ESSEX COUNTY COLLEGE
Social Sciences Division
PSY 102 – General Psychology II: Physical and Sensory Aspects
Course Outline

Course Number & Name: PSY 102 General Psychology II: Physical and Sensory Aspects

Credit Hours: 3.0 **Contact Hours:** 3.0 **Lecture:** 3.0 **Lab:** N/A **Other:** N/A

Prerequisites: Grade of "C" or better in PSY 101

Co-requisites: None **Concurrent Courses:** None

Course Outline Revision Date: Fall 2010

Course Description: This course examines the structure and function of our various senses as starting points for all human knowledge. Visual perception and illusions, along with concepts related to human learning and forgetting is studies. An understanding of the nature of thinking, problem solving, and language is developed.

General Education Goals: The aggregate of the core courses required for any major at ECC have the following goals:

1. **Written and Oral Communication**: Students will communicate effectively in both speech and writing.
2. **Quantitative Knowledge and Skills**: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3. **Scientific Knowledge and Reasoning**: Students will use the scientific method of inquiry through the acquisition of scientific knowledge.
4. **Technological Competency/Information Literacy**: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5. **Society and Human Behavior**: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. **Humanistic Perspective**: Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.
7. **Historical Perspective**: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.
8. **Global and Cultural Awareness of Diversity**: Students will understand the importance of global perspective and culturally diverse peoples.
9. **Ethics**: Students will understand ethical issues and situations.

Course Goals: Upon successful completion of this course, students should be able to do the following:

1. apply critical thinking guidelines to assess claims and make objective judgments on the basis of well-supported reasons and evidence rather than emotion and anecdote; (GEG 5)
2. identity the different research methods in psychology, as well as their advantages and disadvantages; (GEG 5)
3. differentiate the activities of psychologists who conduct basic or applied psychological research from those who practice psychology; (GEG 5)
4. identity the major and minor psychological perspectives that predominate modern psychology, with particular attention devoted to the terms, definitions, and theories associated with the biological and cognitive perspectives; (GEG 5, GEG 8)
5. examine the contributions of evolutionary psychology and behavioral genetics in shaping human commonalities and individual differences; (GEG 5, GEG 8)
6. describe the function of the nervous system, communication in the nervous system, and the major brain structures; (GEG 5, GEG 8)
7. describe the various body rhythms and how mental states may affect them; (GEG 5, GEG 8)
8. discuss the relationship between how one's senses take in information from the environment and how one's brain uses this information to construct a model of the world; (GEG 5, GEG 8)
9. distinguish the prevailing views about memory; (GEG 5, GEG 8) and
10. describe how people reason, solve problems, and grow in intelligence and sources of mental shortcomings. (GEG 5, GEG 8)

Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to do the following:

1. Apply critical thinking guidelines to assess claims and make objective judgments on the basis of well-supported reasons and evidence rather than emotion and anecdote:

   1.1 *discuss how psychology requires critical and creative thinking, as opposed to pseudosciences and other approaches based on popular opinion*

2. Identity the different research methods in psychology, as well as their advantages and disadvantages:

   2.1 *describe key characteristics of the ideal scientist*;
   2.2 *discuss the advantages and disadvantages of various descriptive methods (e.g., case studies, observational studies, psychological tests, and surveys);*
   2.3 *identify the advantages and disadvantages of correlational studies*; and
   2.4 *discuss the advantages and disadvantages of experiments*

Measurable Course Performance Objectives (MPOs) (continued):

3. Differentiate the activities of psychologists who conduct basic or applied psychological research from those who practice psychology:

   3.1 *identify and describe the activities that academic/research psychologists may conduct;*
   3.2 *identify and describe the activities that clinical psychologists may conduct;* and
   3.3 *identify and describe the activities that psychologists in industry, law, or other settings may conduct*

4. Identity the major and minor psychological perspectives that predominate psychology, with particular attention devoted to the terms, definitions, and theories associated with the biological and cognitive perspectives:

   4.1 *discuss the biological perspective's major topics of study (e.g., the nervous system, hormones, brain chemistry, heredity, and evolutionary influences);*
   4.2 *discuss the cognitive perspective's major topics of study (e.g., thinking, memory, language, problem solving, and perceptions);*
   4.3 *discuss the learning perspective's major topics of study (e.g., the environment and experience)*;
   4.4 *discuss the sociocultural perspective's major topics of study (e.g., social and cultural contexts)*;
   4.5 *discuss the psychodynamic perspective's major topics of study (e.g., unconscious thoughts, desires, and conflicts)*; and
   4.6 *discuss how humanistic psychology and feminist psychology differs from the more dominate perspectives*

5. Examine the contributions of evolutionary psychology and behavioral genetics in shaping human commonalities and individual differences:

   5.1 *identify the mechanisms in evolutionary psychology that might explain commonalities in language learning, attention, perception, memory, sexual behavior, cooperation, helpfulness to others, emotion, reasoning, and other aspects of human psychology;* and
   5.2 *identify what researchers in behavioral genetics do in their attempts to tease apart the relative contributions of heredity and environment to explain individual differences in personality, mental ability, and other characteristics*

6. Describe the function of the nervous system, communication in the nervous system, and the major brain structures:

   6.1 *identify the function and parts of the neuron;*
   6.2 *describe how neurons communicate;*
   6.3 *describe the nature and effects of neurotransmitter;*
   6.4 *identify the major brain structures and function (e.g., the brain stem, cerebellum, thalamus, hypothalamus, pituitary gland, amygdale, hippocampus, and cerebrum);* and
   6.5 *recognize and describe the relationship between the two hemispheres of the brain*

Measurable Course Performance Objectives (MPOs) (continued):

7. Describe the various body rhythms and how mental states may affect them:

   7.1 *describe the importance of circadian rhythms;*
   7.2 *describe the function of dreams and how they have been studied;*
   7.3 *compare the strengths and weaknesses of prominent theories on dreams (e.g., psychoanalytic, problem-focused, cognitive, and activation-synthesis);*
   7.4 *critically evaluate the conclusions that researchers on hypnosis have made;* and
   7.5 *describe how psychoactive drugs have been used to alter one's states of consciousness*

8. Discuss the relationship between how one's senses take in information from the environment and how one's brain uses this information to construct a model of the world:

   8.1 *describe the importance of sensory processes (e.g., the eyes, ears, tongue, nose, skin, and internal body tissues) in determining one's sense of reality;* and
   8.2 *describe how perception organizes one's sensory processes into meaningful patterns*

9. Distinguish the prevailing views about memory:

   9.1 *describe the models of memory and how memory is measured;*
   9.2 *describe the biological processes associated with memory;*
   9.3 *describe how humans remember and forget information;*
   9.4 *evaluate the research findings about autobiographical memories;* and
   9.5 *discuss the pros and cons of eyewitness testimony*

10. Describe how people reason, solve problems, and grow in intelligence and sources of mental shortcomings:

    10.1 *describe how humans physically manipulate the environment or mentally manipulate internal representations of objects, activities, and situations;*
    10.2 *describe the processes of rational reasoning and its barriers;*
    10.3 *describe the psychometric approach to measuring intelligence;* and
    10.4 *describe kinds of intelligence not measured by traditional IQ tests (e.g., emotional intelligence)*

Methods of Instruction: Instruction will consist of, but not be limited to, a combination of lectures, class discussion, demonstrations and exercises, and media/audiovisual or educational videos. Specific choice of instructional methods is left to the discretion of the instructor.

Outcomes Assessment: Quiz and exam questions (if applicable) are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments (e.g., logs, reaction papers, theme papers, oral/written presentations, and projects), for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

Course Requirements: All students are required to:

1. Maintain regular and prompt attendance to all class sessions.
2. Participate in class discussions.
3. Complete all assignments and take all quizzes and exams that are scheduled.
4. Follow any specific class requirements mandated by the instructor.

Methods of Evaluation: Final course grades will be computed as follows:

Grading Components	% of final course grade
• **Attendance/Class Participation** Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.	**5 – 15%**
• **Logs** Logs are written exercises designed to heighten student's awareness of various psychological phenomena that is experienced, observed, read, or viewed on television. Student must relate experiences to chapters either discussed/not discussed throughout the semester.	**10 – 15%**
• **Reaction Papers** Reaction papers are 2 – 3 page written exercises in which students read outside sources (e.g., newspapers, magazines, or "self-help" books in psychology), discuss their "emotional" reaction to the issue or author's point of view, yet use critical thinking guidelines to assess claims made augmented by scholarly literature.	**15 – 20%**
• **Theme Papers** Theme papers are 3 – 5 page written exercises in which students discuss how taking the course has been personally meaningful, beneficial, and relevant to their future professional aspirations. References can be cited using scholarly journals, psychologically-based magazines, or internet sites.	**20 – 25%**
• **Literature Reviews/Research Papers** Literature reviews/research papers are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the psychological literature. Based on the literature review, students are required to develop a thesis/theme and draw conclusions on the topic researched.	**10 – 20%**

Methods of Evaluation (continued)**:**

Grading Components	% of final course grade
• **Introspective Theme Paper/Case Study Analysis** The introspective theme paper/case study analysis is a 7 – 10 page written exercise in which students integrate and synthesize concepts to perform an in-depth analysis and demonstrate relevance of various theories to oneself as an emerging theoretical orientation or professional identity. If a child or teenager, adult person(s) or professional is interviewed, students must analyze, synthesize, integrate, and demonstrate relevance of concepts to course objectives.	**30 – 40%**
• **Written/Oral Presentation of Child, Teenager, Adult, or Agency Agency Professional** The written/oral presentation of the interview of a child, teenager, adult, or agency professional requires the student to gather information and to determine its relevance to concepts and theories presented in class which are related to course objectives. The interview may be submitted in written form or performed orally.	**15 – 25%**
• **Oral Presentations** Oral presentations are based on a topic either discussed/not discussed during the semester, that is relevant to the study of psychology and related to course objectives. The instructor may require a written outline to augment the oral presentation.	**15 – 20%**
• **Quizzes** Quizzes will provide evidence of the extent to which students have met course objectives.	**10 – 15%**
• **Exams** (number of exams and dates specified by the instructor) Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.	**20 – 30%**

NOTE: The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

Academic Integrity: Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer's words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

Student Code of Conduct: All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College's Code of Conduct and attendance requirements.

Course Content Outline: based on the text by Wade, C & Tavris, C (2011). *Psychology* (10th edition). Upper Saddle River, NJ: Pearson Education. **NOTE:** It is the instructor's discretion to recommend other references, as appropriate (e.g., student handbooks, textbooks, resources pertaining to careers in psychology, or style/writing manuals).

Unit	Areas/Topic
1	INTRODUCTION – History of psychology, thinking critically about psychology demographics of the discipline, major psychological perspectives
2	PSYCHOLOGICAL RESEARCH METHODS – Descriptive (e.g., case study, naturalistic observation, tests, and surveys), correlational studies, experiments, statistical methods for evaluating research methods (i.e., descriptive versus inferential statistics), and ethics in conducting research with animals and humans.
3	BIOLOGICAL BASES OF BEHAVIOR – Genes, evolution, and the environment. Neurons, the nervous system, the brain, split brain.
4	STATES OF CONSCIOUSNESS – Biological rhythms, sleep, dreams, hypnosis, consciousness-altering drugs
5	SENSATION – Types of senses (e.g., vision, hearing, and other senses such as taste, smell, kinesthesia, and pain).
6	PERCEPTION – Organizing principles, constancies and illusions, processes (e.g., pattern and distance), plasticity, and extrasensory perception
7	MEMORY – Types, measuring, models, memory distortion, biology of memory, forgetting, facilitating memory, memory in every life (e.g, repression, autobiographical, or emotionally-ladened)
8	THINKING AND INTELLIGENCE – Thinking: Elements of cognition, rationality, cognitive biases, hindsight and confirmation bias Intelligence: IQ Test, the cognitive approach to intelligence, and animal intelligence
9 (optional)	CHILD DEVELOPMENT

NOTE: In PSY 102, the instructor must cover (at a minimum) the 8 units listed above in any reasonable order throughout the duration of the semester/term. Also, while the instructor may include additional areas based on his/her expertise and/or interest, it is important that areas that overlap with PSY 101 General Psychology I (e.g., learning, motivation and emotion, personality, psychological disorders, and therapy) **not** be selected for inclusion in PSY 102 (see PSY 101 course outline for all units covered).