



Crosby High School

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We, the members of the Crosby High School Community, are committed to providing a safe and welcoming environment that promotes a creative, innovative and intellectually challenging learning experience to ensure that all students are prepared to become college and career ready in order to be productive members of a diverse society.



Home of the Bulldogs

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To: Students of AP Psychology

From: Ms. Polaco

RE: Summer Assignment

Welcome to AP Psychology! I hope you will have an enjoyable and safe summer and that you are looking forward to beginning your study of psychology over the course of the next school year. It will be a challenge, but I hope that you will find it an interesting and rewarding experience. One of the joys and challenges of this class is that you will see yourself in our readings and discussions every day. You will be able to relate many of your own life experiences to the content of this course.

This summer you will be get a head start on not only the content of psychology, but also the structure of the class. The specific assignments are detailed in this packet. You should take your time with these assignments, as they will introduce you to the kind of work you should expect in class next year.

A few suggestions:

- Give yourself enough time to work on the notes (the chapter is pretty long)
- Figure out some structure that will you find information in your notes- Cornell? Highlight key terms? Color-Code?
- Look through all of the activity options before you decide which ones to do- pick ones that will be interesting for /useful to you.
- Make sure you are very clear on what you need to get done: 4 required activities, 2 choices, and a reflection.
- Use your resources if you get stuck: talk with your classmates before you send me an email.

You should be able to discuss this material on August 29, (the first day of your SENIOR YEAR).

I am looking forward to seeing you on the first day!

Ms. Polaco
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Name _____

AP PSYCHOLOGY 2016 SUMMER ASSIGNMENT

Directions: Please choose and complete all 4 of the required activities and 2 of the application choices, as well as the self-reflections on the following page. Check the box next to the activities you choose AND evaluate both your **process** (did you understand what to do? How did you feel while doing it/) and **mastery** (how do you feel about the information not that you have completed this activity?) after you have completed each activity.

Process

- 5= went smoothly; I knew exactly what to do
- 4= One thing confused me, but I figured it out
- 3= ultimately got it, but it needed some explaining
- 3= did I do it right?!
- 1= Wait, what was I supposed to do?

Mastery

- 5= I can teach it!
- 4= I am confident with my knowledge.
- 3= I still have some questions?
- 2= I'm a little lost...help!
- 1= Wait, what?

Required Activities

Done	Process	Mastery	Activity
<input type="radio"/>			Essential Questions: read Psychology in Action: Secrets for surviving AP Psychology: How to Improve your Grades and answer the learning objectives ** will be very helpful!
<input type="radio"/>			Take notes on Unit 1: History and Approaches pp. 1-24. You may take notes in whatever form you feel please make special note of the psychology vocabulary as you read.
<input type="radio"/>			Quiz 1.1a Score ___/10 (in packet)
<input type="radio"/>			2013 AP Psychology Free Response Question (in the packet)

Application Choices:

Done	Process	Mastery	Activity
<input type="radio"/>			Vocabulary: choose and define 5 vocabulary terms you still struggle with after reading/taking notes. Make up an example or a drawing or some other mnemonic that will help you remember these terms
<input type="radio"/>			Podcast: Before you watch- write a half-page response to the following prompt: what is your perspective on violence and video games? Then watch Psychfiles Podcast: Violent Video Games: What does the Research Say? http://www.thepsychfiles.com/2010/01/episode-115-video-violent-video-games-what-does-the-research-say/ After watching, go back to what you wrote. In the other half of the page, answer the following: Did any of the evidence in the podcast persuade you? Did any evidence reinforce your ideas?
<input type="radio"/>			Perspective Potpourri Practice: worksheet (in the packet)- apply the psychology perspectives to a scenario: help Sammy out
<input type="radio"/>			Psych in your World: read the article "Are Selfies Destroying Your Memory?" (in the packet). Summarize and respond to the article: How effective do you believe the Henkel study was in proving her hypothesis? What would you do differently?
<input type="radio"/>			Free response Scoring (in the packet): score your own free response using the scoring guidelines provided. Explain for each point what would have strengthened your answer.

Reflections on Learning: This is an opportunity for you to reflect more specifically on the numbers you assigned yourself for process and mastery on each activity, as well as to begin metacognition (thinking about your own thinking and processing) about your choices and your learning style. Please answer the following questions on these sheets or on a separate sheet(s) or type.

1. **Reflection on reading:** How effective was the act of reading the prologue? Do you feel like you have learned the material from reading the section? What else do you need to help you retain the material in this section? Was your learning different after taking notes on Chapter 1? What is your notetaking style? Do you think your notes will be useful to you later?

2. **Reflection on quiz:** How did you go about taking the quiz: did you go back into the chapter? Work with friends? Skip questions you didn't know? Look at the answer key before you finished? Do you feel like your process on this quiz helped your learning? How can you use this quiz to help you learn the material better?

3. Reflection on free response: Did you read over the general guidelines for free responses before you began? What did you do when you first read the free response question? Do you think your notes on the chapter helped you on this application task? Was there any part of the free response question that was particularly difficult to tackle? If you did the self-grading activity, what did you learn from going over the rubric that would have helped you approach the question more effectively?

4. Reflection on application choices: What made you choose the activities you did? Were they effective in reinforcing the material from the chapters? Are there areas you wish you had worked on instead? What would have aided you in making more effective choices to help your learning?

5. Metacognition about learning: The prologue includes how psychology can help us be better learners (specifically, the box on pps. 12-13). Discuss which of the methods from the box you currently use well—when have they worked for you? Which of the methods do you want to work on this year?

Name _____

Period _____

Quiz 1.1a

Please answer the following questions based on your reading and notes from the Prologue and Chapter 1:

1. Professor Delano suggests that because people are especially attracted to those who are good-looking, handsome men will be more successful than average-looking men in getting a job. The professor's prediction regarding employment success is an example of
 - A) the hindsight bias.
 - B) the placebo effect.
 - C) a hypothesis.
 - D) a confounding variable.

2. A statement describing the exact procedures for measuring an anticipated experimental outcome is known as a(n)
 - A) hypothesis.
 - B) control condition.
 - C) replication.
 - D) operational definition.

3. To understand the unusual behavior of an adult client, a clinical psychologist carefully investigates the client's current life situation and his physical, social-cultural, and educational history. Which research method has the psychologist used?
 - A) the survey
 - B) the case study
 - C) experimentation
 - D) naturalistic observation

4. Professor Ober carefully observes and records the behaviors of children in their classrooms in order to track the development of their social and intellectual skills. Professor Ober is most clearly engaged in
 - A) survey research.
 - B) naturalistic observation.
 - C) experimentation.
 - D) replication.

5. In which type of research is a representative, random sample of people asked to answer questions about their behaviors or attitudes?
 - A) experimentation
 - B) the survey
 - C) the case study
 - D) naturalistic observation

6. In a survey, psychologists select a random sample of research participants in order to ensure that
 - A) the participants are representative of the population they are interested in studying.
 - B) there will be a large number of participants in the research study.
 - C) the study will not be influenced by the researcher's personal values.
 - D) the same number of participants will be assigned to each of the experimental conditions.

7. Researchers use experiments rather than other research methods in order to isolate
- A) facts from theories.
 - B) causes from effects.
 - C) case studies from surveys.
 - D) random samples from representative samples.
8. Both the researchers and the participants in a memory study are ignorant about which participants have actually received a potentially memory-enhancing drug and which have received a placebo. This investigation involves the use of
- A) naturalistic observation.
 - B) random sampling.
 - C) the double-blind procedure.
 - D) replication.
9. In a psychological experiment, the experimental factor that is manipulated by the investigator is called the _____ variable.
- A) dependent
 - B) independent
 - C) control
 - D) experimental
10. In a psychological experiment, the factor that may be influenced by the manipulated experimental treatment is called the _____ variable.
- A) dependent
 - B) experimental
 - C) control
 - D) independent
-

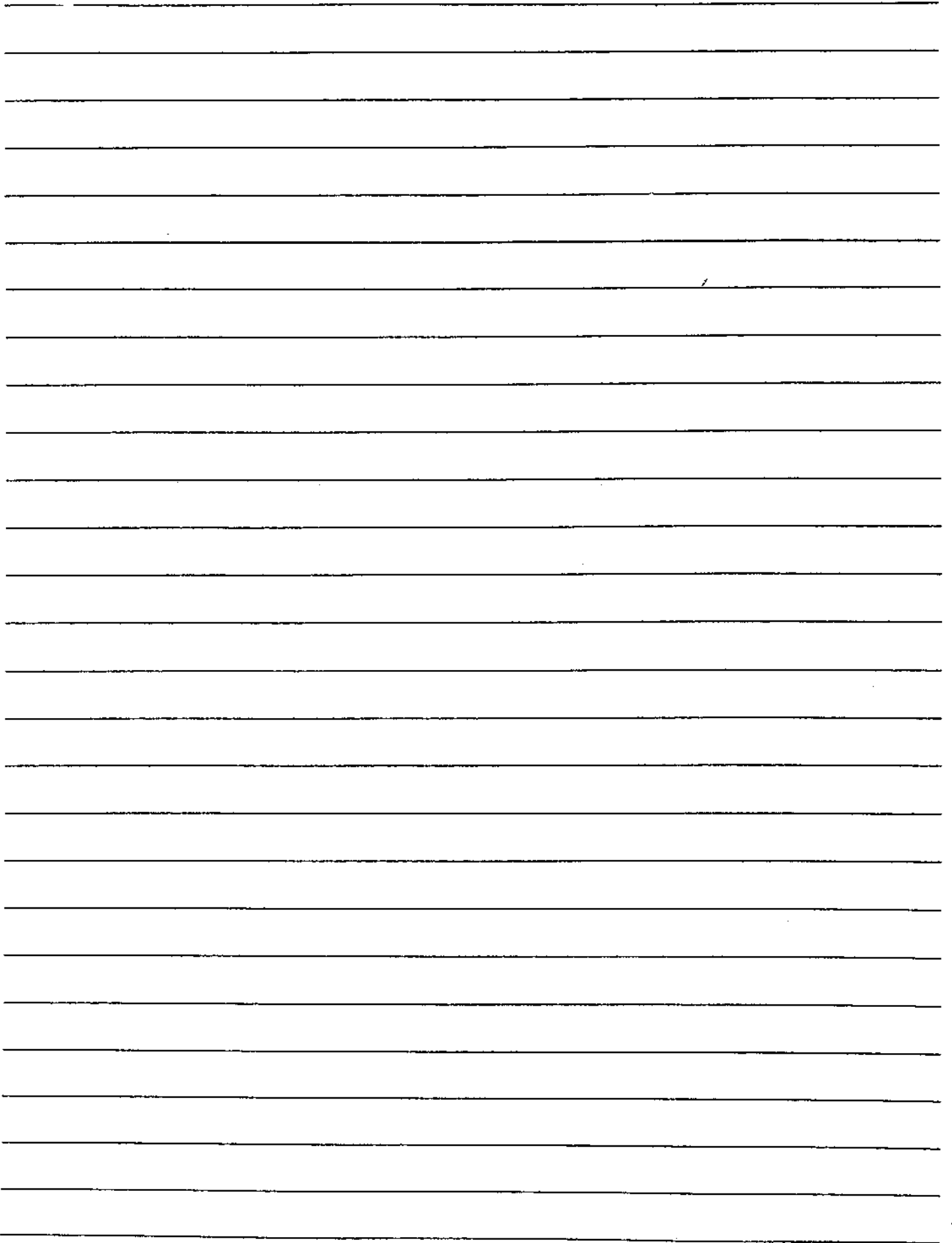
Answer key:

- 1. C
- 2. D
- 3. B
- 4. B
- 5. B
- 6. A
- 7. B
- 8. C
- 9. B
- 10. A

General Considerations for Free Responses

Free responses constitute 1/3 of the grade on the AP exam; they will be integral assignments in the class and often 1/3 of unit tests. They require, however, a very specific writing style. We will be practicing them all year, but for this experience, we are giving you the guidelines AP free response graders are given, as well as a few tips of our own:

1. Answers must be presented in sentences, and sentences must be cogent enough for the student's meaning to come through. Spelling and grammatical mistakes do not reduce a student's score, but spelling must be close enough so that the reader is convinced of the word.
2. Students should get right to the point; there should be no introduction or conclusions, and answers do not necessarily have to be in paragraph form.
3. Within a point, a student will not be penalized for misinformation unless it directly contradicts correct information that would otherwise have scored a point.
4. A student can score points only if the student clearly conveys what part of the question is being answered. For example, it is possible to infer the part of the question being answered if it is consistent with the order of the question, but students should otherwise make sure to include enough of the question that it is clear what is being answered. (This is best done by underlining the key term used in each part of the question.)
5. Definitions are not always required, but it must be indisputable from the answer that the student knows the definitions required to answer the question. The examples given must be specific enough to eliminate the possibility that another definition is being used.



Scoring Guideline for Free Response

Point 1: Identify the independent and dependent variables in this research.

To earn this point the student must identify the independent variable as the variable that is deliberately being manipulated in the experiment and the dependent variable as the results being evaluated in the experiment. The independent variable is the type of practice (distributed or massed practice), and the dependent variable is the performance on a recall test. If a student refers to other variables or aspects of the study, the student must differentiate the independent and dependent variables clearly.

Example:

Do not score if the student does not clearly distinguish which is the independent and which is the dependent variable.

Do not score if the student summarizes the study or gives more than one possibility for the independent and dependent variables.

Point 2: What is the operational definition of the dependent variable?

To earn this point the student must identify the operational definition as the *speed* or *time* in which participants recall definitions of vocabulary words or both. If a student refers to other variables or aspects of the study, the student must differentiate the dependent variable.

Note:

Reference to "speed and accuracy" will score, but "accuracy" alone will not.

Example:

Do not score "Recall test," "test scores," or "results" alone.

Point 3: Explain how the ethical flaw in the study can be corrected.

To earn this point the student must provide a correction to the release of participants' names. This correction can address future studies OR refer to correcting the mistake already made.

Examples:

Score "The researcher should provide a participant's data individually to each person."

Score "The researcher must obtain permission to release the participant's name and score."

Score "The researcher can't provide participants' names and scores to all participants."

Do not score if the student describes the ethical flaw but does not give a correction.

Point 4: Explain how the research design flaw in the study can be corrected.

Since the independent variable (type of practice) varies with the age group of the participants, the student must discuss some mechanism to equalize these groups.

To do this, students must:

- state or describe making the ages of the groups the same, OR
- name or describe random assignment, OR
- make the study technique a within-subjects (repeated measures) variable

Note:

Random sampling (random selection) does not score unless it occurs along with a clear description of random assignment.

Examples:

Score "The researcher should use random assignment."

Score "The researcher should control for age."

Score "The researcher should only include people under 25 in his study."

Score "Subjects in both age groups should use both massed and distributed study methods to learn the vocabulary."

Point 5: In a well-designed study, what does it mean to say there is a statistically significant difference between groups?

To earn this point the student must explain that the difference between groups is not due (or less likely due) to chance OR is more likely due to the manipulation of the independent variable.

Examples:

Do not score "very different," "strong effect," or "important"

Do not score "The difference between groups is due to manipulation of the IV."

Do not score $p < .05$, generalizability, or rejection of the null hypothesis without some additional reference to probability or chance.

Below is a fictional tale of Sammy; after reading Sammy's tale, complete the chart according to the psychological perspective listed.

Sammy was a straight-A student, a basketball star, a track star, and a community service award winner, as well as first chair trumpet in the school band. On this particular day, Sammy lined up to compete in the IHSA Finals for the 400-meter run; this followed a night of only three hours of sleep after having to study for both the AP Psychology and AP Spanish exam. As the runners took off, Sammy got off to a slow start and quickly fell behind. Suddenly, Sammy veered off the track, jumped the 8-foot fence enclosing the track, and hopped into a car. Sammy proceeded to scream out the window, "I quit!" and moved to Wyoming to be a cattle rancher.

Perspective	As a psychologist from the ____ perspective, you think this happened because ____ and you would advise Sammy to ____.
Psychodynamic	
Behavioral	
Behavioral Genetics	
Cognitive	
Sociocultural	
Evolutionary	
Neuroscience	
Humanist (p. 5)	

Now, using your imagination and art skills, create a visual representation for the psychological perspectives that will help you remember each one. For example, for the *behavioral* perspective, I might draw a pair of eyes, because the focus for these psychologists is on what is seen.

Psychodynamic	Behavioral	Behavioral Genetics
Cognitive	Sociocultural	Evolutionary
Neuroscience	Humanist (p. 5)	

Are Selfies Destroying Your Memory?

Oversharing on social media can harm more than your reputation

Published on May 27, 2014 by [Susan Krauss Whitbourne, Ph.D.](#) in [Fulfillment at Any Age](#)

The combination of smartphones that take great photos and the many forms of social media, which allow us to display those photos, provides a perfect storm for online over-sharing. You might think that documenting every visual feature of your waking existence will help you preserve your life's finest moments. However, research by Fairfield University psychologist Linda Henkel (2014) suggests that this camera-ready approach to your experiences might actually cause you to lose, not retain, those precious memories.

Psychologists know that, in general, it's better to use so-called deep processing to make sure that you'll remember what you need to from the vast array of sounds and images that pass in front of us every minute. If you want to remember a face that goes with a name, for example, you need to use cognitive effort to attach unique personal meanings to the features of that person's face that somehow link to the name itself. Your new acquaintance, Norton, for example, might have a particularly large nose. Tying the "no's" together will provide you with a lasting, if not flattering, association and you'll remember Norton's name even if you don't see him for another 6 months.

Memory experts use a special form of deep processing in which they build in their minds a "memory palace" and associate random items such as lists of words, numbers, or playing cards with the rooms and objects in that fictional location. They may also make up stories to remember these items based on associating each playing card, for example, with a particular person and then create a story with those people.

Now consider what happens when you're at an event you want to record for enjoyment at a later time, whether it's your child's ballet recital, Little League game, or just a sightseeing trip. You whip out your smartphone or video camera and spend most of the time making sure you capture it all as accurately and completely as possible. However, instead of experiencing the events of the moment, all you're seeing is what you can fit into your viewfinder. If you inadvertently push the wrong button, run out of device memory, or fiddle with the settings, you'll not only fail to record the moment electronically, but mentally as well.

The problem with expending so much of your mental energy on recording the moment on a device instead of your brain is that you won't truly remember those important moments. The principle that "if you don't encode you can't retrieve" means that unless you pay attention to what's going on around you, the experiences are lost forever from your long-term memory.

It's estimated that worldwide, as many as 800 billion photos will be taken in 2014, with over 200,000 uploaded to Facebook every minute. These are a lot of experiences that, potentially, people think are important, but ironically may never remember. Many of these photos, we can assume, are "selfies" in which you take a photo of yourself by switching the lens onto your face. Selfies may be a particularly lethal buzz-killer for memory. Not only are you *not* photographing the image of what you're trying to remember, but you're completely distracted because you're even more likely than ever to try to play with the camera's controls.

To investigate the possibility that photographing an event would impair people's memory for that event, Henkel set up an experiment in which she took college students on a museum tour, asking them to photograph 15 works of art and simply view another 15 without photographing them. The next day, she gave them several memory tests to see which works of art the students were most likely to remember. In this experiment, the students had a total of 30 seconds to view objects without a camera, but when they were taking photos, they had to divide their time and use 20 seconds to look at the object and 10 seconds to take the shot. As she predicted, Henkel found that the students remembered fewer of the photographed objects overall, as well as remembering fewer details about them.

It's possible that the students in this study remembered fewer photographed objects because they had less time to view them. However, in real life this is how it works. You have only so much time to take your picture and look at what you're photographing, especially if it's to record a fleeting moment, such as a baseball game, or a tour in which everyone has to move along at the same pace. When the tour bus is taking you around to see the sights, it typically will only stop so long

at one panoramic view before it scuttles off to the next one. You might spend most of your time at that stop setting up your shot so it's just right and never really see the place you're supposed to be enjoying.

Henkel was concerned that her original findings were distorted by that differential time participants had to view the objects in the photo and non-photo conditions. She then conducted a follow-up study in which she allowed the same amount of time to view both the photographed and un-photographed objects, and then gave the students a few additional seconds to take their pictures. However, she added another very interesting variation to the second study's questions of interest. Would it matter, she wondered, if the students zoomed in on particular features of the works of art rather than just snap them as a whole? She therefore added a condition in which participants were told to pick out a specific feature of the work of art and concentrate their photos on that particular detail. Now, instead of forgetting the items they photographed, they remembered both the parts they zoomed in on as well as the item as a whole. By concentrating their attention on one specific feature, they were able to improve their cognitive processing enough to make up for the general photo-impairment effect.

Not only does zooming seem to benefit your experiential memories, but it's also possible, as Henkel suggests, that reviewing your photos with your family, friends, and romantic partner might help you lock those memories more firmly into place. These photos may even improve your romantic relationship if you use your recollections to try to bring back some of the reminiscent spark. However, the whole process may come at a cost. Uploading a constant stream of images with no particular attention or regard can erode the very memories you're trying to preserve. When those images are selfies, you have no hope of focusing on the details of the objects or events taking place on the other side of the camera's lens. You might use selfies that show you and your partner together but now both of you will be missing out on the sights in front of you. Now you'll have even less to remember as you look back at those photos together.

The **take-home message** from this study is that walking around and snapping as many photos or videos as you can of an experience will in general lead you to remember less from that experience. If you, instead, use your cognitive resources to attend to specific aspects of those experiences, you might emerge with more accurate, and enjoyable memories that can, indeed, last a lifetime.

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Reference:

Henkel, L. A. (2014). Point-and-shoot memories: The influence of taking photos on memory for a museum tour. *Psychological Science*, 25(2), 396-402.