

AP Psychology

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Class Contract
Questionnaire

Step 1: Look over the syllabus & class contract and determine if you are interested in the course.

Step 2: Complete questionnaire and print out your transcript.

- 1) Read the questionnaire and respond.
 - a. Read the questions carefully.
 - b. Please respond honestly.
- 2) Print out your transcript.
- 3) Turn in questionnaire and your transcript ONLY!

This will be DUE: TUESDAY FEBRUARY 14th to G214

You can always turn in your work early! ☺

Step 3: Sign-up for AP Psychology when you are making your course selections 2/6 -2/10 on Aeries.

If you have any questions, please stop by G214 before school, or email me at ktplummer3@gmail.com

TURN IN CHECKLIST:

- Questionnaire
- Transcript

ALL OF THIS SHOULD BE DROPPED OFF in G214 by:

Tuesday, February 14 by 3:30pm

Late submission will look poorly on your work ethic and desire to be in the course!

GOOD LUCK!

A.P Psychology Syllabus

Teacher Info

Mrs. Trina Plummer
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ktplummer3@gmail.com
(925) 473-2390 ext: 7782

Room- G214

Office Hours

By appointment until further notice

Course Description

AP Psychology is a full-year course designed to provide students with a broad overview of the diverse field of psychology and prepare students for the AP Psychology Exam given in May. The purpose of AP Psychology is 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. In order to achieve these goals, the majority of class time will be devoted to lectures, discussions, and extensive review sessions. However, time will also be allocated for demonstrations, experiments, and class activities; the content of which may or may not be covered in the text. Active participation in these activities will help clarify certain areas of study and should add to everyone's enjoyment of the class.

Textbook

Myer's Psychology for AP*
Fineburg, Amy C., David G. Myers, and Charles L. Brewer. *Myers' Psychology for AP**. New York: Worth/BFW, 2010.

Class Website

Tplummer-appsych.weebly.com

Review Book (Please check out from library)

McEntarffer, Robert, and Allyson Weseley. *Barron's AP Psychology*. Hauppauge, NY: Barron's Educational Series, 2012. (6th edition)

Required Materials

- A binder specifically for this class
- At least 1 pen or pencil (at least 3 different color pens for notes/HW)
- Lined paper should be in your binder at all times for notes and other written assignments
- Colored pencils/ markers are recommended but I will inform when they are needed
- Textbook (will need to be transported between home and class)

Grading / 1st Semester

Assessments	70%
Assignments/Participation	20%
Final	10%

Grading/ 2nd Semester

Assessments	70%
Assignments/ Participation	20%
"Final/ Practice AP Exam"	10%

Letter grades for this course will be based on total points earned each semester- NOT on an average of the two quarter grades within the semester

Grading – All grades (C- and above) are worth an extra grade point on your transcript.

A+ 100 – 97%
B+ 89 – 87%
C+ 79 – 77%
D+ 69 – 67%

A 96 – 93%
B 86 – 83%
C 76 – 73%
D 66 – 63%
F < 60%

A- 92 – 90%
B- 82 – 80%
C- 72 – 70%
D- 62 – 60%

Late Work/ Absences/Tardies

Late work is not accepted!! The only exception is for an excused absence per school policy. Assignments will be available in a designated area and always on the class website. It is your responsibility to get missed work on your own time, not in the middle of class. If you are absent, you are responsible for obtaining any missed information and completing any missed work, ideally, prior to the next class secession. This can be accomplished via class website, classmate contact, etc. Both tardies and unexcused absences can have a negative impact on your grade. Students and Parents will sign a class contract agreeing to be present in class on test days, which will be known at the beginning of every unit, unless there is an extreme circumstance.

Extra Work

Extra credit is offered rarely and always as a whole-class assignment. Please do not ask for extra work on an individual basis to boost your grade.

Classroom Policies/Procedure

1. There are four basic classroom rules that must be followed:
 - a. Respect- students must act respectfully towards others in the class at all times. This includes respecting each other's property
 - b. Integrity- student's work must be their own, not copied for other students, from the textbook, or from other sources, without being quoted. Additionally, students need to be truthful.
 - c. Accomplish- students are here to learn, therefore they must accomplish the tasks set for them. People are measured by what they do.
 - d. Safety- Students must act safely at all times. This includes their behavior towards others.
2. Students are expected to be seated in their seat, ready to work when the bell rings. If they are not, they may be counted as tardy unless they have a signed pass.
3. Seating will be assigned and changes as needed.
4. Eating is not allowed in class; however you may bring drinks to class.
5. No cell phones, Ipads, Ipods, tablets,... etc. are allowed in class unless teacher allows for research. If a student is using on during class time, it will be confiscated. This is a school policy. Unauthorized electronic device use in class results in a loss of participation points.
6. Assignments will be graded daily or unitly to ensure that students are acting responsible and being held

Unit Pacing

Unit 1: Psychology's History & Approaches	1 week
Unit 2: Research Methods	2 weeks
Unit 3: Biological Bases of Behavior	3 weeks
Unit 4: Sensation & Perception	2 weeks
Unit 5: States of Consciousness	1 week
Unit 6: Learning	2 weeks
Unit 7: Cognition	3 weeks
Unit 8: Motivation & Emotion	2 weeks
Unit 9: Developmental Psychology	2 weeks
Unit 10: Personality	1.5 week
Unit 11: Testing & Individual Differences	1.5 week
Unit 12: Abnormal Psychology	2 weeks
Unit 13: Treatment of Disorders	1 week
Unit 14: Social Psychology	2 weeks
AP Test	May

Course Outline

- I. Psychology's History & Approaches (CR1, CR15, CR16)
 - A. What is Psychology
 - B. Contemporary Psychology
- II. Research Methods: Thinking Critically with Psychological Science (CR2, CR16)
 - A. The need for Psychology
 - B. How do Psychologists Ask and Answer Questions
 - C. Statistical Reasoning
 - D. FAQs in Psych
- III. Biological Bases of Behavior (CR3)
 - A. Neural Processing & Endocrine System
 1. Neural Communication
 2. The Nervous System
 3. The Endocrine System
 - B. The Brain
 1. The Tools of Discovery: Having Our Head Examined
 2. Older Brain Structure
 3. The Cerebral Cortex
 4. Our Divided Brain
 5. Right-Left Differences in the Interact Brain
 6. The Brain and Consciousness
 - C. Genetics, Evolutionary Psychology, and Behavior
 1. Behavior Genetics: Predicting Individual Differences
 2. Evolutionary Psychology: Understanding Human Nature
 3. Reflections on Nature and Nurture
- IV. Sensation and Perception (CR4)
 - A. Sensing the World: Basic Principles
 - B. Vision
 - C. Hearing
 - D. Other Senses
 - E. Perceptual Organization
 - F. Perceptual Interpretation
 - G. Is There Extrasensory Perception?
- V. States of Consciousness (CR5)
 - A. Sleep and Dreams
 - B. Hypnosis
 - C. Drugs and Consciousness
- VI. Learning (CR6)
 - A. How Do We Learn?
 - B. Classical Conditioning
 - C. Operant Conditioning
 - D. Learning by Observation
- VII. Cognition (CR7)
 - A. Memory
 1. The Phenomenon of Memory
 2. Information Processing

3. Forgetting
 4. Memory Construction
 5. Improving Memory
- B. Thinking, Problem Solving, Creativity, and Language
1. Thinking
 2. Language
 3. Thinking and Language

VIII. Motivation and Emotion (CR8)

- A. Motivation
1. Motivational Concepts
 2. Hunger
 3. Sexual Motivation
 4. The Need to Belong
- B. Emotions, Stress, and Health
1. Theories of Emotion
 2. Embodied Emotion
 3. Expressed Emotion
 4. Experienced Emotion
 5. Stress and Health

IX. Developmental Psychology (CR9)

- A. Prenatal Development and the Newborn
- B. Infancy and Childhood
- C. Parents and Peers
- D. Adolescence
- E. Adulthood
- F. Reflections on Three Major Developmental Issues

X. Personality (CR10)

- A. The Psychoanalytic Perspective
- B. The Humanistic Perspective
- C. The trait Perspective
- D. The Social-Cognitive Perspective
- E. Exploring the Self

XI. Testing Individual Differences (CR11)

- A. What is Intelligence?
- B. Assessing Intelligence
- C. The Dynamics of Intelligence
- D. Genetic and Environmental Influences if Intelligence

XII. Abnormal Psychology (CR12)

- A. Perspectives on Psychological Disorders
- B. Anxiety Disorders
- C. Somatoform Disorders
- D. Dissociative Disorders
- E. Mood Disorders
- F. Schizophrenia
- G. Personality Disorders
- H. Rates of Psychological Disorders

XIII. Treatment of Psychological Disorders (CR13)

- A. The Psychological Therapies
- B. Evaluating Psychotherapies
- C. The Biomedical Theories
- D. Preventing Psychological Disorders

XIV. Social Psychology (CR14)

- A. Social Thinking
- B. Social Influence
- C. Social Relations

Assessments

1. Unit Test: MC and Written Response
2. Semester Final: Cumulative through chapt. Covered or project
3. Final Exam: Mock AP Exam
4. Projects

Assignments

1. Chapter Outlines
2. Lecture Notes
3. Class Work
4. Projects
5. Quizzes

Potential Projects (There may be others not listed here)

1. Naturalistic Observation: Each student objectively observes a subject or participant for 20 minutes and writes down their observations minus subject or interpretation of behavior.
2. Experiment: Students develop their own theory, hypothesis and construct their research identifying population, participants, method of selection IV, DV, controls, methods
3. Memory Brochure: Write and illustrate a brochure detailing information about long- term, short- term, and flash bulb memory.
4. Developmental Autobiography: Using the primary developmental psychologists' theories, write their own story and identify how four of the identified theories have played a part in their own development.
5. Drug Book: Using materials gathered from research create a book that details and illustrates the characteristics of an array of drugs. One will also include the effects the drugs have on the brain and behavior.
6. Children's Brain Book: Write and illustrate an original book to teach third graders about the structure and function of the human brain.
7. Abnormal Presentation: Groups identify major classification of disorder, prepare oral presentation or power point including symptoms, causes, therapy and case histories.
8. Jean Piaget Toy Catalog: Create a toy catalog for parents, recommending one toy for each stage of Piaget's theory.

Personality Project: Take multiple personality quizzes and analyze the effectiveness and accuracy of the results. Write a reflective piece about how you view yourself and what has shaped

(YOU DO NOT NEED TO COMPETE THIS, JUST REVIEW IT)

AP PSYCHOLOGY DISCLOSURE CONTRACT

Please fill out the following information accurately and clearly. List your name as you would like to be called. All seating charts and letters home will be based on this information.

Your name: _____

Street: _____

City, state, & zip: _____

Parents' last name: _____

Birth date: _____

Your email address (print clearly!) _____

Carefully read each of the following terms. Initial each item in the space provided. When finished, sign and date the contract.

_____ I have read the course syllabus and understand that every clause on the syllabus pertains to me; I know that I will be held directly and immediately accountable for my actions should I choose to violate any of those provisions.

_____ I understand that this is a college course with college-level expectations, and I understand that my work will be held to a college-level standard.

_____ I understand that the teacher is available and willing to help me before and after school by appointment (except on Friday).

_____ The objective of this course is to prepare me to pass the AP Psychology test.

_____ I will read the text as assigned and I will complete the reading questions, assignments, and projects.

_____ I will not cut this class to avoid taking tests or essays.

_____ I will make up missed work on the next school day and I understand the penalties for work marked late.

_____ I will take notes on class lectures if I need clarification, I will produce essays legible to the teacher, I will mark the correct forms on test answer sheets, I will complete the required outside readings.

_____ I will behave appropriately in class, treating the teacher and my fellow students with respect. I understand that losing all of my preparation points will affect my grade for the quarter.

_____ I understand that the use of iPods or other MP3 players, cell phones, PDAs or other handheld computers will have a negative impact on my grade.

_____ I understand the standards for academic and participation grades, especially those that pertain to tardiness and absences.

_____ I understand that this class fills a graduation or elective requirement and that I may need to remediate any part of the course should I fail.

Signature: _____

Date: _____

QUESTIONNAIRE

Name		ID #		Grade Level	
How many AP classes do you plan on taking next year, including this one? Please list the courses.					
Have you ever taken an AP class before? If yes, how did you feel about the AP program? If no, what interests you about the program?					
What, in AP Psychology, are you most interested in?					
What are your current study habits? How well do you think those habits will work in an AP course?					
What extracurricular activities are you involved in? What is your plan for balancing the responsibilities of these commitments and an AP class?					