**COURSE SYLLABUS**

2017-2018

Courses are scheduled in a four-block semester schedule. This AP Psychology class will meet every school day in the spring semester for 85 minutes.

**Course Description**

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 examine some of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology (see below). A variety of activities, demonstrations, and projects will be provided to meet this goal of instructing scientific and empirical approaches. The course teaches ethics and research methods used in psychological science and practice. Most important, students will come to an appreciation of how psychologists think (or at least an appreciation of the kind of critical analysis that psychologists espouse and hope to model in their words and actions).

This course will prepare each student for the AP Psychology exam that will be given on **May 7, 2017.** The *AP* status of the course indicates that the material in class will be covered more quickly with a strong emphasis on critical thinking, higher-level learning, and independence.

**Course Objectives**

1. Students will prepare to take and pass the AP Psychology Exam.
2. Students will gain a deep grasp of the major core concepts, theories, and processes of psychology.
3. Students will be able to define key terms, use them in their everyday vocabulary, and apply those terms to other concepts and new scenarios.
4. Students will learn the basic skills of psychological research and be able to apply psychological concepts to their own lives through experiments and activities.
5. Students will develop strong critical thinking, studying, and note-taking skills.

The course provides instruction in each of the following **14 content areas** outlined in the *AP Course Description*:

* History and Approaches
* Research Methods
* Biological Bases of Behavior
* Sensation and Perception
* States of Consciousness
* Learning
* Cognition
* Motivation and Emotion
* Developmental Psychology
* Personality
* Testing and Individual Differences
* Abnormal Psychology
* Treatment of Psychological Disorders
* Social Psychology

**Course Outline:**

**I. History and Approaches (2%–4%)**

* History of Psychology
* Approaches
* Subfields in Psychology

**II. Research Methods (8%–10%)**

* Experimental, Correlational, and Clinical Research
* Statistics
* Ethics in Research

**III. Biological Bases of Behavior (8%–10%)**

* Physiological Techniques (e.g., imaging, surgical)
* Neuroanatomy  
  Functional Organization of Nervous System
* Neural Transmission
* Neuroplasticity
* Endocrine System
* Genetics
* Evolutionary Psychology

**IV. Sensation and Perception (6%–8%)**

* Thresholds and Signal Detection Theory
* Sensory Mechanisms
* Attention
* Perceptual Processes

**V. States of Consciousness (2%–4%)**

* Sleep and Dreaming
* Hypnosis
* Psychoactive Drug Effects

**VI. Learning (7%–9%)**

* Classical Conditioning
* Operant Conditioning
* Cognitive Processes
* Biological Factors
* Social Learning

**VII. Cognition (8%–10%)**

* Memory
* Language
* Thinking
* Problem Solving and Creativity

**VIII. Motivation and Emotion (6%–8%)**

* Biological Bases
* Theories of Motivation (Hunger, Thirst, Sex, and Pain)
* Social Motives
* Theories of Emotion
* Stress

**IX. Developmental Psychology (7%–9%)**

* Life-Span Approach
* Research Methods (e.g., longitudinal, cross-sectional)
* Heredity-Environment Issues
* Developmental Theories
* Dimensions of Development
* Sex and Gender Development

**X. Personality (5%–7%)**

* Personality Theories and Approaches
* Assessment Techniques
* Growth and Adjustment

**XI. Testing and Individual Differences (5%–7%)**

* Standardization and Norms
* Reliability and Validity
* Types of Tests
* Ethics and Standards in Testing Intelligence

**XII. Abnormal Psychology (7%–9%)**

* Definitions of Abnormality
* Theories of Psychopathology
* Diagnosis of Psychopathology
* Types of Disorders

**XIII. Treatment of Psychological Disorders (5%–7%)**

* Treatment Approaches
* Modes of Therapy (e.g., individual, group)
* Community and Preventive Approaches

**XIV. Social Psychology (8%–10%)**

* Group Dynamics
* Attribution Processes
* Interpersonal Perception
* Conformity
* Compliance
* Obedience
* Attitudes and Attitude Change
* Organizational Behavior
* Aggression/Antisocial Behavior
* Cultural Influences

**Pacing Guide/Schedule:**

|  |  |  |
| --- | --- | --- |
| **QUARTER ONE** | **QUARTER TWO** | **POST-AP TEST** |
| **Unit 1 (Jan 4-25)** *18-24%*  History & Approaches (1)  Research & Methods (2)  Social Psychology (14)  ***Experimental Design Project*** | **Unit 4 (March 12-Apr 6)** *18-24%*  Motivation & Emotion (8)  Developmental Psychology (9)  Personality (10)  ***Child Observation Project*** | Project TBD |
| **Unit 2 (Jan 26-Feb 15)** *16-22%*  Biological Bases of Behavior (3)  Sensation & Perception (4)  States of Consciousness (5)  ***Brain Project*** | **Unit 5 (Apr 9-Apr 27)** *12-16%*  Abnormal Psychology (12)  Therapy & Treatment (13)  ***Diagnose & Treat Project*** |  |
| **Unit 3 (Feb 20-Mar 7)** *20-26%*  Learning (6)  Cognition (7)  Testing & Individual Differences (11)  ***Conditioning Project*** | **Review for AP Test (April 30-May 4)** |  |
| **Midterm Review & Exam** *54-72%* | **AP Test: May 7th** |  |

\*See website for day-by-day calendar

**Resources for Teaching AP Psychology**

* *Textbook*: Myers, David G., *Psychology for AP*, 2nd ed. New York: Freeman/Worth Publishers, 2014.
* Various articles and videos from books, newspapers, magazines, Psychology Today, TED talks, NPR’s The Hidden Brain, etc.

**Student Expectations:**

1. **Responsibility –** Have reading and/or homework assignment completed, and be prepared to be an active participant in class.
2. **Punctuality**– Place phone in pouch and be in assigned seat ready to begin when the bell rings.
3. **Respect –** Treat everyone in the classroom, including the teacher, with respect and courtesy.
4. **Confidentiality -** From time to time, students may like to share their personal stories dealing with some of the topics we discuss in psychology. During those times, what is shared by a student in the room, stays in the room.

**\*IMPORTANT NOTE: This is a college level course and students will be treated as such.** With that said, should there be any problems with respect to behavior or performance, students will be handled according to the guidelines as set forth in the School Handbook. These guidelines will be used for instances of cheating, attendance/tardies, dress code, and behavior problems. For more information regarding these policies, please refer to the handbook.

**Grading Policy:**

* **A** (93-100%)
* **B**(85-92%)
* **C** (75-84%)
* **D**(70-74)
* **F**(below 70%)

**Supply List:**

* A **1.5 inch binder** – keep everything (and I mean everything!)
* **5 Subject, College-Ruled Notebook (200 sheets) –** This will be your notebook for class and all notes, both reading and class notes, as well as assorted other assignments.
* At least **three highlighters**
* **Pencils** & **black ink pens**
* At least **three other colored pens** for notes
* Free review apps to download if you have a smart phone: Quizlet, AP Psychology, etc.

**Assignment Explanations & Expectations**

* **Reading assignments** for each day have been provided to you in this syllabus & are posted on the website. It is your daily responsibility to complete the assigned reading and to take careful notes as you read (all bold words/major concepts & processes should be noted). Take notes in an organized way that will help YOU!
* Often, there will be a reading check quiz over the previous night’s reading. You may use your own handwritten notes on these quizzes. There will be no retakes. If you are absent, you should be prepared to take both the day’s quiz that you missed AND the current day’s quiz. These quizzes will either be MC questions, an FRQ, or a combination of the two formats.
* At the end of EACH CHAPTER, you are to complete the **review questions** [15 multiple choice questions (and list the page number you’d go to in order find that answer) and ONE of the FRQ questions (#2 or #3)]. Review questions will be collected in two batches - once before midterms (units 1-3) and once before the AP test (units 4-5).
* For EACH unit (5 total units), you will complete a **Unit Project:** Expectations and such will be provided at the start of the relevant chapter of the unit. These will most often be more creative and/or practical projects to apply the unit content.
* We will have a **unit test** at the end of each unit (see unit breakdown above). The unit test format will be 50 MC questions (in 35 minutes) and 1 FRQs (in 25 minutes).
* The **midterm** will be the length/time of the AP test and will cover 46-60% of the material that will be tested on the AP test. 100 MC questions (in 70 minutes) and 2 FRQs (in 50 minutes).

|  |  |
| --- | --- |
| **Grade Breakdown** |  |
| Tests: | Unit Tests - 5 @ 150 pts each |
|  | Midterm - 1 @ 300 pts |
|  | Final MC Practice Test - 1 @ 100 pts (during review week) |
|  | Final FRQ Practice Test - 1 @ 100 pts (during review week) |
|  | "Final" Project - 1 @ 300 pts (post-AP test) |
| Quizzes: | Reading Quizzes - 20 pts each |
| Projects: | Unit Projects - 5 @ 150 pts each |
| Daily Work: | Textbook end-of-chapter review questions (15 MC, 1 FRQ) - 14 @ 50 pts each |
|  | Class assignments/activities – TBD |
|  |  |

**Policies:**

* **NO LATE WORK** will be accepted. If you are absent for an excused/valid reason, I expect your work to be turned in promptly at the beginning of the next class you’re back. You should also be caught up on reading and be ready to take both your “absentee” quiz (if there was one) and that current day’s quiz. Reading assignments will stay the same regardless of if you’re present in class or not. You are accountable for the reading assignments listed on the syllabus/website regardless of your attendance record.
* **NO RETAKES** will be offered. However, I will drop your lowest two quiz grades for each quarter. Test grades stand as they are. If you do not do well on a quiz or test, you know what you need to review/study more in order to prepare well for future assessments. The ball is in YOUR court. Those concepts you struggled with/did not read about/did not thoroughly study are not going away. Every test after the first one will also have concepts from previous chapters, so consistently go back and review. Learning requires repetition and rehearsal - we’ve got to get this information into your long term memory which takes time and practice!
* I’m more than willing to offer **additional help/review sessions** as needed. Talk to me if you need to set up a time with me for additional help. You must put in the work first though - do the reading, learn the vocabulary, do the review questions, memorize what you need to, etc.
* No **cell phone use** in class unless I tell you that you may use it for an academic purpose. Please keep your cell phone in the pouch on the east wall. All technology and its function are your responsibility. Technological malfunctions will not be acceptable excuses for late work. Please refer to school and district policy for additional information on acceptable use in and out of classroom. Any misuse will be grounds for forfeiture of the right to use electronics in my classroom.
* **Participation:**I expect active participation every day! Be engaged in whatever we are doing.
* **Leaving class:**Don’t ask to go to the bathroom or office while I’m in the middle of teaching. You may ONLY ask to go during breaks or once we begin group/independent work time. Only one person will be allowed out of the classroom at a time.
* **Academic Honesty:**Cheating and plagiarism will NOT be tolerated on any assignment or assessment. It will most likely result in all parties involved receiving a **zero** on the assignment/assessment and an office referral/parent phone call. Make good choices.

*Please detach and sign this portion of the syllabus and bring back to class immediately.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*“I have read, understand, and will comply with the expectations and procedures detailed in this syllabus. If I choose to not comply with these expectations and procedures, I will accept the consequences of my choices.”*

**Student's Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Print name here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*“I have reviewed this syllabus with the student, and as his/her parent or guardian, I understand school and classroom expectations, procedures, and consequences.”*

**Parent's/Guardian's Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Print name here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Parents, please feel free to email me at any time. My email address is **duffeyb@gcssd.org**. Information concerning our class website and Parent Portal is forthcoming. I prefer email, but you may also call **731.783.0999 (Ext. 3153)** and leave a message.

I would appreciate your contact information so that I may get in touch with you when the occasion arises.

**Parent/guardian email address(es): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/guardian phone number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**