AP Psychology Syllabus
Portland Adventist Academy
Instructor: Mrs Peinado

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503-438-0920 (call or text before 9 pm)
2014-2015

Course Description:

The purpose of this Advanced Placement course is to familiarize and engage students with the history, theories, and understandings of the human mind through the science of psychology. Beginning with a general history of what psychologists are concerned with and what methods they use, to more specific looks at topics such as brain theories, conditioning methods, cognition skills, and social behaviorism, students will be exposed to an extensive body of work designed to discover why human beings think and act as they do. Topics commonly accepted in psychology education and required by the College Board will be included in this course. However, in addition to learning the methods and discoveries made by psychologists, students will also be expected to think and act as one themselves. Throughout the year, students will devise, implement, and analyze a variety of different experiments and experimental methods. Prior to the AP exam, there will be extensive review and following the AP exam, there will be enrichment work as well as a post-exam project in lieu of a final exam. All work will be structured toward achieving the goal of truly understanding the inner workings of human behavior. Throughout the course, students will explore and appreciate God's amazing design in the creation of our minds.

Required Resources:

1) Psychology for AP 2nd Ed. by David Myers

2) 1" three-ring binder with lined paper

Course Requirements:

Regular reading, attendance and participation. The course is a challenging college-level course of study, very quickly paced. Keeping up with the assigned readings is essential. As for college courses, it is recommended that students spend 2 hours outside of the classroom studying and preparing, for every hour spent in the classroom. Not all material read will be covered in lectures and activities, but all material in the text may be on quizzes or the AP exam. Regular attendance is imperative to understanding and success. If a student is absent, it is the student's responsibility to learn and make up any missing work or quizzes. Late work cannot earn more than 80%.

Grading Policy:

Grades will be essentially divided into the different units for the core concepts of psychology. Each unit will be broken into different grade categories and will be worth a set number of points. The grades will ultimately be based on meeting the core standards expected from each unit. Extra credit and make-up assignments may be given, but will not replace meeting the basic standards. The following is an explanation of the assignment categories and breakdown of the grades:

Unit Tests (40% of grade) – Tests are an important aspect of proving what you have learned and will better prepare you for the AP exam. Tests will compose a large portion of your grade, but if you do well in other assignments, poor test scores will be offset. Each test will consist of 25-35 multiple choice questions and one long answer question, reflective of the types on the AP exam.

Homework and Projects (20% of grade) – During each unit, writing assignments and hand on projects will be offered that relate to the topics covered. These projects will be designed to create a deeper understanding of the psychological sciences. Some of the projects will also be group assignments.

Outlines (40% of grade) – During each unit, we will read several modules. Students are asked to thoroughly outline each module as they read. Daily, you will be asked, at the beginning of the class period, to turn in outlines from the reading that was due, for grading. Late outlines cannot earn greater than 80%.

Final Project – In lieu of a traditional final exam, students present the results of an assigned final project to the class. The project will be assigned after the AP exam.

Grade Breakdown:

A	93-100%
A-	90-92%
B+	88-89%
B	83-88%
B-	80-82%
C+	77-79%
C	70-76%

A grade below 70% will result in no credit. In order to receive credit for the class, one must achieve a minimum understanding of the material.

Course Objectives:

Students should be able to:

1. History and Approaches (**Unit 1**)
    a. Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
    b. Describe and compare different theoretical approaches in explaining behavior:
        i. structuralism, functionalism and behaviorism in the early years;
        ii. Gestalt, psychoanalytic/psychodynamic and humanism emerging later;
        iii. evolutionary, biological, cognitive, and biopsychosocial as more contemporary approaches
    c. Recognize the strengths and limitations of applying theories to explain behavior
    d. Distinguish the different domains of psychology (eg. biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial-organizational, personality, psychometric, social).
    e. Identify major historical figures in psychology (eg. Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B.F.Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt).
2. Research Methods (**Unit II**)
    a. Differentiate types of research (eg. experiments, correlational studies, survey research, naturalistic observations, case studies) with regard to purpose, strengths and weaknesses.
    b. Describe how research design drives the reasonable conclusions that can be drawn (eg. experiments are useful for determining cause and effect; the use of experimental controls reduces alternative explanations).
    c. Identify independent, dependent, confounding and control variables in experimental designs.
    d. Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
    e. Predict the validity of behavioral explanations based on the quality of research design (eg. confounding variables limit confidence in research conclusions).
    f. Distinguish the purposes of descriptive statistics and inferential statistics.
    g. Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (eg. measure of central tendency, standard deviation).
    h. Discuss the value of reliance on operational definitions and measurement in behavioral research.
    i. Identify how ethical issues inform and constrain research practices.
    j. Describe how ethical and legal guidelines (eg. those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice.
3. Personality (**Unit X**)
    a. Compare and contrast the major theories and approaches to explaining personality (eg. psychoanalytic, humanist, cognitive, trait, social cognition, behavioral).
    b. Describe and compare research methods (eg. case studies and surveys) that psychologists use to investigate personality.
    c. Identify frequently used assessments strategies (eg. Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments.

    d. Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (eg. collectivistic vs. individualistic cultures).
    e. Identify key contributors to personality theory (eg. Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers).
4. Developmental Psychology (**Unit IX**)
    a. Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior
    b. Explain the process of conception and gestation, including factors that influence successful fetal development (eg. nutrition, illness, substance abuse).
    c. Discuss maturation of motor skills.
    d. Describe the influence of temperament and other social factors on attachment and appropriate socialization.
    e. Explain the maturation of cognitive abilities (eg. Piaget's stages, information processing).
    f. Compare and contrast models of moral development (eg. Kohlberg, Gilligan).
    g. Discuss maturational challenges in adolescence, including related family conflicts.
    h. Explain how parenting styles influence development.
    i. Characterize the development of decisions related to intimacy as people mature.
    j. Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.
    k. Describe how sex and gender influence socialization and other aspects of development.
    l. Identify key contributors in developmental psychology (eg. Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky).
5. Biological Bases of Behavior (**Unit III**)
    a. Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons.
    b. Discuss the influence of drugs on neurotransmitters (eg. reuptake mechanisms, agonists, antagonists).
    c. Discuss the effect of the endocrine system on behavior.
    d. Describe the nervous system and its subdivisions and functions:
        i. central and peripheral nervous systems
        ii. major brain regions, lobes and cortical areas
        iii. brain lateralization and hemispheric specialization.
    e. Discuss the role of neuroplasticity in traumatic brain injury.
    f. Recount historic and contemporary research strategies and technologies that support research (eg. case studies, split-brain research, imaging techniques).
    g. Discuss psychology's abiding interest in how heredity and environment work together to shape behavior.
    h. Predict how traits and behavior can be selected for their adaptive value.
    i. Identify key contributors (eg. Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke).
6. States of Consciousness (**Unit V**)
    a. Describe various states of consciousness and their impact on behavior.
    b. Discuss aspects of sleep and dreaming:
        i. stages and characteristics of the sleep cycle;
        ii. theories of sleep and dreaming;
        iii. symptoms and treatments of sleep disorders.
    c. Describe historic and contemporary uses of hypnosis (eg. pain control, psychotherapy).
    d. Explain hypnotic phenomena (eg. suggestibility, dissociation).

    e. Identify the major psychoactive drug categories (eg. depressants, stimulants) and classify specific drugs, including their psychological and physiological effects.
    f. Discuss drug dependence, addiction, tolerance and withdrawal.
    g. Identify major figures in consciousness research (eg. William James, Sigmund Freud, Ernest Hilgard).
7. Sensation and Perception (**Unit IV**)
    a. Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
    b. Describe sensory processes (eg. hearing, vision, touch, taste, smell, vestibular, kinesthesis, pain), including the specific nature of energy transduction, relevant anatomical structures and specialized pathways in the brain for each of the senses.
    c. Explain common sensory disorders (eg. visual and hearing impairments).
    d. Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (eg. Gestalt principles, depth perception).
    e. Discuss how experience and culture can influence perceptual processes (eg. perceptual set, context effects).
    f. Explain the role of top-down processing in producing vulnerability to illusion.
    g. Discuss the role of attention in behavior.
    h. Challenge common beliefs in parapsychological phenomena.
    i. Identify the major historical figures in sensation and perception (eg. Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel).
8. Testing and Individual Differences (**Unit XI**)
    a. Define intelligence and list characteristics of how psychologists measure intelligence:
        i. abstract vs. verbal measures;
        ii. speed of processing.
    b. Discuss how culture influences the definition of intelligence.
    c. Compare and contrast historic and contemporary theories of intelligence (eg. Charles Spearman, Howard Gardner, Robert Sternberg).
    d. Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.
    e. Interpret the meaning of scores in terms of the normal curve.
    f. Describe relevant levels related to intelligence testing (eg. gifted, cognitively disabled).
    g. Debate the appropriate testing practices, particularly in relation to culture-rair test uses.
    h. Identify key contributors in intelligence research and testing (eg. Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).
9. Cognition (**Unit VII**)
    a. Compare and contrast various cognitive processes:
        i. effortful vs. automatic processing;
        ii. deep vs. shallow processing;
        iii. focused vs. divided attention.
    b. Describe and differentiate psychological and physiological systems of memory (eg. short-term memory, procedural memory).
    c. Outline the principles that underlie effective encoding, storage, and construction of memories.
    d. Describe strategies for memory improvement.
    e. Synthesize how biological, cognitive and cultural factors converge to facilitate acquisition, development and use of language.
    f. Identify problem-solving strategies as well as factors that influence their effectiveness.

    g. List the characteristics of creative thought and creative thinkers.
    h. Identify key contributors in cognitive psychology (eg. Noam Chomsky, Hermann Egginghaus, Wolfgang Kohler, Elizabeth Loftus, George A. Miller).
10. Learning (**Unit VI**)
    a. Distinguish general differences between principles of classical conditioning, operant conditioning and observational learning (eg. contingencies).
    b. Describe basic classical conditioning phenomena,such as acquisition, extinction, spontaneous recovery, generalization, discrimination and higher-order learning.
    c. Predict the effects of operant conditioning (eg. positive reinforcement, negative reinforcement, punishment).
    d. Predict how practice, schedules of reinforcement and motivation will influence quality of learning.
    e. Interpret graphs that exhibit the results of learning experiments.
    f. Provide examples of how biological constraints create learning predispositions.
    g. Describe the essential characteristics of insight learning. latent learning and social learning.
    h. Apply learning principles to explain emotional learning, taste aversion, superstitious behavior and learned helplessness.
    i. Suggest how behavior modification, biofeedback, coping strategies and self-control can be used to address behavioral problems.
    j. Identify key contributors in the psychology of learning (eg. Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B.F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).
11. Social Psychology (**Unit XIV**)
    a. Apply attribution theory to explain motives (eg. fundamental attribution error, self-serving bias).
    b. Describe the structure and function of different kinds of group behavior (eg. deindividuation, group polarization).
    c. Explain how individuals respond to expectations of others, including groupthink, conformity and obedience to authority.
    d. Discuss attitudes and how they change (eg. central route to persuasion).
    e. Predict the impact of the presence of others on individual behavior (eg. bystander effect, social facilitation).
    f. Describe processes that contribute to differential treatment of group members (eg. in-group/out-group dynamics, ethnocentrism, prejudice).
    g. Articulate the impact of social and cultural categories (eg. gender race, ethnicity) on self-concept and relations with others.
    h. Anticipate the impact of behavior on a self-fulfilling prophecy.
    i. Describe the variables that contribute to altruism, aggression and attraction.
    j. Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
    k. Identify important figures in social psychology (eg. Solomon Asch, Leon Festinger, Stanley Milgram, Philip Zimbardo).
12. Abnormal Behavior (**Unit XII**)
    a. Describe contemporary and historical conceptions of what constitutes psychological disorders.
    b. Recognize the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
    c. Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms.

d. Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural.
e. Identify the positive and negative consequences of diagnostic labels (eg. the Rosenhan study).
f. Discuss the intersection between psychology and the legal system (eg. confidentiality, insanity defense).

13. Treatment of Abnormal Behavior (**Unit XIII**)
    a. Describe the central characteristics of psychotherapeutic intervention.
    b. Describe major treatment orientations used in therapy (eg. behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning.
    c. Compare and contrast different treatment formats (eg. individual, group).
    d. Summarize effectiveness of specific treatments used to address specific problems.
    e. Discuss how cultural and ethnic context influence choice and success of treatment (eg. factors that lead to premature termination of treatment).
    f. Describe prevention strategies that build resilience and promote competence.
    g. Identify major figures in psychological treatment (eg. Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B.F. Skinner, Joseph Wolpe).
14. Motivation and Emotion (**Unit VIII**)
    a. Identify and apply basic motivational concepts to understand the behavior of humans and animals (eg. instincts, incentives, intrinsic vs. extrinsic motivation).
    b. Discuss the biological underpinnings of motivation, including needs, drives and homeostasis.
    c. Compare and contrast motivational theories (eg. drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each.
    d. Describe classic research findings in specific motivation systems (eg. eating, sex, social).
    e. Discuss theories of stress and the effects of stress on psychological and physical well-being.
    f. Compare and contrast major theories of emotion (eg. James-Lange, Cannon-Bard, Schachter two-factor theory).
    g. Describe how cultural influences shape emotional expression, including variations in body language.
    h. Identify key contributors in the psychology of motivation and emotion (eg. William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye).

The AP exam is scheduled for May 4, 2015

The cost for the AP exam is $89 and is due prior to taking the exam.

The fee *is* *not* included in the regular school fees.

Reading Calendar (even if class is cancelled, readings are due on dates listed)

Date Due	Reading	Date Due	Reading	Date Due	Reading
Sept 4	Module 1	Nov 11	Module 13	Feb 6	Module 26
Sept 5	Module 2	Nov 12	Module 14	Feb 10	Module 27
Sept 9	Module 3	Nov 14	Module 15	Feb 11	Module 28
Sept 12	Module 4	Nov 18	Module 22	Feb 13	Module 29
Sept 16	Module 5	Nov 19	Module 23	Feb 17	Module 30
Sept 17	Module 6	Nov 21	Module 24	Feb 20	Modules 74, 75
Sept 23	Module 7	Nov 25	Module 25	Feb 24	Modules 76, 77
Sept 24	Module 8	Dec 2	Module 16	Feb 25	Module 78
Sept 30	Module 55	Dec 3	Module 17	Feb 27	Module 79
Oct 1	Module 56	Dec 5	Module 18	Mar 3	Module 80
Oct 3	Modules 57, 58	Dec 9	Module 19	Mar 4	Module 65
Oct 7	Module 59	Dec 10	Module 20	Mar 6	Module 66
Oct 8	Modules 45, 46	Dec 12	Module 21	Mar 10	Module 67
Oct 14	Module 47	Dec 16	Module 60	Mar 11	Module 68
Oct 15	Module 48	Dec 17	Module 61	Mar 13	Module 69
Oct 17	Module 49	Dec 19	Module 62	Mar 17	Module 70
Oct 21	Module 50	Jan 6	Module 63	Mar 18	Module 71
Oct 22	Module 51	Jan 7	Module 64	Mar 20	Module 72
Oct 24	Module 52			Apr 7	Module 73
Oct 28	Module 53	Jan 20	Module 31	Apr 8	Modules 37, 38
Oct 29	Module 54	Jan 23	Module 32	Apr 10	Modules 39, 40
Oct 31	Module 9	Jan 27	Module 33	Apr 14	Module 41
Nov 4	Module 10	Jan 28	Module 34	Apr 15	Modules 42, 43
Novt 5	Module 11	Jan 30	Module 35	Apr 16	Module 44
Nov 7	Module 12	Feb 4	Module 36		

Please remove this sheet from the syllabus and return it promptly. Thank you.

Please feel free to contact me at mpeinado@paasda.org or (503)438-0920 (texting is the fastest way to reach me) if you have any questions. Also, please feel free to use the bottom half of this sheet if you have any immediate concerns. This is a rigorous, college-level course. Please have yourself and a parent or guardian sign below if you agree to abide by the syllabus.

_____

Signature of Parent/Guardian

_____

Signature of Student

Student Name: _____

Please write any comments or questions below: