

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SOCIAL SCIENCES		
<b>DEPARTMENT</b>	PSYCHOLOGY		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ΨΧ-1108</b>	<b>SEMESTER OF STUDIES</b>	<b>1st</b>
<b>COURSE TITLE</b>	<b>English Language and Terminology in Psychology I</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in case the credits are awarded in distinct parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures (theory and practice, in class and on assignment)	6	4	
<i>Add rows if necessary. The teaching organization and teaching methods used are described in detail in 4.</i>			
<b>COURSE TYPE</b> <i>foundation, general knowledge, scientific area, skills development</i>	Elective, Skills Development		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATION:</b>	English / Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>ONLINE COURSE PAGE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=6270">https://elearn.uoc.gr/course/view.php?id=6270</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b>  <i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the Level of Learning Outcomes for each cycle of study according to the European Higher Education Area Qualifications Framework</i></li> <li>• <i>Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></li> <li>• <i>Summary Guide to Writing Learning Outcomes</i></li> </ul>								
<p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> <li>• have acquired knowledge of English terminology in psychology through various types of texts</li> <li>• identify the function of special terms for the association and organization of meaning in written and oral discourse</li> <li>• have acquired techniques and strategies for reading terminology texts</li> <li>• manage elements of scientific writing (articles, abstracts, reports)</li> <li>• compose and complete charts and tables</li> <li>• have developed communicative skills</li> </ul>								
<p><b>General Competencies</b>  <i>Taking into account the general competencies that the graduate must have acquired (as outlined in the Diploma Supplement and listed below), which of them is the course aimed at?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analyze and synthesize data and information, using the necessary technologies</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for diversity and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Demonstration of social, professional and ethical responsibility</i></td> </tr> </table>	<i>Search, analyze and synthesize data and information, using the necessary technologies</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>		<i>Demonstration of social, professional and ethical responsibility</i>
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	<i>Demonstration of social, professional and ethical responsibility</i>							

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Producing new research ideas

and sensitivity to gender issues

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

- Decision-making
- Promoting free, creative, and inductive thinking
- Search, analyze and synthesize data and information, using the necessary technologies
- Autonomous work
- Working in pairs/teams
- Working in an international environment
- Working in an interdisciplinary environment

### 3. COURSE CONTENT

The content of the course is linked to the 5 main axes of the curriculum: **Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethical and Social Responsibility [3], Communicative Ability [4], Basic Preparation for Career Decisions and Career Prospects [5].**

#### **Week 1: The science of psychology [1, 2, 3, 4, 5]**

*Topics*

- The science of psychology
- Perspectives on behavior
- Introduction to the fields of psychology
- Psychology today

*Vocabulary*

- General English vocabulary with special meaning in psychology
- Prefixes and suffixes

*Skills:* Communication (listening comprehension, speaking)

*Vocabulary/Skills:* Activities on the coursebook's educational platform

#### **Week 2: The scientific study of behaviour [1, 2, 3, 4, 5]**

*Topics*

- Scientific principles in psychology
- Ethical principles in research
- Research methods
- Threats to the validity of research
- Data analysis and interpretation
- Critical thinking in science and everyday life

*Skills:* Discussion of these topics using academic texts

*Vocabulary/Skills:* Activities on the coursebook's educational platform

#### **Week 3: Fields in psychology [1, 2, 4, 5]**

### *Topics*

- Experimental and applied psychology
- Human-centered approach and process approach
- Theories and (corresponding) fields in psychology

### *Vocabulary*

- English-to-English dictionaries (headwords/definitions/parts of speech/phonemes/stress markers/(un)countable nouns/(in)transitive verbs)

*Skills:* Reading comprehension, writing

*Vocabulary/Skills:* Activities on the coursebook's educational platform

## **Week 4: Psychology in practice [1, 4, 5]**

### *Topics*

- Professional practice: organisational and clinical psychology
- Phobias
- Mental/Psychological disorders

### *Vocabulary*

- Stress patterns in multi-syllable words
- Prefixes

*Skills:* Communication (listening, speaking)

*Vocabulary/Skills:* Activities on the coursebook's educational platform

## **Week 5: Learning: the role of experience [1, 2, 3]**

### *Topics*

- Adapting to the environment
- Classical conditioning: associating one stimulus with another
- Operant conditioning: learning through consequences
- Challenges to behaviorism
- Observational learning: when others show the way
- The adaptive brain

*Vocabulary/Skills:* Activities on the coursebook's educational platform

## **Week 6 : Language and thought [1, 2, 3, 4]**

### *Topics*

- Language
- Thinking
- Vygotsky's approach
- Crosscultural development of thought and language

- Piaget's approach
- Cognitive development and education

*Vocabulary*

- Paraphrasing at sentence level with synonyms, replacement subjects, etc.

*Skills:* Reading comprehension, writing

*Vocabulary/Skills:* Activities on the coursebook's educational platform

**Week 7: Personality [1, 2, 3, 4]**

*Topics*

- Theory of personality traits
- Genetics and personality
- Measuring personality traits
- Leadership

*Vocabulary*

- Fixed phrases from psychology and academic English

*Skills:* Communication (listening comprehension, speaking)

*Vocabulary/Skills:* Activities on the coursebook's educational platform

**Week 8: Lifespan development I: physical and cognitive development [1, 2, 3]**

*Topics*

- The scope of developmental psychology
- Major issues and methods in developmental psychology
- Prenatal development
- Infancy and childhood
- Adolescence, adulthood, and old age

*Vocabulary/Skills:* Activities on the coursebook's educational platform

**Week 9: Lifespan development II: social and emotional development [1, 2, 3]**

*Topics*

- Infancy and early childhood
- Adolescence, adulthood, and old age

*Vocabulary/Skills:* Activities on the coursebook's educational platform

**Week 10: Psychology and computers [1, 2, 3, 4, 5]**

*Topics*

- Using computers for research
- Using computers to develop cognitive models

- Computers and diagnosis of mental illness
- Virtual reality

*Vocabulary*

- English computer terminology
- Abbreviations and acronyms
- Discourse and stance markers
- Verb and noun suffixes

*Skills:* Reading comprehension, writing

*Vocabulary/Skills:* Activities on the coursebook's educational platform

**Week 11: Mental/Psychological disorders: popular myths [1, 2, 3, 4, 5]**

*Topics*

- Historical perspectives on deviant behaviour
- Definition and classification of mental/psychological disorders
- Common myths about mental illness
- The media and stereotypes of mental illness

*Vocabulary*

- Synonyms
- Nouns from verbs
- Definitions
- Common 'direction' verbs in essay titles (*discuss, analyse, evaluate, etc.*)

*Skills:* Reading comprehension, writing

*Vocabulary/Skills:* Activities on the coursebook's educational platform

**Week 12 : Modern addictions [1, 2, 3, 4]**

*Topics*

- Internet addiction
- Body image and eating disorders

*Vocabulary*

- Neutral and marked words
- Fixed phrases from psychology and academic English

*Skills:* Reading comprehension, writing

*Vocabulary/Skills:* Activities on the coursebook's educational platform

**Week 13: With the future ahead [1, 2, 3, 4]**

*Topics*

- Virtual relationships
- Violence and video games

- Case study: cyberbullying

**Vocabulary**

- Verbs used to introduce ideas from other sources (*X contends/suggests/asserts that...*)
- Linking words/phrases conveying contrast (*whereas*), result (*consequently*), reasons (*due to*), etc.
- Words for quantities (*a significant minority*)

**Skills:** Reading comprehension, writing

**Vocabulary/Skills:** Activities on the coursebook's educational platform

**REVISION OF SYLLABUS AND REVISION EXERCISES FOR THE FINAL EXAM**

**4. TEACHING and LEARNING METHODS - ASSESSMENT**

<p><b>METHOD OF COURSE DELIVERY</b> <i>Physical presence, Distance learning, etc.</i></p>	<p>Physical presence</p> <ul style="list-style-type: none"> <li>• Lectures (theory and exercises) in class.</li> </ul> <p>Distance learning, potentially.</p>																	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in Teaching, Laboratory Education, Communication with Students</i></p>	<ul style="list-style-type: none"> <li>• Support of the learning process through the e-Learn online platform.</li> <li>• Course delivery is mediated by Information and Communication Technologies (ICT).</li> <li>• The following educational software is used: Powerpoint, videos/audios and relevant comprehension activities, and forms/questionnaires. The book's online platform provides interactive/application-based activities, videos, and a practical tool for analysing scientific articles.</li> <li>• Provision of notes in electronic format and access to the electronic version of the book (e-book).</li> <li>• Communication with students is possible via email or on e-Learn.</li> </ul>																	
<p><b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Literature Study &amp; Analysis, Tutoring, Practical (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Project Preparation, Writing a Paper / Assignments, Artistic Creation, etc.</i></p> <p><i>The student's study hours for each learning activity as well as the hours of unguided study are listed so that the total workload at semester level corresponds to the ECTS standards</i></p>	<table border="1"> <thead> <tr> <th><b>Activity</b></th> <th><b>Semester Workload (hours)</b></th> <th><b>ECTS</b></th> </tr> </thead> <tbody> <tr> <td>Lectures (theory and practice)</td> <td>39</td> <td>1.44</td> </tr> <tr> <td>Independent study (theory and practice)</td> <td>58</td> <td>2.32</td> </tr> <tr> <td>Final exam</td> <td>3</td> <td>0.12</td> </tr> <tr> <td><i>Course Total (25 hours of workload per credit)</i></td> <td><i>100</i></td> <td><i>3.88</i></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Semester Workload (hours)</b>	<b>ECTS</b>	Lectures (theory and practice)	39	1.44	Independent study (theory and practice)	58	2.32	Final exam	3	0.12	<i>Course Total (25 hours of workload per credit)</i>	<i>100</i>	<i>3.88</i>		
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<p style="text-align: center;"><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Examination, Public Presentation, Laboratory Paper, Clinical Patient Examination, Artistic Interpretation, Other/Others</i></p> <p><i>Explicitly defined evaluation criteria and whether and where they are accessible to students are mentioned.</i></p>	<p>Language of assessment: English</p> <p>Evaluation method:</p> <ul style="list-style-type: none"> <li>• Final exam.</li> </ul> <p>The evaluation criteria are presented and analyzed to the students at the beginning of the semester.</p>
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## 5. RECOMMENDED BIBLIOGRAPHY

Diener Education Fund. (2024). *Introduction to psychology: The full Noba collection*. Retrieved from <https://nobaproject.com>.

Diener Education Fund. (2024). *Discover Psychology 2.0 - A Brief Introductory Text*. Retrieved from <https://nobaproject.com>.

Gilbert, D., Nock, M., Schacter, D., & Wegner, D. (2021). *Introduction to psychology* (2nd edition). Gutenberg.

Gilliland, T. & Dooley, J. (2019). *Psychology*. Career Paths. Express Publishing.

Holt, N., Bremner, A., Vlieg, M., Sutherland, E., Passer, M., & Smith, R. (2024). *Psychology: The science of mind and behavior* (5th ed.). McGraw-Hill.

Kearns, T. & Lee, D. (2015). *General Psychology: An Introduction*. Psychology, Sociology, Anthropology, and Social Work Open Textbooks. 1. Retrieved from <https://oer.galileo.usg.edu/psychology-textbooks/1>.

Levy, J.C. (2019). *Psychology: the science of human potential*. Psychology (OER). 1. Retrieved from <https://scholarship.shu.edu/psychology-oer/1>.

Short, J. (2011). *English for Psychology in Higher Education Studies*. Betsis.

Stangor, C. & Walinga, J. (2014). *Introduction to Psychology – 1st Canadian Edition*. Victoria, B.C.: BC campus. Retrieved from <https://opentextbc.ca/introductiontopsychology>.

Votaw, K. (2020). *General Psychology for Honors Students*. Open Educational Resources Collection. 23. Retrieved from <https://irl.umsl.edu/oer/23>.

**-Relevant scientific journals:**

*Frontiers in Psychology*

*Acta Psychologica*

*Advances in Methods and Practices in Psychological Science*

*Annual Review of Psychology*

*Computers in Human Behavior*

*Educational Psychologist*

*Journal of cross-cultural psychology*

*Journal of language and social psychology*

*Perspectives on Psychological Science*

*The Quarterly journal of experimental psychology*