

AP Psychology

Instructor: Mr. Bajner
Room: 212

Phone: (773) 261-7505
Email: jbajner@ctkiesuit.org

"A failure is not always a mistake; it may simply be the best one can do under the circumstance. The real mistake is to stop trying."—B.F. Skinner

"The only person who is educated is the one who had learned how to learn and change."—Carl Rogers

Welcome to AP psychology! This will be your first experience with a college course. Upon the successful completion of this class and the AP exam, you will earn your first college credit! As this is a college course, you should expect the course to be paced at a college level. You should expect daily homework; in most cases the homework will be reading. As a result, at the beginning of each unit, you will receive a unit outline so that you can pace your studies accordingly. This class will be very interesting and will help you get prepared for college as long as you put forth the necessary effort.

Course Objectives:

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.¹ Upon the completion of the course, students will be able to:

- Assess a variety approaches incorporated in psychology, including psychoanalytic theory, behaviorism, humanism, the cognitive perspective, and the social-cultural perspective
- Explain the core concepts of psychology, and define key terms while incorporating these terms into their lexicon
- Describe how psychologists think, and employ this thinking in their everyday lives
- Apply the skills of psychological research both within the classroom and in their everyday lives
- Demonstrate proficiency on the AP Examination

Text Book:

Myers, David G. *Myers' Psychology for AP**, New York, NY: Worth, 2011, (with supplemental study guide, resources guide, PowerPoint presentations, and test bank)

Online Resource:

<http://bcs.worthpublishers.com/myersAP1e>

¹ http://www.collegeboard.com/student/testing/ap/sub_psych.html

The above link is an outstanding online resource. This link will be necessary to complete some of the assignments for class; in addition, this site has a lot of supplemental study materials including virtual simulators, practice quizzes, tutorials, animations, and flashcards. Students that made the most of this site tend to be the students with the greatest success.

Textbook and Materials:

The following materials will be required in-class every day.

- Textbook
- Binder with 14 Tabs
- 2 Notebooks
- Writing Utensil
- 1 for Notes, 1 for Journals

Grading:

Your grade will be comprised of the following categories:

Homework	15%	Quizzes	20%
In-Class Work	15%	Midterm	10%
Journals	20%	Finals	20%

Tests:

As this is a college course, there will be two tests each semester: the midterm and the final. Each exam will be cumulative with an emphasis over the most recently covered material. In the second semester, you will be taking the AP exam. Therefore, the second semester final will be replaced with a summative research project where you and two other classmates will research an original psychological question and present your findings in a research style setting.

Quizzes:

Upon the completion of each unit (or subunit) there will be a quiz. Each quiz will be 10 AP style multiple-choice questions that will be timed to simulate the time constraints of an AP style setting. These questions will assess your understanding of the material from the unit. You can expect to have a quiz every 1-2 weeks. For the first semester, students will be able to use their notebooks on the quiz: starting in semester two this policy will change. At the end of each semester the lowest 20% of the quizzes will be dropped.

Journals:

The AP psychology exam has two components: a multiple-choice section and an extended response section. To prepare for the extended response section, each unit will have a journal response the will be similar in nature to the extended response section of the AP exam. The journals will be due the day of the quiz. Students will be provided with composition books to use with their journal entries; however, I would suggest having a separate notebook for your notes. Writing in psychology is expository in nature, and as such, students will need to get familiar with this style of writing.

Homework policy:

All assignments must be ready at the start of class. For assignments that are not collected (i.e. readings) students should be prepared to discuss the materials. Discussions from the readings will be a part of students' in-class grade. The highest grade late homework can receive is 70%. No late work will be accepted once the graded assignment has been returned to the class. If a student is absent, he/she is responsible for making up all missed work. Following an *excused* absence, homework may be submitted as many days late as the student was absent.

Course Outline:

The AP course in psychology will include 14 different units. These units will all be assessed on the AP Exam (**May 6th**).

I. Psychology's History & Approaches – 1.5 weeks

A. Topics of Study

1. Psychology's Roots
2. Empiricism
3. Psychology as Science
4. Nature v. Nurture
5. Perspectives and Levels of Analysis

B. Essential Questions

1. What is Psychology?
2. How did psychology develop into a science?
3. What is psychology's biggest question and why is this question so important?

C. Objectives

1. Describe the evolution of scientific psychology.
2. Summarize the nature-nurture debate in psychology and describe the principle of natural selection.
3. Identify the three levels of analysis in the biopsychosocial approach.
4. Explain why psychology's varied perspectives are complementary.
5. Identify some of psychology's subfields, and explain the difference between clinical psychology and psychiatry.

II. Biological Bases of Behavior – 3 weeks

A. Topics of Study

1. Neural Communication
2. The Nervous System
3. The Endocrine System
4. Anatomy of the Brain
5. Left & Right Brain Functioning
6. Genetics
7. Evolutionary Psychology

B. Essential Questions

1. How does neural communication occur?
2. How does the brain work?
3. How do biological processes relate to behavior?
4. How does damage to a biological process or part affect behavior?
5. How do twin studies help us answer the nature v. nurture question?

C. Objectives

1. Describe the parts of a neuron, and explain how its impulses are generated.
2. Describe how nerve cells communicate, and explain how neurotransmitters affect behavior.
3. Analyze the difference between the neural and endocrine systems.
4. Identify the structures of the brain and the functions of each (i.e. limbic system, thalamus, cerebellum, etc.).
5. Identify the four lobes of the cerebral cortex and their functions
6. Explain split-brain studies.
7. Determine the role of genetics in influencing behavior.

III. Sensation & Perception – 2 weeks

A. Topics of Study

1. Sensation v. Perception
2. Thresholds
3. The Eye
4. The Ear
5. Other Senses
6. Perceptual Organization/Interpretation
7. ESP

B. Essential Questions

1. How are sensation and perception different?
2. How does the eye transduce light energy into neural messages?
3. How does the ear transduce sound waves into neural messages?
4. How do we organize our world visually?

C. Objectives

1. Contrast sensation and perception and explain the difference between bottom-up and top-down processing.
2. Distinguish between absolute and difference thresholds.
3. Label a diagram of the parts of the eye and the ear and describe the function of each part.
4. Compare and contrast the views on color vision (Young-Helmholtz and opponent-process theory) and pitch perception (place theory vs. frequency theory).
5. Identify the views of the Gestalt psychologists related to perceptual phenomena.
6. Explain how depth perception is achieved through both monocular & binocular cues.

IV. States of Consciousness – 2 weeks

A. Topics of Study

1. Circadian Rhythm
2. REM Sleep
3. Sleep Disorders
4. Dreams
5. Hypnosis
6. Drugs & Consciousness

B. Essential Questions

1. How do psychologists define consciousness
2. What is the biological rhythm of our sleep?
3. Why do we sleep?
4. What is the function of dreaming?
5. How do drugs alter our state of consciousness?

C. Objectives

1. Define consciousness and discuss its significance in the history of psychology.
2. List the stages of sleep and explain how they differ.
3. Discuss the possible functions of sleep.
4. Discuss the content and possible function of dreams.
5. Identify major sleep disorders.
6. Give arguments for and against hypnosis as an altered state of consciousness.
7. Discuss the nature of drug dependence and addiction.
8. Describe the physiological and psychological effects of depressants, stimulants and hallucinogens.

V. Learning – 2 weeks

A. Topics of Study

1. Behavioral Learning
2. Classical Conditioning
3. Operant Conditioning
4. Observational Learning

B. Essential Questions

1. How do we learn?
2. How does classical conditioning differ from operant conditioning?
3. What are the potential consequences (prosocial and antisocial) of learning through modeling?
4. What are the effects of learned helplessness?

C. Objectives

1. Define learning and identify three forms of learning.

2. Identify the major contributors to understanding of learning and discuss their research.
3. Define classical conditioning & behaviorism, and describe the basic concepts.
4. Summarize the processes of acquisition, higher-order conditioning, generalization, and discrimination.
5. Apply classical conditioning to real-world situations.
6. Describe the process of operant conditioning, including the shaping procedure.
7. Identify the different types of reinforcers and punishers, and describe the major schedules of partial reinforcement.
8. Describe the similarities and differences of classical and operant conditioning.
9. Describe the process of observational learning and discuss the importance of prosocial modeling.
10. Summarize the contributions of Pavlov, Skinner, Watson, Garcia, and Bandura with relation to our understanding of the learning process.

VI. Personality – 2 weeks

A. Topics of Study

1. Freud: Psychoanalytic Theory
2. Maslow & Rogers: Humanism
3. Trait Perspective
4. Bandura & Seligman: Social-Cognitive Perspective
5. Self-Esteem v. Self-Concept
6. Individualism v. Collectivism

B. Essential Questions

1. What advantages and limitations exist for each theory's description of personality?
2. What was Freud's view of personality?
3. How do contemporary psychologists view Freud and the unconscious?
4. Are we helped or hindered by high self-esteem?
5. How are individualist and collectivist cultures different?

C. Objectives

1. Describe the personality structure in terms of the id, ego, and super ego.
2. Discuss how defense mechanisms serve to protect the individual from anxiety.
3. Identify Freud's psychosexual stages of development and discuss how they related to the understanding of the Oedipus complex (and Electra complex).
4. Describe the humanistic perspective in terms of Maslow's focus on self-actualization and Rogers' emphasis on people's potential for growth.
5. Discuss the value of using personality inventories to assess traits.
6. Describe the social-cognitive perspective on personality.
7. Describe the impact of individualism v. collectivism on self-concept.
8. Discuss the consequences of the relationship between personal control and learned helplessness.

VII. Research Methods – 2 weeks

A. Topics to Study

1. Scientific Attitude
2. Bias
3. Scientific Method
4. Correlation v. Causation
5. Measures of Central Tendency
6. Measures of Variation
7. Making Inferences
8. Ethics in Research

B. Essential Questions

1. How do psychologists use the scientific method to study behavior and mental processes?
2. Why are empirical answers more reliable than intuitive answers?
3. Why does correlation not equal causation?
4. Is it ethical to experiment on people?

C. Objectives

1. Explain how the scientific attitude encourages critical thinking.
2. Compare and contrast research methods (i.e. case studies, surveys, naturalistic observation).
3. Describe positive and negative correlations, and explain how correlations can predict, but not prove cause-effect relationships.
4. Explain how experiments help researchers isolate cause and effect.
5. Describe three measures of central tendency.
6. Discuss the ethics of animal and human testing.

VIII. Cognition – 3 weeks

A. Topics of Study

1. Memory: Encoding, Storage, & Retrieval
2. Forgetting
3. Critical v. Creative Thinking
4. Problem Solving
5. Judgment
6. Language Development

B. Essential Questions

1. How do psychologists describe the human memory system?
2. How can humans enhance memory encoding, storage, and retrieval?
3. Why do we forget?
4. What obstacles hinder our problem solving?

C. Objectives

1. Analyze how humans encode, store, and retrieve information in memory.
2. Differentiate between visual, acoustic, & semantic encoding, and describe some memory-enhancing encoding techniques (i.e. mental imagery, mnemonics, & chunking).
3. Distinguish between explicit and implicit memories and identify the brain structure associated with each.
4. Describe the capacity and duration of long-term memory.
5. Differentiate between algorithms and heuristics.
6. Describe the basic structural units of language.
7. Trace the course of language acquisition from the babbling stage through the two-word stage.

IX. Motivation & Emotion – 2 weeks

A. Topics of Study

1. Biological Bases
2. Theories of Motivation
3. Hunger, Thirst, & Sex
4. Social Motives
5. Theories of Emotion
6. Stress

B. Essential Questions

1. In what ways are humans motivated to behave?
2. What methods of motivation are more effective than others?
3. What factors influence teen sexuality?
4. What are the components of an emotion?
5. What is stress and how does it affect our emotions?

C. Objectives

1. Define motivation and identify motivational theories.
2. Describe the physiological determinants of hunger.
3. Explain how eating disorders are related to psychological, cultural, and situational influences related to eating.
4. Describe the human sexual response cycle and identify factors that influence adolescent sexual behavior.
5. Discuss the research on environmental and biological influences on sexual orientation.
6. Identify the theories of emotion.
7. Identify some causes and consequences of anger, and discuss the catharsis hypothesis.
8. Describe the biological response to stress.

X. Developmental Psychology – 2 weeks

A. Topics of Study

1. Life-Span Approach
2. Heredity-Environment Issues
3. Development Theories (Piaget, Erickson, Kohlberg)
4. Dimension of Development
5. Socialization
6. Sex Roles, Sex Differences

B. Essential Questions

1. How does a child's mind develop?
2. How do nature and nurture work together to form our gender?
3. To what extent is our development shaped by our parents?

C. Objectives

1. Describe the physical development of infants and children from conception to puberty.
2. Analyze the cognitive development of infants and children.
3. Contrast secure and insecure attachment and discuss the roles of parents in the socialization process.
4. Summarize the main points of the following theories: Piaget and his work with cognitive development, Kohlberg and his work with morality, and Erikson and his work with the stage of psychosocial development.
5. Explain the difference between sex and gender.
6. Define adolescence and identify the major physical and cognitive changes that occur during this period.
7. Distinguish between longitudinal and cross-sectional studies.

XI. Testing and Individual Differences – 1 week

A. Topics of Study

1. Intelligence
2. Reliability v. Validity
3. Multiple Intelligences (Theories of Intelligence)
4. Assessing Intelligence
5. Genetic & Environmental Influences
6. Gender & Cultural Bias

B. Essential Questions

1. What is intelligence?
2. What are the different theories on multiple intelligences?
3. How do psychologists know if a test is reliable/valid?
4. Are intelligence tests inappropriately biased?

C. Objectives

1. Define intelligence and trace the origins of intelligence testing.
2. Compare and contrast Gardner's and Sternberg's theories of intelligence.
3. Evaluate Benet's contribution to intelligence testing.
4. Describe test standardization.
5. Distinguish between validity and reliability.
6. Evaluate the evidence for and against considering intelligence as one general mental ability, and discuss the evidence for genetic and environmental influences on intelligence.
7. Discuss whether intelligence tests are biased.

XII. Abnormal Psychology – 2 weeks

A. Topics of Study

1. Approaches to Abnormality
2. Diagnosis Disorders: DSM-IV-TR
3. Major Categories of Disorders: Anxiety, Dissociative, Mood, Schizophrenic, Personality
4. Approaches to Treatment

B. Essential Questions

1. How do we differentiate between normal and abnormal?
2. How are the various psychological disorders identified and studied?
3. What behaviors characterize schizophrenia and how is schizophrenia different from multiple personality disorder?

C. Objectives

1. Identify the criteria for determining whether behavior is psychological disordered.
2. Differentiate among the different perspectives psychologists use to understand and treat psychological disorders.
3. Identify the purpose of the DSM-IV-TR and discuss the consequences of assigning diagnostic labels to patients.
4. Describe the symptoms of generalized anxiety disorder, phobias, obsessive compulsive disorder, and posttraumatic stress disorder.
5. Describe and explain the development of somatoform and mood disorders.
6. Describe the various symptoms and types of schizophrenia.
7. Describe the characteristics and possible causes of dissociative disorders.
8. Describe the nature of personality disorders.

XIII. Treatment of Psychological Disorders – 1 week

A. Topics of Study

1. Treatment Approaches
2. Modes of Therapy
3. Community and Preventative Approaches

B. Essential Questions

1. What are the aims and methods of psychoanalysis?
2. Does psychotherapy work...and if so who decides that it does?
3. What are some alternative therapies to psychoanalysis?

C. Objectives

1. Discuss the aims and methods of psychoanalysis.
2. Identify the basic characteristics of humanistic therapy.
3. Identify the basic assumptions of behavior therapy.
4. Discuss the benefits of group therapy.
5. Discuss the role of values and cultural differences in the therapeutic process.
6. Identify the common forms of drug therapy.

XIV. Social Psychology – 2 weeks

A. Topics of Study

1. Social Thinking
2. Social Influence
3. Conformity & Obedience
4. Social Relations
5. Prejudice
6. Aggression
7. Attraction & Romantic Love
8. Altruism
9. Conflict & Peacemaking

B. Essential Questions

1. How do people explain the behavior of others?
2. Does what we think affect what we do, or does what we do affect what we think?
3. How do cultural norms affect our behavior?
4. How are we affected by groups?
5. What is prejudice?
6. Why do we fall in love with some people and not others?

C. Objectives

1. Describe the three main focuses of social psychology and explain how they relate to the fundamental attribution error.
2. Discuss the results of Asch's experiment on conformity & Milgram's experiment on obedience, and describe situations in which people are more likely to conform and obey.
3. Determine how the presence of others influences actions.
4. Describe how behavior is influenced by cultural norms.
5. Evaluate why people are attracted to one another.
6. Differentiate between the terms prejudice, stereotype, and discrimination.
7. Explain altruistic behavior in terms of social exchange theory and social norms.

Make-Up Exam Policy:

A test or quiz that is missed must be made up within two class days of returning to school on the student's personal time. In case of an extended absence, arrangements should be made with the teacher. Students will not be allowed to make up any test or quiz for unexcused absences and a zero will be recorded. The responsibility for make-up tests and for missed assignments lies *with the student*. Absence is not reason to be unprepared.

Expectations:

The following procedures and expectations of this classroom are as follows:

- Respect yourself
- Respect your classmates
- Respect the classroom

Our class will be heavily discussion based. All opinions are welcome in this class; the best way that we learn is by learning from each other. With this in mind, we will respect the opinions of others. At times this class that will be dealing with different societies, cultures, and beliefs; in some cases there will be a difference of opinions amongst students. One goal of the class will be to create a healthy environment to facilitate discussion and debate. It is ok to disagree with a fellow classmate; however, no derogatory language will be accepted, and any degrading comments aimed at another student based on gender, race/ethnicity, religion, or sexual orientation will result in immediate expulsion from the class. All students in this classroom will be treated with dignity and respect

Procedure for Extra Help:

Students are encouraged to seek extra help whenever necessary. Students are encouraged to ask questions in class. I am available to help students outside of class and will be in the Teacher's Office *by appointment* before school. I will have office hours every day after school until at least 4:30. To make an appointment, please sign up on the calendar in the front of the classroom.

Academic Dishonesty:

Even though it is expected that all students complete their own work, I do expect a level of group work amongst them. What this means is that I want students to work within groups to produce the highest level quality of work; however, everyone is to turn a copy of his/her own work. Furthermore, group work does not consist of one person doing the assignment and everyone else copying. Instead, group work is a collaboration effort among students to come up with the best possible answers. Any students submitting tests or assignments with clear evidence of plagiarism will be reported to the dean & the assistant principal for academics, and the student will be removed from the class.

Each and every violation for academic dishonesty results in an automatic zero for the assignment or evaluative exercise. Academic dishonesty includes, but is not limited to, the following: copying homework, allowing another student to copy your homework, using unauthorized written notes during tests or quizzes, signaling another student during a test or quiz, or any instance of plagiarism.

Dear Parent/Guardian

I am excited to have your child for AP psychology. This class will be your child's first experience with a college style class. Upon the successful completion of this course, your child will have the opportunity to take the AP Psychology exam. If your child passes the exam, he/she will earn college credit! In order to be successful on the AP exam, this class will require a lot of personal study time outside of class. Your child will have either a written assignment or a reading most nights. Studying for this class should be a daily occurrence! I am available before and after school for help.

Please read over the attached syllabus and fill out the form below indicating that you read and agree to the expectations for your child this year.

If you have any questions, comments, or concerns feel free to contact me at:

jbajner@ctkjесuit.org

Thank you,

Jimmy Bajner

I (student print name) _____ have read and understand what is expected from me in order to successful in this class.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Best phone number to be contacted with: _____

Best email to be contacted with: _____