Course Title: AP Psychology
Designated Grade Level: 11th/12th
Prerequisite: None
Instructor: Amanda Engelke
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Purpose of the Course:
The purpose of the AP course in psychology is to introduce students to the systematic & scientific study of the behavior & mental processes of human beings & other animals. Students are exposed to the psychological facts, principles & phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science & practice. (From the Advanced Placement Course Description for Psychology, published by the College Board.)

Course Objectives:
1. Students will prepare to do acceptable work on the Advanced Placement Examination in Psychology.
2. Students will learn & understand the systematic & scientific study of behavior & mental processes in humans & other animals.
3. Students will learn & understand the language of psychology.
4. Students will identify & differentiate between the major theories, figures, experiments, principles, facts, & phenomena associated with each area within psychology.
5. Students will identify various research methods & demonstrate ethical evaluations of these methods.
6. Students will understand the relevance of psychology to human concerns & develop knowledge about the practice of psychology.
7. Students will apply psychological concepts to their own lives.
8. Students will develop their reading, writing, & discussion skills.
9. Students will develop their critical thinking skills & learn to evaluate arguments with careful, objective analysis.

Text/Required Materials:
  o Each student will be issued a copy of the Myers’ Psychology for AP text, & provided with an access code to the online textbook & resources. This text is specifically designed to help prepare students for the AP Psychology exam & costs around $150 new. Any damage to the text will be the responsibility of the student. You are not required to bring the book with you to class on a daily basis.
• Notebook
  o Each student is to have a notebook, specific to AP Psychology & bring it to class each day. Notebooks may be collected at any point in the year, so please keep them as neat as possible. Along with reading the textbook, taking notes is the primary way you will learn psychology.
• Three-ring binder (2") with 15 dividers
  o Students will periodically be given notes handouts, worksheets, additional readings, etc. within class. Students should organize these in a binder with dividers for each unit covered. This will greatly assist in review for cumulative tests & the AP Psychology Exam.
• Highly suggested to have:
  o Weseley, Allyson & Rob McEntarffer (2014) Barron’s AP Psychology, 7th Ed. (Barron’s Educational Series)
Grades:
Per district policy, 70% of the student’s grade will be derived from assessments & 30% of the student’s grade will be derived from practice work. The types of activities included within these categories include the following:

PRACTICE (30% of overall grade):

- **Discussion/Participation:** Discussion & participation are an integral part of any psychology class. Included in each of the six grading periods is a discussion/participation grade. Class discussion, lab work, notebook work, class work, audiovisual days, etc. are factors included in the participation grade. Below is a general guideline for determination of the participation grade.
  - **90-100%** Always on task in labs, class activities, & class work. Actively pays attention during class notes, discussions, & on audio visual days. Outstanding contribution to class discussions showing initiative & thought. Demonstrates positive leadership within the class in formal projects & through informal peer interaction.
  - **80-90%** Almost always on task in labs, class activities, & class work. Actively pays attention during class notes, discussions, & audio visual days. Volunteers pertinent information frequently.
  - **70-80%** Normally on task in labs, class activities, & class work. Pays attention during class notes, discussions, & audio visual days. Answers questions when called upon, occasionally volunteers.
  - **60-70%** Normally on task in labs, class activities, & class work. Pays attention during class notes, discussions, & audio visual days. Rarely contributes to class discussion.
  - **50-60%** Requires frequent redirection during labs, class activities, & class work. Usually does not pay attention during class notes, discussion, & audio visual days (i.e. doing other work, sleeping, talking, etc.) Does not contribute to class discussions.

- **Assignments:** All written work for the class (i.e. chapter sheets, reports, lab reports, data sheets, etc.) should be word processed or written legibly. Anything written which is unable to be read will be marked wrong. Written work should be an attempt to communicate one’s thoughts, ideas, or feelings. Sloppy work, one-word answers, & poor spelling/grammar fail in their goal of communicating.

- **Quizzes:** Announced or unannounced quizzes may be given at any time during the year. Usually quizzes are based on the activities of the previous day or the assigned reading for the day. When announced, students are allowed to use class notes or reading notes on these quizzes.

- **Papers/Projects (Rough Draft):** Periodically, students will be assigned a major project from one of the units, to be completed primarily outside of class time. Each project is of a different nature & will be announced well in advance to allow students ample time to complete them.

ASSESSMENTS (70% of overall grade):

- **Papers/Projects (Final Draft):** Periodically, students will be assigned a major project from one of the units, to be completed primarily outside of class time. Each project is of a different nature & will be announced well in advance to allow students ample time to complete them. (100 points each)

- **Unit Tests:** At the conclusion of each unit a test will be given. Tests may be comprised of multiple choice & free response questions. A portion of each test comes directly from the assigned text reading, material covered in class, & some that overlaps. Tests are announced well in advance, therefore only those absent on the day of the test should need to take a makeup. If a student misses only the test date they will take the test on their return during the regular class period. Students missing more than just the test day must make up the test outside of class time within a week of the missed test. Exceptions will be made for extended absences. It is the student’s responsibility to make these arrangements with the teacher. NOTE: Test scores are final & may not be re-taken or corrected for any credit. Students are expected to prepare for tests ahead of time & to put forth their best effort on the first attempt. If a student is struggling with material they are expected to seek help prior to the test date. (100 points each)
• **Cumulative Tests:** To help prepare for the AP Exam in May, a cumulative test will be given at the end of the first, second, & third quarters, & prior to the AP Exam. Tests may be comprised of multiple choice & free response questions. Each test will cover all the material from the beginning of the school year to that point. At the end of each semester a cumulative final exam will also be given. NOTE: Cumulative Tests may NOT be re-taken or corrected for any credit. (150-200 points each)

The AP Psychology exam per the College Board is scheduled for May 7th, 2018 at 12:00 pm. This exam is NOT included in the student’s grade because results are not available before the end of the school year. Students are strongly encouraged to take this exam in order to earn college credit.

At the end of the semester, students will earn the following letter grades based on their class percentage:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 59% & below = F

AP Psychology is a designated quality-point class. Your grade point average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. Your grade point average may range from 0.0 to a 4.0. To calculate your cumulative GPA, total the credit hours & then the grade points from all semesters. Divide the total grade points by the total credit hours. The quality points are added to the total points (1.0 for a full year course) of the regular classes in computation of grade point average for class rank. No more than five quality points may be used in the class rank.

Grades will be recorded in PowerSchool & updated regularly.

**Absentee/Late Work:**

Students are given more than adequate time to finish assignments & projects so there should be few possible reasons for late work. Assignments are due at the beginning of class. It is the student’s responsibility to see that their absences are excused & to turn in any assignments due that day. Students with excused absences will be given makeup opportunities within a timely manner (one day for each day absent) without penalty. If you know you are going to be absent on the day an assignment is due, please make an effort to hand in the assignment early. Assignments & projects that are submitted late will only be eligible for 75% of the original points assigned & the work must be a high quality. Late work will not be accepted beyond the 6 week grading period in which it was assigned.

**Classroom Behavior:**

1. The student should be prepared for each class meeting by completing outside reading, assignments, & by reviewing class notes.
2. The student should be present for all class meetings. When absent, it is the student’s responsibility to see that their absences are excused, to arrange to obtain class notes, & to turn in any assignments due that day.
3. Students are expected to act in a mature manner at all times. Classroom misconduct that interferes with learning & teaching will not be tolerated.
4. The WHS academic dishonesty policy will be followed & enforced in instances of cheating &/or plagiarism. Students found in violation of this policy may be removed from the course.
Unit Overview:

**Semester I:**
- Cognition Unit
- Approaches & Methods Unit
- Biological Bases of Behavior Unit
- Cumulative Test #1

Sensation & Perception Unit
- States of Consciousness Unit
- Learning Unit
- Testing & Individual Differences Unit
- Semester Final Exam (Cumulative #2)

**Semester II:**
- Developmental Psychology Unit
- Personality Unit
- Motivation & Emotion, Stress & Health Unit
- Cumulative Test #3

Abnormal Psychology & Treatment Unit
- Social Psychology Unit
- AP Psychology Exam Preparation
- AP Psych Mock Exam (Cumulative Test #3)
- AP Psychology Exam (May 7th, 2018)
- Semester Final Project

AP Psychology Exam:
**Date:** May 7, 2018, noon

**Description:** The Advanced Placement Psychology Exam is approximately two hours long. It includes 100 multiple-choice questions & two free-response essays. The multiple-choice portion of the exam counts for two-thirds of your score & essays count for one-third of the overall score. The test is scored on a five-point scale:

- 5 – Extremely qualified
- 4 – Well qualified
- 3 – Qualified
- 2 – Possibly Qualified
- 1 – No recommendation

(TBD) All students who are enrolled in AP Psychology will have their College Board examination paid in full by the district.

Most colleges grant credit & placement for a score of 3 or higher on the exam. However, some institutions require a score of at least 4 & some do not accept any AP scores. It is important to contact the head of the psychology department at the school(s) you are interested in attending in order to know which of these categories your school falls into. Additional information about AP & other College Board programs is available at: www.apcentral.collegeboard.com

Course Outline:

**Unit 1: Cognition: Memory, Thinking, & Language**

**Timeframe:** 12-14 days (8-10%)

**Objectives:**
- Analyze how humans encode, store, & retrieve information in memory.
- Apply memory enhancement techniques to everyday life.
- Describe the characteristics of language & evaluate the importance of language.
- Define a concept, explaining why it is useful to problem solving.
- Differentiate between algorithms & heuristics.
- Analyze how fixations, confirmation bias, heuristics, overconfidence, framing, & belief perseverance influence the ability to solve problems.
Unit 2: Approaches & Research Methods
Timeframe: 8-10 days (2-4% / 8-10%)
Objectives:
- Define psychology.
- Trace the historical & philosophical development of psychology as a science.
- Describe how the different perspectives explore & explain human behavior.
- Identify famous psychologists & describe their contributions to the discipline.
- Explore different career options for people who earn degrees in psychology.
- Discuss the advantage of research over other ways of knowing.
- Discuss the advantages & disadvantages of case study research.
- Discuss the advantage & disadvantage of naturalistic observations.
- Discuss the advantages & disadvantages of survey research.
- Evaluate why correlation research does not yield causal conclusions.
- Identify the elements of an experiment.
- Apply elements of an experiment to different situations.
- Evaluate the importance of ethics in research.
- Evaluate the importance of statistics in research.

Unit 3: Biological Bases of Behavior
Timeframe: 9-11 days (8-10%)
Objectives
- Explain the process of neural communication.
- Explain how neurotransmitters work.
- Delineate the different steps of the neural chain.
- Analyze the difference between the neural & hormonal systems.
- Identify the parts of the brain & the functions of each.
- Analyze how the brain is specialized in terms of function.
- Describe the different types of brain scans.
- Determine the role of genetics in influencing human behavior.

Unit 4: Sensation & Perception
Timeframe: 8-10 days (6-8%)
Objectives:
- Determine the significance of signal detection theory in modern psychology.
- Identify the major components of the visual system & the function of each.
- Identify the major components of the auditory system & the function of each.
- Identify the four basic tastes.
- Discuss the differences among the senses of taste, smell, & flavor.
- Identify the two body senses & contrast one with the other.
- Identify the views of the Gestalt psychologists related to perceptual phenomena.
- Understand how depth perception influences behavior.
- Appreciate the effect of constancy & context in daily life.
- Analyze the effect of perceptual set on everyday sensory experience.

Unit 5: States of Consciousness
Timeframe: 4-6 days (2-4%)
Objectives:
- Define consciousness.
- Describe the different stages of sleep.
• Analyze the different theories of dreaming.
• Determine the common sleep disorders & their consequences.
• Differentiate between the different theories of hypnosis.
• Analyze why psychologists are suspicious of hypnotically enhanced memories.
• Describe psychoactive drugs & their effects.
• Differentiate among the different types of psychoactive drugs & their effects.
• Analyze the consequences of addiction, tolerance, & withdrawal.

Unit 6: Learning
Timeframe: 8-10 days (7-9%)
Objectives:
• Describe the elements of classical conditioning.
• Apply classical conditioning to different situations.
• Describe the elements of operant conditioning.
• Differentiate among the various forms of reinforcement & punishment.
• Apply elements of operant conditioning to different situations.
• Describe observational learning.
• Describe how biology influences learning.
• Describe how cognition influences learning.

Unit 7: Testing & Individual Differences: Intelligence
Timeframe: 6-8 days (5-7%)
Objectives:
• Compare & contrast Gardner’s & Sternberg’s theories of intelligence.
• Evaluate Alfred Binet’s contribution to intelligence testing.
• Evaluate Lewis Terman’s role in the development of intelligence testing.
• Describe how David Weschler’s contribution to intelligence differs from individual tests.
• Explain how group tests of intelligence differ from individual tests.
• Differentiate between an aptitude test & an achievement test.
• Explain the difference between reliability & validity.
• Analyze the reasons for the differences in test scores among people of different genders, races, & ethnic groups.

Unit 8: Developmental Psychology
Timeframe: 10-12 days (7-9%)
Objectives:
• Describe the physical development of infants & children from conception to puberty.
• Analyze the cognitive development of infants & children.
• Evaluate the importance of social development in infants & children.
• Define adolescence & evaluate how adolescence has changed over the last century.
• Summarize the physical changes that occur during adolescence.
• Analyze how the reasoning ability of adolescents differs from that of children.
• Describe & analyze Kohlberg’s theory of moral reasoning.
• Describe how nature & nurture affect behavior.
• Describe how developmental psychologists research development over the lifespan.
• Analyze how sex roles influence individual & social behavior throughout the lifespan.
Unit 9: Personality
Timeframe: 8-10 days (5-7%)
Objectives:
- Explain how the different perspectives (psychodynamic, humanistic, trait, & social-cultural) approach the study of personality.
- Evaluate the advantage & drawbacks of each theory of personality.
- Determine how psychologists assess personality according to the various perspectives.

Unit 10: Motivation & Emotion, Stress & Health
Timeframe: 13-15 days (6-8%)
Objectives:
- Discuss the similarities of instinct & drive theories.
- Discuss the difference between drive theory & homeostasis.
- Explain the reasons why intrinsic motivation is more beneficial than extrinsic motivation.
- Determine how psychologists measure achievement motivation.
- Identify ways we can motivate others to give their best efforts.
- Analyze how the body regulates weight so effectively.
- Differentiate between historical & modern cognitive theories of emotion.
- Identify the physiological changes that occur when people experience different emotions.
- Determine the criteria for assessing gender differences in emotional expression.
- Define stress, identifying the emotional & physiological responses to stress.
- Evaluate how outlook & feelings of control influence health.
- Evaluate how social support & positive emotional experiences contribute to health & well being.

Unit 11: Abnormal Psychology & Treatment
Timeframe: 18-20 days (7-9% / 5-7%)
Objectives:
- Identify the criteria psychologists use to diagnose psychological disorders.
- Differentiate among the different perspectives psychologists take to understand psychological disorders.
- Describe the characteristics of mood disorders.
- Describe the characteristics of anxiety disorders.
- Describe the characteristics of somatoform disorders.
- Describe the characteristics of dissociative disorders.
- Describe the characteristics of schizophrenia.
- Describe the characteristics of personality disorders.
- Describe the characteristics of brain-based disorders.
- Describe the different treatment options for the various types of psychological disorders.

Unit 12: Social Psychology
Timeframe: 12-14 days (8-10%)
Objectives:
- Differentiate between situational & dispositional attribution.
- Identify the conditions in which people are more likely to conform & obey.
- Determine how the presence of others influences actions.
- Evaluate why people are attracted to each other.
- Describe the conditions under which people are more likely to help others.
- Differentiate among the terms prejudice, stereotype, & discrimination.
- Determine the biological & social contributions to aggressive behavior.
- Define culture & how it develops.