

Advanced Placement Psychology Syllabus
Terry Sanford High School
Instructor: Samuel P. Guy III M.A.Ed.

Course Description

This course is intended to be a broad survey of topics in the discipline of psychology. The general orientation is that psychology is to be understood as the **Science of Behavior**, within a framework often defined as having biological considerations. The teaching methods in this course will most often be lecture with class question and answer; however, there will be a variety of class activities, discussions, research papers, free response short papers, and group projects. Students are not expected to have any prior background in psychology, but are expected to be prepared to grasp a large number of technical concepts and terms used in the field of psychology. The goal of this course is to provide the student with the same learning experience that would be received in most college introductory psychology courses.

Text

Myers, David G. Psychology, 8th ed. New York: Worth Publishers, 2008.

Teacher Resources

American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision. Washington, DC, American Psychiatric Association, 2000.

Coon, D. Essentials of Psychology 8th ed., Wadsworth Publishing, 2000.

Newman, B. & Newman, P., Development Through Life 6th ed., Brooks/Cole Publishing Co., 1995.

Plotnik, R., Intro to Psychology 4th ed., Brooks/Cole Publishing Co., 1996.

Schultz, D. & Schultz, E., A History of Modern Psychology 5th ed., Harcourt Brace Jovanovich

Shaughnessy, J., Zechmeister, E. & Zechmeister, J., Research Methods in Psychology 6th ed., McGraw-Hill Higher Education Publishing, 2003.

Zanden, J.W., Human Development 7th ed., McGraw-Hill Higher Education Publishing, 2003.
College Publishers, 1992.

Reading Expectations

Students are expected to have prior knowledge of the material through their daily reading assignments.

Student Assessment

Classwork/Homework Expectations

In depth chapter outlines will be recorded in a spiral notebook for each chapter. These outlines will be turned in the day we start a new chapter, which will be announced several days in advance. These outlines will be graded and given back to each student with feedback. These outlines will be used as a part of our end of course review.

Quizzes

Vocabulary terms will be given with every chapter, and each student will be assessed through a combination of multiple-choice, matching, and True/False quizzes that go along with those vocabulary terms for each chapter.

Chapter Tests

Chapter test will consist of 50 multiple-choice questions, and 2 free-response questions. There will be one timed free-response essay question given with each grading quarter.

Research Projects

Other assignments given to students will involve group projects, research papers, and PowerPoint presentations. These assignments will depend on the material that we are currently covering. Examples of assignments are located throughout the objectives portion of this syllabus.

Attendance Policy

Attendance will be taken each class period. It is your responsibility to be familiar with all the material presented in class. You may be tested on any and all material covered, including textbook readings, lecture material, and material from other sources that may from time to time be brought into class, such as movie clips, slides or illustrations.

Student Conduct

As a student of Cumberland County Schools, your behavior in class and outside of class is governed by the CCS Code of Conduct (found in your Student Handbook). You should familiarize yourself with the elements of the Code of Conduct and make every effort to follow it.

The fundamental principle in that Code of Conduct is courteous and civil behavior toward all members of the school system and toward anyone who might be visiting the school. Courtesy to your classmates and to the instructor includes, but is not limited to:

1. Coming to class on time.
2. Staying until the end of the period.
3. Paying attention to the lesson for the day.
4. Avoiding personal conversations.
5. Not disrupting the class.
6. Not engaging in "off task" behaviors (reading, sleeping, playing, etc...).

Problems

If you encounter problems with any aspect of this course, PLEASE SEE ME IMMEDIATELY. While I cannot promise to resolve all your difficulties, I may be able to offer some helpful suggestions. DO NOT WAIT; IT MIGHT BE TOO LATE IF YOU DO.

Grading Scheme

Your course grade will be determined on the basis of several tests, quizzes, classwork/homework assignments, research projects and papers, and the final exam. The weighted categories will be as follows:

Tests	50%
Quizzes	30%
Classwork/Homework	20%

Assignment of Letter Grades

Letter grades will be assigned on the basis of a ten-point scale (A range 90-100; B range 80-89; C range 70-79; D range 60-69; F range 59 and below). These are percentage scores based on the weightings indicated above.

Letter grades are to be interpreted as follows:

- A range- Clearly superior performance
- B range- Above average performance
- C range- Average performance
- D range- Below average performance
- F range- Unacceptably poor performance

Course Objectives

Students will cover a wide variety of topics, which include, but are not limited to the following:

I. History and Approaches

1 ½ Weeks

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

Objectives:

- 1.01 Discuss the development of Psychology
- 1.02 Identify approaches in psychology
- 1.03 Evaluate the contemporary perspectives used by psychologists to understand behavior and mental processes
- 1.04 Outline the major subfields and career opportunities that comprise psychology
 - Students will understand the transition from Mental Philosophy to Contemporary Psychology, while becoming versed in the Psychological perspectives stated above.

II. Statistical Research Methods and Design

1½ Weeks

- A. Clinical Research
- B. Correlational Research
- C. Experimental research
- D. Statistics
 - 1. Descriptive Statistics
 - 2. Inferential Statistics
- E. APA Ethical Guidelines in Research

Objectives:

- 2.01 Distinguish between different research strategies used by psychologist to explore behavior and mental processes
- 2.02 Classify and employ basic concepts of statistical data
- 2.03 Analyze the development of psychology as an empirical science
- 2.04 Discuss the APA Standards of Ethics in research
 - Project
 - Students will understand the importance of Research Methods and Design, as well as the Statistics involved while analyzing the data obtained. Students will be expected to formulate their own plausible research hypothesis, calculate the mean and standard deviation for each condition using the descriptive statistics function of their Microsoft Excel program in the computer lab. Then, they will calculate an independent t test or a paired samples t test. Using an alpha level of .05, determine if their research hypothesis is supported or not and state their conclusion in APA format.

III. Neurobiology

2 Weeks

- A. Neural Transmission
- B. The Functional Organization of the Nervous System
 - 1. Central Nervous System
 - 2. Peripheral Nervous System
- C. Neuroanatomy
- D. Endocrine System
- E. Genetics

Objectives:

- 3.01 Identify the structure and function of a neuron
- 3.02 Describe and explain the organization of the nervous system
- 3.03 Review the structure and function of the brain
- 3.04 Differentiate among technologies and clinical methods for studying the brain
- 3.05 Compare and contrast the specialized functions of the hemisphere of the brain
- 3.06 Describe the structure and function of the endocrine system
- 3.07 Explain how psychological mechanisms are influenced by evolution
 - Activity
 - Students will understand the anatomy of a neuron by role playing the functions involved with the dendrites, cell body, axon, and their terminals.
 - The learner will also understand the breakdown and functions of each branch of the nervous system.
 - Project
 - Students will be expected to create a model brain using Play-Doh. This model will display the lobes of the brain, and labeled areas such as Broca's Area, Wernick's Area, the Angular Gyrus, Motor Cortex, Auditory Cortex, Corpus Callosum, Limbics System, RAS, etc...

IV. Sensation Perception

1 Week

- A. Thresholds
 - 1. Absolute
 - 2. Difference
- B. Operation of the Five Sensory Systems
- C. Perceptual Processing
- D. Attention

Objectives:

- 4.01 Explain the thresholds and limitations of sensory processes and their basic concepts
- 4.02 Examine the anatomy and function of the senses (emphasizing vision and hearing)
- 4.03 Define sensory adaptation, sensory disorders, and perceptual acuity
- 4.04 Interpret the nature of attention
- 4.05 Describe the interplay between the perceiver and the environment in determining perception
 - Students will understand the sensory systems, while focusing on sight and hearing, and the process that occurs for this to happen

V. Learning

1 Week

- A. Conditioning
 - 1. Classical
 - 2. Operant
- B. Cognitive Processes in Learning
- C. Social Learning Theory
 - 1. Observational Learning
- D. Biological Factors

Objectives:

- 6.01 Compare and contrast principles involved in classical and operant conditioning
- 6.02 Identify processes in cognitive learning
- 6.03 Describe biological factors that impact learning
- 6.04 Explain social learning
 - Students will be expected to understand the biological processes that occur with Classical Conditioning and Pavlovian responses. The learner will also understand Skinner's work with Operant Conditioning and the basis behind reinforcement and its schedules.

VI. States of Consciousness

1 Week

- A. Sleep Cycles
- B. Dreaming
- C. Hypnosis
- D. Psychoactive Drug Effects

Objectives:

- 5.01 Classify the stages and characteristics of sleep and the theories that explain why we sleep
- 5.02 Analyze theories used to explain and interpret dreams
- 5.03 Examine the basic phenomena of hypnosis and its uses
- 5.04 Categorize the different psychoactive drugs and their effects
 - Activity
 - During the course of this chapter, students will be expected to keep a dream journal. They will understand that we always do not remember our dreams due to cycling, so they will be encouraged to set their alarms periodically throughout the night to wake themselves so they can record their nocturnal illusory perceptions.

VII. Cognition

1 Week

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

Objectives:

- 7.01 Describe processes of encoding, storing, and retrieving information into short-term and long-term memory
- 7.02 Discuss methods for improving memory
- 7.03 Explore various theories used in language acquisition
- 7.04 Examine problem solving strategies and the role of creativity
 - Activity
 - Students will be expected to complete a very detailed flow chart using their own creativity explaining the memory process. They are to include Sensory Input, STM, LTM, Rehearsal, Priming, Retrieval, and Forgetting. Students will be graded on the creativeness of the flow chart, as well as the information provided.

VIII. Motivation and Emotion

1 Week

- A. Biological Bases
- B. Theories of Motivation
- C. Hunger, Thirst, Sex, and Pain
- D. Social Motives
- E. Theories of Emotion

F. Stress

1. Distress
2. Eustress

Objectives:

- 8.01 Identify theories of motivation
- 8.02 Examine biological and environmental cues instigating basic drives or motives
- 8.03 Analyze theories and physiology of emotion
- 8.04 Explore psychological and physiological reactions to stress
 - Short Research Paper
 - Students will be expected to write a short paper, no more than four pages, on Clark Hull's Drive Reduction theory, and explain how a physiological need creates psychological arousal and our need to reduce those urges to maintain homeostasis.

IX. Developmental Psychology

1 Week

- A. Life-Span Approach
- B. Research Methods
 1. Cross-Sectional
 2. Longitudinal
- C. Nature-Nurture Issues
- D. Developmental Theories
 1. Erickson's Psychosocial Stages of Development
 2. Piaget's Cognitive Development
 3. Kohlberg's Moral Development
- E. Dimensions of Development
 1. Physical
 2. Cognitive
 3. Social
 4. Moral

F. Sex Differences and Roles

Objectives:

- 9.01 Explain development as a life-long process
- 9.02 Analyze research techniques used to gather data on the developmental process
- 9.03 Differentiate between heredity and environmental issues
- 9.04 Analyze and critique developmental theories
- 9.05 Discuss issues surrounding the developmental process (physical, cognitive, social, social, and moral dimensions of development)
- 9.06 Identify sex roles and sex differences
 - Research Paper
 - Students will be expected to complete a Research Paper on the works of Jean Piaget. The work must be eight pages in length, using Times New Roman 12 Font, with one inch margins. Ten sources must be used throughout the text with in text and out of text citation being of APA format.

X. Personality

1 Week

- A. Personality Theories
- B. Assessment Techniques
 1. MMPI
 2. Kersey
- C. Self Efficacy
- D. Growth and Adjustment

Objectives:

- 10.01 Identify and explain personality approaches and their important contributions to the understanding of psychology
- 10.02 Analyze different tools and tests used in personality assessment
- 10.03 Identify the role of self-concept and self-esteem in development of the personality
- 10.04 Explore factors that contribute to growth and adjustment of personality

XI. Testing and Individual Differences

1 Week

- A. Standardization and Norms
- B. Reliability and Validity
- C. Types of Tests
- D. Ethics and Standards in Testing
- E. Intelligence
- F. Nature-Nurture Issues and Intelligence
- G. Human Diversity

Objectives:

- 11.01 Explain how standardization, norms, reliability, and validity apply to testing
- 11.02 Evaluate types of tests and confront the ethical issues that arise in connection with the use of tests
- 11.03 Examine the nature of intelligence and intelligence testing
- 11.04 Discover the impact of heredity and environment on intelligence
- 11.05 Discuss human diversity and individual differences

XII. Abnormal Psychology 1 ½ Weeks

- A. Definitions of Abnormality
- B. Theories of Psychopathology
- C. Diagnosis of Psychopathology
 - 1. DSM-IV-TR Usage
- D. Anxiety Disorders
- E. Somatoform Disorders
- F. Mood Disorders
- G. Schizophrenia
- H. Organic Disorders
- I. Personality Disorders
- J. Dissociative Disorders

Objectives:

- 12.01 Define abnormal behavior
- 12.02 Identify theories of psychopathology
- 12.03 Demonstrate the use of the Diagnostic and Statistical Manual in diagnosing psychopathological disorders
- 12.04 Define the etiology and diagnostic criteria for the following disorders: anxiety, somatoform, mood, schizophrenic, organic, personality, and dissociative
 - Presentations
 - Students will be assigned a PowerPoint presentation discussing psychological disorders. The presentations will cover the aforementioned disorders and their forms of therapy. Students are expected to dress as if they were involved in a formal job interview; they are expected to elaborate on the material that is present on each slide. A rubric will be passed out to inform each individual exactly what is expected from each presentation. Audio/Visual aides are recommended, however, there will be a time limit in place for how long each audio or visual clip may run. Each student is also responsible for creating their own assessment for other students.

XIII. Treatment of Psychological Disorders ½ Week

- A. Treatment Approaches
 - 1. Humanistic Approach
 - 2. Behavioral Approach
 - 3. Cognitive Approach
 - 4. Biological Approach
- B. Modes of Therapy
- C. Community and Preventive Approaches

Objectives:

- 13.01 Compare and contrast treatment approaches such as insight therapies (psychodynamic and humanistic), behavioral, cognitive, and biological approaches
- 13.02 Explore the modes of therapy (individual and group)
- 13.03 Evaluate community and preventive approaches to psychological disorders

XIV. Social Psychology 1 Week

- 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

Objectives:

- 14.01 Illustrate how the structure and function of a given group affects the behavior of the group and the individual
- 14.02 Summarize attribution processes where individuals form judgments about self and others
- 14.03 Verify the influence of stereotypes on attributions of behavior
- 14.04 Assess classic studies dealing with the concepts of conformity, compliance, and obedience (e.g. Asch and Milgram)
 - Activity
 - Students are expected to participate in a nonconformity activity. Each student will take part in a Wacky Dress Day. The objective for this assignment is to dress completely out of the ordinary for their personalities. Each student will have been previously instructed to remain silent about the reasoning for their actions. They are to take mental notes on the reactions they are given throughout the day from other students, and then complete a two page essay on those reactions, and explain the feelings they felt when personally being part of an outcast group. The purpose of this assignment is to make students realize the importance of one's actions towards others when dealing with individuals who do not conform to what they consider normal.

XV. Review 1 Week

This syllabus is intended to be a reasonably complete description of the requirements, policies, instructions, expectations, and the like for this course. However, the time frames may be changed as circumstances warrant. Changes, if any will be announced in class.