



## Syllabus for Advanced Placement Psychology

### Instructor Contact Information:

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Google Classroom code: **fqhjbr6**

Remind: Text 81010 with message @freud502

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### Course Description:

AP Psychology is designed to introduce students to the systematic and scientific study of behavior and mental processes. Students will be exposed to the psychological facts, principles, and phenomena associated with each major subfield within psychology. Students will follow a rigorous academic curriculum covering the content areas outlined by the College Board AP Psychology Course Description.

### Course text and materials:

- Psychology, 8<sup>th</sup> edition by David G. Myers, Worth Publishers, 2007
  - Critical sections will be provided as a PDF
- D&S Marketing Systems, Inc. Multiple Choice and Free Response manual
- Articles and websites for study guide information will be posted in Google classroom

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### Assessments:

- Unit tests\*, 100 pts.: modeled on the AP exam; 35-50 multiple choice questions and 1-2 free response questions
- Midterm and Final Exams\*, 200 pts.: modeled on the AP Exam; 100 multiple choice questions and 1-2 free response questions
- Short responses, essays, 50 pts.: based on independent readings, case studies analysis, symptom/treatment evaluations, research summaries, etc.
- Projects & Presentations 100 pts.: naturalistic observations, experiment design, research analysis, surveys, group presentations, etc.

\*These multiple choice tests are difficult; they are composed from released AP Psychology exams, Worth Publishing test bank, and items from college introductory psychology course tests. They aim for the conceptual and applied level of understanding rather than mere memorization of facts and are designed for an understanding above that of an entry-level or general psychology course.

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**MLA Guidelines:** All work turned in will use the MLA header:

**Student's Name**  
**Mrs. Ledford**  
**AP Psychology**  
**00 Month 2020**

**Infinite Campus:**

Check your portal frequently for any missing assignments and all posted grades. An "M" means the assignment is late but can still be turned in for partial credit; a "0" means the assignment is past the make-up date. **Keeping up with your grade is your responsibility.**

**Absences:**

All graded assignments are posted in Google classroom. If you are absent due to a doctor's appointment, family or personal illness, etc., you are responsible for checking Google classroom on the dates of your absence(s) and turning in any required work. If work is not submitted by the deadline, an "M" will be entered in the gradebook. See **Infinite Campus** paragraph above for missing assignments.

**Contacting the Instructor(s):**

All student correspondence with the instructor must be made using the student's school gmail account, not a personal account.

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**Assignment Types:**

**Study Guides:** Each day, you will have an activator that uses unit specific vocabulary and practices specific grammar skills that you will be tested on at an announced time.

**OTQ Writing:** Students will take notes FREQUENTLY and keep them in a folder or notebook.

**Composition:** Students will practice free responses modeled after the ones on the AP Psychology exam. Students will also conduct experiments and do research to write reports.

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**If you are a virtual learner, read the following carefully...**

Although we all had the experience of distance learning in the spring, our virtual learning for 2020-2021 will have some significant differences. All virtual learners must adhere to the following requirements:

- Virtual learners must have a guardian join the Google classroom for their courses.

- Virtual learners must submit work according to deadlines associated with the assignment.
- Some instruction in a course may be recorded and linked to the Google classroom assignment.
- Virtual learners will follow the same make-up policy as face-to-face learners for a course; THS/CCS make-up window is three days.
- Penalties established by the teacher for late or missing assignments will be assessed the same for virtual learners as they are for face-to-face learners. All students should consult the syllabus for late work penalties.
- Assessment of submitted classwork by virtual learners will be based on the **quality** of the work **not** merely on participation.
- Penalties for plagiarism are the same for virtual learners as they are for face-to-face students.
- Virtual learners who experience technical issues or have extenuating circumstances arise should email teachers **immediately**. Faulty connections or technical issues are not excuses for missing or late work if the issue has not been reported.

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### **\*\*\*Important Notice: Plagiarism\*\*\***

Plagiarism usually occurs one of two ways: 1) you copy another student's work and turn it in as your own, or 2) you copy and paste information from the Internet and do not include information on that source.

**Plagiarized work will receive a grade of "0"**; plagiarism includes work copied from another student or work copied from a source with no citation. Any students' work that is directly copied from another student(s) will result in a "0" for any/all students involved. Any work copied directly or paraphrased from another source without a citation of the source will receive a "0."

**Common Citation formats:** Students who quote (copy directly from a source) or paraphrase information from a source (ex: online articles) must cite the source. Omitting a citation is considered plagiarism and will result in a grade of "0" for the assignment.

### **These are some common citation formats to use to avoid plagiarism:**

EXAMPLE: You are doing research and read an article online on August 21 from Dr. Jeffrey Bernstein's online article "4 Signs Your Relationship is Doomed" from *Psychology Today*. The website is [www.psychologytoday.com/us/blog/liking-the-child-you-love/202008/4-signs-your-relationship-may-be-doomed](http://www.psychologytoday.com/us/blog/liking-the-child-you-love/202008/4-signs-your-relationship-may-be-doomed) and it was posted on August 14, 2020. You would avoid plagiarism by using the citation formats below:

This **parenthetical citation goes at the end of the sentence** where you quote or paraphrase something from the article--in the example below, the quote/paraphrase is from paragraph 10:

**(Bernstein par 10)**

If you are writing an essay, you will need a Work Cited page that will list all the sources you used in the essay. The full entry for this article on the Work Cited page will look like this:

**Bernstein, Jeffrey. "4 Signs Your Relationship is Doomed." Psychology Today.**

**[www.psychologytoday.com/us/blog/liking-the-child-you-love/202008/](http://www.psychologytoday.com/us/blog/liking-the-child-you-love/202008/4-signs-your-relationship-is-doomed)**

**4-signs-your-relationship-is-doomed. Accessed 21 August 2010.**

You **NEVER** use the website address alone as a citation:

([www.psychologytoday.com](http://www.psychologytoday.com))

For more information on using citations and making Work Cited pages, click on the following link to Purdue University's Online Lab (OWL Purdue):

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html)

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Course Objectives:

- Students will understand psychology as a science, including the techniques used and psychological perspectives.
- Students will demonstrate knowledge of the mind-body connection, including sensory processes and development.
- Students will explore thought, including learning, memory, cognition, and intelligence.
- Students will evaluate theories of personality, motivation, and emotion in the development of self.
- Students will survey maladaptive behavior, stress, and adjustment.
- Students will assess approaches adopted by psychologists including biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives.
- Students will learn an appreciation for how psychologists think, conduct research, and contribute to human understanding and development.
- Students will understand the ethical issues inherent in psychology, including research and treatment.

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## Units of Study

### HISTORY AND APPROACHES

Content:

- A. History of psychology
- B. Biological approach (Neuroscience)
- C. Behavioral approach
- D. Cognitive approach
- E. Humanistic approach
- F. Psychoanalytic approach
- G. Psychodynamic approach
- H. Sociocultural approach
- I. Evolutionary approach

## RESEARCH METHODS

### Content:

- A. Experiments
- B. Coorelational studies
- C. Clinical research
- D. Statistics
- E. Ethics

### Activities:

- Chocolate chip statistics activity
- M & M statistics activity
- Student project : conducting research (surveys, naturalistic observation)

## BIOLOGICAL BASES OF BEHAVIOR

### Content:

- A. Physiological Technology
- B. Neuroanatomy
- C. Organization of nervous system
- D. Neural transmission
- E. Endocrine system

### Activities:

- Student project: presentations on areas of the brain

## SENSATION AN PERCEPTION

### Content:

- A. Thresholds
- B. Sensory mechanisms
- C. Sensory adaptation
- D. Attention
- E. Perceptual processes

### Activities:

- Optical illusion test

- Benham Disk Experiment/writing assignment to explain possible processes that affect the perception

## STATES OF CONSCIOUSNESS

### Content:

- A. Sleep and dreaming
- B. Hypnosis
- C. Psychoactive drug effects

### Activities:

- Dream journal/writing assignment on interpretation of one using symbolic, somatic, cipher, or mythology approach
- Chart on sleep cycle
- Chart on drugs and their effect on nervous system and cognitive ability
- Internet research on Freud's dream theories/writing assignment

## LEARNING

### Content:

- A. Classical conditioning
- B. Operant conditioning
- C. Cognitive processes
- D. Biological factors
- E. Social learning

### Activities:

- "Why are People Aggressive?" [Oxford U Press]/writing assignment assessing arguments using classical or operant approach
- Student project on classical/operant conditioning

## COGNITION

### Content:

- A. Memory
- B. Language
- C. Thinking
- D. Problem solving

### Activities:

- Student project: Create a School with curricula that models all learning strategies (establish vision; create policy; develop activities)

## MOTIVATION AND EMOTION

### Content:

- A. Biological bases
- B. Theories of motivation

- C. Hunger, thirst, sex, and pain
- D. Social motives
- E. Theories of emotion
- F. Stress

Activities:

- Taylor Manifest Anxiety Scale activity
- Coddington Life Events Scale for Adolescents activity
- Health Inventory
- TAT to evaluate one's need for achievement/writing assignment

## DEVELOPMENTAL

Content:

- A. Life-Span approach
- B. Heredity-Environment issues
- C. Developmental theories
- D. Dimensions of development
- E. Gender roles/identification and differences

Activities:

- Chart on Harlow Theory/writing assignment on follow-up
- Student debate on daycare's impact on aggression/attachment/cognitive development of children (Internet research, surveys, etc.)
- Student project: Verbal and non-verbal styles of various ethnic groups

## PERSONALITY

Content:

- A. Personality theories
- B. Assessment techniques
- C. Self concept; self-esteem
- D. Growth and adjustment

Activities:

- Grinch Analysis activity/writing assignment
- Self-Actualization survey
- Personality Inventory activity

## TESTING AND INDIVIDUAL DIFFERENCES

Content:

- A. Standardization and norms
- B. Reliability and validity
- C. Types of tests
- D. Ethics and standards
- E. Intelligence

- F. Heredity and environmental influences
- G. Human diversity

Activities:

- Availability Heuristic activity
- Repression vs. Adequate Retrieval Cues activity

## ABNORMAL PSYCHOLOGY

Content:

- A. Definitions and theories
- B. Diagnosis
- C. Anxiety disorders
- D. Mood disorders
- E. Schizophrenic disorders
- F. Organic disorders
- G. Personality disorders
- H. Dissociative disorders

Activities:

- Student project: Power Point presentations on the disorders
- Movie evaluations/writing assignment on portrayal of symptoms and treatment
- Patient rounds

## TREATMENT OF PSYCHOLOGICAL DISORDERS

Content:

- A. Treatment approaches
- B. Modes of therapy
- C. Preventative approaches

Activities:

- Case studies/writing assignment assessing therapy/treatment options according to various approaches
- Patient Rounds

## SOCIAL PSYCHOLOGY

Content:

- A. Group dynamics
- B. Attribution processes
- C. Interpersonal perception
- D. Conformity, compliance, obedience
- E. Attitudes
- F. Aggression/antisocial behavior

Activities:



- Internet research on Jane Elliot's Blue-Eyed/Brown-Eyed Experiment
- Pencil/Pen activity (conformity/obedience)
- Student project: adolescent aggression/prejudice/school cliques