1. Instructor:  Dr. Richard T. Grow  
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3. Tests:
In this class you will have four to five unit tests and a comprehensive final. The dates of these exams will be announced as we go along. It is possible that we will have a test or quiz during Dead Week. Tests taken late are normally reduced one grade. You will also have some quizzes. Quizzes can't be made up but you will have one make up quiz at the end of the Semester. These quizzes together will count as one unit test.

4. Grading
As a class you can select between one of the following two grading criteria. This selection will be determined on the basis of a class vote held during the first day of class.

Option 1

90 - 100% of points = A  
80 - 89% of points = B  
70 - 79% of points = C  
60 - 69% of points = D  
49% of points = E

Option 2

95 - 100% of points = A  
90 - 94% of points = A-  
87 - 89% of points = B+  
84 - 86% of points = B  
80 - 83% of points = B-  
76 - 79% of points = C+  
70 - 75% of points = C  
65 - 69% of points = C-  
60 - 64% of points = D+  
55 - 59% of points = D  
50 - 54% of points = D-  
49% of points = E

5. Reading Assignments: Your Learning Objectives show you were you need to be reading in the text.
6. Learning: You are expected to learn the material as outlined in your Learning Objectives and in the text.

7. Outside Reading: All class members are expected to read and report on three articles found in psychology journals since 1980. These reports will be given in small group situations during the last week of class, and students will grade the reports of the other students involved.

8. Incompletes: I am not in the habit of giving many Incompletes in this class, so try and avoid finding yourself in this situation. Further, Incompletes will be given only in compliance with the rules and regulations set forth in the Weber State University Bulletin.
Unit 1 - The Nature of Science (13-14)

The four ways by which people come to know
What is a Scientist
What is Science
Communalities in regards to the scientific method
Skeptical Attitude (12)
Empirical Approach
Replication (15)
Knowledge Base Open to Independent Verification by Others
Hunch or idea, leading to a Testable Hypothesis, with
replication leading to a Theory, and, finally, to a law
(14)
Use of Inductive/Deductive Reasoning

The aims and goals of science

Unit 2 - Psychology as a Science (2-5, 8-9, CI to C8)
Definition of Psychology (4)
Goals of Psychology
Structuralism (2)
Functionalism (2)
Gestalt
Psychoanalytic (2, 4)
Behaviorism (2, 5)
Cognitive (2)
Humanistic (4, 5)
Contribution of Sir Francis Galton
Areas of Specialization within Psychology (C-4 to C-8)
Employers of Psychology (C-1 to C-4)
Distinction between a Psychologist, Psychiatrist, and
Social Worker (8, 9)

Unit 3 - Methods of Psychology (16-24)
Naturalistic Observation (17)
Case Study (16, 17)
Survey (15, 17)
Correlation (18)
Longitudinal Design
Cross-Sectional Design
Experimental Design (22-24)
Independent Variable (22, 23)
Dependent Variable (22, 23)
Controlled Variables
Matching
Randomization
Control Group (22, 23)
Experimental Group (22, 23)
Single Blind/Double Blind (23)
Unit 4 - Statistics (A-1 through A-8)
Descriptive Statistics
Frequency Distribution
Histogram (A-1)
Polygon
Measures of Central Tendency (A-1 to A-2)
  Mean (A-1)
  Mode (A-1)
  Median (A-1)
The normal curve (A-4)
Relationship of Measures of Central Tendency to Various
Distributions (A-2)
Measures of Dispersion (A-3)
  Range (A-3)
  Standard Deviation (A-3)
Correlation (A-4 to A-6)
Percentiles
Inferential Statistics (A-7 to A-8)

Test 1

Unit 5 - Physiological and Genetic Basis of Behavior (41-58, 73-74, 67-69, 99-100)

Genetics
  Sperm (99)
  Egg (99)
  Zygote (100)
  Identical and fraternal Twins (68, 69)
Cell
  Cell Membrane
  Cytoplasm
  Nucleus
    Chromosomes (67)
    Genes (68)
    DNA (68)
  Dominate and Recessive Genes
  Phenotype, Genotype
  Multiple Determination or Gene-Environment Interaction
    (73,74)
Cell Definition
  Organizational hierarchy within the body
  Cell
  Tissue
    Epithelial
    Connective
    Muscle
      Smooth
      Cardiac
      Striated
    Nervous Tissue
  Organ
System
Organization and function of the various parts of the Nervous System

Central Nervous System (41)
  Brain
  Spinal Cord (43)
Peripheral Nervous System (41)
  Origin and Termination
    Cranial Nerves
    Spinal Nerves

Function
  Somatic (41)
  Autonomic (41)
    Sympathetic (42)
    Parasympathetic (42)

Neuroanatomy and Neurophysiology
  Neuron (36)
    Dendrites (36)
    Nucleus
    Axon (36)
    Myelin Sheath (36)
    Synapse (37)

How a Neuron Operates
  Synapse (37)
  Neurotransmitters (37-38)
Neural Transmission
  Direction
  Speed (36)
  All or none (36)
  Refractory Periods (absolute and relative)
  Threshold (36)

Types of Neurons
  Afferent (41)
  Efferent (41)
  Connecting or Interneurons (41)

Spinal Cord
  Reflex Arch (43)

Methods by Which the Brain is Studied (46-47)
  Clinical Observations
  Manipulating the Brain
  Recording the Brains Electrical Activity
  Single Cell Recordings
  Brain Scans
    CAT Scan
    PET Scan

Specific Brain Anatomy and Function
  Spinal Cord (43)
  Medulla (46)
Reticular Activating System (48)
Pons (47)
Cerebellum (48)
Pituitary Gland (49)
Hypothalamus (50-51)
Thalamus (47-48)
Corpus Callosum (59)
Cerebrum
Generalized Brain Anatomy and Function
Primitive Central Core (46)
Old Brain Limbic System (49-50)
New Brain
Cortical Lobes and Cortical Functions (52-58)
Function of the various endocrine glands (44-48)

Unit 6 - Basic Learning (221-246)
Learning Definition (221)
Respondent Learning (223-227)
Basic Paradigm
Reflex
Unconditioned Stimulus (224)
Unconditioned Response (224)
Neutral Stimulus
Stimulus Substitution
Conditioned Stimulus (225)
Conditioned Response (225)
Latency
Timing
Extinction (226)
Spontaneous Recovery (226)
Higher-Order Conditioning
Stimulus Generalization
Stimulus Discrimination

Experimental Neurosis
Operant Learning (232-238)
Basic Paradigm
Reinforcer, Reinforcement (234)
Law of Effect
Shaping (233)
Extinction
Spontaneous Recovery
Generalization
Discrimination
Continuous Reinforcement
Intermittent Reinforcement Schedules
Fixed Ratio (236)
Variable Ratio (236)
Fixed Interval (236)
Variable Interval (236)
Primary and Secondary Reinforcers (235)
Negative Reinforcer
Punishment (237-238)
Escape Behavior
Avoidance Behavior
Biological Predispositions and Conditioning (233-234)
Modeling (244-246)

Unit 7 - Memory, Forgetting, and Maximizing Learning (29, 254-275)
Species-Specific Behavior
Insight
The Need for Cognition
Cognitive Maps
Three part theory of memory (254)
Chunking (259)
Encoding what it is and its effects upon transfer and retrieval
Memory Trace
The physiological basis of memory
The early RNA experiments
The role of the Hippocampus (266)
Cerebellum (267)
Synaptic Changes
The work and findings of Ebbinghaus (273-274)
Measures of Remembering and Forgetting
Recall
Recognition
Time to Relearning
Theories of Forgetting
Failure in retrieval
Motivated Forgetting
Fading of the Memory Trace
Interference
Retroactive Inhibition (275)
Proactive Interference (275)
Maximizing Learning (29)
Need for attention
Organization as an aid in learning
Use of Mnemonics and other Memory Devices
Learning by Rule or by Rote
Learning builds upon learning
Guidance
The law of primacy and recency
Massed versus distributed practice
Whole learning versus part learning
Recital
Overlearning
The SQ3R System (29)
Transfer of Learning
Definition
Positive Transfer
Negative Transfer
Unit 8 - Verbal Learning, Thinking, and Problem Solving (289-309)
Our biological adaptation for language
Language Structure
Phonemes
Morphemes
Vocabulary
Grammatical Structure
Semantics
Syntax
The course of Language development (299-303)
Concepts (289-290)
Language, Concepts, and Cognition (303-306)
Language acquisition by Apes (307-309)
Thinking
Problem Solving
Impediments to Problem Solving
Motivation level and problem-solving - Yerkes Dodson Law

Unit 9 - Intelligence (105-110, 310-316)
Intelligence Definition (310)
Historical Origins of IQ tests and what intelligence tests are most useful for (315)

Major Individual Intelligence Tests
Stanford-Binet
Wechsler Scales (316)
The old IQ formula (316)
Piaget's Theory of Intellectual Development (105-110)
The nature-nurture debate in regards to IQ
Stability of IQ
Intelligence, ability or abilities, i.e., Spearman's G or Thurstone's Primary Mental Abilities
The work of Terman and Gilford
Creativity and Intelligence (320-333)
Mental Retardation

Unit 10 - Sensation (139-162)
Sensory Chain
Absolute threshold (140)
Difference Threshold, J.N.D. and Weber's Law (141-142)
Sensory Adaptation (142-143)
Vision (143-151)
Stimulus (144)
Receptor (144-146)
Rods (145)
Cones (145)
Blind spot (146)
Fovea
Visual Fields in the Brain
Color Vision (150)
Abnormalities in vision
Hearing (151-154)
  Stimulus (152)
Receptor (153-154)
  Cochlea (153)
  Organ of Corti
  Basilar Membrane
Smell (160-161)
  Stimulus
  Olfactory Epithelium
Taste (158-159)
  Stimulus
  Taste Buds
Skin Senses (154)
Sense of Body Movement (161-162)
Sense of Equilibrium

Unit 11 - Perception (163-175)
  Perception definition (139)
  Nature-Nurture and Perception
  Selection and attention as an element in perception
    Stimulus characteristics
    The person
      Set (173)
  Organization as an element in perception
    Figure Ground (163)
    Closure (164)
    Continuity (164)
    Similarity and proximity (163)
    Constancy (167)
  Interpretation as an element in perception (170-172)
  Perception of distance and depth (165-166)
  Illusion Definition
    Autokinetic illusion
    Phi Phenomenon
    Stroboscopic Motion

Unit 12 - Emotion (371-394)
  Definition (371)
  Physiological substrates
  Physiological measures
  Theories of emotion
    James-Lange (372)
    Cannon-Bard (372)
    Cognitive Theory
    Albert Ellis
    Beck
    Glasser
  Facial Muscles (385)
  Individual differences in emotion
  Specific Emotions
    Fear
What research says in regards to the effectiveness of psychotherapy
Behavioral Therapies

Unit 17 - Personality (421-455)
  Definition (421)
  Some of the schools of thought
    Type, Sheldon
    Trait, Cattell (435-443)
    Humanistic
    Behaviorism
    Social Learning Theory
  Some Specific Theories of Personality
    Freud's Psychoanalytic Theory (422-431)
      Id, Ego, Superego (423)
      Anxiety and Defense Mechanisms (425-426)
      Unconscious (422)
      Psychosexual stages of development (424)
      Fixation (425)
    Neofreudians
      Jung
      Adler
    Self-Theory of Carl Rogers (432-434)

Unit 18 - Psychological Testing (317-318, 427-428)
  Requirements of a test
    Objectivity
    Reliability (317)
    Validity (318)
    Standardization (317)
  Some generalized descriptions of tests
    Individual versus group
    Achievement versus aptitude
  Specific types of tests
    Individual Intelligence Tests
      Stanford-Binet
      Wechsler Scales
    Group Intelligence Tests
    Vocational Aptitude Tests
      GATB
      DAT
    Interest Tests
      Strong-Campbell
      Kuder, Form DD
  Objective Tests of Personality
    MMPI (437)
    CPI
    16PF
  Situational Tests
  Projective Tests
    Rorschach (428)
    TAT (427)
Unit 19 - Developmental Psychology (5, 105-122)
Individual differences in babies
General trends in infant development
Early motor and sensory development
Maturation
Maturation versus environmental influences
Norms
Reflexes
Sensory and Perceptual Development
Personality Development
Intellectual Development (105-110)
Moral Development, Kohlberg (119)
Life Cycle of Development, Erikson
Trust versus Mistrust - 1st year of life
Autonomy versus Doubt - 2nd year
Attachment - (112-114)
Toilet Training and social demands
Dawn of Anxiety
Initiative versus Guilt - 3rd through 5th year
The Process of Identification
Sex Typing
Industry versus Inferiority - 6th year to puberty
The influence of Teachers and Peers
Identity versus Confusion - adolescence (116-118)
Intimacy versus Isolation - Early Adulthood (122)
Choosing a Mate
Choosing a Career
Parenthood
Generativity versus Self-absorption
The adventure of parenthood continues
Making your mark upon the world
Integrity versus Despair - aging years
Growing Older
Retirement
The possibility of death
Major Controversies
Nature - Nurture (5)
Critical - Optimum
Imprinting (111)
Maternal Deprivation, Harlow
Deprivation and its effect upon humans

Unit 20 - Social Psychology (529-569)
The Basic Focus of Social Psychology (539)
Attribution Theory (529-531)
Society and the Socialization Process
Attitudes and attitudinal change
What is an attitude (531)
Prejudice and stereotypes (545)
New experiences, new socialization, new attitudes
The theory of cognitive dissonance (533-534)
Getting the individual to actively endorse the new position
Getting the person to own and/or decide to buy
Do attitudes change behavior or vice-versa
Persuasive Communication
   The source of the communication
   The characteristics of the message
   The characteristics of the audience
   Resistance to persuasion
Conformity (535-540)
   Asch experiment (536-537)
   Milgram's experiment (538-540)
   Factors influencing obedience
   The theory of social comparison
Attraction to others (559-562)
   Proximity and familiarity (559)
   Physical attractiveness (560)
   For men, tall is beautiful
   Similarity (562)
   Competence
   First impressions
   The effects of approval
Bystander Apathy
Aggression and Altruism (564-566)