**AP Psychology**

Fall/Spring Semester 2021-2022

Don Jenrette Course Length: 2 semesters [don.jenrette@hcbe.net](mailto:don.jenrette@hcbe.net)

**Credit:** High school credit is based upon the successful completion of grades earned throughout the class. College credit is earned on a national AP exam and is determined by each individual college and university.

**AP Exam:** The examination is 120 minutes in length and consists of two sections: a 100-question multiple-choice section and 2 free-response questions. The multiple choice section accounts for 2/3 of the examination grade and the free response section accounts for 1/3 of the examination grade.

**Course Purpose**

* The AP Psychology course 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 the psychological facts, principles, and phenomena

associated with each of the major subfields within psychology.

* Students will also learn about the ethics and methods psychologists use in their science and practice.

**Resources for Teaching AP Psychology**

1. **Textbook**: Charles Morris, *Psychology: An Introduction* (New Jersey: Pearson Prentice Hall, 2005).
2. **Supplemental Textbook**: Fineburg and Myers, *Teacher’s Edition: Myer’s Psychology for AP* (New York: Worth, 2010).
3. **Activities**: Blair-Broeker and Ernst, *Teaching Tips for General Psychology* (New York: Worth 2007).
4. **Supplemental Readings**: Will be assigned as needed.

**Course Outline**

**I. The Science of Psychology**

* Historical Schools: Functionalism vs. Structuralism
* Major Figures: Wundt, James, Freud, Watson, Skinner
* Modern Approaches: Psychodynamic, Behaviorist, Cognitive, Humanistic, Evolutionary, Neuroscience
* Nature of Scientific Inquiry: Sources of bias and error
* Research Methods: Introspection, observation, survey, psychological testing, controlled experiments, case studies
* Statistics: Central tendency, variance, significance, correlation
* Ethics in Research: Human participants, animal subjects

**II.** **The Biological Basis of Behavior**

* Neuron: Neural and synaptic transmission
* Brain: Research methodology, neuroanatomy, brain development and aging, hemispheric specialization
* Nervous System: Structural and functional organization
* Endocrine System: Anatomy and immune system
* Genetics and Heritability

**III. Behaviorism and Learning**

* Historical Background and Philosophy of Radical Behaviorism
* Classical Conditioning: Pavlov, Watson, applications, biological critique, cognitivist challenge
* Operant Conditioning: Thorndike, Skinner, Bandura, behavior modification, biological critique, cognitivist challenge

**IV.** **Sensation and Perception**

* Psychophysics: Thresholds (absolute, difference, Weber’s constants), signal detection theory
* Sensory Organs and Transduction: Visual (including color vision and feature detection), auditory, olfactory, gustatory, proprioceptive (including kinesthetic and vestibular)
* Perception: Attention, processing, illusions (including Gestalt psychology), and camouflage

**V. Consciousness**

* States of Consciousness: Waking, sleep and dreaming, hypnosis, altered states
* Effects of Drug use

**VI. Memory, Cognition, and Language**

* Memory: Information processing, storage, retrieval
* Accuracy of Memory: Loftus
* Cognition: Problem solving and heuristics
* Language: Skinner and Chomsky

**VII. Intelligence and Psychological Testing**

* Psychological Testing: Methodology, norms, reliability, validity
* Intelligence: Defining intelligence, history of intelligence and aptitude testing, nature-nurture issues

**VIII. Motivation and Emotions**

* Motivational Concepts: Instincts, drives, optimal arousal, Maslow’s hierarchy
* Hunger and Eating Disorders
* Sexuality and Sexual Orientation
* Achievement Motivation: McClelland and the TAT, intrinsic versus extrinsic motivators
* Physiology of Emotion: Fear, anger, happiness
* Expression of Emotion: Darwin and Ekman
* Theories of Emotion: James-Lange, Cannon-Bard, Schacter-Singer

**IX.** **Developmental Psychology**

* Methodology: Longitudinal and cross-sectional studies
* Nature vs. Nurture (maturation versus learning)
* Influential Theories: Piaget and cognitive development, Freud and psychosocial development, Kohlberg and moral development, Gilligan and gender differentiation
* Infancy, Childhood, Adolescence, and Adulthood

**X. Personality**

* Psychodynamic Perspective: Freud, Jung, Adler
* Trait Perspective: Allport, factor analysis and the five-factor model, assessment (Myers-Briggs, MMPI)
* Humanistic Perspective: Maslow and Rogers
* Social-Cognitive Perspective: Bandura and Seligman

**XI. Stress and Health**

* Stress as a Concept: Selye
* Stress and Health
* Adjustment and Coping

**XII. Abnormal Psychology**

* Approaches to Abnormality: The Rosenhan study, historical approaches (deviance), the medical model, the biopsychosocial model
* Classifying Disorders: The DSM-IV-TR or latest edition
* Major Categories of Disorders: Anxiety disorders, dissociative disorders, mood disorders, schizophrenia, personality disorders

**XIII. Treatment of Psychological Disorders**

* Major Approaches to Psychotherapy: Psychoanalysis, behavioristic, humanistic, cognitive, group, pharmacological

**XIV. Social Psychology**

* Attitudes and Behavior**:** Fundamental attribution error, roles, Festinger and cognitive dissonance
* Group Influence**:** Milgram and obedience
* Prejudice and Scapegoating
* Altruism

**Class Materials and Necessities**

1. Three-ring binder for this class only! You will put all of your materials in this notebook.
2. Writing utensil (Blue/Black ink for FRQs and pencil when testing) and any other material needed for specific class periods.
3. Completion of all assignments.
4. Constructive participation.
5. Positive attitude, ready and eager to learn.

**B**e Prepared, **E**xpect Excellence, **A**lways Be On Time, **R**espect Everyone, and **S**how Bear Pride

**Course Requirements and Class Rules**

1. Prepare to take the AP Exam in May.
2. Actively participate in class and complete all assignments thoroughly and promptly.
3. Attend class daily, arriving on time.
4. Make up work when absent—contact instructor and send assignments due electronically if possible; make prior arrangements for planned absences. Makeup tests will be made up the day after returning from an absence. If absence is for a period of more than one day, then arrangements will be made to make up tests at the earliest opportunity. Tests may only be made up during zero period or after school. If you are absent the day before a test, you will still be expected to take the test as scheduled.
5. Keep a well-organized and complete notebook for the entire year; bring to class daily. Use the handouts and lecture and reading notes in your notebook to study for tests. Ask for help if your notebook is incomplete.
6. Form a study group for tests and other large assignments to help you master the concepts you will encounter in this course.
7. Ask instructor for help if needed—I am committed to supporting your efforts!
8. Challenge yourself to work hard and maintain high standards.
9. All written work must be completed before the beginning of class (meaning before you walk in the door).
10. No rude behavior will be tolerated. Students should show appropriate respect for the teacher AND each other.
11. Keep the classroom clean. Use trashcans, clean up, and do not write on desks. All school rules should be followed. Use your manners and your common sense! Repeated violations, tardies, or actions, which distract from the course of instruction, will be dealt with severely through phone

calls, private detention, and other administrative actions when necessary.

**Tardy Policy-** Refer to the HCHS Student/Parent Handbook

**Discipline- 1st minor offense**- warning/MIR, **2nd minor offense**- parent contact/teacher detention/MIR, **3rd minor offense**- office referral

**Cheating Policy-** Any student caught cheating will be referred to the office as a discipline referral and required to make up the assignment at a teacher assigned time. Please reference the Character Counts (2004) handout on academic dishonesty. Refer to the handbook for consequences.

**1st offense:** Five (5) days detention-studentwill receive zero and have opportunity to redo assignment.

**2nd offense:** Three (3) days ISS-student will receive zero and have opportunity to redo assignment.

**3rd offense:** Five (5) days ISS-student will receive zero and may have the opportunity to redo assignment.

**Grading as Required by the HCBOE**

* Major Assignments- 45% (Test and FRQ)
* Minor Assignments- 20% (Quizzes and Projects)
* Daily Assignments – 15% (Homework and Daily Reviews)
* Final 20%

**LATE/MISSING WORK PROCEDURE**

Assignments will need to be turned in on the given due date when the teacher asks for the assignment. Assignments not turned in on time will result in academic detention and a zero will be given for that assignment. Academic detention will be offered on Tuesdays and Thursdays in the morning and after school. Academic detention will have a cut-off at the teacher’s discretion. It is the student’s responsibility to bring appropriate materials and attend the assigned detention in which the student will work on the missing assignment. Up to 20 points can be taken off late assignments. Failure to serve academic detention will result in parent contact and an office referral. Refer to the handbook for the late work procedures.

**TUTORING-**Thursday mornings from 7:15-7:35. Students must inform the teacher of their plans to attend a tutoring session. Further, students must come to the tutoring sessions prepared with materials and questions.

**STUDY TECHNIQUES**

The reading load is considerable, but not insurmountable! Each student is expected to read all text material, as you are ultimately responsible for understanding all content for testing. You may want to organize study groups to help alleviate this burden. Knowledge of discussion questions and supplemental readings may be beneficial. The amount of time required for homework will vary with your reading speed. Keep up with assignments and plan ahead for long assignments, supplemental readings, studying for FRQs, etc. Time management is an essential skill for this class, and you must take responsibility for budgeting your time. As you become accustomed to the course format and texts, things will fall into place and become easier. Be patient with your learning.

**READING AND WRITING**

We have embraced and become a reading and writing community in compliance with CCGPS! In doing so, this year we will focus on reading and writing across the curriculum. In the Honors Program we have been doing that for years. In this course you will be expected to read and write extensively throughout the year.

**TEXTBOOK RESPONSIBILITIES AND COSTS:**

Each student will be assigned a textbook. It is your responsibility to care for this property. Each book should be covered. You will be charged for any damages to the book or for a lost book. The cost for damages range from $5.00 to the cost of the book, a new textbook costs $70.

The teacher reserves the right to make adjustments to the course requirements as necessary.

Finally, each student will take an AP practice exam approximately two-weeks before the actual exam in May. This practice exam will serve as a diagnostic exam as to success, although success or failure is not guaranteed by passing this exam and this practice exam will serve as the second semester course final.

AP Psychology

I understand and accept responsibility for the requirements and expectations of this course as described. Further, we understand that this course is a specialty course that requires a year-long commitment.

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Student (Print) Date

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Student (Signature) Date

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Parent (Signature) Date