

Advanced Placement Psychology
Monarch High School
Mr. Brian Hoover
2010-2011

Course Description: This course is designed to expose students to the scientific and systematic studies of human behavior and thought processes. In order to achieve this, students will do in-depth study of the major subfields of psychology. Students will also explore the methods of research that are conducted by psychologists and the appropriate means of interpreting research data. Students should be prepared to approach this class as an entry-level college course. This class is for highly motivated students wanting to maximize their learning opportunities and better prepare themselves for the rigors of college studies. This course will challenge you to grow academically far greater than an honors class.

Students will learn to think like a psychologist. This means that you will learn how to challenge conventional wisdom, think objectively and develop methods to test hypotheses. Regardless if you choose a career in psychology, the skills that you will learn will be applicable in any future field of study that you may choose.

Textbook: Myers, David G. (2004). *Psychology*. New York, NY: Worth Publishers.

Course Materials: 3 ring binder with dividers or a spiral notebook with a duo-tang folder, pens, pencils, college ruled paper and an open mind.

Course Expectations: In this course there will be several things that are expected of you. You are expected to take an active part in this course. Psychology is a course that leads to many discussions and in class assignments to demonstrate different concepts. You will have an opportunity to learn from your fellow classmates by participating in group activities. You are expected to take notes based on lectures and generate questions based off of lecture materials. You will be doing a large amount of reading from your textbook. You are expected to be ready for class by reviewing and reading the upcoming lecture materials ahead of time. As a means to check for this, unannounced quizzes will be a part of this course. This being a course that is more experiential in nature, it is essential that you make every effort to attend class on a daily basis.

Summary Outline: Below is a brief outline of the areas that will be covered by the AP exam. The multiple-choice portion of the exam will be represented by the following percentag

I. History and Approaches	2-4%
II. Research Methods	6-8%
III. Biological Bases of Behavior	8-10%
IV. Sensation and Perception	7-9%
V. States of Consciousness	2-4%

VI. Learning	7-9%
VII. Cognition	8-10%
VIII. Motivation and Emotion	7-9%
IX. Developmental Psychology	7-9%
X. Personality	6-8%
XI. Testing and Individual Differences	5-7%
XII. Abnormal Psychology	7-9%
XIII. Treatment of Psychological Disorders	5-7%
XIV. Social Psychology	7-9%

The exam will be in two sections. The first is 70 minutes in duration and is multiple choice questions based on the above content area that accounts for two thirds of the exam. The second part of the exam is 50 minutes in duration and consists of two free response questions that account for one third of the exam.

Course Requirements:

1. Reading - Students are responsible to stay current on readings that correspond with lecture content. Tests are not solely based on lecture material. There will be questions that came directly from your readings as well as from supplementary materials that will be provided for you by the instructor.

2. Vocabulary – Students will be required to keep a list of vocabulary words for each chapter and topic that is covered. The majority of the words will be from the text. The instructor will also add words of interest to the list. Students will have periodic checks and quizzes based on the vocabulary words.

3. Research Projects – Students will be required to complete several research-based projects to illustrate psychological concepts. Students will have a unit of study dedicated to research methods and data analysis. Students will need to refer back to this unit often as a means of completing any projects. [CR16]

4. Current Events – Students will be required to complete current event assignments for each chapter that is covered. Students will have access to psychological periodicals as well as local papers in completing this assignment. As an advanced class, students will need to demonstrate a higher level of writing than the standard who, what, when and where.

5. Research Paper – In order to show growth and understanding of concepts presented in class, students will be required to complete a research paper. The topics will be on a major figure in the field of psychology. Students will explore the figure’s perspectives on the field of psychology, their research and any experiments, and their lasting impact. [CR15]The paper will be a minimum of ten pages in length. You will also be required to complete a poster board on your psychologist that will highlight their achievements and contributions to the field of psychology. It must be double-spaced and in no more than 12 point Times New Roman font. Students must use APA style of formatting. All papers

<p>CR16- Evidence of Course Requirement: The course provides instruction in ethics & research methods used in psychological science & practice.</p>
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will be turned by using turnitin.com and must show a level of understanding worthy of college level work. Plagiarism will not be tolerated.

6. Tests and Quizzes – Students will have unit tests at the end of each unit. These will be structured to mirror the AP exam, which you will be taking. They will consist of multiple choice and free response questions. In addition, students will have to interpret graphs and data. Quizzes may be both announced and unannounced.

7. Chapter Presentations – Students will work in small groups to complete presentations on assigned chapters. Students will present their information in a lecture style format.

Grading System: All work that is completed in class should be viewed as a graded assignment. All assignments will have an assigned point value ranging from 10 – 75 points. All tests will be worth 200 points and are cumulative. Projects will be worth 75-150 points. Extra credit assignments are only considered for those students who have attempted all class work. If you have not attempted and completed your regular work, the student is not eligible for extra credit. Extra credit will be one assignment given every nine weeks. Late work will not be accepted. Cheating and plagiarism will not be tolerated. If you are found to have been cheating, Administration will be notified, your parent will be contacted and a zero will be assigned for the assignment grade.

Weekly Outline: Below is a tentative schedule of the material to be covered in the corresponding weeks. Since this is a college level class being taught in a High School environment, there is some level of flexibility, as events will come up that may disrupt this outline.

Week 1: Thinking Critically with Psychological Science [CR1]

- Study of the historical schools of Structuralism and Functionalism and their roles in the rise of modern day psychology.
- Analysis and discussion on the various schools of psychology including Psychodynamic, Behaviorist, Cognitive and Humanistic.
- Introduction into various research methods and statistics, sources of bias and error, and the ethical issues in using people and animals in experiments. [CR2]

Week 2: Neuroscience and Behavior [CR3]

- Analysis and discussion on the nervous system, the brain, and the endocrine system.
- How signals are transmitted to the brain via the endocrine and nervous systems.
- How different regions of the brain specialize in processing information.

Week 3: The Nature and Nurture of Behavior [CR3]

- The role of heredity and genetics in human behavior.
- How environmental factors influence human behavior.

CR15-Evidence of Curricular Requirements: As Relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives & psychological experiments.

CR1-Evidence of Curricular Requirement: The course provides instruction in psychology's history & approaches.

CR2- Evidence of Curricular Requirements: The course provides instruction in psychology research methods.

CR3-Evidence of Curricular Requirements: The course provides instruction in biological bases of behavior.

CR3-Evidence of Curricular Requirements: The course provides instruction in biological bases of behavior.

- Discussion on twin studies and their role in nature vs. nurture.

Week 4: The Developing Person [CR9]

- Analysis and discussion on human development from infancy to adulthood and the use of cross sectional and longitudinal studies. Jean Piaget and cognitive development, Erik Erikson and social development, Lawrence Kohlberg and moral development, Sigmund Freud and psychosocial development, Harry Harlow and his experiments [CR6]
- The role of parenting styles in the development of infants to adolescents.

CR9-Evidence of Curricular Requirements:
The course provides instruction in developmental psychology

CR6-Evidence of Curricular Requirements:
The course provides instruction in learning.

Week 5: Sensation [CR4]

- Psychophysics and how thresholds differ.
- The five senses and how the work to send and receive information to and from the brain.
- How people with disabilities learn to compensate and interact in the world.

CR4-Evidence of Curricular Requirements:
The course provides instruction in sensation & perception.

Week 6: Perception [CR4]

- How attention, illusions, and processing work in our ability to perceive information.
- Gestalt psychology and its role in perceptual organization.
- The Amazing Randi and ESP.

CR5-Evidence of Curricular Requirements:
The course provides instruction in states of consciousness.

Week 7: States of Consciousness [CR5]

- Analysis and discussion on the various states of consciousness.
- Different stages of sleep, dreams, and dream analysis.
- The history of hypnosis and its therapeutic values. [CR13]

CR13-Evidence of Curricular Requirements:
The course provides instruction in treatment of psychological disorders.

Week 8: Learning [CR6]

- The history and role of behaviorism in learning
- Classical Conditioning vs. Operant Conditioning vs. Observational Learning
- Techniques and experiments associated with the above theories and the ethical implications of these experiments.
- Important Theorists: Ivan Pavlov, John B. Watson, B.F. Skinner, and Albert Bandura. [CR15]

CR6-Evidence of Curricular Requirements: The course provides instruction in learning.

Week 9: Memory [CR7]

- How memories are processed, stored, and retrieved.
- Differences in the three types of memory.
- Problems in memory and diseases associated with memory.

CR15-Evidence of Curricular Requirements: Relevant to each of the above topics, instruction in empirical facts, research findings, phenomena, major figures, perspectives & psychological experiments.

CR7-Evidence of Curricular Requirements: The course provides instruction in cognition

Week 10: Thinking and Language [CR7]

- Methods of problem solving.
- How we make decisions and form judgments.

- Language development and its connection to thinking.
- Skinner and Chomsky's theories on language development.

CR11-Evidence of Curricular Requirements: The course provides instruction in testing and individual differences.

Week 11: Intelligence [CR11]

- How do we define intelligence?
- The theories of Spearman, Thurstone, Gardner, and Sternberg [CR15]
- The history of intelligence testing and various test including the Stanford-Binet WAIS, and WISC. Bias associated with intelligence testing. [CR16]
- Genetic and environmental influences that may affect intelligence.

Week 12: Motivation and Work [CR8]

- The motivational concepts of instincts, drives, optimal arousal, Maslow's hierarchy of needs, and intrinsic vs. extrinsic motivation.
- The physiology and psychology of hunger.
- The physiology and psychology of sex.
- Predicting achievement and McClelland's use of the TAT.

CR8-Evidence of Curricular Requirements: The course provides instruction in motivation and emotions.

Week 13: Emotion [CR8]

- Emotional theories of James-Lange, Cannon-Bard, and Schacter.
- The physiology and psychology of emotions.
- Expression of emotions, nonverbal communication and cultural influences.

Week 14: Stress and Health

- Stress, general adaptation syndrome, and stressors.
- Stress and its effects on health.
- Coping skills to deal with stress.

Week 15: Personality [CR10]

- Psychoanalytic theory of personality development. Sigmund Freud, Carl Jung, Alfred Alder, Karen Horney.
- Humanistic theory of personality development. Maslow and Carl Rogers
- Trait theory of personality development. Gordon Allport, Raymond Catell, Hans Eysenck.
- Social-Cognitive perspective of personality development. Albert Bandura
- Personality tests: MMPI, CPI, TAT, Rorschach, and Interest Inventories. The of testing in psychology and treatment of mental illness.

CR10-Evidence of Curricular Requirements: The course provides

Week 16: Psychological Disorders and Therapy [CR12, CR13]

- History of mental illness and the evolution of treatment of mental disorders.
- Major categories of mental illness and their characteristics.
- The DSM-IV and diagnosis based on 5 axes.
- Major approaches to psychotherapy and the techniques used by each approach in the treatment of mental disorders.

CR12-Evidence of Curricular Requirements: The course provides instruction in abnormal psychology.

CR13-Evidence of Curricular Requirements: The course provides instruction in treatment of psychological disorders.

Week 17: Social Psychology [CR14]

- Attribution theory and errors in observing behavior
- The influences of group. Milgram, Zimbardo, and Asch experiments
- Social relations, prejudice, and stereotypes.

Week 18:

- Review for AP exam.

CR14-Evidence of Curricular Requirements:
The course provides instruction in social psychology.