

Welcome to 2018-19 Advanced Placement Psychology

Step 1:

Go to the OCHS school website.

Click on the Academics tab at the top.

Go to summer work (top option) and scroll down to AP Psychology.

There you will find copies of the assignments and Chapter 9 from the Myer's text, *Psychology* 8th edition.

Download the REMIND app: Enter 81010 and text @b3fdgb

Send a message to say 'hi' so I know you're on board with APpsych 2018-19.

Step 2:

Watch due dates carefully. The first assignment must be emailed by

Monday, August 27th 2018 to laura.jeffrey@orecity.k12.or.us

Everything else is due **Thursday, September 6th**

Do not leave this work to the last minute.

Step 3:

The objective of this college-level class is for you to take the national exam on **Thursday, May 7** and to potentially earn college credit for your hard work. It requires that you make the commitment to being here, working hard and doing the work on time and to the best of your abilities. If you are **not** willing to seriously take on the challenge of reading an entire 700-page textbook, studying theorists/theories and willing to take the risk of being an enthusiastic and active member of this class - **please speak to your counselor before the end of this school year to transfer out of the class.** The time is NOW to make this decision – in September you are locked into this yearlong class.

Step 4:

If you have any questions about the class or the summer work, feel free to contact me directly at laura.jeffrey@orecity.k12.or.us

See you in September,

Ms. Jeffrey
Oregon City High School
AP Psychology

Advanced Placement Psychology – Summer 2018

Welcome to AP Psychology! Please be very aware of the due dates for the following assignments
– **LATE WORK IS 50% - IT WILL BE VERY DIFFICULT TO IMPROVE YOUR GRADE IF YOU START WITH HALF CREDIT.**

1-Email the following responses to laura.jeffrey@orecity.k12.or.us

a-Why are you taking A.P. Psychology?

b-What are your goals/plans (college, military, work) following high school?

c-What other AP classes are you taking?

d-What other clubs, sports or extracurricular activities are you involved in?

e-How are you going to balance and manage your time during senior year to make sure you are not sleep deprived and chronically stressed?

f-What else should I know about you in order to have insight into you as a person before your senior year begins?

This allows me to get to know you before the start of class and have your email address.

DUE MONDAY, AUGUST 27th – submitting this early is ok!

2-Psychology is defined as the scientific study of behavior and mental processes. Everything we do, think and feel relates back to psychology. To prepare for the class please read **ONE** of the following psychology-related books:

Outliers by Malcolm Gladwell (Social psychology)

Moonwalking with Einstein by Joshua Foer (Memory/Cognitive Processing)

Quiet: The Power of Introverts in a World that Can't Stop Talking by Susan Cain (Personality Traits/Introversion)

The Happiness Project by Gretchen Rubin (Positive/Cognitive Psychology)

Stumbling on Happiness by Daniel Gilbert (Positive/Social psychology)

Man's Search for Meaning by Viktor Frankl (Holocaust, P.T.S.D, psychotherapy)

Incognito: The Secret Lives of the Brain by David Eagleman (Neuroscience)

Musicophilia by Oliver Sacks (Music and the brain)

The Design of Everyday Things by Don Norman (Engineering, design, Human Factors Psychology)

The Undoing Project by Michael Lewis (Cognitive processes & decision-making)

All of these books are either available through the public library or can be purchased. After reading, write a **2-page**, 12-point, double-spaced paper in Times New Roman font and address the following in your writing:

- 1-Provide a brief 1-2 paragraph summary of the book.
 - 2-Describe (using quotes where necessary) which psychological issue, disorder or therapeutic technique was used in the book.
 - 3-Select passages you found interesting or informative and discuss why you enjoyed them.
 - 4-Could you apply anything you learned in this book to your life? Why or why not?
 - 5-You will receive 6 short-answer questions related to your book on Thursday, September 6th
- This book review/reflection must be in your own words. On-line summaries such as SparkNotes are easy to detect – so skip the plagiarism, it is pretty obvious and will result in a zero for this assignment.

DUE 9/6/18

3-Class syllabus. This includes a section that must be signed by a parent/guardian and brought to class. **DUE 9/6/18**

4-Read Chapter 9 of David Myer's *Psychology* (8th edition) on-line (you do **not** need to check a textbook out from the school library) and **hand-write** outline notes or flashcards for all of the vocabulary terms on page **393**. **Word-processed vocabulary notes will NOT be accepted.**

Do your flashcards of vocabulary in the following format:

TERM!

DEFINE!

EXAMPLE OF THE CONCEPT!

Here is an example of what this looks like:

Term: Flashbulb memory

Define: A vivid and detailed memory that is usually of an important emotional or autobiographical event.

Example: I can easily recall where I was and what I was doing when I heard about the Clackamas Mall shooting.

THIS IS CALLED THE FORMAT AND WE WILL USE THIS FOR FRQ ESSAY

WRITING. This chapter is on the school website under the AP psychology summer work tab.

DUE 9/6/18

WORTH: 38 points (one point per definition)

There will be a vocabulary test on this chapter on the second week you are back from summer break – be prepared!

5-Write the theorist flashcards. Please handwrite them on 3x5 cards and submit them.

DUE 9/6/18

Make excellent choices this summer – see you in September.

Ms. Jeffrey

Oregon City High School /AP Psychology

Laura.jeffrey@orecity.k12.or.us

You can email me during the summer if you have any questions about the upcoming school year!

Advanced Placement Psychology – Syllabus

Oregon City High School 2018-19

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 2019.

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 2019. 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

Name of student: _____

Name of parent/guardian: _____

Signature of parent/guardian

**AP Psychology Summer 2018 Assignment:
Theorists cards
Assignment #5**

On the **FRONT** of your 3x5 card include the name of your theorist:
Example shown below.

Sigmund Freud

On the **BACK** of your 3x5 card include the following information:
A-Which areas or field of psychology did they work or focus on?
B-Which research/theories/findings did they contribute to the field of psychology? Bullet points are fine!

Field: Psychoanalysis

Contributions: Father of psychoanalysis, developed psychosexual stages of development, the id/ego/superego and dream interpretation. Used free association, dreams and Freudian slips to tap the unconscious mind.

Source: www.nimh.org

Cards must be handwritten

Wikipedia is not a credible source.

Please include on the bottom of the card the website/book you used for your research. Do not worry about formal citation (MLA or APA) simply listing the website will suffice.

DUE 9/6/18

I highly recommend punching a hole in one corner of your card and using a metal ring or other fastener to keep your cards together.

**Major theorists of
psychology
Please make note cards for
the following theorists:**

Sigmund Freud
Carl Jung
Erik Erikson
Lawrence Köhlberg
Carol Gilligan
William James
William Wundt
BF Skinner
John B Watson
Jean Piaget
Harry Harlow
Carl Rogers
Abraham Maslow
Karen Horney
Alfred Adler
Hermann Rorschach
Solomon Asch
Stanley Schachter
Stanley Milgram
Philip Zimbardo
Elizabeth Kübler-Ross
Elizabeth Loftus
Robert Sternberg
Albert Bandura
Aaron Beck
Noam Chomsky
Edward Thorndike
Mary Ainsworth
Martin Seligman
Howard Gardner

Ivan Pavlov
Hermann Ebbinghaus
Benjamin Whorf
David Rosenhan
Charles Spearman
Albert Ellis
Alfred Binet
Konrad Lorenz
Ernest Hilgard
David Weschler
Hans Selye
Carol Gilligan

