

Advanced Placement Psychology Course Syllabus
Kennedy High School
Mrs. Lyons

Purpose

Advanced Placement Psychology will introduce students to the systematic and scientific study of human behavior and mental processes. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. Students will also learn about the methodology utilized by psychologists in their practice.

Course Objectives

- Students will prepare to do acceptable work on the AP Psychology Exam.
- Students will study the core concepts and theories of psychology. They will be able to define key terms and use these terms in their everyday vocabulary.
- Students will learn the basic skills of psychological research. They will be able to devise simple research projects, interpret and generalize from the results, and evaluate the validity of research reports.
- Students will be able to apply psychology concepts to their own lives. They will be able to recognize psychological principles when they encounter them in everyday situations.
- Students will develop critical thinking skills. They will become aware of the danger of blindly accepting or rejecting reports of research findings without careful and objective evaluation.
- Students will build their reading, writing and discussion skills.
- Students will learn about psychology as a profession and become aware of the educational requirements to pursue such careers. They will learn about the ethical standards governing the work of psychologists.

Essential Standard

The student can use observation to study human interaction, learning or development including theories of human behavior, learning, or development, methods and techniques of primary research, and legal and ethical procedures related to research by:

- Refining a topic into a clear research problem
- Creating a data collection plan and conducting observation
- Gathering and analyzing data

- Communicating descriptions, comparisons, and conclusions of their findings
- Identifying any implications for further study

The A.P. Psychology Exam

The AP Exam in Psychology is approximately two hours long and includes a 70-minute multiple-choice section and a 50-minute free-response section. The multiple-choice section contains 100 questions and accounts for 2/3 of the student's grade. The free-response section consists of two essays and accounts for 1/3 of the student's grade. The year the AP Psych Exam will be held in May. The exam is scored on a five-point scale: 5 = Extremely well qualified; 4 = Well qualified; 3 = Qualified; 2 = Possibly qualified; 1 = No recommendation. Most colleges grant credit and placement for a score of 3 or above. Some require a 4. You may check with the college or university you plan to attend for details. It is challenging and requires hard work on your part, but a qualifying score is well within your reach.

Course Overview

<u>Trimester 2</u>	<u>Trimester 3</u>
Unit 1-2: History of Psychology & Research Methods	Unit 9: Developmental Psychology
Unit 3: Brain & Behavior	Unit 10: Personality
Unit 4: Sensation & Perception	Unit 11: Testing & Individual Differences
Unit 5: States of Consciousness	Unit 12: Abnormal Psychology
Unit 6: Learning	Unit 13: Treatment
Unit 7: Cognition	Unit 14: Social Psychology
Unit 8: Motivation & Emotion	Summative Culminating Project

COURSE OUTLINE

I. History and Approaches (2-4%)

- A. Logic, Philosophy, and History of Science
- B. Approaches
 - 1. Biological
 - 2. Behavioral
 - 3. Cognitive
 - 4. Humanistic
 - 5. Psychodynamic
 - 6. Sociocultural
 - 7. Evolutionary

II. Research Methods (8-10%)

- A. Experimental, Correlational, and Clinical Research
- B. Statistics
 - 1. Descriptive
 - 2. Inferential
- C. Ethics in Research

III. Biological Bases of Behavior (8-10%)

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

IV. Sensation and Perception (6-8%)

- A. Thresholds and Signal Detection Theory
- B. Sensory Mechanisms
- C. Attention
- D. Perceptual Processes

V. States of Consciousness (2-4%)

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

VI. Learning (7-9%)

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

VII. Cognition (8-10%)

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

VIII. Motivation and Emotion (6-8%)

- A. Biological Bases
- B. Theories of Motivation
- C. Hunger, Thirst, Sex, and Pain

- D. Social Motives
- E. Theories of Emotion
- F. Stress

IX. Developmental Psychology (7-9%)

- A. Life-Span Approach
- B. Research Methods (e.g. longitudinal, cross-sectional)
- C. Heredity-Environment Issues
- D. Developmental Theories
- E. Dimensions of Development
 - 1. Physical
 - 2. Cognitive
 - 3. Social
 - 4. Moral
- F. Sex Roles and Gender Roles

X. Personality (5-7%)

- A. Personality Theories and Approaches
- B. Assessment Techniques
- C. Growth and Adjustment

XI. Testing and Individual Differences (5-7%)

- A. Standardization and Norms
- B. Reliability and Validity
- C. Types of Tests
- D. Ethics and Standards in Testing
- E. Intelligence

XII. Abnormal Behavior (7-9%)

- A. Definitions of Abnormality
- B. Theories of Psychopathology
- C. Diagnosis of Psychopathology
- D. Types of Disorders
 - 1. Anxiety
 - 2. Somatoform
 - 3. Mood
 - 4. Schizophrenic
 - 5. Organic
 - 6. Personality
 - 7. Dissociative

XIII. Treatment of Psychology Disorders (5-7%)

- A. Treatment Approaches
 - 1. Psychodynamic
 - 2. Humanistic
 - 3. Behavioral
 - 4. Cognitive
 - 5. Biological
- B. Modes of Therapy (i.e., individual, group)
- C. Community and Preventive Approaches

XIV. Social Psychology (8-10%)

- 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

Course Textbook

Myers, D. *Psychology for AP, 1st edition*. MacMillan, Inc., 2010.

Supplemental Readings and Resources

Baird, A.A., Tugade, M.M., & Veague, H.B. (Ed.) (2009). *Current directions in introductory psychology*. Columbus, OH: Pearson.

Bolt, M. (2010). *Instructor's Resources to Accompany Myers' Psychology for AP, 1st Edition*. Worth Publishers: New York.

College Board. (2015). *Advanced Placement Course Description: Psychology*. College Entrance Examination Board: New York.

Hock, R. (2013). *Forty Studies that Changed Psychology, 7th edition*. Pearson Publishers: New York.

Tips for Students in AP Psychology

- **Don't miss class.** Don't let senior-itis (or junior-itis) set in early.
- **Keep up with the reading schedule.** Brain research indicates that studying in smaller doses spread out over time improves learning and retention far more than cramming a lot all at once.
- **Take complete notes.** Take notes during reading and lectures. Put them in your own words. Don't write down something you don't understand without asking about it. Date your notes and identify the corresponding chapter to stay organized.
- **Learn to read effectively.** Preview the chapter quickly before you begin. Read actively. Don't just look at words. Take notes as you read. Write down questions as you go. Pause periodically and summarize the reading to yourself. Do not try to read an entire chapter at once. Divide it into sections. Pay attention to pictures, diagrams, cartoons and sidebars. Myers does a great job of making them relevant and helpful.
- **Half the battle is vocabulary.** I strongly suggest you make your own set of vocab flashcards or regularly use the Quizlets or e-text flashcards provided. As Professor Roberts told me, "Learning psychology is like learning a new language."
- **Form a study group.** Your study group will help answer questions. You will likely learn a great deal more if you study with others.

Formative Assessments

Students' progress will be evaluated with formative assessments throughout the course. These assessments will include assignments, quizzes, class activities, vocabulary activities, and discussion.

Summative Assessments

Students' progress will be evaluated with summative assessments throughout the course. These assessments will include unit multiple-choice exams, free-response questions (essays), and cumulative summative exams.

Students will also be completing projects, written assessments and a field study in the community to develop their critical reasoning skills, writing skills, and to synthesize concepts from many units. This will also help students learn to analyze and evaluate data.

Supplies	Contact Information
<ul style="list-style-type: none"> ● 3-ring binder with filler paper ● 15 tab dividers ● Writing utensil <p>See me if the cost of supplies is prohibitive.</p>	<p>Sara Lyons Email is the best way to contact me. slyons@isd271.org 952-681-5166 (only <u>before</u> or <u>after</u> school)</p>

Course Calendar Access

1. **Classroom:** The agenda and homework schedule for the current week will be posted on the board.
2. **Moodle:** The class moodle page will have a live-feed to the Google course calendar for this course. It is the main place to check for due dates and the reading calendar.
3. **HUB:** The Kennedy website HUB will have a link to your Google course calendar, including due dates for homework and assessments.

Need Extra Help?

Please sign up for Academic Seminar on the classroom door if you need to take or revise an assessment or would like extra help. This needs to be done by the Friday of the week prior to Seminar. If you are still available in the system, I will sign you up for my seminar. Additionally, you can make an appointment for after school help. Please speak to me for availability.

Monitoring your Progress

You can access your grade at any time on Infinite Campus.

Grading Standards

A	94%	C	74%
A-	90%	C-	70%
B+	87%	D+	67%
B	84%	D	64%
B-	80%	D-	60%
C+	77%	F	below 60

Evaluation Policies & Procedures

The Purpose

The goal of the following policies is to reinforce productive work habits in students, such as diligence, perseverance, timeliness, consistency, quality work, and time-management. The policies will encourage students to be prepared for their unit tests on the initial test day, while allowing flexibility for students to improve their scores on two assessments each trimester. Young adults need the room to make a mistake or have a bad day now and then, but not the leniency to do so with regularity. The hope is that the policies below will help students cultivate the positive habits and momentum necessary to be successful in high school, college, and the workplace.

Formative Work

- Formative work is practice designed to help students master the skills and content of the course. Revisions or resubmissions of formative work will **not** be accepted for grading or scoring purposes.
- Formative work will be accepted late, but with a **20% penalty**. A final deadline for all late work will be announced near the end of the trimester. After the final formative deadline, no late formatives will be accepted.

Summative Unit Exams

- If a student is **verified absent** on a test day, s/he will have **ONE WEEK in which to make-up the missed test**. Arrangements need to be made with your instructor within that window. Exceptions will be granted for extenuating circumstances. Students who wait to make-up the test until **after** the one-week timeframe will **not** be eligible for a retake on that assessment. The one-week timeframe will be extended for students with multiple, verified absences.
- Students will be allowed to retake tests **once**. Retakes must be completed within **TWO WEEKS** of the original test date.
- After a retake, the **higher** of the two test scores will be used for the grade book.
- If a student is **unverified absent** on a test day, they will **not** be allowed a retake for that assessment. Their first score will stand.
- Students are expected to put in additional study time prior to retaking any assessment. Students **must complete any missing formative work** for the unit prior to their retake and **any additional practice assignments** required by your instructor. If **formative work** is not completed by the retake day, the student will have forfeited their retake opportunity.
- Students who are verified absent on their scheduled retake day will need to make arrangements with the instructor to complete their retake within **one week**.
- Students who have completed all of their formative work before the original summative assessment will have the opportunity to potentially **earn up to an A (100%)** on the retake. If they did **not** complete their formative work **before** the original assessment, the highest grade they can potentially earn on the retake is a B- (80%).
- There will be no retakes on Final Exams.

Summative Projects & Papers

- If a student is **unverified absent** on a project due date, it will be marked **late**. A **10% late penalty** will be applied to late summative projects or papers. Students who are **verified absent on the due date** should turn in their project or paper **on the first day they return to class** to avoid the late penalty. Exceptions will be granted for extenuating circumstances.

The Kennedy Academic Integrity policy will apply to all students in this course.