

**AP Psychology**  
**Anderson County High School**  
**2012-2013 School Year**  
**Mr. Beward**

Welcome to my classroom! AP Psychology is a two-trimester class that will meet during our second and third trimesters. You will have approximately 100 days of classroom instruction and 15 class periods that will occur after the administration of the AP Psychology Exam on the afternoon of May 6, 2013. There will be twelve specific units of study during the course. The goals of the course are two-fold:

1. To provide a thorough introduction to the field of psychology
2. To prepare you for a successful outcome on the 2013 AP Psychology Exam

As you are my second ACHS AP Psychology class, I am excited to do the course once again and look forward to working with all of you.

The central question addressed in AP Psychology is “how do psychologists think?” The psychologist David Myers wrote that to think as a psychologist, one must learn to “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding.” (Sternberg, 1997) Whether students choose a career in psychology or one in an entirely different field, the habits of mind discussed in this course will be of great benefit in the future. You will sign a pledge promising to use this information only for ethical and morally just purposes because of its great power.

This AP Psychology course is designed to introduce students to the systematic and scientific study of the behavioral and mental processes of human beings. This process will include:

1. The explorations and discoveries made by psychologists over the century.
2. An examination of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic and sociocultural perspectives.
3. An appreciation of how psychologists think and work.

**Course Resources:**

Myers, David G. Psychology. Eighth Edition. New York: Worth Publishers, 2007.

Hock, Roger R. Forty Studies that Changed Psychology: Exploration into the History of Psychological Research. Sixth Edition. New York: Prentice Hall, 2008.

Hakala, Chris. AP Psychology Review. New York: Kaplan Educational Series, 2006.

1994 and 1999 Released AP Psychology Exams and other College Board materials

Several short articles and readings will be taken from books and magazines. Students will also read one work of psychology of their choosing from an approved list, maintain a journal while they read, and write a critical review upon completion of the reading.

#### Course Grading:

All grading will be done on the point system and each task will have a specific point value. We will work on the county's AP grading system. All grades at .5 or above will be rounded up while grades at .49 or below will be rounded down. Grades will be earned as follows:

90-100% A

80-89% B

70-79% C

60-69% D

Below 60% F

#### Required Supplies:

1 2 or 3 inch three ring binder

Theme book for the journal

Index cards and card box

#### Course Outline:

NOTE: Unit exams will be on the last day of each listed unit. Changes in the calendar will be at the instructor's discretion. Definition notecards will be checked for assigned modules on the day of each unit exam. The reading assignments for each unit are listed in this outline.

Individual chapters and pieces from the Hock book will be assigned as we reach those places in the course. We will use the Kaplan AP Guide regularly throughout the course.

1. **Scope, History and Methodology of Psychology** November 12-29, Myers Modules 1-3
  - Historical Schools: Fundamentalism v. Structuralism
  - Modern Approaches: Psychodynamic, Behaviorist, Cognitive, Humanistic, Evolutionary and Neuroscience
  - Scientific Inquiry: Sources of bias and error
  - Research Methods: Introspection, observation, survey, psychological testing, controlled experiments
  - Statistics: central tendency, variance, significance and correlation
  - Ethics in Research: human participants and animal subjects
  - Divisions project
2. **Behaviorism** November 30-December 9, Myers on Learning and readings from Pavlov, Watson, Skinner and Bandura in Hock
  - Background and Philosophy of Radical Behaviorism

Classical Conditioning: Pavlov, Watson, applications, cognitive challenges and biological critiques

Operant Conditioning: Thorndike, Skinner, Bandura, behavior modification, challenges and critiques

3. **Neuroscience** December 10-19, Myers on Biological Bases of Behavior, Gazzaniga in Hock

Neurons: neuronal and synaptic transmission, psychopharmacology, drug abuse

Brain: research methodology, neuroanatomy, brain development and aging, hemispheric specialization

Nervous System: Structural and functional organization

Endocrine System: Anatomy, HPA-axis and immune system

Genetics and Heritability

4. **Sensation and Perception** January 2-13, Myers on Sensation and Perception

Psychophysics: Thresholds (absolute, difference, Weber's constants), signal detection theory

Sensory organs/Transduction: Visual (including color vision and feature detection), auditory, olfactory, gustatory, proprioceptive (including kinesthetic and vestibular)

Perception: Attention, processing, illusions (including Gestalt psychology) and camouflage

ESP: Real or Imagined?

5. **Developmental Psychology** January 16-26, Myers on Developmental Psychology, Piaget and Kohlberg in Hock

Methodology: Longitudinal and cross-sectional studies

Nature v. Nurture (maturation v. learning)

Influential theories: Kohlberg's moral reasoning, Piaget's cognitive development,

Freud's psychosocial development and Gilligan's theory of gender differentiation

Infancy, Childhood, Adolescence and Adulthood

6. **Intelligence and Testing** January 27-February 7, Myers on Thinking, Testing and Individual Differences, Gardner in Hock

Psychological testing: Methodology, norms, reliability and validity

Intelligence: Defining intelligence, history of intelligence and aptitude testing, nature v. nurture issues

7. **Consciousness, Memory and Testing** February 8-17, Myers on States of Consciousness, Memory and Testing, Loftus, Hobson and Aserinsky in Hock

States of Consciousness: Waking, sleeping and dreaming, hypnosis and altered states

Memory: Information processing, storage and retrieval

Accuracy of Memory: Loftus and Schacter

Cognition: Problem solving and heuristics

Language: Chomsky and Skinner

8. **Motivation and Emotion** February 20-March 2, Myers on Motivation and Emotion

Motivational Concepts: Instincts, drives, optimal arousal, Maslow's hierarchy

Hunger and Eating Disorders

Sexuality and Sexual Orientation

Achievement Motivation: TAT, intrinsic v. extrinsic motivations

Physiology of Emotions: Fear, anger, happiness

Expression of Emotion: Darwin and Ekman

Theories of Emotions: James-Lange, Cannon-Bard and Schacter-Singer

**9. Personality** March 5-March 15, Myers on Personality

Psychodynamic Perspective: Freud, Jung and Adler

Trait Perspective: Allport, factor analysis and the five-factor model, assessment (Myers-Briggs and MMPI)

Social-Cognitive Perspective: Bandura and Seligman

**10. Stress and Health** March 16-March 28 (Spring Break April 2-6) Myers on Emotions, Stress and Health

Stress as a Concept: Selye

Stress and Health

Adjustment

**11. Abnormal Psychology** March 29-30, April 9-17 Myers on Abnormal Psychology and Treatment, Rosenhan in Hock

Approaches to Abnormality: Rosenhan study, historical approaches (deviance), medical model, psychosocial model

Classical Disorders: Evolution of the DSM-IV-TR

Categories of Disorders: Anxiety disorders, dissociative disorders, mood disorders, schizophrenia, personality disorders

Major Approaches: Psychoanalysis, behaviorist, humanistic, cognitive, group, pharmacological

Does Theory Work? Eysenck, outcomes study and the Consumer Report study

**12. Social Psychology** April 18-27, Myers on Social Psychology, Zimbardo, Asch, Milgram and Darley in Hock

Attitudes and Behavior: Fundamental attribution error, roles, Festinger and cognitive dissonance

Group Influence: Asch's conformity study. Milgram's obedience work, facilitation and grouping, Janis' groupthink study

Prejudice and Scapegoating

Altruism: Darby and Latane

**NOTE: Order of the units may be changed at the discretion of the instructor!**

Review for National AP Exam—4-30 to 5-4

Psychology in the Movies after the AP Exam

Assessments:

Unit Exams: All exams will be modeled on the AP exam, with multiple choice questions and one free response question to be answered in the allotted time period.

Quizzes: These will be randomly scheduled in each unit and will consist of AP-style multiple choice questions.

Trimester Final: Everyone will take the final exam for AP Psychology A unless you choose to use a final exam exemption. Everyone taking the AP exam will be exempt from the AP Psychology B final. Others will either use an exemption or take an AP-like final exam. Each semester final exam, per ACHS policy, will be worth 20% of your final grade for the trimester.

Class Journal: Students will develop a double-entry journal and write two entries each week. The writing will facilitate critical thinking and independent exploration. Entries must be linked to the current unit of study and contain several elements:

- Student reflections on reading
- Class discussion and activities
- Personal experiences
- Recent news or television broadcasts OR
- Internet research

Naturalistic Observation: All students will complete a one-period observation of children during the developmental psychology unit. Your powers of observation will help you identify stages of human development and sharpen your psychological skills.

Brain Models: All students will create a fully-identified cross-sectional model of the brain for study purposes.

Experimental design: Students will design and perform an experiment related to sensation and perception. After doing the experiment both inside and outside of class, students will present a formal report of their findings.

Divisions project: To gain fuller knowledge of the breadth of psychological study, students will work in small groups to go deeper into selected divisions of the American Psychological Association and will do both oral and written presentations on that branch and its work. This will be an introduction to research work.

Review of Literature: Students will research a psychological topic of their choosing and write a paper with an original thesis on a controversial topic.

END NOTE: All work in this course is expected to be your own unique effort. Plagiarism will not be tolerated and will be referred to the office for appropriate sanctions. Please consult with me before making the decision to cheat on any assignment or assessment.

GOOD LUCK!!! All of you can be successful in May—doing the time and making the effort will make the difference!

