

AP PSYCHOLOGY

SYLLABUS: D (Psychology-Themes & Variations)

INTRODUCTION:

This class is designed for those students who wish to experience a university-level introductory course in psychology, and prepare for the very rigorous AP exam in May. Psychology is the study of behavior and mental processes. It is a science with roots in the fields of biology, philosophy and physiology. The philosophical background causes psychologists to wonder about the behavior and thinking of humans, and the more science-based knowledge allows us to test our hypotheses. Discussions, lectures, and assignments will introduce the student to developing an understanding of human behavior. The primary questions addressed in the course, will be "Why do people act the way that they do in specific situations?" and "How can people change their behaviors?"

This introductory course will expose students to many of the fields of interest within Psychology. Topics covered will be the more familiar Personality Development, Altered States of Consciousness (sleep, dreams, and hypnosis), Learning, Memory, and Abnormal Behavior. Students will also study the Biological Basis of Behavior, Motivation, Sensation, Perception, Health Psychology and Social Psychology. The methods, including statistics, for completing psychological research will also be introduced in AP Psychology. Students will also learn about the methods psychologists use in their science and practice. In addition, students are expected to develop their critical thinking skills throughout the course, while building their reading, writing, and discussion skills.

COURSE OBJECTIVES:

The course is taught at the collegiate level and student study habits should reflect this fact. The basic objective of this course is to introduce students to the methods, research, and theory of psychology and their applications in the real world. It is hoped that knowledge of psychological inquiry will provide participants with a way of perceiving aspects of the world around them, insights into their own and others' behavior, and an appreciation of the complexity of human behavior. In addition:

- Students will demonstrate an understanding of theoretical perspectives in psychology, research methods, key terms, concepts and principles associated with the major topics in psychology
- Students will complete written work and will receive written and/or oral feedback on both psychological content and technical aspects of writing
- Students will critically evaluate psychological issues presented to them in class.

GOALS OF THE COURSE:

Upon completion of this course, students should be able to:

- Create and utilize fully a variety of study aides to increase their overall memory level
- Analyze and research controversial psychological issues
- Review and evaluate their own and other students' writing
- Review scholarly publications in the field of psychology
- Think critically and logically about research findings and explain human behavior in terms used in psychology
- Identify assumptions and values that influence judgment about behavior
- Evaluate the general strengths and weaknesses in their own academic performances
- Be critical consumers of scientific research

In addition to the described content, the course will also work to refine important skills. They include analyzing data and writing and presenting written and oral arguments. In order to help students master the ability to write a good essay the course will concentrate on the instruction of several essential skills:

- Effective writing style
- The ability to make arguments
- The ability to evaluate critically and to compare scholarly works
- The ability to synthesize data
- The ability to analyze, interpret, and respond to stimulus-based data including charts, graphs, cartoons, and quotes

The course will cover a large amount of content. The study of Psychology is both historical and contemporary. Therefore, it is essential that students remain aware of what is happening in the world. It is suggested that regular reading of newspapers and news magazines as well as the regular viewing of news broadcasts be maintained throughout the course.

TEXTBOOK:

Weiten, W. Psychology: Themes and variations (6th ed.). Belmont, CA: Wadsworth, 2004.

Weiten, Wayne. Concept Charts for Study and Review for Psychology: Themes and Variations, 6th Ed. Belmont, CA: Wadsworth

Weiten, Wayne. Weiten's Instructor's Manual for Psychology: Themes and Variations, 5th Ed. Belmont, CA: Wadsworth (www.wadsworth.com)

SUPPLEMENTAL RESOURCES:

College board Advanced Placement Program: AP Psychology. Professional Development Workshop Materials, 2006-2007; 2004-2005

College Board Website: www.collegeboard.com

Glusick, Kathleen. Psychology Activities, Vol.1-5. 2002. Peanut Publishing, LLC.

Maitland, Laura Lincoln and Hannah, Pam. 5 Steps to a 5: AP Psychology. NY, Chicago. McGraw-Hill.

McEntarffer, Robert and Weseley, Allyson J. Ed.D, Barron's How to Prepare for the AP Psychology Advanced Placement Exam, 2nd Ed. Hauppauge, NY. Barron's Educational Series, Inc.

The Princeton Review: Cracking the AP Psychology Exam. 2006-2007 Ed. NY. Random House
Unit Lessons. APA Online: <http://members.apa.org/topss>
Video Series: Discovering Psychology: Updated edition, Annenberg/CPB

UNIT I: SCOPE, HISTORY, AND METHODOLOGY (3 WEEKS)

Reading: Wieten, 1 The Evolution of Psychology; 2 The Research Enterprise in Psychology

Topics:

- Historical Schools: Functionalism vs. Structuralism
- 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
- Statistics: Central tendency, variance, significance, correlation
- Ethics in Research: Human participants, animal subjects

Assignments/Assessment

Activities:

- Thinking Maps David Hyerle Ed. D
- Introduce Vocabulary Cards – Marzano
- Study Guide for Chapter 1
- Teaching about sampling using M&M's, Plain or Peanut Ref – M & M/ Mars (1993) A Little Illustrated Encyclopedia of M & M / Mars
- Teaching Research Methodology Using Jelly Beans Pg. 69 Ref – Hank Rolhgerber & Eric Anthony Diaz Texas A&M University

Assessment:

- Classroom Activities
- Study Guide Completion
- Chapter Quizzes
- Unit Test (150 question, 1 essay)

UNIT II: BEHAVIORISM (3 WEEKS)

Reading: Wieten, Chapter 3 The Biological Bases of Behavior

Topics

- 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

Assignments/Assessment

Activities:

- Bio boards on Famous Psychologist and their major contributions to psychology.
- Oral and Visual presentations in class
- Have I Heard That Name Before? A survey of Historical Figures in Psychology.
- Ref – Bunnell, J.K. (1992) Teaching of Psychology, 19, 51-52

Assessment:

- Class Activities
- Study Guide
- Quizzes
- Unit Test (150 questions, 1 essay)

UNIT III: NEUROSCIENCE (2 WEEKS)

Reading: Wieten, Chapter 3 The Biological Bases of Behavior

Topics

- Neuron: Neuronal and synaptic transmission, psychopharmacology, drug abuse
- Nervous System: Structural and functional organization
- Brain: Research methodology, neuroanatomy, brain development and aging, hemispheric specialization
- Endocrine System: Anatomy, HPA-axis, and immune system
- Genetics and Heritability

Assignments/Assessment

Activities:

- Guest Speaker from Valley Children's Genetics Unit speaking on Genetics & Heritability.
- Internet research on Endocrine System Anomalies
- Construct a brain with all parts and functions labeled.(Free Standing) Suggested materials: Candy, Play Dough, Fruit, Cloth, Cotton Balls Noodles, etc. Ref – Pepperdine University

Assessments

- Classroom Activities
- Study Guide
- Quizzes
- Unit Test (150 questions, 1 essay)

UNIT IV: SENSATION AND PERCEPTION (3 WEEKS)

Reading: Wieten, Chapter 4 Sensation and Perception.

Topics

- 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

Assignments/Assessment

Activities:

- Design a 3 dimensional bulletin board using one of the senses. Labeled parts & functions and present to the class.
- Interaction of Taste and Smell to create flavor (Flavored Jelly Bellies) Ref – Bernard C. Beins, Ithaca College Ref – Steve Charlton Testing Sense of Smell with Scratch & Sniff Kwantlen University

Assessments

- Class Activities
- Study Guide
- Quizzes
- Unit test

UNIT V: DEVELOPMENTAL PSYCHOLOGY (3 WEEKS)

Reading: Wieten, Chapters 11 Human Development Across the Life Span

Topics

- 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

Assignments/Assessment

Activities:

- Virtual Pregnancy: The Project that delivers
- Vignettes:
 - Forget Me Not
 - I'll Be Missing You
 - Oh What a Tangled Web We Weave
 - Just When You Thought I was Safe
 - Just Say No

- Children:
 - A Parent Interview Activity Agent, Stages Sensitive
 - Parent Data Sheets Needed, Initial Interview Questions Needed
 - Ref – Frank Bern, St. Joseph University

Assessments

1. Class Activities
2. Study Guide
3. Quizzes
4. Unit Test & Essay

UNIT VI: INTELLIGENCE & PSYCHOLOGICAL TESTING (2 WEEK)

Reading: Wieten, Chapter 9 Intelligence and Psychological Testing

Topics

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

Assignments/Assessment

Activities:

- Mantel Aerobics Thinking Workouts. By Ann Fisher
- Mensa Presents Mighty Mind Maze by John Bremner
- How To Get Out of An Egg Without Cracking The Shell By Adrienne Olsen
- Assorted Activities: Varies from year to year

Assessments:

- Class Participates in Activities
- Study Guide
- Quizzes
- Unit Test

UNIT VII: CONSCIOUSNESS, MEMORY AND LANGUAGE (4 WEEKS)

Reading: Wieten, Chapter 5 Variations in Consciousness; Chapter 7 Human Memory; Chapter 8 Language and Thought.

***Topics:**

- States of Consciousness: Waking, sleep and dreaming, hypnosis, altered states

Assignments/Assessment

Activities:

- The “Flurlie” Test (Short Term Memory)
- Memorizing Cloud types (Visual memory)
- Learning Braille (Tactile Memory)
- Presidents of the USA (Long Term Memory)
- Recording Dreams and Student Analysis
- Resource books & dreams dictionaries
- Film: Language Development by World Humanities
- Gregoric Learning Style Delineator
- Ref- Improve Your Memory By: Robert Allen

Assessments:

- Assorted Class Activities
- Study Guide
- Quizzes
- Unit Test (150 Questions, Essay Choice)

UNIT VIII: MOTIVATION & EMOTIONS (2 WEEKS)

Reading: Wieten, Chapter 10 Motivation and Emotion

Topics

- 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

Assignments/Assessment

Activities:

- Phobia Boards – Posters illustrating various phobias-information down loaded from the net.
- Facial Feedback Hypothesis, Are Emotions Really Related To The Face We Make?
- Outside readings: Journal of Genetic Psychology, “Unmasking The Face” Journal of Personality And Social Psychology.
- Film on Eating Disorders (Anorexia, Bulimia, Purging)
- Maslows’ Pyramid – Analysis: The Diary of Anne Frank
- Gender Stereotyping in Commercials
- Mind mapping the Theories of Emotions Ref – Margaret Lloyd Georgia Southern University

Assessment:

- Class Activities
- Study Guide
- Quizzes
- Essay
- Unit Test

UNIT IX: PERSONALITY (3 WEEKS)

Reading: Wieten, Chapters 12 Personality: Theory, Research, and Assessment

Topics

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

Assignments/Assessment

Activities:

- Assortments of Personality Tests:
 - Myers Briggs Type Indicator
 - Keirsey Sorter
 - Multiple Intelligences
 - Draw a Person
 - Color Test
 - Short Version of MMPI
 - Handwriting Analysis
 - Value Appraisal Scale
- Guest Speaker (Local)
- Psychologist and Psychometrics
- Online research on personality tests
- Analyze personality test results
- Exposure to the trait dictionary
- Construct a “Me Board” from test results

Assessments:

- Classroom Activities
- Chapter Study Guide
- Vocabulary Cards
- Quizzes
- Unit Test
- Me Board (Insight & Analysis)

UNIT X: STRESS & HEALTH (3 WEEKS)

Reading: Wieten, Chapter 13 Stress, Coping, and Health

Topics

- Stress as a Concept: Selye
- Stress and Health
- Adjustment

Assignments/Assessment

Activities:

- Analyze Stress Symptoms
- Take Stress Test
- Practice Relaxation Techniques
- Guided Imagery Activities
- Explorer the multiplicity of relaxation techniques
 - Yoga
 - Foods
 - Scents
 - Massage
 - Music
 - Movement / Dance, etc

Assessments:

- Participation in Classroom Activities
- Study Guide
- Quizzes
- Unit Test, Essay

UNIT XI: ABNORMAL PSYCHOLOGY (3 WEEK)

Reading: Wieten, Chapter 14 Psychological Disorders; 15 Treatment of Psychological Disorders

Topics

- Approaches to Abnormality: The Rosenhan study, historical approaches (deviance), the medical model, the biopsychosocial model
- Classifying Disorders: Evolution of the DSM-IV-TR
- Major Categories of Disorders: Anxiety disorders, dissociative disorders, mood disorders, schizophrenia, personality disorders
- Major Approaches to Psychotherapy: Psychoanalysis, behavioristic, humanistic, cognitive, group, pharmacological
- Does Therapy Work? Eysenck, outcome studies, and the Consumer Reports study

Assignments/Assessment

Activities:

- Video clips from the following films:
 - Beautiful Mind
 - What About Bob?
 - Clock Work Orange
 - Sybil
 - 3 Faces of Eve
 - One Flew Over The Cuckoo's Nest
 - 12 Monkeys
 - Primal Fear
 - Ordinary People
 - Girl Interrupted
 - The Silence of the Lambs
- Research a psychological problem (Use of Professional Journals & Libraries)
- Vocabulary cards on psychological problems
- Guest Speakers on Suicide (School Psychologist)

Assessments:

- Activities
- Vocabulary Cards
- Study Guide
- Quizzes
- Unit Test (150 questions, essay)

UNIT XII: SOCIAL PSYCHOLOGY (2 WEEKS)

Reading: Wieten, Chapter 16 Social Behavior

Topics

- Person Perception, Forming Impressions of others
- Attribution Process: Explaining Behavior
- Interpersonal Attraction: Liking and Loving
- Attitudes: Making Social judgments
- Conformity and Obedience: Yielding to Others
- Group Behavior
- Prejudice

Assignments/Assessment

Activities:

- Film on Prejudice
- Analyze conformity in various cultures professional readings

Assessments:

- Class Activities
- Study Guide
- Quizzes
- Unit Test (150 questions, 1 essay)
- Semester Final
- A.P. Test

UNIT XIII: REVIEW AND AP TEST PREP (TBD)

Topic: How do you do an AP WRITE? Writing to Rubrics and review of handouts: start reading/reviewing 1 chapter per day

Assignments/Assessment

AP WRITE: Compare and apply 6 approaches

Statistics: Why do numbers matter?

Review child development, language, intelligence + conditioning

AP WRITE: Use developmental theorists to explain a 7 year olds behavior review scientific method, statistics and physiology

AP WRITE: Design an experiment to study violence and media influence Review personality, mental disorders and treatment

AP WRITE: Describe treatment for depression from 4 approaches

AP TEST: Date to be determined

UNIT XVI: SELECTED TOPICS (3-4 WEEKS)

May Multicultural psychology: Understanding other cultures and values
What do other people believe?

May Multicultural psychology

May Symbol in interpretation and presentation: depth psychology
How should I interpret my own life?

June Symbol in interpretation and presentation: depth psychology

TEACHING STRATEGIES

This is a large lecture course and, as such, the teaching strategies used focus on giving students opportunities to analyze and respond in class, to write mini-essays of 50 words or so reacting to provocative statements, and participate in real-time behavioral experiments.

Students must complete a summer reading assignment on or before the course begins.

Instructions are given throughout the course on the following:

- Essay organization diagram for free-response questions
- Essay tasks for AP Exam free-response questions
- List of directive terms used in free-response questions
- Reminders for answering timed essay questions
- Essay frame
- Generic free-response scoring guidelines
- Generic core-structure scoring guidelines
- Test packet for a FRQ (excerpted from an AP Released Exam)

STUDENT EVALUATION

Quizzes are given on the reading assignments. Occasional outside-of-class assignments may also count as daily grades.

Test formats are objective (multiple choice), free-response questions (called essay tests in the Course Syllabus).

Most objective tests consist of 50 to 75 multiple-choice questions and a 20-30 minute essay question, and are timed to approximate the time allowed on the AP Exam.

Homework is accepted before students begin to take the unit exam. The homework consists of unit terms and/or outlines; questions about readings, notations, and/or assigned primary and secondary sources; charts that pertain to the unit (e.g., characteristics, similarities, and differences, analysis and evaluation, etc.). Well-completed terms and course themes demonstrate a student's effort and most students find this to be indispensable in maintaining a high grade point average.

The semester exam is a requirement of the AP Psychology course. It is comprehensive for all material covered during the semester.

The final exam is a performance-based evaluation that helps students synthesize their learning from the entire year. It consists of a variety of written exercises and cooperative group activities that also help students prepare for the AP Psychology Exam.

The AP Psychology Exam is comprehensive, covering material from the entire school year. Students who are enrolled in the AP Psychology course are expected to take the AP Psychology Exam. AP reviews are offered both during class and after school prior to the exam. In addition, many students participate in informal study group review sessions.

Supplemental Sources for AP Psychology

Allen, Robert Improve Your Mind

American Psychiatric Association, Diagnostic and Statistical Manual of Mental Disorders. 5th ed.

Andrews, Linda Wasmer. Stress Control For Peace Of Mind, New York: Main Street, 2005.

Botermans, Jack & Heleen Tichler. The Big Brain Workout, New York: Sterling Publishing, 2005.

Brenner, John. Mensa's Mighty Minda Maze, 1997.

Cash, Adam Psychology for Dummies, New York: Hungry Minds Inc., 2002.

Cohen, Michael. Identifying, Understanding and Solutions to Stress, London: Caxton Editions, 2001.

Davidson, Jeff Managing Stress, New York: Alpha Books, 1999.

Didato, Salvatore. The Big Book of Personality Traits. 4th Edition. Workman Publishing: New York, 2003.

Elkin, Allen Ph.D., Stress Management for Dummies, Foster City, CA: IDG Books Worldwide Inc., 1999.

Fenwick, Peter. Atlas of the Body & Mind.

Fisher, Ann. Mental Aerobics, New York: Instructional Fair Publishing.

Fogiel, M. Dr. Advanced Placement Examination .

Hall, Kristen. Handwriting Analysis, 1999.

Harding, Jennie. Ten Minutes Relaxations for Mind & Body

Hearne, Keith & David Melbourne. Understanding Dreams, London: New Holland, 1999.

Keirse, David Please Understand Me II, California: Prometheus Nemesis Books, 1998.

Kroeger Otto. Type Talk, California: Press Inc., 1988.

Marzano, Robert J. A Handbook for Classroom Instruction that Works Alexandria, VA: ASCD, 2001.

McCracken, Thomas O. New Atlas of Human Anatomy Anatographica, I.I.C. Barnes & Noble, 1999.

Moore, Enid & Elizabeth Pring. The Brain A User's Manual

Olsen, Adrianna. How To Get Out An Egg Without Cracking The Shell

Ornstein, Robert The Amazing Brain, Mass.: Houghton Mifflin, 1984.

Pliskin, Marcia & Shaw L. Just Ph.D., Interpreting Your Dreams IN., Amaranth Illuminare, 2003.

Preston, John D., John H. O'Neal and Mary C. Talaga. Handbook of Clinical Psychopharmacology for Therapists. 4th edition, New Harbinger Publications, Oakland, Calif., 2005.

Princeton Review, Cracking the AP Exam, New York: Princeton Rev. Publishing., 2004.

Restak, Richard Mysteries of the Mind, 2000.

Roizen, Michael F. M.D. & Melmet C. OZ, You The Owners Manual, 2005.

Smith, David MD, Recognizable Patterns of Human Malformation Genetic Embryo logics & Clinical Aspects

Unstalter, Jack . Brain Games, California: John Wiley & Sons Inc.,1996.

Wetter, Frank H. MD. The CIBA Collection of Medical Illustrations: Nervous System.