

Advanced Placement Psychology
FALL SEMESTER 2016
Grosse Pointe North High School - Room B201
Voice Mail: 313.432.5437

Email: Jennifer.weisbrodt@gpschools.org

Web page : <http://gpschools.schoolwires.net/Domain/287>

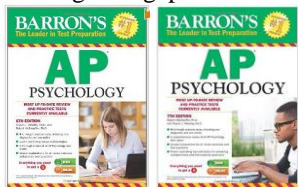


Textbook: *Exploring Psychology, Sixth Edition* by David Myers The textbook is available at the school bookstore. If the bookstore is out of the textbook, you may obtain a copy from me on the first day of school.

Textbook supplemental web page http://bcs.worthpublishers.com/myersAP1e/default.asp#612492_615744

Note: The web site provides supplemental activities, not an online version of the textbook. On this site you will find the newest edition of our book, *Myers' Psychology For AP*. The chapters may not align perfectly to our edition, but the activities are still very useful. (There is no longer an online version of the sixth edition.)

Suggested Test Preparatory Guide: The *Barron's AP Psychology Test Preparatory Guide- 6th or 7th Edition* (WITHOUT CD Rom.) is highly recommended for students taking AP Psychology first semester. Web prices on Amazon range between \$2.00-\$10.00 for new copies. This book will be used during review sessions and will help to bridge the gap between when the course ends in January and the AP exam May.



(7th Edition is preferable)

The iScore5 AP Psych App will also be used in this course. It is available for both iPhone and Android devices. The cost is 4.99.



Course Objective: In this course, students will increase their understanding of the systematic and scientific study of human and animal behavior and mental processes. Students will be exposed to the various psychological theories, facts, principles and phenomena associated with each of the major sub-fields within the discipline. The increased knowledge gained through psychological inquiry will assist students in developing their perceptions about the world around them, gaining insights into their own and other's behavior and increase their appreciation of the complexity of human behavior. Students will gain a greater understanding of the research methods and ethics psychologists use in their science and practice through hands-on activities and projects. AP Psychology will provide students with a learning experience equivalent to that of most introductory college psychology courses. **This course is taught at the college level and student study habits, motivation and participation should reflect this.** Upon successfully completing the semester course, students will be prepared to take the AP Psychology exam and begin their college psychology studies at an advanced level.

Date of the 2017 AP Psychology Exam: Monday, May, 1st -Afternoon session. PLEASE MARK THIS DATE ON YOUR CALENDAR and sign up for class notifications at remind.com/join/a7c96d (See separate instruction sheet.)

Grading Policy: Your grade (accessible through Pinnacle gradebook on North's home page) will be determined by your performance in the following areas:

Chapter Exams (Multiple choice and free response)	35%
Preparation (Including operational defs./outlines/reading & voc. quizzes, etc.)	40%
Participation (Attentiveness/engagement in discussion/focus/ in-class lecture notes/ attendance)	15%
Mini Projects	10%

Grading Scale:

>98.00%	A+
93%-97%	A
90%-92%	A-
87%-89%	B+
83%-86%	B
80%-82%	B-
77%-79%	C+
73%-76%	C
70%-72%	C-
67%-69%	D+
63%-66%	D
60%-62%	D-
0%-59%	E

Required Classroom Materials

In addition to the text, *Exploring Psychology, Sixth Edition* by David Myers, (located at the school bookstore) and activities from *The Critical Thinking Companion* by Jane Halonen and Cynthia Gray, (provided in class) the following materials are required: a 2", three-ring binder, along with a set of 17 subject dividers, loose-leaf lined paper, blue or black ballpoint pens, and several non-mechanical number two pencils. Please have these by Monday, September 12th.

You will need one divider for each of the 15 chapters in the book, a divider for free response essays, and a divider for review materials.

Make-up work: Late work is accepted without penalty for excused absences. Generally, students will have two days to make up work for each day missed. Students absent for extended periods of time should make arrangements for an appropriate make-up schedule. Students are responsible for checking their REMIND messages remind.com/join/a7c96d or their reading outlines for any missed assignments. Students excused from class for pre-planned events (field trips, athletic events, etc.) should turn in work before or after school. Make-up tests and quizzes can be taken before school Monday-Friday or during lunch or a tutorial.

Late Work

If work is late because of an excused absence, indicate **absent** on the top of the assignment. An unexcused late assignment will be marked down one full letter grade for each day it is late. Work that is more than 4 days with will be given ½ credit.

Passes

Passes are for emergency use only. If a student leaves the room for any reason, the student will sign out using their planner.

Tardiness: Tardiness is defined as entering a classroom after the bell without a pass from a faculty member, up through the first six minutes of class. Arriving over 6 minutes tardy is an **unexcused** absence according to the school attendance policy. Once a student has acquired three tardies they will be referred to the office for a detention.

Behavior: It is expected that students will be respectful and follow the Student Code of Conduct. Consequences for inappropriate behavior: 1) Warning 2) Time after class 3) Detention served before or after school with administration 4) Parent contact 5) Administrative referral.

Cheating of any kind or copying any portion of an assignment from another source will result in a zero (no credit) for the entire assignment. Any student using an electronic device **during or after** a quiz or test will receive a zero for the assignment.

In AP Psychology students are allowed to drop one test during the semester. Any student caught cheating will not be given this opportunity.

Electronics: All electronic devices must be kept off during class. Excessive use of electronics will be reflected in a student's participation grade.

Units of Study:

Quarter One:

- I. History, Methods, Approaches (Myers, Chapter 1).....2-4%
 - A. Logic, Philosophy, and History of Science
 - B. Approaches
 - 1. Biological
 - 2. Behavioral
 - 3. Cognitive
 - 4. Humanistic
 - 5. Psychodynamic
 - 6. Sociocultural
 - 7. Evolutionary
- II. Research Methods (Myers, Chapter 1 and Appendix A).....8-10%
 - A. Experimental, Correlational, and Clinical Research
 - B. Statistics
 - 1. Descriptive
 - 2. Inferential
 - C. Ethics in Research
- III. Biological Bases of Behavior (Myers, Chapter 2).....8-10%
 - A. Physiological Techniques (imaging, surgical)
 - B. Neuroanatomy
 - C. Functional Organization of Nervous System
 - D. Neural Transmission
 - E. Endocrine System
 - F. Genetics and Evolutionary Psychology
- IV. Sensation and Perception (Myers, Chapter 5).....6-8%
 - A. Thresholds and Signal Detection
 - B. Sensory Mechanisms
 - C. Attention
 - D. Perceptual Processes
- V. Nature/Nurture and Development (Myers, Chapters 3,4).....7-9%
 - A. Life-Span Approach
 - B. Research Methods (longitudinal, cross-sectional)
 - C. Heredity-Environment Issues
 - D. Developmental Theories
 - E. Dimensions of Development
 - 1. Physical
 - 2. Cognitive
 - 3. Social
 - 4. Moral
 - F. Sex Roles and Gender Roles
- VI. States of Consciousness (Myers, Chapter 6).....2-4%
 - A. Sleep and Dreaming
 - B. Hypnosis
 - C. Psychoactive Drug Effects

- VII. Learning (Myers, Chapter 7).....7-9%
 - A. Classical Conditioning
 - B. Operant Conditioning
 - C. Cognitive Processes
 - D. Biological Factors
 - E. Social Learning

Quarter Two:

- VIII. Cognition (8-10%), Testing and Individual Differences (5-7%) (Myers, Chapters 8,9)
 - A. Memory
 - B. Language
 - C. Thinking
 - D. Problem Solving and Creativity
 - E. Standardization and Norms
 - F. Reliability and Validity
 - G. Types of Tests
 - H. Ethics and Standards in Testing
 - I. Intelligence
- IX. Motivation and Emotion (Myers, Chapters 10, 11).....6-8%
 - A. Biological Bases
 - B. Theories of Motivation
 - C. Hunger, Thirst, Sex, Pain
 - D. Social Motives
 - E. Theories of Emotion
 - F. Stress
- X. Personality (Myers, Chapter 12).....5-7%
 - A. Personality Theories and Approaches
 - B. Assessment Techniques
 - C. Growth and Adjustment
- XI. Abnormal Behavior (Myers, Chapter 13).....7-9%
 - A. Definitions of Abnormality
 - B. Theories of Psychopathology
 - C. Diagnosis of Psychopathology
 - D. Types of Disorders
 - 1. Anxiety
 - 2. Somatoform
 - 3. Mood
 - 4. Schizophrenic
 - 5. Organic
 - 6. Personality
 - 7. Dissociative
- XII. Treatment of Abnormal Behavior (Myers, Chapter 14).....5-7%
 - A. Treatment Approaches
 - 1. Psychodynamic/Psychoanalytic
 - 2. Humanistic
 - 3. Behavioral
 - 4. Cognitive
 - 5. Biological
 - B. Modes of Therapy (individual, group)
 - C. Community and Preventive Approaches
- XIII. Social (Myers, Chapter 15).....8-10%
 - A. Group Dynamics
 - B. Attribution Processes
 - C. Interpersonal Perception
 - D. Conformity, Compliance, Obedience
 - E. Attitudes and Attitude Change
 - F. Organizational Behavior
 - G. Aggression/Antisocial Behavior
 - H. Cultural Influences