

AP PSYCHOLOGY

Instructor: Corson

E-Mail: jcorson@lps.k12.co.us

Unscheduled hours: 3rd and 6th periods

In this class, you will be challenged to go on an exciting, intellectual journey into the human mind and its influence on behavior, thoughts, and emotions. Each of you will benefit from this journey in direct proportion to the amount of effort you expend.

COURSE DESCRIPTION

This course is designed to introduce you to the scientific study of human behavior, mental processes and experiences. You will be exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Ethics and methods psychologists use in their science and practice will also be addressed. You will have the opportunity to:

- Gain an understanding of the major psychological perspectives (psychodynamic, behavioral, cognitive, humanistic, neurobiological, sociocultural).
- Demonstrate an understanding of the diverse scientific methods of psychological inquiry and ethical standards of investigation.
- Recognize the relevance of psychology and its practical applications in an individual's life.
- Gain a clear understanding of the psychological diversity of human beings with reference to biological, social, and cultural influences.
- Develop your critical thinking skills and ability to communicate your ideas in written and oral format.

REQUIRED TEXT

Student purchase: Myers' Psychology for AP* Third Edition, David Myers, Worth Publishers, 2017.

SUPPLEMENTALS

Some exercises will be used from this source: Myers, David G. *Instructor's Resource Manual with Binder for Psychology*. New York: Worth Publishers, 2017.

Hock, Roger R. *Forty Studies that Changed Psychology*, 7th ed. Upper Saddle River, NJ: Pearson, 2012.

Worth Online Study Center: This study center offers:

- Chapter-by-Chapter self-guided study plan with diagnostic tests.
- Self-paced tutorials that allow students to revisit and master course concepts on their own.
- Multiple assessment and review tools, organized by chapter.
- Dozens of hands-on activities including PsychSim to be used in class and at home.
- Digitized video demonstrations and animations (such as neural communication) bring text concepts to life.
- Sophisticated search engine that allows students to search quickly by topic and chapter.

COURSE OBJECTIVES

1. Students will prepare to do acceptable work on the AP Psychology Exam.
2. Students will study the major core concepts and theories of psychology. They will be able to define key terms and use them in their everyday vocabulary.
3. Students will learn the basic skills of psychological research and be able to apply psychological concepts to their own lives.
4. Students will develop critical thinking skills.

RULES AND EXPECTATIONS

1. Come prepared for each class session having carefully completed your reading and/or other assignments. There will be frequent OQ's or reading quizzes.
2. Actively participate in class discussions.
3. If absent from class, make up assignments within a week.
4. Abide by the AHS rules of conduct.
5. Ask questions if any concept requires more explanation.
6. If you are using cell phone for anything except sanctioned academic purposes I will have you turn it in for the remainder of class and/or in the holding tank.
7. Habitual offenses may result in a detention.

Grades

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59 and below

Grade Categories:

Content Knowledge: (60%) This measurement includes assessments such as multiple-choice tests and quizzes. Note: all tests are cumulative.

Application of Knowledge: (25%) This refers to going beyond mere memorization and regurgitation of the content, but actually applying the information in a new and meaningful way. Projects, essays, and certain assignments are included in this category.

Participation/Attendance/Responsibility: (15%) While outstanding attendance is required in this class, positive, active participation acting responsibly will also be expected and will therefore be part of your grade.

COURSE OUTLINE

Psychology's History and Approaches

Modules 1-3

A. *Historical Schools:* Functionalism and Structuralism

B. *Modern Approaches:* Psychodynamic, Behaviorist, Cognitive, Humanistic, Evolutionary, Biological and Social-cultural.

C. *Three Main Levels of Analysis:* Biological, Psychological, Social-Cultural

Thinking Critically with Psychological Science

Modules 4-8

A. *Psychological Science:* sources of bias and error, scientific attitude, scientific

method

- B. *Correlation and Experimentation*
- C. *Statistical Reasoning*
- D. *Ethics in Psychology*

Biological Bases of Behavior

Modules 9-15

- A. *Neural Communication*: neurons and neurotransmitters
- B. *Nervous System*: peripheral and central
- C. *Endocrine System*
- D. *The Brain*: older brain structures, cerebral cortex, hemispheres
- E. *Behavior Genetics*: Predicting Individual Differences.
- F. *Evolutionary Psychology*: Understanding Human Nature

Developmental Psychology

Modules 45-54

- A. *Prenatal development and the Newborn*: conception, prenatal development
- B. *Infancy and Childhood*: physical, cognitive, social development, autism
- C. *Adolescence*: physical, cognitive, social development, emerging adulthood
- D. *Adulthood*: physical, cognitive, social development
- E. *Developmental Issues*: continuity and stages, stability and stages

Personality

Modules 55-59

- A. *Psychoanalytic Perspective*: exploring the unconscious, Neo-Freudian and psychodynamic theorists, assessing unconscious processes, evaluating the psychoanalytic perspective
- B. *Humanistic Perspective*: Maslow's self-actualizing person, Rogers' person centered perspective, assessing the self, evaluating the humanistic perspective
- C. *Trait Perspective*: exploring and assessing traits, big five factors, evaluating the trait perspective
- D. *Social-Cognitive Perspective*: reciprocal influences, personal control, assessing behavior in situations, positive psychology, evaluating the social-cognitive perspective
- E. *Exploring the Self*: benefits of self-esteem, culture and self-esteem, self-serving bias

Testing and Individual Differences

Modules 60-64

- A. *What is Intelligence?*: one general ability vs. several specific abilities, emotional intelligence, intelligence and creativity, neurological measurement of intelligence
- B. *Assessing Intelligence*: origins of intelligence testing, modern tests on mental abilities, principles of test construction
- C. *Dynamics of Intelligence*: stability or change?, extremes of intelligence
- D. *Genetic and Environmental Influences on Intelligence*: genetic and environmental influences; group differences in intelligence scores, question of bias

Learning

Modules 26-30

- A. *How Do We Learn?*
- B. *Classical conditioning*: Pavlov's experiments, applications of classical conditioning, Pavlov's legacy
- C. *Operant conditioning*: Skinner's experiments, applications of operant conditioning, Skinner's legacy, comparison of classical and operant conditioning
- D. *Learning by Observation*: Bandura's experiments, applications of observational learning

Cognition

Modules 31-36

- A. *Information Processing, Encoding, Storage-Retaining Information, Retrieval* memory, long-term memory, storing memories in the brain
- B. *Forgetting*: encoding failure, storage decay, retrieval failure, and *Memory Construction*: misinformation and imagination effects, source amnesia
- C. *Language*
- D. *Thinking, Problem Solving and Creativity*

MIDTERM EXAM: END OF FIRST SEMESTER

Sensation and Perception

Modules 16-21

- A. *Basic Principles*: thresholds, selective attention, transduction
- B. *Influences on Perception*
- C. *Vision*: light, energy, the eye, visual information processing, color vision
- D. *Hearing*: sound waves, the ear, hearing loss and deaf culture
- E. *Other senses*: touch, taste, smell, body position and movement

States of Consciousness

Modules 22-25

- A. *Consciousness and Hypnosis*
- B. *Sleep Patterns and Sleep Theories*
- C. *Sleep Deprivation, Sleep Disorders, and Dreams*
- D. *Psychoactive Drugs: Tolerance and Addiction*

Abnormal Behavior

Modules 65-69

- A. *Introduction to Psychological Disorders*: defining, understanding, classifying, and labeling psychological disorders, insanity and responsibility, the "un-DSM" diagnostic manual of human strengths
- B. *Anxiety Disorders*: generalized anxiety disorder, panic disorder, phobias, obsessive-compulsive disorder, post-traumatic stress disorder, dissociation and multiple personalities
- C. *Mood Disorders*: major depressive disorder, bipolar disorder, explaining mood disorders, suicide
- D. *Schizophrenia*: symptoms and subtypes of schizophrenia, understanding schizophrenia
- E. *Other Disorders*: Somatic symptom and related disorders, Dissociative

Disorders, Eating Disorders and Personality disorders

Treatment of Abnormal Behavior

Modules 70-73

- A. *Psychodynamic and Humanistic Therapies*
- B. *Behavior, Cognitive and Group Therapies*
- C. *Evaluating Psychotherapies and Prevention Strategies*
- D. *Biomedical Therapies*

Social Psychology

Modules 74-80

- A. *Attribution, Attitudes, and Actions*
- B. *Conformity and Obedience*
- C. *Group Behavior*
- D. *Prejudice and Discrimination*
- E. *Aggression, Attraction, Altruism and Conflict*

Motivation, Emotion, and Stress

Modules 37-44

- A. *Motivational Concepts and Hunger: Drives and Incentives, Optimal Arousal*
- B. *Sexual Motivation and Social Motivation*
- C. *Theories and Physiology of Emotion*
- D. *Expressed Emotion*
- E. *Stress and Health and Illness*

Enrichment sections and **Final Review for AP Exam**

Further Applications of psychology after AP Exam

