

Subject card

Subject name and code	Introduction to psychology, PG_00151998						
Field of study	Psychology						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
Education level	uniform Master's studies		Subject group		Obligatory subject group in the field of study Humanistic-social subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		English		
Semester of study	4		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of Developmental Psychology and Psychopathology -> Institute of Psychology -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Marta Łockiewicz				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		5.0		25.0	60
Subject objectives	At the end of the course students will have gained the following academic skills in English: to comprehend and analyse academic texts, to discuss academic issues, to describe research results and psychological theories orally and in writing, to use English as a tool supporting vocational career as a psychologist.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_W08] He/she has in-depth and expanded knowledge of the psychological foundations of human functioning.	A student: knows English terminology concerning psychology and its usage in related disciplines on an advanced level; demonstrates an advanced and comprehensive knowledge about: the biological bases of human behaviour, cognitive processes: perception, memory, learning, and reasoning. The student is able to present the aforementioned knowledge in English in oral and written form.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[PSYCHJ5_W09] He/she has structured knowledge of the theory of upbringing, learning and teaching, other educational processes and various educational environments, their specificity and processes taking place in them.	A student: knows English terminology concerning psychology and its usage in related disciplines on an advanced level; demonstrates an advanced and comprehensive knowledge about: the biological bases of human behaviour, cognitive processes: perception, memory, and reasoning, and how these processes contribute to learning. The student is able to present the aforementioned knowledge in English in oral and written form.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[PSYCHJ5_K01] He/she has deeper awareness of the level of his/her knowledge and skills, he/she understands the need for continuous personal and professional development.	A student: demonstrates a deep awareness of their level of knowledge and skills; understands the need for constant personal and occupational development; is careful/critical about expressing opinions; works independently and in a group; is creative in problem solving; is sensitive to differences between humans, including intercultural differences.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[PSYCHJ5_U05] He/she has in-depth skills to present his/her own ideas, doubts, and suggestions, to support them with extensive argumentation in the context of selected theoretical perspectives, views of various authors, while being guided by ethical principles.	A student is able to: communicate orally and in written form in English – clearly and comprehensively; produce structured oral and written arguments concerning different psychological issues, rooted in diverse theoretical approaches, both psychological and other; present their ideas, doubts, and suggestions, justify these within the context of selected theoretical perspectives and concepts while following ethical standards; organise and plan their oral and written statements, critically assess the claims of others, debate, propose solutions to practical problems, write a scientific abstract, communicate their scientific findings, give a conference speech.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU6] demonstration of practical skills [SU8] observation of student's independent or team work

	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_U04] He/she is able to clearly, coherently and precisely express himself/herself orally and in writing in Polish and in a foreign language, he/she has the ability to construct extensive oral and written justifications on topics related to various psychological issues using various theoretical approaches, using the achievements of both psychology and other scientific disciplines.	A student is able to: communicate orally and in written form in English – clearly and comprehensively; produce structured oral and written arguments concerning different psychological issues, rooted in diverse theoretical approaches, both psychological and other; present their ideas, doubts, and suggestions, justify these within the context of selected theoretical perspectives and concepts while following ethical standards; organise and plan their oral and written statements, critically assess the claims of others, debate, propose solutions to practical problems, write a scientific abstract, communicate their scientific findings, give a conference speech.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[PSYCHJ5_W01] He/she knows the terminology used in psychology and its application in related disciplines at the advanced level.	A student: knows English terminology concerning psychology and its usage in related disciplines on an advanced level; demonstrates an advanced and comprehensive knowledge about: the biological bases of human behaviour, cognitive processes: perception, memory, learning, and reasoning. The student is able to present the aforementioned knowledge in English in oral and written form.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[PSYCHJ5_W06] He/she has in-depth knowledge of human development in the life cycle, in biological, psychological and social aspects.	A student: knows English terminology concerning psychology and its usage in related disciplines on an advanced level; demonstrates an advanced and comprehensive knowledge about: the biological bases of human behaviour, cognitive processes: perception, memory, learning, and reasoning, and their development. The student is able to present the aforementioned knowledge in English in oral and written form.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[PSYCHJ5_W07] He/she has in-depth knowledge of the specificity of social relations, social phenomena and the regularities that govern them from the point of view of psychology.	A student: knows English terminology concerning psychology and its usage in related disciplines on an advanced level; demonstrates an advanced and comprehensive knowledge about: the biological bases of human behaviour, cognitive processes: perception, memory, learning, and reasoning, all of which contribute to social functioning. The student is able to present the aforementioned knowledge in English in oral and written form.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
Subject contents	Introductory psychology: biological bases of behaviour, cognitive processes: perception, memory, learning, reasoning; academic writing: structure of an abstract and a paper, how to communicate scientific findings (including conference speeches).		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	final test	0.0%	50.0%
	project	0.0%	33.33%
	2 quizzes	0.0%	16.67%

Recommended reading	Basic literature	1. Bandura, A., Ross, D., Ross, S. (1994) Imitation of Film-mediated Aggressive Models. In: Pettijohn, T. F. (Ed.), <i>Sources. Notable Selections in Psychology</i>, 133-140. 2. Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). What works, what doesn't. <i>Scientific American</i>, 24(4), 46-53. 3. Hill, G. (2001). <i>A Level Psychology through diagrams</i>. Oxford University Press, pp. 104-106, 181 4. Westen, D. (1999). <i>Psychology. Mind, Brain & Culture</i>. John Wiley & Sons, 130-133, 176, , 301-305, 307-309.
	Supplementary literature	None.
	eResources addresses	

Example issues/
example questions/
tasks being completed

Discussion topics and reading list:

The brain - The_brain.pdf.

Perception perception.pdf and songs.pdf

Westen, D. (1999). *Psychology. Mind, Brain & Culture*. New York: John Wiley & Sons, pp. 130-133 (3 rules of perception); p. 176.

Memory memory.pdf, memory_exercise.pdf, learning_tips_poster and Dunlosky et al., 2013, pdf.

Hill, G. (2001). *A Level Psychology through diagrams*. Oxford: Oxford University Press, p. 104: Types of memory; p. 105: Research on sensory memory, short-term memory, and long-term memory; p. 106: multi-store model of memory.

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). What works, what doesn't. *Scientific American*, 24(4), 46-53.

Scientific writing scientific_writing.pdf (Exercises: pp. 1-7), model_presentation_1.pdf, model_presentation_2.pdf, abstract_&_presentation_writing.pdf, EASE_guidelines_abstract

Learning learning.pdf

Hill, G. (2001). *A Level Psychology through diagrams*. Oxford: Oxford University Press: 180: Classical conditioning; 181: Operant conditioning;

Bandura, A., Ross, D., Ross, S. (1994) Imitation of Film-mediated Aggressive Models. In: Pettijohn, T. F. (Ed.), *Sources. Notable Selections in Psychology*, 133-140.

Reasoning reasoning.pdf

Westen, D. (1999). *Psychology. Mind, Brain & Culture*. New York: John Wiley & Sons, pp. 301-305, 307-309.

Final test (30 points) The final test will have three types of questions: 1. Short-answer questions: you have to define/explain a given term, e. g. a positive reinforcement. 2. A vocabulary task: Alice gives her students a candy each time they read an assigned book. Students read more. This is called a p _____ (p + 7) reinforcement. 3. A single-choice test: Alice gives her students a candy each time they read an assigned book. Students read more. This is: a. positive reinforcement, b. a negative reinforcement. c. a positive punishment, d. a negative punishment. Most questions will be single-choice questions.

Underlined pages will NOT be included on the final test.

All Power Point slides (except scientific writing section) will be included on the final test.

Project (20 points): the project is about presenting your own research that you have conducted. It should be done in pairs or individually (depending on how many people you collaborated with for your project for an assignment during your first year of study). The project consists of 2 parts: a written abstract (10 points) + an in-class presentation = a conference-like speech (10 points) = 20 points. There is a presentation assignment created in Teams; you should upload your work there. Only one person from a group should upload the work, on behalf of all Team members).

A. Abstract: the following sections must be included: introduction (the theory underlying your assumptions (definitions and other studies = 2 points), hypotheses (1 point), group description (1 point), procedure (1 point), results (2 points), conclusions (1 point). Also, grammar (2 points) will be assessed. Length: 200-250 words. It cannot be shorter/longer. Be especially careful to use the terms we discussed during the class and double-check the terms crucial for your presentation. Do not include bibliography here. Abstract must be uploaded in an **editable** document (no pdf!).

B. Presentation: the following sections must be included: introduction (this means the definitions of

	concepts you will discuss, and a summary of other, earlier studies on your topic; this is needed to argue why you asked your research questions in the first place; definitions and other studies = 2 points), hypotheses (1 point), the description of your groups (e.g. age, gender, education, etc.; 1 point), procedure (materials and methods; 1 point), results (1 point you must include tables, figures, or graphs), conclusions (state if your hypotheses were confirmed or not; refer to the other scientists studies, show the importance of your findings; 1 point). Also, talking, meaning not reading the slides and/or your notes (3 points each person in the pair must speak for more or less equal amount of time), will be assessed. Here you will lose points for: copying sentences from other sources; too long slides with full sentences (please use single words and/or phrases when possible), reading your slides/notes. Remember: when describing other studies, you must give references, e.g. (Fawcett & Nicolson, 2004). Both the name of the author and the date of their work must be included on a slide. When describing results you must include numeral description, preferably tables and/or graphs. All tables/graphs made originally in Polish must be translated into English (remember to replace a comma with a dot in your numbers, when appropriate). Include bibliography here. At the end of the presentations, the speakers must answer questions at least 1. The group must ask this question; or I will ask the question, if there is not a question from the group. Short Quizzes (10 points; 5 points each). I will give you the dates for the quizzes 1 class ahead. If you are absent on the day of the quiz, you may take it during my office hours. Absence policy attendance is obligatory. One absence is allowed (you do not need to provide any excuse). For each additional absence, you must provide a reasonable excuse, e. g. a sick leave issued by a doctor. If you do not have a reasonable excuse, you must take (and pass) an additional oral test (I will ask you a few questions about the content covered during the class you have missed), during the office hours or else you will lose 2 points for each absence above the limit. One test during one office hours makes up for one unexcused absence. You must make up for your absences before taking the final test. A maximal number of unexcused absences is 30%. Extra points: Active participation in the class (e. g. taking part in discussions) + being prepared for the classes up to 5 points (this is in addition to the 60 point limit) Late homework/presentation: minus 1 point (deducted on the first day after the deadline = 00:01 am; and then an additional minus 1 point for each week behind schedule) If you have a report from a psychological-educational counselling centre stating that you have a disability, including a developmental learning disability (e. g. dyslexia) please contact the teacher for exam concessions. A default exam concession is 25% longer examination time. GRADING (points system): 31- 36 3 37 - 42 3.5 43- 48 4 49- 54 4.5 55- 60 5
Work placement	Not applicable

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