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Advising Time 6th Hour and Resource
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AP Psychology Syllabus

Text: Psychology for AP Ed. David G. Myers

Overview: Welcome to a year of AP psychology! This year long course is designed to introduce psychology topics most often covered in an introductory college course. Students will be doing daily reading from their textbook so they are prepared to participate in discussions, in-class activities, writing, and projects that will further their understanding of psychology. There will also be time spent thinking critically and analyzing the variety of studies done in psychological research, most importantly identifying what is a scientific study and what is not. Topics covered during the course and formatting of tests give the student a working knowledge that they will be able to apply on the AP exam. This year's AP Psychology exam is given on Tuesday May 7th, 2013. The Advanced Placement Psychology course will introduce students to the systematic and scientific study of the behavior and mental process of human beings and other animals. Students will become aware of many different psychological phenomena, facts, and principles. Students will also be made aware of various methods, approaches, and tests that psychologists currently use, and have used in the past. This class will be equivalent both in difficulty, and in materials to the prototypical introductory psychology course.

Class Rules:

- A safe learning environment will include respect for yourself, your peers, and your teacher.
- Come to class prepared: pens/pencils, notebook, folder, textbook, daily work
- Listening skills will be fostered through class discussions, note-taking, and laboratory investigations
- To maintain cohesiveness please respect your teacher and your classmates by being on time (your grade may be affected)
- All reading assignments will be completed prior to that class period
- All perspectives, ideas, and enquiries will be treated with respect, even if you do not agree with them

Grading:

100-93	A	76-73	C
92-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	<60	F

1st quarter = 40% 2nd quarter = 40% final = 20%

No late work will be accepted! Do not let your grade come down to the last week of the semester. Do not rely on extra credit.

Participation: Students will be graded on a total point system. Students will be required to partake in group discussions and complete all homework and daily assignments. **EACH QUARTER WILL BE WORTH 150 POINTS.** If you are removed from class due to inappropriate behavior, 50 points will be deducted from your participation grade. **If there is ANY misuse of the Chromebook technology in this classroom, you will serve five (5) detentions with me and will be docked 50 participation points per offense.** Notebooks will be checked and graded every month. In the event of an unexcused absence, the student will be given 50% of its total point value and the student must make up the work the day of arrival. If it is an excused absence, the student will have two days to make up the work for each day absent. All makeup tests will be given at 7:30 AM. You are responsible for assignments and notes on days you are absent!

An AP course is a college level course that expects college level work. This means that students will be expected to do much of the reading on their own and be prepared to have discussions, participate in demonstrations, and demonstrate their learning in independent projects. There is a **NO LATE WORK** policy in this AP course. Students who have an excused tardy or absence should show up with previously assigned work when they return and ask for missed work to make up in a timely manner. **This is the students' responsibility.**

Tips for success in AP Psychology: Be in class! Class time is spent going over material and numerous examples of concepts that will help the student comprehend and review material. Class time is also used to analyze video clips that cannot be checked out for individual viewing as well as group work and discussions that will aid in comprehension of the various topics. Vocabulary is a major part of psychology and it is a good idea to keep flash cards for the year of all terms and psychologists. Reviewing some part of class everyday will insure success in this class- waiting for the exam is not a way to receive a passing grade on the test. I also suggest finding a small group that can meet once a week for studying.

Daily Assignments: Students will be required to do vocabulary, section reviews, and worksheets.

Projects: Students will be assigned projects on each unit to complete. Research papers, poster projects, and class presentations are just a few of the activities that will be covered in this class.

Tests and Quizzes: Quizzes will be given weekly and tests will be given every 2-3 weeks. If you miss a quiz or test, you will make it up at 7:30 the following morning. Tests will be short answer, fill in the blank, true/false, matching, and essay.

Schedule: (Subject to change)

Course Outline

Unit 1- History of Psychology, research methods, ethics. (3 weeks)

- A. History of Psychology
- B. Current perspectives
- C. Scientific method
- D. Statistics
- E. Ethics

Objectives:

1. Define psychology and trace its development as a field of study.
2. Determine where current perspectives in psychology arose from and what they have in common with past perspectives.
3. Differentiate between research and applied psychology.
4. Identify the steps of the scientific method.
5. Analyze journal articles and identify ethical issues as well as research methods used in various studies.
6. Discuss ethical concerns in both animal and human studies.
7. Develop a psychological study that meets both scientific and ethical measures.
8. Compare and identify descriptive versus inferential statistics.
9. Define mean, median, mode, and measures of variation.

Unit 2- Biological Bases of Behavior (3 weeks)

- A. Brain structure and function**
- B. Brain imaging techniques**
- C. Nervous system**
- D. Neurons**
- E. Heredity**

Objectives:

1. Identify and define procedures used to learn about brain function including ablation, direct stimulation, EEG, PET scan, CAT scan, MRI, fMRI.
2. Define structures and function of the brain using brain map handouts provided.
3. Distinguish functions of the central, somatic, and autonomic nervous systems.
4. Identify parts of a neuron and pair it with its function.
5. Trace the path of a neural impulse and explain the all or nothing principle.
6. Discuss the heritability factor of human traits.

Unit 3- Sensation and Perception (3 weeks)

- A. Sensation measurements**
- B. Vision**
- C. Audition**
- D. Other senses**
- E. Influences on perception**

Objectives:

1. Distinguish the processes of sensation and perception.
2. Compare absolute and difference thresholds.
3. Label diagrams of ear and eye. Explain the process of vision and audition as each part of the eye and ear functions.
4. Compare color theories of vision such as trichromatic theory and opponent process.
5. Analyze variables that affect perception (i.e. culture, experience)
6. Discuss research on depth perception and cues.
7. Use works of art to identify the various perceptual constancies.

Unit 4- States of Consciousness (2 weeks)

- A. Consciousness and altered states**
- B. Sleep**
- C. Dreaming theories**
- D. Hypnosis & meditation**
- E. Drugs**

Objectives:

1. Define consciousness.
2. Identify stages of sleep and theories of sleep.
3. Discuss sleep disorders and identify the stages of sleep disorders occur in.
4. Compare theories of dreaming.
5. Discuss the purpose and theories regarding hypnosis and mediation
6. Analyze research done on success of hypnosis as treatment for disorders.
7. Distinguish between narcotics, depressants, stimulants, and hallucinogens and their effect on consciousness, nervous system, and long term use.

Unit 5- Learning (2 weeks)

- A. Classical conditioning**
- B. Operant conditioning**
- C. Emotional learning**
- D. Observational learning**
- E. Insight**

Objectives:

1. Compare and contrast classical conditioning with operant conditioning. Discuss Pavlov and Skinner experiments and processes.
2. Identify the stages of learning: acquisition, extinction, spontaneous recovery, generalization, and discrimination.
3. Distinguish between punishment and negative reinforcement, passive and active avoidance.
4. Discuss the schedules of reinforcement and its influence on learning.
5. Discuss Bandura's studies on observational learning.

Unit 6- Cognition (4 weeks)

- A. Memory**
- B. Language**
- C. Thinking**
- D. Problem—solving**

Objectives:

1. Discuss the process of memory encoding, storage, and retrieval.
2. Examine which processes are more effective in encoding, storage, and retrieval as well as ones that influence forgetting.
3. Compare procedural and declarative knowledge, episodic and semantic memory as well as stage model versus "levels of processing".
4. Discuss physical and emotional reasons for memory failures.
5. Outline tools used to improve memory and how they help in learning.
6. Compare the biological, cognitive and socio-cultural models of language development and use.
7. Identify stages of language in development.
8. Discuss linguistic relativity hypothesis.

9. Analyze strengths and weaknesses of problem solving approaches (algorithms vs. heuristics)
10. Define functional fixedness
11. Discuss creativity and its influence on thinking and problem solving.

Unit 7- Motivation and Emotion (2 weeks)

- A. Internal instinct theories of motivation**
- B. External influence theories of motivation**
- C. Arousal and performance**
- D. Stress and its effects**

Objectives:

1. Define homeostasis
2. Compare and contrast theories of motivation as they change from internal instincts to external influences.
3. Discuss intrinsic and extrinsic motivation
4. Differentiate between primary and secondary motives
5. Explain James-Lange, Cannon-Bard, Schachter-Singer and opponent-process theories of motivation and how they relate to physical function.
6. Discuss effects of stress on physical health and how personality types influence function.

Unit 8- Development (3 weeks)

- A. Physical**
- B. Cognitive**
- C. Social**
- D. Moral**
- E. Aging disorders**
- F. Data gathering in development studies**

Objectives:

1. Outline the process of prenatal development.
2. Develop a lifeline that addresses physical, social, moral, and cognitive stages according to key theorists Erikson, Gilligan, Kohlberg, and Piaget.
3. Recognize the stages of grief as defined by Kubler-Ross in role- playing scenarios.
4. Discuss the differences the role of gender plays in elements of physical, social, cognitive and moral development.
5. Discuss critical periods and cultures influence on stages of development.
6. Identify strengths and weakness of longitudinal vs. cross-sectional studies.

Unit 9- Personality (2 weeks)

- A. Psychodynamic theory**
- B. Humanistic theory**
- C. Cognitive**
- D. Trait**
- E. Social learning**
- F. Behaviorism**
- G. Inventories used in personality assessment**

Objectives:

1. Distinguish between theories of personality development and identify the major contributors to each theory. (i.e. Freud and psychoanalytic)
2. Define id, ego, and superego.

3. Describe the influence of neo-Freudians on the theory of personality.
4. Identify the roles played by Adler, Allport, Cattell, Eysenck, Jung, Mischel, and Rogers in personality theory.
5. Explain how personality inventories are utilized.
6. Discuss nature vs. nurture in relationship to the various theories of personality.
7. Compare and contrast case studies to surveys. Examine the strengths and weakness of each method.
8. Describe the idea of self, self-concept and self-esteem and how they relate to function.

Unit 10-11 Testing and Individual Differences (2 weeks)

- A. Development of Intelligence testing**
- B. Testing methods**
- C. Measurement of testing standards**
- D. Consequences of testing on various groups**

Objectives:

1. Outline the development of intelligence testing including Binet.
2. Discuss the utilization of intelligence testing in regards to comparing different groups, addressing special needs (retardation and giftedness)
3. Compare theories of intelligence factors.
4. Discuss ethical issues that arise from the use of intelligence testing including standardization
5. Review validity and reliability as it applies to both personality inventories and intelligence testing. Analyze which approaches utilize these tools in creating tests.

Unit 12- Abnormal Psychology (2 weeks)

- A. Normal vs. Abnormal**
- B. DSM criteria**
- C. Anxiety disorders**
- D. Mood disorders**
- E. Somatoform disorders**
- F. Dissociative disorders**
- G. Psychotic disorders**
- H. Organic disorders**

Objectives:

1. Define abnormal and discuss external influences of the term including culture.
2. Use the DSM-IV as a reference for identifying the following: mood, personality, dissociative, somatoform, anxiety, organic, and psychotic disorders.
3. Identify which populations are more susceptible to each disorder.
4. Analyze case studies to determine disorder involved.

Unit 13- Treatment for Psychological Disorders (2 weeks)

- A. Psychodynamic treatment**
- B. Humanist treatment**
- C. Behaviorist treatments**
- D. Gestalt theory**
- E. Cognitive-behavioral treatment**
- F. Pharmacological approach**
- G. Personal vs. group therapy**
- H. Prevention and intervention**

Objectives:

1. Trace the history of treatment for psychological disorders.
2. Compare and contrast behavioral, humanistic, psychoanalytic, Gestalt, cognitive, behavioral, and pharmacological approaches to treatment.
3. Discuss the strengths and weakness as well as appropriateness of talk therapy, group therapy, and in-patient versus outpatient treatment as it applies to various disorders.
4. Analyze research on treatment methods and their effectiveness.
5. Discover examples of educational programs, crisis intervention, telephone hotlines and counseling services on both a local and national level.

Unit 14- Social Psychology (2 weeks)

- A. Function of groups and individuals in groups**
- B. Social cognition**
- C. Laboratory experiments (Milgram, Zimbardo, Asch)**
- D. Various perspectives approach to aggression**

Objectives:

1. Describe how attribution influences behavior in a group setting.
2. Explain cognitive dissonance theory.
3. Define prejudice and stereotypes and how these may affect behavior.
4. Analyze the results of Milgram's obedience study, Asch's conformity study, and the case of Kitty Genovese in terms of how everyday behavior can be explained.
5. Discuss aggression/anti-social behavior and how psychologists are addressing these issues.