

AP Psychology

WELCOME!!

AP Psychology is an intensive course filled with vocabulary and terminology you must master. It is not a class where you necessarily “share your feelings”. It is an academic social science course laced with science, sociology and common sense. In order to do well you have to commit to the following:

- a. Reading the book cover to cover.
- b. Doing the note cards (terms) well and studying them throughout the year.
- c. Participating in the class as an active learner versus a passive and non-involved student.
- d. Avoiding all together SENIORITIS, if you have any symptoms, check out now!
- e. You must take the AP Exam in May to take this class.
- f. If I feel you are not studying or working up to your ability I will first discuss this with you and then ask that you leave the class mid-year. You must hold up your end of the bargain. If you give me your best effort you will always be welcome.

- g. Although it is hard for seniors to stay focused all year, this will be my request of you.
- g. Grades are earned from exams (3 grades), papers (1 grade), POV papers (1 grade), Note cards (1 grade), projects (usually three grades). Scale is 5, 4, 3, 2 and 1.
- h. Late work is NOT accepted. If you are legally absent you are entitled to make-up work.
- i. Make very effort to be here on exam days.
- j. Please be on time to class every day!
- k. This is a college level course. Our text, authored by Meyers, is used at major universities. You are expected to be able to handle the material and concepts within the text, but you have **to read it thoroughly, not just to find terms and note cards. Students report enjoying this text, Professor Meyers has a sense of humor at times.**

AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are

exposed to psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Text: Psychology, David G. Meyers, Eighth Edition

Psychology Study Guide to Accompany Meyers Eighth Edition

The Story of Psychology, Morton Hunt, Anchor Books, 1993.

Summer reading Book: I Never Promised You A Rose Garden, Joanne Greenberg, New American Library, 1964.

Students will have a quiz (multiple choice) the first day of class on *I Never Promised You A Rose Garden*.

Topics:

1. The History of Psychology:
 - Psychological Science is Born
 - Psychology's Big Debate
 - Psychology's Sub fields
2. Thinking Critically with Psychological Science:
 - The Scientific Method
 - The Case Study
 - The Survey
 - Ethics in Research, both Human and Animal Subjects
 - Correlation and Causation
 - Exploring Cause and Effect
 - Evaluating Therapies
 - Independent and Dependent Variables
 - Describing data
 - Making Inferences
3. Neuroscience and Behavior:
 - Students will form groups of three and pick a section of the brain as their topic. Each group will create an outline of factual evidence and give an oral report with at least two visual aids on their particular part of the human brain.
 - Neurons

- Neurotransmitters
 - Biological basis of behavior
 - The Peripheral Nervous System
 - The Central Nervous System
 - The Old Brain
 - The Cerebral Cortex
 - Our Divided Brain
 - At the conclusion of the unit, Students will identify parts of the brain and the function of each area
4. Nature, Nurture and Human Diversity:
- Genes: Our code for life
 - Twin Studies
 - Adoption Studies
 - Temperament Studies
 - Heritability
 - Gene-Environment Interaction
 - Natural Selection
 - Evolution and Human Sexuality
 - Parents and Early Childhood
 - Peer Influence
 - Variations in Cultures
 - Culture and the Self
 - Culture and Child Rearing
 - The Nature of Gender
 - The Nurture of Gender
5. Developing Through the Life Span
- Conception
 - Prenatal Development
 - The Competent Newborn
 - Physical; Cognitive Development
 - Autism

- Adolescent Development
- Adult Development
- Cognitive growth: Piaget/Kohlberg, Moral Development, Gilligan, Gender Differences

6. Sensation:

- Thresholds
- Sensory Adaptation
- Light Energy
- The Eye
- Visual Information and Processing
- Color Vision
- The Ear
- Touch
- Taste
- Smell
- Body Position and Movement

7. Perception:

- Form Perception
- Depth Perception
- Motion Perception
- Perceptual Perception
- Sensory Deprivation
- Perceptual Adaptation
- Perceptual Set
- ESP

8. States of Consciousness:

- Biological Rhythms
- Sleep
- Sleep Disorders
- Dreams
- Hypnosis

- Drugs and Consciousness
- Dependence and Addiction
- Psychoactive Drugs
- Influences on Drug Use

9. Learning:

- Classical Conditioning
- Pavlov's Experiments
- Skinner's Experiments (Operant conditioning)
- Skinner's Legacy (The Skinner Box)
- Bandura's Experiments
- Applications of Observational Learning

10. Memory:

- Encoding
- Information Processing
- Sensory Memory
- Working/Short Term Memory
- Long-Term memory
- Storing memories in the Brain
- Retrieval Clues
- Encoding Failures
- Storage Decay
- Retrieval Failure
- Source Amnesia
- False Memories
- Repressed or Reconstructed memories

11. Thinking and Language

- Concepts
- Solving Problems
- Belief Bias
- Language Structure
- Language Development

- Do Animals Think?
- The Case of the Apes

12. Intelligence:

- Emotional Intelligence
- Intellect and Creativity
- Is Intelligence Neurologically Measurable?
- Intelligence Testing
- Principles of Test Construction
- Extremes of Intelligence (The Bell Curve)
- Genetic Influences
- Environmental Influences
- Group Differences in Intelligence Test Scores
- Bias in Testing

13. Motivation and Work:

- Drives and Incentives
- Optimum Arousal
- Hierarchy of Motives
- The Physiology of Hunger
- The Psychology of Hunger
- The Physiology of Sex
- The Psychology of Sex
- Adolescent Sexuality
- Sexual Orientation
- Sex and Human Values

14. Emotion:

- Emotions and the Autonomic Nervous System
- Physiological Differences and Similarities Among Specific Emotions
- Cognition and Emotion
- Problem Solving and Heuristics
- Nonverbal Communication
- Detecting and Computing Emotion

- The Effects of Facial Expressions
- Cultural and Emotional Expressions
- Fear
- Anger
- Happiness
- Emotion: James-Lange, Cannon-Bard, Schacter-Singer

15. Stresses and Health:

- Stress and Stressors
- Stress and the Heart
- Stress and Disease
- Coping with Stress
- Managing Stress
- Modifying Illness-Related Behaviors

16. Personality:

- Exploring the Unconscious
- Neo-Freudian and Psychodynamic Theory
- The Unconscious Processes
- Evaluating the Psychoanalytical Perspective
- Maslow's Self-Actualization
- Roger's Person-Centered Perspective
- Assessing The Self
- Evaluating Humanism
- Exploring Traits
- The Big Five Factors
- Evaluating the Trait Perspective
- Reciprocal Influences
- Personal Control
- Behavior in Varied Situations
- The Social-Cognitive Perspective
- Self-Esteem
- Self-Serving Bias

17. Psychological Disorders: Abnormal Psychology

- Defining Disorders
- ADHD
- DSM IV
- Generalized Anxiety Disorder
- Panic Disorders
- Phobias
- OCD
- PTSD
- Multiple Personalities
- Major Depressive Disorder
- Bipolar Disorder
- Explaining Mood Disorders
- Suicide
- Symptoms of Schizophrenia
- Subtypes of Schizophrenia
- Understanding Schizophrenia
- Anti-Social personality Disorder (Sociopath)

⇒ Students will make a group oral presentation on some form of psychological disorder. They will have the symptoms, possible treatments of the disorder and the DSM-IV definition of the disorder.

18. Therapy:

- Psychoanalysis
- Humanistic Therapy
- Behavior Therapy
- Cognitive Therapy
- Group and Family Therapy
- Alternative Therapies
- Drug Therapies
- Brain Stimulation
- Psychosurgery

⇒ Students will be charged with taking the very psychological disorder they presented in their groups for the last chapter and designing and reporting a method of treatment for that disorder.

19. Social Psychology:

- Attributing Behavior to Persons or Situations
- Attitudes and Actions
- Conformity and Obedience
- Group Influence
- Prejudice
- Conflict
- Attraction
- Altruism
- Peacemaking

Academic Expectations:

- ⇒ Students will have terms/note cards for each chapter due on exam day.
- ⇒ Exams will be given with each chapter, including multiple-choice questions and an essay of my choosing.
- ⇒ Students will answer (take home) all previous Advanced Placement Psychology essay questions from previous exams. These essays will be read and graded.
- ⇒ Students will attend any and all after school or Saturday sessions.
- ⇒ Students will take a full practice AP Psychology Exam on a Saturday with full multiple choice and essays.
- ⇒ Students will read each assigned chapter in The Story of Psychology and turn in Cornell Notes on the chapter; Chapters will be:
 - ❖ Chapter Five: First Among Equal: Wundt.
 - ❖ Chapter Six: The Psychologist *Malgre Lui*: William James
 - ❖ Chapter 7: Explorer of Depths: Sigmund Freud (Students will also watch and Cornell Note the PBS episode on Freud, shown in class).
 - ❖ Chapter 8: The Measurers (Binet, Galton)

- ❖ Chapter 9 The Behaviorists (Watson, Hull, Skinner)
- ❖ Chapter 12 The Developmentalists
- ❖ Chapter 13 The Social Psychologists
- ❖ Chapter 15. The Motivation and Emotion Psychologists
- ❖ Chapter 16 The Cognitivists
- ❖ Chapter 17 The Psychotherapists

Films: Any films view in class, such as the PBS series on *The Brain* must be Cornell Noted and turned in.

The Exam:

A 70-minute multiple-choice section that accounts for two-thirds of the grade.

A 50-minute free-response section made up of two questions that accounts for one-third of the exam grade.

Free-response questions make connections among constructs from different psychological domains (e.g., development, personality, learning). Students may be asked to analyze a general problem in psychology (e.g., depression, adaptation) using concepts from different theoretical frameworks or sub domains in the field, or to design, analyze, or to critique a research study.

Sample Free-Response Questions:

1. Control is often called the hallmark of a good experiment. Describe randomization, group matching, counterbalancing, placebo and double blind as control techniques. Briefly develop an example of the way each could be or has been used in an experiment.
2. Briefly describe each of the disorders listed below. For each disorder, include a general description of the disorder, a review of the symptomatology, the mode of treatment currently viewed as most effective, and the rationale for using this treatment.
 - A) Anxiety Disorder
 - B) Bipolar Disorder
 - C) Schizophrenia

Best review book: **Five Steps to a Five or AP Psychology by Kaplan. I will also give you a book of terms and famous people prior to the AP Exam for review.**