical Conditioning - Pavlov's experiments; Pavlov's legacy; Operant Conditioning - Skinner's		

	<p>experiments; Skinner's legacy; Contrasting classical and operant conditioning; Close-up: training our partners</p> <p>c) Biology, Cognition, and Learning - Biological constraints on conditioning; cognition's influence on conditioning</p> <p>d) Learning by Observation- Mirrors and imitation in the brain; applications of observational learning; Thinking critically about: Does viewing media violence trigger violent behaviour?</p>	September	15
4	<p><u>Unit 4: Memory</u></p> <p>a) Studying Memory; Memory Models</p> <p>b) Building Memories - encoding and automatic processing; encoding and effortful processing</p> <p>c) Memory Storage - Retaining Information in the brain; the Amygdale, emotions, and memory; Synaptic Changes</p> <p>d) Retrieval: getting information out - measures of retention; retrieval cues</p> <p>e) Forgetting - Forgetting and the two-track mind; encoding failure; storage decay; retrieval failure; close-up: retrieving passwords</p> <p>f) Memory construction errors - misinformation and imagination effects; source amnesia; discerning true and false memories; children's eyewitness recall; repressed or constructed memories of abuse?</p> <p>g) Improving memory</p>	September, October	15
<u>SEMESTER II</u>			
1	<p><u>Unit 1. Thinking, Language and Intelligence</u></p> <p>a) Thinking – Concepts; Problem solving strategies and obstacles; Forming good and bad decisions and judgments; Thinking critically about: the fear factor- Why we fear the wrong things. Do other species share our cognitive skills?</p> <p>b) Language: Language structure; language development; close-up: living in a silent world; the brain and language; do other species have language?</p> <p>c) Thinking and Language: Language influences thinking; thinking in images</p> <p>d) What is Intelligence? Is intelligence one general ability or several specific abilities? Intelligence and creativity; emotional intelligence; is intelligence</p>	November	15

	<p>neurologically measurable?</p> <p>e) Assessing Intelligence - the origins of intelligence testing; modern tests of mental abilities; principles of test construction</p>		
2	<p><u>Unit 2. Motivation and Emotion</u></p> <p>a) Motivational Concepts - Instincts and evolutionary psychology; drives and incentives; optimum arousal; a hierarchy of motives</p> <p>b) Hunger - The physiology and psychology of hunger; obesity and weight control; Close-up: Waist management</p> <p>c) The Need to Belong - Aiding survival; wanting to belong; sustaining relationships; the pain of ostracism; social networking</p> <p>d) Cognition and Emotion - Historical emotion theories; cognition can define emotion: Schachter and Singer; Cognition may not precede emotion: Zajonc, LeDoux, and Lazarus</p> <p>e) Embodied Emotion - Emotions and the autonomic nervous system; the physiology of emotions; Expressed emotion - Detecting emotions in others; thinking critically about: lie</p>	December	15
3	<p><u>Unit 3: Personality</u></p> <p>a) Psychodynamic Theories: Freud's psychoanalytic perspective - exploring the unconscious; the neo-Freudian and psychodynamic theorists; assessing unconscious processes; evaluating Freud's psychoanalytic perspective and modern views of the unconscious</p> <p>b) Humanistic theories - Abraham Maslow's self-actualizing person; Carl Rogers' person-centered perspective; assessing the self; evaluating humanistic theories</p> <p>c) Trait Theories - Exploring and assessing traits; thinking critically about: how to be a "successful" astrologer or palm reader; The Big Five factors; evaluating trait theories</p> <p>d) Social cognitive theories - reciprocal influences; personal control; Close-up: toward a more positive psychology; assessing behaviour in situations; evaluating social-cognitive theories</p> <p>e) Exploring the self - the benefits of self esteem; self-serving bias</p>	January	15
4	<u>Unit 4: Statistics in Psychology: Understanding</u>		

	<u>Data</u> a) The tables are turned: a psychologist becomes a research subject b) Descriptive statistics: frequency distribution c) Measures of central tendency d) Measures of variability e) Z-scores and the normal curve f) Correlation g) Inferential statistics	February	10
--	---	----------	----