

CAPITAL COMMUNITY TECHNICAL COLLEGE

PSY 102 GENERAL PSYCHOLOGY II

3 credits

CATALOGUE DESCRIPTION: A continuation of PSY 101, Psy 102 includes the following topics: sensation and perception; language, thought and intelligence; developmental psychology; personality theory and measurement; abnormal behavior; methods of psychotherapy; sex roles and sexual behavior; and statistics for psychology. The course is particularly recommended for students planning to transfer into a Bachelor degree program, where PSY 101-102 becomes a six-credit unit. *Prerequisite: PSY 101*

COURSE OBJECTIVES: After successfully completing PSY 102, the student will be able to:
write a research paper using the APA manuscript style;
use statistics of central tendency and variability to interpret statistically presented data;
understand enough about the topics included in the course to pursue further study in any of these areas of psychology.

COURSE CONTENT:

1. Sensation and Perception:

understand the process of transduction and sensory coding for each of our senses, and be able to pair the characteristics of physical energy with the psychological response;
describe the basic anatomy of the visual system;
understand the different theories for color vision;
list the basic tastes and the physical characteristics of the substances that produce them;
identify the processes associated with the kinesthetic, vestibular, pain, and thermal senses;
understand the different views of perception;
list and describe the different cues for depth perception;
describe gestalt principles of perception;
explain the different perceptual constancies
understand how listeners use cues to guide their interpretations of the content and meaning of speech;
describe models to explain selective attention.

2. Language, Thinking, and Intelligence:

understand how language differs from communication;
describe the hierarchy of linguistic components;

describe the stages in the development of language;
list and explain the different types of articulation errors;
list and describe speech acts and indirect speech acts;
list and explain the steps involved in problem solving;
understand the ways in which people make decisions;
describe the processes of induction and deduction, and how they are used in scientific research;
understand the basic elements of creativity;
understand the different approaches used to conceptualize and measure intelligence;
list and explain various types of reliability and validity that underlie intelligence tests;
describe factors considered important in the statistical, biological, cultural, information processing, and genetic approaches;
describe the improvements in mental functioning achieved by various social programs.

3. Cognitive and Social Development:

understand the differences between stage and nonstage ;
describe and explain each of Piaget's stages of cognitive development;
understand Vygotsky's environmentally-based theory of cognitive development;
outline skills and abilities that increase or decrease as individuals progress into older adulthood;
understand the factors that contribute to an individual's makeup;
describe the different theories for the expression of different emotions as children develop;
list and understand the stages of Erikson's psychosocial theory of development;
understand the dynamics of interpersonal development and attachment;
describe the effects of different parenting styles on children;
understand how moral reasoning develops in both males and females.

4. Personality:

understand the similarities if differences among the various psychodynamic theories of personality;
appreciate the differences between humanist and psychodynamic theorists;
describe the ways humanist believe that people are motivated toward self-actualization;
understand the different approaches to personality through the study of traits;
describe the relationship between traits and the behaviors they affect.

5. Abnormal Psychology:

list the characteristics needed for behavior to be classified as abnormal;
understand the different ways people have characterized abnormal behavior in the past;
describe the different theoretical approaches currently used to deal with abnormal behaviors and their causes;
differentiate among the major classes of diagnoses.

6. Psychotherapy:

understand the five main approaches to psychotherapy and their assumptions;
describe the approaches to group psychotherapy
differentiate the goals and methods of community psychology;
describe the advantages and disadvantages of different approaches;
understand the ethical issues associated with the treatment of persons with abnormal behavior problems.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Group exercises and test questions require the students to apply concepts that have been studying in novel situations, thus going beyond rote learning. The research paper requires students to apply concepts studied in the course to material different than what is explicitly discussed in the course.

EVALUATION: Evaluation is based on the cumulative point total of quizzes, final exam, and research paper. There are five quizzes. The lowest score is dropped. If a student misses a test, that counts as the "Drop", as no make-up tests are provided. Beginning with the third test, short answer questions are added to the multiple-choice format. These questions are better evaluative instruments for how well a student understands the material, as the mechanism tapped is recall, the student having to apply concepts to novel contexts contained in the question.

The research paper provides opportunity for the students to explore in depth a particular topic that interests them. The topic chosen must be approved by the instructor. Students are taught the APA style of manuscript preparation, listing references in the text, and preparing the References page.

Attendance is assumed to be acceptable - no more than four classes during the semester. The instructor reserves the prerogative of administratively withdrawing students from class for excessive absenteeism.

Occasionally, in class group exercises are introduced. These groups are assigned by the instructor, on the basis on test scores - mixing stronger and

weaker students. These group exercises provide good review of the material, and give the students opportunity to work together in a cooperative manner, often with student of different ethnic backgrounds than they have had opportunity to interact with previously.

TEXT: Sternberg, Robert (1995). IN SEARCH OF THE HUMAN MIND. New York: Harcourt Brace.

This text, new in the Fall 1995 semester, is more challenging in terms of the depth of material presented than any psychology textbook previously used. Sternberg uses a dialectical approach in each chapter, challenging students to synthesize the dichotomy between thesis and antithesis.