**description of the course of study**

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| **Course code** | **0231.8.FILA1P.D01.PsO** | |
| **Name of the course in** | Polish | **Psychologia ogólna** |
| English | **General Psychology** |

1. **LOCATION OF THE course OF STUDY within the system of studies**

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| **1.1. Field of study** | English Philology |
| **1.2. Mode of study** | Full-time studies, extramural studies |
| **1.3. Level of study** | B.A. |
| **1.4. Profile of study\*** | practical |
| **1.5. Person preparing the course description** | dr Magdalena Łuka |
| **1.6. Contact** | magdalenaluka@wp.pl |

1. **General characteristicS of the course of study**

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| **2.1. Language of instruction** | Polish |
| **2.2. Prerequisites\*** | --- |

1. **DETAILED CHARACTERISTICS OF THE COURSE OF STUDY**

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| * 1. **Form of classes** | | lecture (10) + class (15) + project (5) |
| * 1. **Place of classes** | | The educational facilities / classrooms of the Sandomierz Branch Campus of the Jan Kochanowski University in Kielce |
| * 1. **Form of assessment** | | Exam (lecture), graded course credit (class, project) |
| * 1. **Teaching methods** | | Elements of the classical lecture, conversation class, description, problem-centered discussion, brain storm |
| **Bibliography** | **Required reading** | 1. Strelau J. (red.), *Psychologia. Podręcznik akademicki*, Tom 1-2, Gdańsk 2008. 2. Zimbardo P.G., *Psychologia i życie*, Warszawa 2004. |
| **Further reading** | 1. Mietzel G., *Wprowadzenie do psychologii*, Gdańsk, 1999. 2. Rathus S., *Psychologia współczesna*, Gdańsk 2004. 3. Sternberg R.J., *Wprowadzenie do psychologii*, Warszawa 1999. |

1. **Objectives, syllabus CONTENT and intended LEARNING outcomes**

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| * 1. **Course objectives *(lecture 10h + classes 15 + project 5h)***   ***C1.*** Getting students acquainted with the course card.  ***C2.***Familiarizing students with the structure of mental life and human behavior, basic mental processes.  ***C3.***familiarizing students with basic mental processes: impressions and perception, emotions and motivations, learning,  intelligence.  ***C4.*** acquainting students with issues related to the psychology of personality. |
| * 1. **Detailed syllabus (lecture 10h*)***   1. The subject of psychology according to the different branches of psychology, the place of psychology among the other sciences.  2. Basic divisions and majors of psychology.  3. Characteristics of cognitive and emotional-motivational processes.  4. Theories of learning.  5. Elements of personality psychology.  **Detailed syllabus *(classes 15h + project 5h)***  1. Theories of intelligence, including emotional intelligence.  2. Learning as a basic mechanism for behavior modification.  3. General characteristics of the thinking process.  4. Analysis of selected personality structures: temperament, character, psychological needs.  5. Characteristics of assertive and empathetic behaviors.  6. Selected Issues in the Psychology of Emotions and Motivation – Psychosomatic Dependencies.  7. Social cognition and perception – attitudes, stereotypes, prejudices, conformity.  8. Aggression and violence – characteristics of phenomena.  9. Stress and frustration and health – the main sources and modifiers of stress; stress coping mechanisms.  10. Psychotherapy and psychological assistance, crisis intervention.  11. Difficult situations related to upbringing and teaching. |

* 1. **Intended learning outcomes**

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| **Code** | **A student who passed the course** | **Relation to learning outcomes** |
| within the scope of **KNOWLEDGE:** | | |
| W01 | basic concepts of psychology: cognitive processes, perception, reception and processing of information, speech and language, thinking and reasoning, learning and memory, the role of attention, emotions and motivations in the processes of regulating behavior, abilities and aptitudes, psychology of individual differences – differences in intelligence, temperament, personality and cognitive style | NAU1\_W02  NAU1\_W03 |
| W02 | Learning process: models of learning, including classical and contemporary concepts based on the results of neuropsychological research, methods and techniques of learning including the development of metacognition, learning difficulties, their causes and strategies for overcoming them, methods and techniques of identifying and supporting the development of talents and interests, barriers and difficulties in the communication process, techniques and methods of improving communication with and between students | NAU1\_W02  NAU1\_W14  NAU1\_W15 |
| W03 | classical and contemporary theories of human development, upbringing, learning and teaching or education and their application-related values in general psychology | NAU1\_W02 |
| within the scope of **ABILITIES:** | | |
| U01 | identify barriers and difficulties of pupils in the learning process | NAU1\_U03 |
| U02 | identify pupils' needs in the development of talents and interests | NAU1\_U03  NAU1\_U07 |
| U03 | plan professional development activities based on conscious self-reflection and feedback from others | NAU1\_U18 |
| within the scope of **SOCIAL COMPETENCE:** | | |
| K01 | communicating with people from different backgrounds and emotional states, resolving conflicts in dialogue and creating a good atmosphere for communication in and out of the classroom on the basis of general psychology | NAU1\_K03 |

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| * 1. **Methods of assessment of the intended learning outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **Teaching**  **outcomes**  ***(code)*** | **Method of assessment (+/-)** | | | | | | | | | | | | | | | | | | | | |
| **Exam oral/written** | | | **Test\*** | | | **Project\*** | | | **Effort**  **in class\*** | | | **Self-study\*** | | | **Group work** | | | **Other methods** | | |
| ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | |
| *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* |
| W01 | **+** |  |  |  | **+** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| W02 | **+** |  |  |  | **+** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| W03 | **+** |  |  |  | **+** |  |  |  | **+** |  |  | **+** |  |  |  |  |  |  |  |  |  |
| U01 |  |  |  |  |  |  |  |  |  |  | **+** |  |  |  |  |  | **+** |  |  |  |  |
| U02 |  |  |  |  |  |  |  |  |  |  | **+** |  |  |  |  |  | **+** |  |  |  |  |
| U03 |  |  |  |  |  |  |  |  |  |  | **+** |  |  |  |  |  | **+** |  |  |  |  |
| K01 |  |  |  |  |  |  |  |  |  |  | **+** |  |  | **+** |  |  |  |  |  |  |  |

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| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **Lecture (L)** | **3** | *On a percentage scale, the student's exam score is within 50-59% (knowledge and understanding of the curriculum content)*  The student's knowledge is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own. |
| **3,5** | *On a percentage scale, the student's exam score is within 60-69% (knowledge and understanding of the curriculum content)*  The student's knowledge is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher, has difficulties in combining them into logical sequences and shows difficulties in drawing conclusions on their own. |
| **4** | *On a percentage scale, the student's exam score is within 70-79% (knowledge and understanding of the curriculum content)*  The student has slight gaps in terms of knowledge in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task of a certain degree of difficulty and interpret it properly, proving cause-and-effect thinking. |
| **4,5** | *On a percentage scale, the student's exam score is within 80-89% (knowledge and understanding of the curriculum content)*  The student has slight gaps in terms of knowledge in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task with a significant degree of difficulty and interpret it correctly, proving cause-and-effect thinking. |
| **5** | *On a percentage scale, the student's exam score is within 90-100% (knowledge and understanding of the curriculum content)*  The student has fully mastered the curriculum material. Can interpret facts and obtain information independently using various sources of knowledge. Effectively uses the knowledge and skills gained in other classes. |
| **Class (C)** | **3** | The student's skills are incomplete, random, and fragmented; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The student's skills are incomplete, random, and fragmented; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student has slight skills gaps in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task of a certain degree of difficulty and interpret it properly, proving cause-and-effect thinking.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | The student has slight skills gaps in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task with a significant degree of difficulty and interpret it correctly, proving cause-and-effect thinking.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 80-89%* |
| **5** | The student has fully mastered the skills. Can independently interpret facts and obtain information using various sources. Effectively uses the knowledge and skills gained in other classes.  *High effort in class ( over 90 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 90-100%* |
| **project (P)** | **3** | *50% - 59% of skills and understanding of the curriculum content.*  The student's own project is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own. |
| **3,5** | *60% - 69% skills and understanding of the curriculum content.*  The student's own project is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own. |
| **4** | *70% - 79% of skills and understanding of the curriculum content.*  The student has slight deficiencies in the implementation of his own project. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task of a certain degree of difficulty and interpret it properly, proving cause-and-effect thinking. |
| **4,5** | *80% - 89% skills and understanding of the curriculum content.*  The student has slight deficiencies in the implementation of his own project. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task with a significant degree of difficulty and interpret it correctly, proving cause-and-effect thinking. |
| **5** | *90% - 100% skills and understanding of the curriculum content.*  The student has fully completed his own project. Can independently interpret facts and obtain information using various sources. Effectively uses the knowledge and skills gained in other classes. |

1. **BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT**

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| **Category** | **Student's workload** | |
| **Full-time**  **studies** | **Full-time**  **studies** |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/* | ***30*** | ***30*** |
| *Participation in lectures* | 10 | 10 |
| *Participation in classes, the project* | 20 | 20 |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | ***20*** | ***20*** |
| *Preparation for the lecture* | 5 | 5 |
| *Preparation for the classes, the project* | 5 | 5 |
| *Preparation for the exam* | 10 | 10 |
| *TOTAL NUMBER OF HOURS* | ***50*** | ***50*** |
| ECTS credits for the course of study | **2** | **2** |

***Accepted for execution (date and legible signatures of the teachers running the course in the given academic year)***

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