

Advanced Placement Psychology – Syllabus

Oregon City High School 2017-18
Ms. Laura Jeffrey
Laura.jeffrey@orecity.k12.or.us

AP Psychology is a full-year course that introduces students to the major terms, concepts and theorists in the field of psychology. It is a rigorous, science-based course designed to prepare students for college and the AP exam in May of 2018.

Parent/Guardian signature required on the last page.

Student:

Please initial next to the following terms if you agree to commit to them:

- Actively read and take notes on each chapter.
- Participate in class discussions/debates, group work, experiments and presentations.
- Prepare for in-class exams and essays.
- Save all material and notes in an organized manner.
- Do an average of 6-7 hours of homework per week.
- Avoid being absent/tardy as much as possible. Late work is 50%. (If a major life stressor or illness occurs we'll discuss how your grade and progress can be maintained).
- Make the class a safe place for everyone. That means no derogatory comments/expressions or verbal attacks on your classmates. Practice sensitivity and compassion with others.
- Take the AP exam in May of 2018. Please note that there is a fee for taking the AP exam – generally around \$60.
- Submit work that is yours. Cheating comes with a high price once you get to college – get used to doing your own work now in preparation for post-secondary expectations.

Text – David G. Myers Psychology (8th edition). This book is used by several colleges/universities for their 100-level programs. You do not need to check this out for the summer.

Supplies – Note cards for flash cards, highlighter pens, binder and paper. You will be handing working in, so a spiral is **not** a great choice for this class.

Office hours – I am available for extra help until 3:30 in room B209 Monday through Friday.

Course outline:

Fall Trimester-Students will be able to (SWBAT)

Introduction/Prologue

Ch. 9 – Memory

- Describe and differentiate psychological and physiological systems of memory
- Outline the principles of encoding, storage and construction of memory
- Debate the strengths & weaknesses of Sigmund Freud and Elizabeth Loftus as it relates to memory recall

Ch. 1 – Thinking Critically with Psychological Science

- Differentiate amongst different forms of research (case study, experiment etc)
- Identify independent, dependent, confounding and control variables in social science research
- Discuss and debate the value of correlation studies, random assignment and random sampling

Ch. 2 – Neuroscience and Behavior

- Identify the basic processes of the neuron and lobes
- Discuss in the influence of major neurotransmitters
- Understand the contributions of Paul Broca, Carl Wernicke and Michael Gazzaniga to current brain research

Ch. 3 – Nature, nurture and Human Diversity

-Compare and contrast the impact of culture and parenting versus biology to guide behavior

Ch. 4 – Developing through the Life Span

-Explain how Baumrind's parenting styles influence development

-Explain the maturation process from Piaget, Kohlberg and Erikson's perspective

Winter Trimester - SWBAT

Ch. 5 – Sensation & Ch. 6 – Perception

-Describe general principles of integrating and organizing sensation to promote stable awareness of the world (Gestalt principles, depth)

-Differentiate between top-down and bottom-up processing

Ch. 7 – Consciousness

-Understand the impact of sleep (and its cycles)

-Compare the theories of hypnosis and the impact of psychoactive drugs

Ch. 8 – Learning

-Distinguish general differences between principles of classical conditioning, operant conditioning and observational learning

-Compare the value of operant schedules of reinforcement on behavior modification

Ch. 10 – Thinking & Language

-Compare and contrast various cognitive process (effortful/automatic and focuses/divided)

-Synthesize how biological, cognitive and cultural factors converge to facilitate acquisition, development and the use of language

Ch. 11 – Intelligence

-Explain how psychology designs tests, including standardization strategies and other techniques to establish reliability and validity

-Describe relevant labels related to intelligence (gifted, disabled)

Ch. 12 – Motivation

-Identify and apply basic motivational concepts to understand behavior

-Understand the three major theories of motivation

Spring Trimester - SWBAT

Ch. 13 – Emotion

-Compare and contrast the major theories of emotion (Schachter, Canon-Bard and James-Lange)

Ch. 14 – Stress & Health

-Understand the role of stress as it relates to behavior and the immune system

-Be able to apply Hans Selye's General Adaptation Syndrome to stressful situations

Ch. 15 – Personality

-Compare and contrast the major theories and approaches to personality (psychoanalytic, humanist, cognitive, trait, behavioral and social-cognitive)

-Identify frequently used assessment strategies

Ch. 16 – Psychological Disorders

-Define the three components of psychological disorders

-Recognize and be able to use the DSM 5

Ch. 17 – Therapy

-Describe major treatment orientations used in therapy

-Identify the major figures in psychological treatment (Beck, Ellis, Rogers, Freud, Rogers, Skinner, and Wolpe)

Ch. 18 – Social Psychology

- Describe the function and structure of different kinds of group behavior.
- Describe the variable that contribute to altruism, aggression and attraction

We will begin to review for the AP exam three weeks before the test.
There will be a study party on the Sunday evening before the exam.

Grading policy

This is a weighted class on a five-point scale

Exams – 60%

Chapter work, presentations & supplemental reading 40%

Cell phone policy:

Please refer to the student handbook for the school-wide policy regarding cell phones.

Unless explicitly directed by the teacher to use a cell phone for school-related research or work – the device will be powered down and out of sight in class.

Parent/guardian – please read and sign the following:

AP classes involve more than just the student, they impact how much time your child can spend on other commitments, including time with the family. I want to see students thrive, not simply survive next year. Please discuss with your teen whether they are going to be able to balance their academic load and all of their other obligations in a healthy manner next year. Also note that due to the nature of the subject and the college-level curriculum, some mature and potentially sensitive material will be covered. Please be aware that attendance is absolutely crucial for student success in this class.

I encourage you to email me with any questions or concerns at laura.jeffrey@orecity.k12.or.us or call me at 503-785-7926

Name of student _____

Name of parent/guardian: _____

Signature of parent/guardian