

AP Psychology Syllabus 2011-2012

Instructor: Mrs. Suzuki | Office Hours: By Appointment

This course is designed to be as challenging as *a college introductory psychology class* and will introduce you to the systematic and scientific study of the behavior and mental processes of human beings and other animals. As prescribed by the College Board, the course traces the emergence of scientific psychology and covers the development of the major schools of psychology. You will be exposed to facts, theories, and phenomena within psychology including personality development, behavior, learning and memory. You will learn, evaluate, and employ various research methods that psychologists use in practice. You will also study and think critically of the ethical issues within psychology.

The pace of this class will be *intense*, the reading and assignments will be *challenging*, and we will cover *a lot* of material in preparation for the AP Exam. Lastly, we will have fun!

Required Texts and Materials

Texts:

Hock, R. R. (2008). *Forty studies that changed psychology: Explorations into the history of psychological research*. 6th Edition. Upper Saddle River, NJ: Pearson Prentice Hall. **← be sure to get the right edition!**

Myers, D. G. (2006). *Psychology: (8th Edition)*. Holland, MI: Bedford, Freeman & Worth Publishing Group.
Author: MYERS Edition: 8th ISBN:9780716764281 ← be sure to get the right edition!

Materials:

Please have the following items (or see me if you have questions or concerns) by the end of the first week of class.

- Two composition notebook/s – must be **college ruled, 100 pages!** (I will show you a sample. No exceptions!)
- Three-ring binder/s with tab dividers; I would recommend having 20.
- Paper, pens, #2 pencils with erasers, art supplies
- Plain 3"x5" white index cards – Lots of them!!! Cut them in half if you would like to save some paper.
- Hole puncher, scissors, art supplies
- 1-inch book rings - (Office supply stores sell a bucket of 100 count of these book rings for less than \$5; we could get a class pool of book rings if we distribute the costs. We can review in class.)

Course Goals

Throughout this course you will:

- Develop a respect for the study of psychology.
- Strengthen critical thinking skills.
- Study the major core concepts and theories of psychology.
- Be able to define key terms and use them in everyday vocabulary.
- Learn basic skills of psychological research and be able to apply psychological concepts to your life.
- Prepare and do acceptable work on the AP Psychology Examination in May 2012.

Class Expectations

In order to develop these skills, you must:

- Maintain an open mind, respect others, and come to class prepared.
- Participate in classroom discussion and activities.
- Bring your textbook to every class, unless otherwise instructed.
- Follow class procedures and the school honor code.
- Conduct yourself in accordance to school rules at all times.
- Approach assignments and class activities with motivation, interest, and a commitment to learning.

Homework Expectations

Ample notice is given for assignments/tests. There will be assigned pages to read in the text for homework. Short articles and readings from books, newspapers, magazines, and journals also will be given. Other assignments include class presentations, projects, and papers. Updated information on homework and daily class activities will be available on my website.

It is important that homework is completed when assigned. **LATE WORK** will be accepted at **ONE GRADE LOWER** for each day after it is due, unless previous arrangements have been made.

Terms are also given for each unit. Quizzes are administered frequently, and may/may not be scheduled. Exams will be given at the end of each unit and will consist of multiple-choice questions and free-response questions (simulating the AP Exam).

Attendance / Grading

Regular attendance is crucial to success. If for some reason you are absent, it is **your responsibility** to speak with me **before or on the first day of your return** to make arrangements for make-up work. If an assignment was due on the day of the absence, it is expected that it be turned in upon your return to school.

Everyone taking AP Psychology must take the AP Test in May 2012. The AP fee will be added to your school billing invoice. Please check the 2011-2012 AP College Board Fees for any changes or updates. Scale: The grading scale for AP Psychology will be the same as the scale in the Student Handbook.

Approximate point breakdown:	Tests: 100-120 points each
	Quizzes: 5-20 points each
	Homework: 5-20 points each
	Class Projects: 50-120 points each
	Semester Exam: 250 points each
	Participation points are awarded at the conclusion of each semester.

Course-Long Plan

Unit I: History, Approaches and Research Methods

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|---|--------------------------------|
| A. Logic, Philosophy, and History of Science | D. Statistics |
| B. Approaches/Perspectives | E. Research Methods and Ethics |
| C. Experimental, Correlation, Clinical Research | |

Objectives

- Define psychology and trace its historical development.
- Compare and contrast the psychological perspectives including the following views: Biological, developmental, cognitive, psychodynamic, humanistic, behavioral, sociocultural, evolutionary/sociobiological, trait
- Identify basic and applied research subfields of psychology.
- Identify basic elements of an experiment (variables, groups, sampling, population, etc.).
- Compare and contrast research methods (case, survey, naturalistic observation, etc.). • Explain correlational studies.
- Describe the three measures of central tendency and measures of variation.
- Discuss the ethics of animal and human research.

Unit II: Biological Basis of Behavior

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|---|------------------------|
| A. Physiological Techniques (imaging, surgical) | D. Neural Transmission |
| B. Neuroanatomy | E. Endocrine System |
| C. Functional Organization of Nervous System | F. Genetics |

Objectives

- Describe the neuron structure, neural impulses, neural communication and the impact of neurotransmitters.
- Classify and explain major divisions of the nervous system.
- Describe the functions of the brain structures (thalamus, cerebellum, limbic system, etc.).
- Identify the four lobes of the cerebral cortex and their functions.
- Discuss the association areas. • Explain the split-brain studies.
- Describe the nature of the endocrine system and its interaction with the nervous system.

Unit III: Sensation & Perception

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|-----------------------|-------------------------|
| A. Thresholds | D. Attention |
| B. Sensory Mechanisms | E. Perceptual Processes |
| C. Sensory Adaptation | |

Objectives

- Contrast the processes of sensation and perception.
- Distinguish between absolute and difference thresholds.
- Label a diagram of the parts of the eye and ear. • Describe the operation of the sensory systems (five senses).
- Explain the Young-Helmholtz and opponent-process theories of color vision.
- Explain the place and frequency theories of pitch perception.
- Discuss Gestalt psychology's contribution to our understanding of perception.
- Discuss research on depth perception and cues.

Unit IV: States of Consciousness

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|-----------------------|------------------------------|
| A. Sleep and Dreaming | C. Psychoactive Drug Effects |
| B. Hypnosis | |

Unit IV: States of Consciousness - Objectives

- Describe the cyclical nature and possible functions of sleep.
 - Identify the major sleep disorders.
 - Discuss the content and possible functions of dreams.
 - Discuss hypnosis, noting the behavior of hypnotized people and claims regarding its uses.
 - Discuss the nature of drug dependence.
 - Chart names and effects of depressants, stimulants, and hallucinogenic drugs.
 - Compare differences between NREM and REM.
 - Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens.
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Unit V: Learning

- A. Classical Conditioning
- B. Operant Conditioning
- C. Cognitive Processes in Learning
- D. Biological Factors
- E. Social Learning (Observational Learning)

Objectives

- Describe the process of classical conditioning (Pavlov's experiments).
 - Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination.
 - Describe the processes of operant conditioning and shaping, as demonstrated by Skinner's experiments.
 - Identify the different types of reinforcers and describe the schedules of reinforcement.
 - Discuss the importance of cognitive processes and biological predispositions in conditioning (Tolman).
 - Discuss the effects of punishment on behavior.
 - Describe the process of observational learning (Bandura's experiments).
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Unit VI: Memory - Objectives

- Describe memory in terms of information processing; distinguish among sensory memory, STM, LTM.
 - Distinguish between automatic and effortful processing.
 - Explain the encoding process (including imagery, organization, etc.).
 - Describe the capacity and duration of long-term memory.
 - Distinguish between implicit and explicit memory.
 - Describe the importance of retrieval cues.
 - Discuss the effects of interference and motivated forgetting on retrieval.
 - Describe the evidence for the constructive nature of memory.
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Unit VII: Thinking and Language

- A. Language
- B. Thinking
- C. Problem Solving and Creativity

Objectives

- Describe the nature of concepts and the role of prototypes in concept formation.
 - Discuss how we use trial and error, algorithms, heuristics, and insight to solve problems.
 - Explain how the representativeness and availability heuristics influence our judgments.
 - Describe the structure of language (phonemes, morphemes, grammar).
 - Identify language developmental stages (babbling, one word, etc.).
 - Explain how the nature-nurture debate is illustrated in the theories of language development.
 - Discuss Whorf's linguistic relativity hypothesis.
 - Describe the research on animal cognition and communication.
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Unit VIII: Motivation and Emotion

- A. Biological Bases
- B. Theories of Motivation
- C. Hunger, Thirst, Sex, and Pain
- D. Social Motives
- E. Theories of Emotion
- F. Stress & Health

Objectives

- Define motivation and identify motivational theories.
 - Describe the physiological determinants of hunger.
 - Discuss psychological and cultural influences on hunger.
 - Define achievement motivation, including intrinsic and extrinsic motivation.
 - Identify the three theories of emotion (James-Lange, Cannon-Bard, Schachter-Singer).
 - Describe the physiological changes that occur during emotional arousal.
 - Discuss the catharsis hypothesis.
 - Describe the biological response to stress.
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Unit IX: Developmental Psychology

- A. Life-Span Approach
- B. Research Methods
- C. Heredity-Environment Issues
- D. Developmental Theories
- E. Dimensions of Development
- F. Sex Roles, Sex Differences

Unit IX: Developmental Psychology - Objectives

- Discuss the course of prenatal development.
 - Illustrate development changes in physical, social, and cognitive areas.
 - Discuss the effect of body contact, familiarity, and responsive parenting on attachments.
 - Describe the benefits of a secure attachment and the impact of parental neglect and separation as well as day care on childhood development.
 - Describe Piaget, Erikson, Kohlberg theories.
 - Describe early development of self-concept.
 - Distinguish between longitudinal/cross-sectional studies.
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Unit X: Personality

- A. Personality Theories and Approaches
- B. Assessment Techniques
- C. Self-concept/Self-esteem
- D. Growth and Adjustment

Objectives

- Describe personality structure in terms of the interactions of the id, ego, and superego.
 - Explain how defense mechanisms protect the individual from anxiety.
 - Describe contributions of neo-Freudians.
 - Describe the humanistic perspective on personality in terms of Maslow's focus on self-actualization and Rogers' emphasis on people's potential for growth.
 - Describe the impact of individualism and collectivism on self-identity.
 - Explain personality inventories used to assess traits.
 - Discuss the consequences of personal control, learned helplessness, and optimism.
 - Describe social-cognitive perspective.
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Unit XI: Testing and Individual Differences

- A. Standardization and Norms
- B. Reliability and Validity
- C. Types of Tests
- D. Ethics and Standards in Testing
- E. Intelligence
- F. Heredity/Environment and Intelligence
- G. Human Diversity

Objectives

- Trace the origins of intelligence testing.
 - Describe the nature of intelligence.
 - Identify factors associated with creativity.
 - Distinguish between the reliability and validity of intelligence tests.
 - Describe the two extremes of the normal distribution of intelligence.
 - Discuss evidence for both genetic and environmental influences on intelligence.
 - Discuss whether intelligence tests are culturally biased.
 - Distinguish b/w aptitude/achievement tests.
 - Describe test standardization.
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Unit XII: Abnormal Psychology

- A. Definitions of Abnormality
- B. Theories of Psychopathology
- C. Diagnosis of Psychopathology
- D. Anxiety Disorders
- E. Somatoform Disorders
- F. Mood Disorders
- G. Schizophrenic Disorders
- H. Organic Disorders
- I. Personality Disorders
- J. Dissociative Disorders

Objectives

- Identify the criteria for judging whether behavior is psychologically disordered.
 - Describe the medical model of psychological disorders.
 - Describe the aims of DSM-IV, and discuss the potential dangers of diagnostic labels.
 - Describe symptoms of generalized anxiety disorder, phobias, obsessive-compulsive disorder, and PTSD.
 - Describe and explain the development of somatoform and mood disorders.
 - Describe the various symptoms and types of schizophrenia.
 - Describe the nature of organic and personality disorders.
 - Describe the characteristics and possible causes of dissociative disorders.
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Unit XIII: Treatment of Psychological Disorders

- A. Treatment Approaches & Modes of Therapy
- B. Community and Preventive Approaches

Objectives

- Discuss the aims and methods of psychoanalysis.
- Identify the basic characteristics of the humanistic therapies.
- Identify the basic assumptions of behavior therapy.
- Describe the assumptions and goals of the cognitive therapies.
- Discuss the benefits of group therapy and family therapy.
- Discuss the findings regarding the effectiveness of the psychotherapies.
- Discuss the role of values and cultural differences in the therapeutic process.
- Identify the common forms of drug therapy and the use of electroconvulsive therapy.

Unit XIV: Social Psychology

- A. Group Dynamics
- B. Attribution Process
- C. Interpersonal Perception
- D. Conformity, Compliance, Obedience

- E. Attitudes and Attitude Change
- F. Organizational Behavior
- G. Aggression/Antisocial Behavior

Objectives

- Describe the importance of attribution in social behavior.
- Explain the effect of role-playing on attitudes in terms of cognitive dissonance theory.
- Discuss the results of Asch's experiment on conformity.
- Describe Milgram's controversial experiments on obedience.
- Discuss how group interaction can facilitate group polarization and groupthink.
- Describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination.
- Discuss the issues related to aggression and attraction.
- Explain altruistic behavior in terms of social exchange theory and social norms.

Year-Long Plan in Review

History, Approaches (2-4%) / GOLD

- A. Logic, Philosophy, History of Science
- B. Approaches/Perspectives

Research Methods (8-10%) / DARK YELLOW

- A. Experimental, Correlation, Clinical Research
- B. Statistics, Research Methods and Ethics

Biological Basis of Behavior (8-10%) / RED

- A. Physiological Techniques
 - a. (e.g., imaging, surgical)
- B. Neuroanatomy
- C. Functional Organization of Nervous System
- D. Neural Transmission
- E. Endocrine System
- F. Genetics (Red and Yellow)

Sensation (Light Pink) & Perception (Dark Pink) (6-8%) / PINK

- A. Thresholds
- B. Sensory Mechanisms
- C. Sensory Adaptation
- D. Attention
- E. Perceptual Processes

States of Consciousness (2-4%) / BLACK

- A. Sleep and Dreaming
- B. Hypnosis
- C. Psychoactive Drug Effects

Learning (7-9%) / DARK BROWN

- A. Classical & Operant Conditioning
- B. Cognitive Processes in Learning
- C. Biological Factors
- D. Social Learning (Observational Learning)

Memory (Light Brown) and Cognition (Light Blue) (8-10%) / BROWN & BLUE

- A. Language and Thinking
- B. Problem Solving and Creativity

Motivation (Medium Blue) and Emotion (Dark Blue) (6-8%) / BLUE

- A. Biological Bases
- B. Theories of Motivation
- C. Hunger, Thirst, Sex, and Pain
- D. Social Motives
- E. Theories of Emotion/Stress (Blue & Green)

Developmental Psychology (7-9%) / GREEN

- A. Life-Span Approach
- B. Heredity-Environment Issues
- C. Developmental Theories
- D. Dimensions of Development
- E. Sex Roles, Sex Differences

Personality (5-7%) / LIGHT GREEN

- A. Personality Theories and Approaches
- B. Assessment Techniques
- C. Self-concept/Self-esteem

Testing/Indiv. Differences (5-7%) / LIGHT YELLOW

- A. Standardization, Norms, Reliability, & Validity
- B. Types of Tests
- C. Ethics and Standards in Testing
- D. Intelligence & Heredity/Environment
- E. Human Diversity

Abnormal Psychology (7-9%) / DARK ORANGE

- A. Definitions of Abnormality
- B. Theories of Psychopathology
- C. Diagnosis of Psychopathology
- D. Anxiety Disorders
- E. Somatoform Disorders
- F. Mood Disorders
- G. Schizophrenic Disorders
- H. Organic Disorders
- I. Personality Disorders
- J. Dissociative Disorders

Treatment of Disorders (5-7%) / LIGHT ORANGE

- A. Treatment Approaches
- B. Community and Preventive Approaches

Social Psychology (8-10%) / LIGHT PURPLE

- A. Group Dynamics
- B. Attribution Process
- C. Interpersonal Perception
- D. Conformity, Compliance, Obedience
- E. Attitudes and Attitude Change
- F. Organizational Behavior
- G. Aggression/Antisocial Behavior

NOTE: The teacher reserves the right to edit this syllabus.