

Advanced Placement Psychology Syllabus

Mead High School

2015-2016

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Course Description:

The purpose of Advanced Placement Psychology is: “to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. The aim of Advanced Placement Psychology is to provide the students with a learning experience equivalent to that obtained in an introductory college psychology course.” **AP Psychology is a highly structured and very demanding course. Students are required to thoroughly read the college-level textbook and prepare text notes, which usually take an outline form, prior to attending the lecture on the assigned reading.** A daily schedule of study is required to meet the expectations of this course typically one to two hours of preparation per class meeting. One of the primary objectives of this course is to expose students to all areas of information covered on the AP Exam. This is accomplished through lecture, class discussion, video clips, outside readings, guest lecturers, demonstrations, and student projects.

Materials:

Required Textbook:

Myers, D.G. (2011). Myer’s Psychology for AP New York: Worth

Highly Recommended Text:

Barron’s How to Prepare for the AP Psychology Exam

Supplies:

- 3 ring binder (2”) exclusively for AP Psychology
- Index cards 350+ (any size, any color)
- Shoebox/any container for index cards OR an index card ring
- Multiple colored pens & highlighters
- College ruled loose leaf notebook paper
- 12 Dividers

Classroom Wish List:

- Tissues
- Markers/colored pencils
- Pens, pencils
- Glue sticks, glue, tape, scissors
- Hand sanitizer, disinfecting wipes
- Colored/construction paper
- Dry erase markers
- Dixie Cups
- DARK sunglasses lenses (for a demonstration)
- Anything psychology related!

Primary Methods of Instruction:

- Collaboration and discussion
- Independent reading/Reading notes
- Lecture/notes
- Vocabulary Development
- Activities and participation
- Projects and activities

Grading:

- ✓ 25% Exams (Unit Tests, Unit Free Response Questions, Final Exams)
- ✓ 25% Learning Activities (Binder/Note Card Checks, Daily Classwork and Participation, and HOMEWORK)
- ✓ 25% Quizzes (Daily Reading Quizzes and Performance Quizzes)
- ✓ 25% Projects/Papers (Group and Individual Unit Projects, Presentations and Papers)

AP Exam:

- ❖ The Advanced Placement Psychology Exam will take place nation-wide on **Monday May 2, 2016**
- ❖ More information later about the exam, cost and registration process. Go to www.collegeboard.com for more info.
- ❖ Note: Taking the AP exam is not a requirement but **STRONGLY** recommended.

HOW CAN YOU PREPARE YOURSELF FOR SUCCESS? PLEASE INITIAL NEXT TO EACH ITEM TO SHOW YOU UNDERSTAND AND AGREE TO THE FOLLOWING:

Homework: Daily homework includes doing the reading, reading notes and vocabulary note cards *prior* to class. Reading notes will not always be graded but are able to be used on reading quizzes. The notes must be your own and not copies of another student's notes. In addition to daily homework there will be additional assignments such as take-home tests, exam study guides, critical thinking activities, field research, observations, etc. You will also need to set aside time to study for exams. Plan on about 8-10 hours of homework a week. _____

Note cards: Some AP Psych grads comment that the test is really just one big vocab quiz. Vocabulary is a huge part of this course. It's almost like you are learning a new language about your brain and behavior. You must create note cards for each term in the chapter. On the front you will write the word and create an easy drawing that will help you remember what the word means. This is called a retrieval cue. On the back you will write the definition and an example or application or extension. Organize these by unit and keep the note cards for the current unit in your binder so they are in class each day. _____

Reading Quizzes: Do the required readings! Many class periods begin with a short quiz from the reading homework. You are allowed to use your reading notes (not your note cards) on the quizzes. Some quizzes will be announced, some will not. Students with excused absences will make up the quiz on the day they return to class. If you miss the quiz for other reasons (such as being late to class) you may not make it up. _____

Exams: The AP exam is 100 multiple choice questions and two free response questions. Our unit exams will be 40-75 multiple choice questions and one free response. Your unit tests will be timed similar to the real AP test. _____

Own your learning: **We will not cover everything you need to know together in class. We do not have enough time. You are responsible for the information and content of ALL chapters and all supplemental readings/assignments that are assigned along with reading notes and notecards. WE WILL NOT COVER EVERYTHING YOU NEED TO KNOW IN CLASS SO TAKE RESPONSIBILITY FOR YOUR LEARNING! You WILL be tested on content from the reading that IS NOT discussed in class.** _____

Save everything! Keep everything for each unit saved together in your binder. You will keep your binder organized by unit in order to retrieve work quickly. _____

Respect and curiosity: If you come prepared for class, we can spend our class time doing experiments, discussions and fun activities. It is essential we respect each other and listen to everyone! _____

Effort: This is a college level class. Therefore sloppy, cluttered or inappropriately formatted assignments will not be accepted. Participation in discussions and activities is essential. **WAKE UP!** Don't let great learning opportunities pass you by. _____

Good Attendance: Regular and on-time attendance is necessary for success in this class. In-class group discussions and activities will aid your understanding of difficult material. These types of activities cannot be made up. This class should be a high priority so schedule all activities (such as sleeping and homework) accordingly. _____

Academic Integrity: Cheating of any kind, including plagiarism results in a zero. (Students who cheat historically fail the AP Psych exam) _____

Excuses: EXCUSES GET YOU NOWHERE. Do not come to class with an excuse. Own your strengths AND your shortcomings. Instead of an excuse be honest with yourself and Ms. Hofmann. _____

Completing makeup work:

- ✓ It is your responsibility to get your makeup work. Copy a daily plan from a student then get any handouts from the makeup binder.
- ✓ Late work will be accepted for half credit for up to two weeks after the due date.
- ✓ If you miss a test please make it up within one week during non-class time.
- ✓ Work missed due to excused absences is due next class meeting
- ✓ Work missed due to an unexcused absence may not be made up. This includes assessments. _____

AP Psychology Course Topics and Objectives

(Specific topics, unit duration and order of units are subject to change, if necessary, by teacher discretion. Additionally at least THREE of the following units will be read over various breaks throughout the year!)

SEMESTER ONE

Unit	Topics	Reading	Objectives
Unit I: Social Psychology 7 DAYS 8-10% of multiple choice questions (MCQs) on AP exam	A. Group dynamics B. Attribution processes C. Interpersonal perception D. Conformity, compliance, obedience E. Attitudes and attitude change F. Organizational behavior G. Aggression/antisocial behavior H. Cultural influences	Chapter 14	-Describe the fundamental attribution error -Describe Zimbardo's prison guard experiment and the effects of role-playing on attitudes -Discuss the results of Asch's experiment on conformity -Discuss Milgram's experiments on obedience -Explain social facilitation, social loafing, and deindividuation -Differentiate group polarization and groupthink -Define and give examples of prejudice Discuss the issues related to aggression and attraction
Unit II: Foundations of Psychology: History, Approaches, Research Methods 9 DAYS 2-4% History & Approaches; 8-10% Research Methods of MCQs on AP exam	A. Logic, philosophy, and history of science B. Approaches/perspectives C. Experimental, correlational, and clinical research D. Statistics E. Ethics in research	Chapter 1 Chapter 2	-Define psychology and identify early milestones in the field -Compare and contrast the psychological perspectives - Identify subfields of psychology - Identify elements of an experiment (e.g., variables, groups, sampling, population) -Explain the difference between an independent and dependent variable -Compare and contrast research methods (e.g., experiments, correlational studies, case, survey, naturalistic observation) - Describe the three measures of central tendency and measures of variation - Discuss the ethics of animal and human research -Explain how scientific attitude encourages critical thinking -Describe how psychological theories guide scientific research
Unit III: Biological Bases of Behavior 9 DAYS 8-10% of MCQs on AP exam	A. Physiological techniques (e.g., imaging, surgical) B. Neuroanatomy C. Functional organization of the nervous system D. Neural transmission E. Endocrine system F. Genetics G. Evolutionary psychology	Chapter 3	-Describe the structure of a neuron and explain neural impulses - Describe neural communication and discuss the impact of neurotransmitters - Classify and explain major divisions of the nervous system - Identify and describe the functions of brain structures (e.g., thalamus, cerebellum, limbic system) - Describe the four lobes of the cerebral cortex and their functions - Discuss the association areas - Explain split-brain studies - Describe the endocrine system
Unit IV: Sensation & Perception 8 DAYS 6-8% of MCQs on AP exam	A. Thresholds and signal detection theory B. Sensory mechanisms C. Attention D. Perceptual processes	Chapter 4	-Contrast the processes of sensation and perception - Distinguish between thresholds (absolute, difference, Weber's law) - Label a diagram of the parts of the eye and the ear - Describe the operation of the sensory systems (the five senses) - Differentiate the Young-Helmholtz and opponent-process theories of color vision - Explain the place and frequency theories of pitch - Describe Gestalt principles, figure-ground, and depth perception - Discuss monocular and binocular cues
Unit V: States of Consciousness 4 DAYS 2-4% of MCQs on AP exam	A. Sleep and dreaming B. Hypnosis C. Psychoactive drug effects	Chapter 5	-Describe the sleep cycle and identify what occurs in each stage - Compare differences between NREM and REM - Describe the major sleep disorders - Explain the purpose of dreams - Discuss hypnosis and describe the characteristics of those more likely to be hypnotized - Discuss dependence, tolerance, and withdrawal in relation to drug use - Chart names and effects of depressants, stimulants, and hallucinogenic drugs - Describe the effects of depressants, stimulants, and hallucinogens

SEMESTER TWO

Unit	Topics	Reading	Objectives
Unit VI: Learning & Intelligence 8 DAYS 7-9% Learning; 5-7% Intelligence of MCQs on AP exam	Learning: A. Classical conditioning B. Operant conditioning C. Cognitive processes D. Biological factors E. Social learning Intelligence: Testing and Individual Differences: A. Standardization and norms B. Reliability and validity C. Types of tests D. Ethics and standards in testing E. Intelligence	Chapter 6 Chapter 11	Learning: - Describe classical conditioning (Pavlov's experiments) - Explain acquisition, extinction, spontaneous recovery, generalization, and discrimination in conditioning - Describe operant conditioning (Skinner's experiments) - Identify the different types of reinforcers (positive, negative, partial, continuous, primary, and secondary) - Describe the schedules of reinforcement - Explain cognitive processes and biological predispositions in conditioning - Discuss the effects of punishment on behavior - Describe the process of observational learning (Bandura's experiments) Intelligence: - Discuss the origins of intelligence testing - Describe the nature of intelligence - Differentiate intelligence theories (Spearman, Thurstone, Gardner, Sternberg) - Distinguish between aptitude and achievement tests - Describe the importance of standardization - Distinguish between the reliability and validity of intelligence tests - Describe extremes of intelligence - Discuss genetic and environmental influences on intelligence
Unit VII: Cognition, Memory, Language 6 DAYS 8-10% of MCQs on AP exam	A. Memory B. Language C. Thinking D. Problem Solving and Creativity E. Learning	Chapter 7	-Analyze how humans encode, store, and retrieve information in memory -Learn and apply memory techniques -Compare algorithms and heuristics as problem-solving strategies -Analyze how fixation, confirmation bias, heuristics, overconfidence, framing, and belief perseverance influence the ability to solve problems -Describe the basic structural units of a language -Trace the course of language acquisition from the babbling stage through the two-word stage
Unit VIII: Developmental Psychology 6 DAYS 7-9% of MCQs on AP exam	A. Life-span approach B. Research methods C. Heredity-environment issues D. Developmental theories E. Dimensions of development F. Sex roles and gender roles	Chapter 9	-Describe the course of prenatal development - Discuss Piaget's theory of cognitive development - Discuss the effect of social development (body contact, familiarity, and parenting styles) - Illustrate development changes in physical, cognitive, moral, and social areas - Describe the early development of self-concept - Identify Kohlberg's moral development stages and apply to scenarios - Describe Erikson's psychosocial development stages - Distinguish between longitudinal versus cross-sectional studies and crystallized versus fluid intelligence
Unit IX: Motivation & Emotion 6 DAYS 6-8% of MCQs on AP exam	A. Biological bases B. Theories of motivation C. Hunger, thirst, sex, and pain D. Social motives E. Theories of emotion F. Stress	Chapter 8	-Define motivation and identify motivational theories - Explain Maslow's hierarchy of needs - Describe the symptoms of anorexia nervosa and bulimia nervosa - Define achievement motivation, including intrinsic and extrinsic motivation - Describe the three theories of emotion (James-Lange, Cannon-Bard, Schachter-Singer) - Identify physiological changes that occur during emotional arousal - Discuss the catharsis hypothesis - Describe the biological response to stress
Unit X: Personality 5 DAYS 5-7% of MCQs on AP exam	A. Personality theories and approaches B. Assessment techniques C. Growth and adjustment	Chapter 10	-Describe Freud's iceberg theory (id, ego, and superego) - Explain how defense mechanisms protect the ego - Describe the contributions of the neo-Freudians (Jung, Adler, Horney) - Describe the humanistic perspective on personality (Maslow's self-actualization and Rogers's self-concept) - Identify how personality inventories are used to assess traits - Discuss the social-cognitive perspective on personality (Bandura's reciprocal determinism) - Identify locus of control, learned helplessness, and optimism - Compare and contrast the psychoanalytic, humanistic, trait, and social-cognitive perspectives on personality
Unit XI: Abnormal Psychology	A. Definitions of abnormality B. Theories of psychopathology C. Diagnosis of psychopathology	Chapter 12	-Discuss the purpose of the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TRR) - Explain the impact of Rosenhan's study on diagnostic labels - Describe and identify symptoms of anxiety disorders

5 DAYS 7-9% of MCQs on AP exam	D. Types of disorders		(generalized, panic, phobias, obsessive-compulsive disorder, posttraumatic stress disorder) - Discuss dissociative disorders (amnesia, fugue, dissociative identity disorder) - Describe and explain the development of somatoform disorders - Differentiate mood disorders (major depression versus bipolar) - Differentiate hallucinations and delusions, and identify subtypes of schizophrenia - Describe the three clusters of personality disorders (anxiety, eccentric, impulsive)
REVIEW FOR AP EXAM: 3-4 DAYS This will occur between Unit XI and Unit XII. You will need to do the reading for unit XII prior to the exam. After the exam we will cover this Unit XII in more detail in class. AP EXAM DATE: May 5, 2014			
Unit XII: Treatment of Psychological Disorders 5 DAYS 5-7% of MCQs on AP exam	A. Treatment approaches B. Modes of therapy (e.g., individual, group) C. Community and preventive approaches	Chapter 13	-Describe psychoanalytic therapeutic techniques (e.g., free association, interpretation) - Discuss Rogers's client-centered therapy - Identify counterconditioning techniques - Describe the goals of the cognitive therapies - Discuss the benefits of group therapy and family therapy - Differentiate between antianxiety, antidepressant, and antipsychotic medications - Describe electroconvulsive therapy and lobotomies - Discuss the effectiveness of the psychotherapies

NOTE: If you are a parent who has expertise in any of the above fields, or knows someone with knowledge or experience in psychology, PLEASE email me. I would like to schedule as many guest speakers as possible.

CUT, SIGN, RETURN:

Parents and Students:

This will be a demanding, high-level, engaging and fun class! Please be sure you have read and understand all of the information in this syllabus. By signing below, you acknowledge your understanding of the demands of this class. Thank you for all you do. I am looking forward to teaching and learning with the students in AP Psychology.

→AP Student: I have carefully read and agree to all of the terms and expectations outlined in the AP Psychology syllabus.

Print _____ Sign _____ Date _____

→Parent/Guardian: I have carefully read and agree to all of the terms and expectations outlined in the AP Psychology syllabus.

Print _____ Sign _____ Date _____

PARENTAL PERMISSION TO VIEW VIDEOS-Throughout the school year, various clips, documentaries and movies may be shown in order to enhance the students' knowledge and understanding of psychology. These movies may have a **rating higher than G** and, at times, include adult themes and language. All films will be selected with academic goals in mind.

_____ Yes, my child has permission to view these materials.

_____ No, my child does not have permission to view these materials.