

PSYCHOLOGY 1010

1. Instructor: Dr. Richard T. Grow
Office: SS334, Phone: 626-6713
2. Textbook: Exploring Psychology, 7th Edition by Myers
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
50 - 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.

Psychology 1010
Exploring Psychology 7th Edition
David G. Myers

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, C1 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 (16, 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)

Dominant 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)