

## STANDARDIZED COURSE OUTLINE

### SECTION I

SUBJECT AREA COURSE NUMBER: PSY\*112

COURSE TITLE: General Psychology II

COURSE CATALOG DESCRIPTION: A continuation of PSY\*111, PSY\*112 includes the following topics: sensation and perception; language, thought, and intelligence; developmental psychology; personality theory and measurement; abnormal behavior; methods of therapy; motivation and emotion; and social psychology.

LECTURE HOURS PER WEEK: 3

CREDIT HOURS: 3

LAB HOURS PER WEEK (if applicable): N/A

PREREQUISITE(S): Prerequisite: PSY 111.

### SECTION II

A. SCOPE: This course is the second part of a two-course sequence and the goal is to continue to introduce students to the basic concepts in each of the major areas of psychology without duplicating the materials covered in the General Psychology I course. The course is intended to impart students with an understanding of psychology as a behavioral science. It will provide students insight into a wide range of psychological topics.

**This course is a Designated Core Competency in the area of Social Phenomena Knowledge / Understanding (SP).**

B. REQUIRED WORK: Determined by the instructor as described in the course syllabus.

C. ATTENDANCE AND PARTICIPATION: Students are expected to attend each class, be punctual, take exams at the scheduled time, and participate in the learning process. (Specific instructor policies are included on the course syllabus.)

D. METHODS OF INSTRUCTION: Each instructor determines the methods of instruction for the course. These may include lectures structured to permit open discussion and critical reflection grounded on scholarly readings. Videotapes, charts and other audiovisual aids may be used to emphasize certain topic areas and to make the course material more relevant and understandable to the students. In addition, relevant empirical articles may be assigned to ensure critical and in-depth discussion of various topics.

E. OBJECTIVES, OUTCOMES, and ASSESSMENT: The following objectives and outcomes represent the department's core requirements for student achievement.

<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT METHODS</b>
<b>To demonstrate an understanding of:</b>	<b>Students will:</b>	<b>As measured by:</b>
1. Sensation and perception.	Describe and explain the anatomical, physiological, and psychological bases of sensation and perception with particular focus on visual, auditory, gustatory, olfactory, and tactile perception. Describe and explain the social and environmental moderators of perception. (SP 2)	In-class test, homework assignment, group project, and/or research paper.
2. Language, thought, and intelligence	Explain and/or exemplify issues within and across cultures regarding language and language development, the neural basis of language development and pathologies, thought and problem solving, and the neurobiological components of theories of intelligence. Explain the use of various psychological instruments to assess intelligence, such as the WAIS, WISC, and Stanford-Binet tests. Apply theories and research findings to interpret and analyze real world situations. (SP 1, 2, 4, 5)	In-class test, homework assignment, group project, and/or research paper.
3. Developmental Psychology	Describe and explain the biological, cognitive, social, and emotional aspects of development from conception through adulthood and death. Explain the effects of genetic and environmental factors on development. (SP 2, 5)	In-class test, homework assignment, group project, and/or research paper.
4. Motivation and emotion	Describe and explain the physiological, psychological, and social factors that affect motivation. Describe and explain the physiological, psychological, and cultural factors that underlie the experience and expression of emotions across cultures. (SP 1, 2, 4)	In-class test, homework assignment, group project, and/or research paper.
5. Personality	Describe and explain major theories personality. Describe the measurement and assessment of personality using subjective instruments (e.g., TAT and Rorschach test) and objective instruments (such as the MMPI and others). Analyze the effectiveness of personality assessment tools. (SP 2)	In-class test, homework assignment, group project, and/or research paper.

6. Abnormal behavior	Describe and explain the major disorders described in the Diagnostic and Statistical Manual (DSM). Identify disorders based on their symptoms, and identify and explain the biological, social, and psychological factors underlying the disorders. (SP 2)	In-class test, homework assignment, group project, and/or research paper.
7. Methods of therapy	Explain therapeutic techniques including the psychodynamic, behavioral, cognitive, and biomedical techniques, as well as the relevant ethical issues regarding the application of these techniques in the real world. (SP 2, 3, 5)	In-class test, homework assignment, group project, and/or research paper.
8. Social psychology	Explain the psychological and cultural basis for human attitudes, social perception, interpersonal attraction, social influence, and group behavior in real world situations. (SP 1, 2, 4, 5)	In-class test, homework assignment, group project, and/or research paper.

**Core Competency Assessment Artifact(s):**

Assignments from this course that address learning outcomes noted above may be collected to assess student learning across the college.

F. TEXT(S) AND MATERIALS: College level introductory textbook in adult development and aging, study guides, and supplementary reading.

G. INFORMATION TECHNOLOGY: Basic knowledge of the use of computers to write papers as well as on-line search and use of internet resources. Extent of use of information technology will vary by instructor.