



Introduction to Psychology

(Psychology 2301)



Spring 2020 Syllabus — 3 Credits, Ø Prerequisite
Synonym/Section #: 97385/020 (MW 10:30 – 11:50 am) RGC 3320

Instructor: Dan Grangaard, Ed.D., Psychologist

Text: Myers, D. & DeWall, C.N. (2016) *Exploring Psychology in Modules, Tenth Edition*.
New York: Worth Publishers.

Course Purpose Promotes Key Concepts in Psychology

The course is designed to be an introduction to the science and profession of psychology. The course will assist the student in the development of a foundation of basic knowledge in order to pursue further studies in specific areas of psychology. The course will survey introductory topics such as learning, memory, sensation and perception, personality, lifespan development, physiological basis of behavior, stress and health, psychological disorders, social psychology, and research methods. The topics of states of consciousness and psychotherapy will also be covered. Relevant case examples and stimulating learning activities will be employed to make the study of psychology come alive to help students better understand themselves and the people around them. Check out the results of an [exit survey](#) completed by students at the end of the fall 2012 semester to see what topics they found to be especially interesting.

Course Requirements Promote Academic Success

Students are expected to meet the following course requirements:

1. Read the textbook. “A” students tend to read at a pace that follows the syllabus outline.
2. Regularly check announcements on Blackboard.
3. **Attend class and pay attention – put away all mobile phones** (90% of the test questions will come from class lectures, discussions, and film clips). Roll will be taken. If you don't want to attend class, please drop the course and register for a distance learning class. **If you are frequently absent (>25% of scheduled class meetings) and/or have missing scores, the instructor will withdraw you from the class. Absences on test days require you to take a make-up test in the Test Center.** It is assumed that your absence was the result of unavoidable circumstances.
4. Successfully complete four (4) examinations.
5. Read a self-help/popular psychology type book and turn in a **one page, single-spaced, typewritten** book review.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Student Accessibility Services as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Contacting The Professor

Spring 2020 Semester (January 21 – May 13)

Office Hours: (RGC Adjunct Faculty Office)
MW 9:45 – 10:15 am

or by appointment.

E-mail: dgran@austincc.edu

Professor Has Extensive Professional Experience

Dan Grangaard, Ed.D., has 3 degrees from [Baylor University](#), has been a professional psychologist since 1976, and has worked with all age groups. Dr. Grangaard was employed as a school psychologist for nearly a decade with the [Austin I.S.D.](#) and with the [Education Service Center, Region XII](#) in Waco. Mid-career he was Chief Psychologist, Director of Testing & Intern Training at the [Minirth-Meier Tunnell & Wilson Clinic](#). In this position he also led group therapy with adolescents & adults at [Shoal Creek & Charter Hospitals](#). For many years he was engaged in private practice in Austin. At ACC Dr. Grangaard has an extensive history as an advisor/counselor in [Student Accessibility Services](#) and has taught in the [Psychology Department](#) since 1995. Dr. Grangaard has also taught at [St. Edward's University](#) and at [Baylor University](#). More detailed biographies can be found in [Who's Who in Medicine and Healthcare](#), in [Who's Who in Science and Engineering](#), and at Dr. Grangaard's web page: <http://www.austincc.edu/dgran>



*Dr. Grangaard's
Teaching Philosophy*

- Have fun! If the professor is not enjoying class, then the students probably aren't either.
- Infuse lectures with real life examples of psychology in practice.
- Involve students in live demonstrations to portray concepts introduced.
- Maximize use of media to illustrate main points of discussion.
- Provide an environment wherein students will be free to share their opinions, personal experiences, and ideas.*
- Facilitate student debates (pro & con) about almost any issue related to psychology.*
- Encourage student discernment in dealing with self-appointed experts.
- Make the material relevant to student vocational and personal aspirations.
- Evaluate the students' ability to comprehend and apply the concepts taught rather than just assessing their knowledge.
- Identify ways that psychology permeates virtually every aspect of our lives.
- Ignite in the students an appreciation for research.
- Facilitate group dynamics within the classroom.

* Debates assume an environment of academic freedom. Input by students and faculty will likely reflect differing viewpoints. It is expected that faculty and students will respect the views of others when expressed in classroom discussions. An honorable goal of higher education is to develop postformal thought, which recognizes that one's own perspective is only one of many potentially valid views and that life entails many inconsistencies. It also promotes dialectical thinking, which involves considering both sides of an idea simultaneously and then forging them into a synthesis of the original idea and its opposite.

Examinations and Course Grade

Students should be prepared for regularly scheduled tests. Tests will be in the multiple-choice, true-false format. Tests taken in class will also have a bonus essay question. Bonus questions are not included in make-up exams taken in the test center. There are no provisions for retests or “extra credit.” In order that tests may be scored quickly and accurately, tests will be taken with a **#2 pencil on Scantron answer sheets, which must be provided by the student, and may be purchased in the campus store. Students with documented disabilities who require special test accommodations (i.e., extended time, a reader, etc.) should give Dr. Grangaard their accommodation letter at the beginning of the semester and far in advance of the first test.**

Student behavior, including academic dishonesty, should reflect the policies outlined in the ACC Course Catalog. **Academic dishonesty will result in a failing grade on the assignment or test.** Factors associated with academic dishonesty are described in the ACC Course Catalog as:

“Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must do their own work and submit only their own work on examinations, reports, and projects, unless otherwise permitted by the instructor. Students are encouraged to contact their instructor about appropriate citation guidelines...Actions constituting violations of academic dishonesty include, but are not limited to, the following:

- a. Plagiarism: Defined as taking another person’s intellectual work and using it as one’s own; for example, this includes quoting without giving proper credit to a source, expanding another person’s work without giving credit to that person, or submitting another person’s work under the pretense that it is one’s own.
- b. Cheating: The use of unauthorized materials, information, or study aids; an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration.
- c. Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- d. Collusion: Knowingly helping another individual violate any provision of the Academic Dishonesty guidelines. Collusion includes assistance with assignments or tests that are not authorized by the instructor.”

Grading Key	
A	90-100+
B	80-89
C	70-79
D	60-69
F	<60

Individual test scores will be posted on Blackboard and class statistics will be posted on the announcements page of Dr. Grangaard’s web site. Tests will be returned to students the next class day. Items that a majority of students missed will be discussed in class. Students who do not perform well are encouraged to schedule an appointment to go over their individual tests with Dr. Grangaard during his campus office hours.

Grades will be based on the average of the student's performance on four (4) tests and a book review. Students with a missing grade will have their final course grade dropped one letter grade for each missing score. A grade of **incomplete (I)** will only be granted to students presenting unusual personal circumstances. In such situations, the student should have already completed 3/5 of the course requirements.

Case Example:

Test 1	87
Test 2	92
Test 3	87
Test 4	91
Book Report	98
Course Total	455/5 = 91 = A

The book review should be **one typewritten page** and should include: (a) a bibliography (b) information about the author (c) a decision regarding what main points (thesis) the author had for writing the book and (d) evidence as to whether or not the author supported the thesis. **Students must have Dr. Grangaard approve their book title by the date of the first exam.** Everyone in the class must read a different book. A sample book review and a sample book review grading form are located at the end of the syllabus.

Tentative Course Daily Outline

Day	Date	Topic	Module
W	1/22	Course introduction, syllabus review	
M	1/27	Psychology as a profession and a science	1,2,35, Appendix A, B, C
W	1/29	Neuroscience and behavior	4, 5
M	2/3	Neuroscience and behavior	3
W	2/5	Slides on prenatal development	
M	2/10	Developing Through the Life Span: Childhood	11
W	2/12	Developing Through the Life Span: Adolescent / Adult Development	12,13
M	2/17	TEST 1 + deadline for book approval	
W	2/19	Sensation and perception	16,17,18 (ESP)
M	2/24	States of Consciousness	7,8,18 (hypnosis)
W	2/26	States of Consciousness	
M	3/2	Learning	19,20
W	3/4	Learning	
M	3/9	TEST 2	
W	3/11	Memory	22,23,24
M	3/23	Memory	

Day	Date	Topic	Module
W	3/25	Intelligence	27,28
M	3/30	Intelligence	
W	4/1	Motivation	29
M	4/6	Book Reports Due , discuss books	
W	4/8	Emotions, stress, and health	31,32,33,34
M	4/13	Emotions, stress, and health	
W	4/15	TEST 3	
M	4/20	Personality	38,39
W	4/22	Personality	
M	4/27	Psychological disorders, DSM-5	40,41,42,43
W	4/29	Psychological disorders, DSM-5	
M	5/4	Therapy	44
W	5/6	Therapy	
M	5/11	Social Psychology	36,37
W	5/13	TEST 4	

Important Date

4/27 Last day to withdraw from course. Last day a student withdrawn by the professor may be reinstated.

Learning Objectives - Part 1

Introductory Objectives (Modules 1, 2, 35, Appendix A, B, C)

- Define psychology and trace its historical development.
- Explain types of degrees in psychology.
- Discuss types of specialties in psychology and work settings where such individuals are employed.
- Outline the experimental method.
- Discuss the difference between the independent and dependent variables.
- Explain how experimental and control groups differ.
- Describe both positive and negative correlations, and explain how correlation research can aid the process of prediction.
- Explain why correlation research fails to provide evidence of cause-effect relationships.
- Discuss how people form illusory correlations and perceive order in random sequences.
- Describe selection and experimenter bias and techniques employed to control them.
- Give examples of the placebo effect.
- Discuss why psychological research must be replicated.

The Biology of Mind (Modules 3, 4, 5)

- Explain why psychologists are concerned with human biology.
- Identify the parts of a neuron.
- Describe how nerve cells communicate, and discuss the impact of neurotransmitters and drugs on human behavior.
- Identify the major divisions of the nervous system, and describe their functions, noting the three types of neurons that transmit information through the system.
- Discuss the crucial functions handled by the brainstem.
- Explain the functions of the cerebellum, role of the thalamus, processes handled by the hypothalamus, and the role of the limbic system.
- Discuss the functions of the cerebral hemispheres, cerebral cortex, and corpus callosum.
- Describe the functions of the frontal, parietal, occipital, and temporal lobes.
- Discuss tests used to evaluate brain function (i.e., EEG, MRI, PET).
- Explain the endocrine system and its relation to brain function.

Developing Through the Life Span (Modules 10, 11, 12, 13)

- Outline the stages of prenatal development and the destructive impact of teratogens.
- Examine Harlow's research regarding maternal deprivation and attachment in monkeys.
- Outline the characteristics of Piaget's stages of development.
- Discuss Baunrind's research on the possible effects of different parenting styles on children.
- Explain Kohlberg's levels of moral reasoning.
- Review Erikson's stages of psychosocial development, particularly those related to adolescence, middle age, and later adulthood.
- Outline physical, cognitive, and social changes associated with middle age and later adulthood.

Learning Objectives - Part 2**Sensation and Perception (Modules 16, 17, 18)**

- Contrast the processes of sensation and perception.
- Distinguish between absolute and difference thresholds.
- Define, give examples of, and discuss the viability of subliminal persuasion.
- Outline the structure of the eye and explain the role various parts play in the process of vision.
- Outline Gestalt principles of perceptual organization.
- Discuss factors that affect perception including depth cues.
- Debate the concept of extrasensory perception and attempts to scientifically validate it.

Consciousness and the Two Track Mind (Modules 7, 8, 18)

- Explain circadian rhythms and their relevance to the study of sleep.
- Outline physical characteristics of REM and NREM sleep.
- Outline the stages of sleep and describe how a person progresses through them.
- Discuss changing sleep patterns during the life span.
- Debate the relevance of dreaming by comparing five theories of why we dream.
- Define and present examples of types of sleep disorders including night terrors, narcolepsy, sleep apnea, and insomnia.
- Discuss uses of hypnosis.

Learning (Modules 19, 20)

- Describe the process of classical conditioning (Pavlov).
- Discuss how extinction occurs during classical conditioning.
- Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination.
- Outline factors that influence classical conditioning.
- Explain how responses are acquired through operant conditioning.
- Explain the relationship of shaping to the conditioning of a response.
- Differentiate between positive and negative reinforcement.
- Contrast the four partial reinforcement schedules and their relationship to extinction of operant learned behaviors.
- Describe the process of observational learning as demonstrated by Bandura's experiments and discuss the impact of antisocial and prosocial modeling.
- Discuss the relationship between mirror neurons and observational learning.

Learning Objectives - Part 3**Memory (Modules 22, 23, 24)**

- Explain memory in terms of information processing and distinguish between sensory, short-term, and long-term memory.
- Explain the importance of meaning, imagery, and organization in the encoding process.
- Explain why the capacity to forget can be beneficial and discuss the role of encoding failure in the process of forgetting.
- Contrast recall, recognition, and relearning measures of memory.
- Outline the contributions of Ebbinghaus to memory research.
- Describe the importance of retrieval cues and the impact of environmental contexts and internal emotional state on retrieval.
- Identify the most effective study strategies.

Intelligence (Modules 27, 28)

- Discuss the contributions of Binet and Wechsler to psychology.
- Outline the concept of IQ and how it was originally calculated.
- Define and give examples of types of reliability and validity.
- Outline IQ ranges and characteristics of individuals in those ranges.
- Outline the contributions of Thurstone, Spearman, Guilford, Gardner, Sternberg, and Goleman, to intelligence theory.
- Debate controversial views on race, genetics, and intelligence and whether or not IQ tests are culturally biased.

Motivation (Module 29)

- Define motivation and identify several theories of motivated behavior.
- Explain the instinctual, drive-reduction, and arousal theories of motivation.
- Explain the relationship between Maslow's hierarchy of needs and motivation.
- Distinguish between extrinsic and intrinsic motivation.
- Discuss Murray's contribution to the study of motivation, particularly as it is related to McClelland's study of achievement.

Emotions, Stress, and Health (Modules 31, 32, 33, 34)

- Describe the physiological changes that occur during emotional arousal and the relationship between arousal and performance.
- Define and give examples of types of conflict (approach-approach, avoidance-avoidance, approach-avoidance).
- Debate the validity and reliability of polygraph tests.
- Describe the effects of facial expressions on emotional experience.
- Discuss the catharsis hypothesis and identify some of the advantages and disadvantages of openly discussing anger.
- Outline potential causes and consequences of happiness.
- Contrast the James-Lange and Cannon-Baird theories of emotion.
- Describe Schacter's two-factor theory of emotion and discuss evidence suggesting that some emotional reactions involve no conscious thought.
- Discuss the health consequences of catastrophes, significant life changes, and daily hassles.
- Discuss the effects of a perceived lack of control and a pessimistic outlook on health.
- Discuss the role of stress in causing coronary heart disease and contrast Type A and Type B personalities.
- Discuss how stress increases the risk of disease by inhibiting the activity of the body's immune system.
- Identify and discuss different strategies for coping with stress.

Learning Objectives - Part 4

Personality (Modules 38, 39)

- Outline approaches to personality assessment and discuss the reliability and validity of each approach.
- Present examples of projective and objective personality tests.
- Outline Freud's psychodynamic theory.
- Discuss the concepts of the id, ego, and superego.
- List and define types of defense mechanisms.
- Identify Freud's psychosexual stages of development, and describe the effects of fixation on behavior.
- Discuss trait theories of personality development.
- Explain how personality inventories are used to assess traits, and discuss research regarding the consistency of behavior over time and across situations.

Psychological Disorders (Modules 40, 41, 42, 43)

- Outline the DSM-5 diagnostic and classification system for mental disorders.
- Debate criteria used to differentiate normal from abnormal behavior.
- Define and give examples of various types of mental disorders including: depression, anxiety disorders, thought disorders, and dissociative disorders.
- Define and give examples of common personality disorders.
- Discuss the usefulness of DSM-5 in making treatment decisions.
- Outline factors contributing to suicide and steps that can be taken to prevent suicide.

Therapy (Module 44)

- Compare the basic aims of psychoanalysis with those of humanistic therapies including Roger's person-centered (client-centered) approach.
- Compare the basic concepts involved in Gestalt therapy (Perls), logotherapy (Frankl), time-limited psychotherapy (Mann), reality therapy (Glasser), cognitive behavior therapy (Beck), and rational emotive behavior therapy (Ellis). Discuss how they are similar and how they differ.
- Illustrate behavior therapy including systematic desensitization (Wolpe).

- Describe the rationale and benefits of group therapies, including family therapy.
- Outline types of psychotropic drugs and discuss their effectiveness.
- Describe the use of electroconvulsive therapy in the treatment of depression.

Social Psychology (Modules 36, 37)

- Describe the importance of attribution in social behavior and the dangers of the fundamental attribution error.
- Explain the foot-in-the-door phenomenon and the effect of role playing on attitudes in terms of cognitive dissonance theory.
- Debate the ethics of classic studies by Milgram, Zimbardo, and Festinger, and discuss implications for understanding our susceptibility to social influence.
- Discuss how group interaction can facilitate group polarization and groupthink, and explain how a minority can influence the majority in a group.
- Define and give examples of altruism.

How To Evaluate A Self-help Book *

Following is an outstanding synopsis taken from a textbook by Carole Wade and Carol Tavris (1999) entitled *Invitation to Psychology*.

If you wander through the psychology section of your local bookstore (perhaps called “psychology and self-help” or “personal growth”), you will find rows of books promising to fix anything that ails you. They will tell you how to make money, how to use your mind to cure your body, how to recover from heartbreak, and how to find happiness in seven easy steps. They will keep you from becoming too independent, too dependent, or too codependent. They will help you find a relationship, fix a relationship, or end a relationship. People in the United States and Canada, countries with long historical traditions of self-improvement and do-it-yourself attitudes, consume self-help books like peanuts -- by the handful. Which are helpful, which are harmful, and which are just innocuous?

Some self-help books, if they promise a specific program for the reader to follow, can be as effective as treatment administered by a therapist (Christensen & Jacobson, 1994). The problem is that many readers fail to follow through. Also, not all books are good ones -- and the fact that a book has been written by a psychologist or a program that has been endorsed by the American Psychological Association is no guarantee of its merit.

After serving as chair of the APA’s Task Force on Self-Help Therapies, which investigated the proliferation and promises of self-help books and tapes, Gerald Rosen (1981) concluded, “Unfortunately, the involvement of psychologists in the development, assessment, and marketing of do-it-yourself treatment programs has often been less than responsible. Psychologists have published untested materials, advanced exaggerated claims, and accepted the use of misleading titles that encourage unrealistic expectations regarding outcome.” The situation remains the same today.

Rosen recognizes that self-help books and programs can be effective in helping people, however, and thus offers consumers some research-based criteria for evaluating a self-help book:

- *The authors should be qualified*, which means that they have conducted good research or are thoroughly versed in the field. Personal testimonials by people who have survived difficulties or tragedy can be helpful and inspirational, of course, but an author’s own experience is not grounds for generalizing to everyone.
- *The book should be based on sound scientific theory*, not on the author’s hunches, pseudoscientific theories, or armchair observations. This criterion rules out, among other kinds of books, all weight-loss manuals based on crash diets or goofy nutritional advice (“Eat popcorn and watermelon for a week”).
- *The book should include evidence of the program’s effectiveness* and not simply the author’s unsupported assertions that it works. Many self-help books offer programs that have not been tested for efficacy.

- *The book should not promise the impossible.* This lets out books that promise you perfect sex, total love, or high self-esteem in 30 days. It also lets out books, programs, or tapes that promote techniques whose effectiveness has been disconfirmed by psychological research, such as “subliminal” tapes (Moore, 1995).
- *The advice should be organized in a systematic program,* step by step, not as a vague prep talk to “take charge of your life” or “find love in your heart”; and the reader should be told how to evaluate his or her progress.

Some books do not meet all these criteria. One is *Changing for Good* (Prochaska, Norcross, & DiClemente, 1994), which describes the common ingredients of effective change that apply to people in and out of therapy. But as long as people yearn for a magic bullet to cure their problems -- a pill, a book, a subliminal tape -- quick fix solutions will find a ready audience.

Bibliography

*Wade, C. & Tavris, C. (1999) *Invitation to psychology*. New York: Longman.

Christiansen, A. & Jacobson, N.S. (1994). Who (or what) can do psychotherapy: The status and challenge of nonprofessional therapies. *Psychological Science*, 5, 8-14.

Moore, T.E. (1995) Subliminal self-help auditory tapes: an empirical test of perceptual consequences. *Canadian Journal of Behavioral Science*, 27, 9-20.

Prochaska, J.O.; Norcross, J.C.; & DiClemente, C.C. (1994) *Changing for good*. New York: Morrow.

Rosen, G.M. (1981) Guidelines for the review of do-it-yourself treatment books. *Contemporary Psychology*, 26, 189-191.

[Sample Book Review](#)

[Sample Book Review Grading Form](#)

Page Updated: 01/10/2020