Advanced Placement Psychology Syllabus
Spring, 2017

Purpose
This course is designed to prepare the honor student to take and pass the advanced placement psychology exam. It will give the student the working vocabulary related to the history, practice and methodology used in the study of human behavior. It will allow the student the opportunity to explore the biological, perceptual, motivational and social influences that we humans face in our daily lives. We will also consider the issues related to psycho-pathology and therapy.

Course Texts
Excerpts from several classic writings in psychology will also be assigned. They are located at Classics in the History of Psychology, a web site developed by Christopher Green at York University, Toronto, Canada in 2006. (http://psychclassics.yorku.ca/author.htm)

Course Outline
Unit 01 History, Systems and Approaches in Psychology
Unit 02 Research Methodology in Psychology
Unit 03 The Biological Aspects of Psychology
Unit 04 Sensation and Perception
Unit 05 State of Consciousness
Unit 06 Learning
Unit 07 Cognition
Unit 08 Motivation and Emotion
Unit 09 Developmental Psychology
Unit 10 Personality
Unit 11 Testing and Individual Differences
Unit 12 Abnormal Psychology
Unit 13 Treatment of Disorders
Unit 14 Social Psychology

Advanced Placement Psychology Course Outline
Week 01: Unit 01 - History, Systems and Approaches in Psychology
“College Board Curriculum Requirement 01”
Reading Assignment: Myers, Chapter 1
Essential Questions:
1. How do the different perspectives in psychology compare and contrast?
2. Who were the movers and shakers in the evolution of psychology as a science?
3. What are the fields of psychology?
Key Terms and Jargon:
1. Psychology
2. Structuralism
3. Functionalism
4. Schools of Psychology **
5. Biological
6. Behavioral
7. Cognitive
8. Humanistic
9. Psychodynamic
10. Sociocultural
11. Evolutionary
12. Empiricism
13. Scientific Method
14. Charles Darwin
15. William James
16. John B. Watson
17. B.F. Skinner
18. Jean Piaget
19. Clinical Psychology
20. Counseling Psychologist
21. School Psychologists
22. Educational Psychologists
23. Developmental Psychologists
24. Personality Psychologists
25. Social Psychologists
26. Experimental psychologists

**Week 02: Unit 02** - Research Methodology in Psychology
Reading Assignment: Myers, Chapter 2; Huffman, Chapter 1

Essential Questions:
1. How do psychologists use the scientific method to study behavior and mental processes?
2. Which methods of research are appropriate for the study of different behaviors?
3. How do psychologists draw appropriate conclusions about behavior from research?
4. How do psychologists make ethical decisions about researching behavior with human and animal subjects?

**Key Terms and Jargon:**
1. Scientific Method
2. Hypothesis
3. Replication
4. Theory
5. Descriptive Studies
6. Correlational Studies
7. Dependent Variables
8. Experimental Group
9. Case Study
10. Observations
11. Surveys
12. Tests
13. Naturalistic Observation
14. Laboratory Observation
15. Surveys
16. Validity
17. Reliability
18. Experimental Research
19. IV and DV
20. Descriptive Statistics
21. Inferential Statistics
22. Mean/Median/Mode
23. Ethics in Research
24. Physical Harm **
25. Psychological harm **
26. Informed Consent
27. Deception **
28. Confidentiality
29. The Forbidden Experiment

**Week 03: Unit 03 - The Biological Aspects of Psychology**
Reading Assignment: Myers Chapter 3; Huffman, Chapter 2

Essential Questions:
1. How do biological processes relate to behavior?
2. How do the biological processes work to create and sustain behavior?
3. How does damage to a biological process or part affect behavior?

**Key Terms and Jargon:**
1. Neuron
2. Action Potential
3. Neurotransmitters
4. Soma
5. Dendrite
6. Neuroanatomy
7. Synapse
8. Sodium Potassium Pump
9. Axon
10. Myelin sheath
11. Nervous System
12. Acetylcholine, GABA, Norepinephren, Serotonin, Dopamine and Endorphin
13. Central Nervous System
14. Parts of the Brain **
15. Broca’s Area, Wernicke’s Area
16. Endocrine System
17. PET / CAT Scan
18. MRI / fMRI
19. Evolutionary Psychology
20. Hindbrain
21. Medulla, Brain Stem, RAS, Pons and Cerebellum
22. Midbrain
23. Corpus Callosum
24. Forebrain
25. Limbic system, Thalamus, Hypothalamus and both Cerebral Cortexes
26. Sensory, Motor and Association Cortex.
27. Thalamus
28. Peripheral System, Somatic System
29. Efferent Neurons, Afferent Neurons

**Week 04: Unit 04 - Sensation and Perception**

Reading Assignment: Myers, Chapter 4; Bruner, Jerome S. & Postman, Leo. (1949). On the perception of incongruity: A paradigm. Journal of Personality, 18, 206-223. [Famous "New Look" study in which black hearts on playing cards were seen as being red.]


Essential Questions:
1. How do the five senses receive and translate signals to the brain for processing?
2. How do sensation and perception differ?
3. How does the brain process sensory signals accurately? Inaccurately?

**Key Terms and Jargon:**
1. Bottom-Up and Top-Down Processing
2. Absolute Threshold
3. Difference Threshold
4. Weber’s Law
5. Opponent Process Theory
6. Gate Control Theory
7. Gestalt
8. Selective Attention
9. Cornea
10. Lens
11. Retina
12. Rods
13. Cones
14. Fovea
15. Blind Spot
16. Pheromones
17. Maleus, Incus and Stapese
18. Cochlea
19. Somatic, Vestibular, Proprioceptive Senses
20. Psychophysics
21. Figure and Ground
22. proximity, similarity, closure, texture, common, fate, and simplicity
23. Depth Perception
24. Accommodation, Convergence, and Binocular Disparity
25. Perceptual Constancies
26. Visual Cliff
27. Optic Illusions
29. Ames Room
30. Necker Cube

Week 05: Unit 05 States of Consciousness
Reading Assignment: Myers, Chapter 5; Huffman, Chapter 5

Essential Questions:
1. How do psychologists define consciousness?
2. What happens during the sleep cycle?
3. How do psychoactive drugs affect behavior?
4. How do we know whether hypnosis is a real psychological phenomenon?

Key Terms and Jargon:
1. Circadian Rhythm
2. Manifest and Latent Content
3. Tolerance and Withdrawal
4. Types of Drugs
5. Addiction
6. Alpha Waves
7. altered states of consciousness
8. Beta Waves
9. Theta Waves
10. Biofeedback
11. Brain Wave Patterns
12. Consciousness
13. Delta
14. Dreaming During NREM Sleep
15. EEG
16. Freud
17. Hallucination
18. Hypnosis
19. Insomnia
20. Mesmer
21. Narcolepsy
22. Neodissociation Theory
23. Incubus or Night Terrors
24. NREM
25. Role Theory
26. Sleep Apnea
27. Stimulants
28. Stress and Fatigue

Week 06: Unit 06 - Learning
Reading Assignment: Myers, Chapter 6;
“College Board Curriculum Requirement 06”
Reading Assignment: Myers, Chapter 6


**Essential Questions:**
1. How do psychologists define learning?
2. How do principles of classical conditioning work to create learning?
3. How do principles of operant conditioning work to create learning?
4. How do principles of observational learning work to create learning?

**Key Terms and Jargon:**
1. UR, US, CR, CS
2. Extinction
3. Generalization
4. Spontaneous Recovery
5. Positive Reinforcement
6. Negative Reinforcement
7. Punishment
8. Schedules of Reinforcement
9. Modeling
10. Vicarious Learning
11. Ivan Pavlov
12. Neutral Stimulus
13. Unconditioned Stimulus
14. Association
15. Unconditioned Response
16. Discrimination
17. Generalization
18. John B. Watson,
19. Thorndyke’s Law of Effect
20. instrumental behavior
21. B. F. Skinner
23. functional analysis
24. operant behavior
25. punishment,
26. Shaping
27. Primary Reinforcers
28. Secondary Reinforcers
29. Fixed Schedule
30. Variable Schedules

**Week 07: Unit 07 - Memory**
"College Board Curriculum Requirement 07"
Reading Assignment: Myers, Chapter 7

**Essential Question:**
1. How do humans encode, store, and retrieve information from memory?
2. How can humans enhance memory encoding, storage, and retrieval?

**Key Terms and Jargon**
1. IPM
2. Sensory Registers
3. STM/LTM
4. Serial Positioning Effect
5. Pro/Retroactive Interference
6. Acoustic Coding
7. Semantic Coding
8. Visual Coding
9. Episodic Memory
10. Procedural Memory
11. Explicit Recall
12. Implicit Recall
13. Levels of Processing Model
14. Transfer Appropriate Processing Models
15. Parallel Distributed Processing Model
16. Information Processing Model
17. Sensory Memory
18. Short Term Memory
19. Chunking
20. The Brown – Peterson Procedure
21. Long Term Memory
22. Serial Position Effect
23. Hermann Ebbinghaus
24. Context and State Dependency
25. Network Theory – Spreading Activation
26. Constructivism
27. Spontaneous Generalizations
28. Fundamental Attribution Error
29. Anterograde Amnesia
30. Retrograde Amnesia

Week 8 Unit 8 – Motivation and Emotion
“College Board Curriculum Requirement 08”
Reading Assignment: Myers, Chapter8;
James, William. (1884). What is an emotion? Mind, 9, 188-205. [The major statement of the James-Lange theory of emotion: "I see a bear, I run, I am afraid."

Essential Questions:
1. In what ways are humans motivated to behave?
2. What methods of motivation are more effective than others?
3. How does hunger operate?
4. How do maladaptive eating patterns affect behavior?
5. What role do emotions play in behavior?
6. How does physical arousal and cognition affect emotions?
7. How does stress influence health and behavior?

Key Terms and Jargon:
1. Drive-Reduction Theory
2. Yerkes-Dodson Law
3. Intrinsic and Extrinsic Motivation
4. Anorexia and Bulimia
5. James-Lange Theory
6. Cannon-Bard Theory
7. Two-Factory Theory
8. Approach/avoidance Conflict
9. GAS
10. PTSD
11. Need
12. Drive
13. Homeostasis
14. Incentives
15. Rewards
16. Intrinsic
17. Self Actualization
18. Needs
19. Instinct Theory
20. Drive Reduction Theory
21. Arousal Theory
22. Incentive Theory
23. Cognitive Theory
24. Cognitive Dissonance
Week 9 Unit 9 Developmental Psychology

1. How do people develop morally throughout the lifespan?
2. What is the issue of Nature v. Nurture?

Key Terms and Jargon:

1. Reflexes
2. Maturation
3. Object Permanence
4. Conservation
5. Attachment
6. Identity Formation
7. Accommodation
8. Assimilation
9. Authoritarian Parenting Style
10. Critical period
11. Depth perception
12. Development
13. Erik Erickson
14. Formal Operation
15. Grasping Reflex, Rooting Reflex, Babinski, Sucking Reflex
16. Harry Harlow
17. Imprinting
18. Jean Piaget
19. Konrad Lorenz
20. Lawrence Kohlberg
21. Moral Development
22. Psychosexual Development
23. Psychosocial Development
24. Schemas
25. Cognitive Development
26. Fixation
28. Surrogate Mother
29. Telegraphic Speech

Developmental Psychology - Part II

“College Board Curriculum Requirement 09”

Reading Assignment: Myers, Chapter 9; Huffman, Chapter 10

Essential Questions:
1. How do people grow and develop physically, cognitively, socially, and morally throughout the lifespan?
2. What is the issue of Nature v. Nurture?

Key Terms and Jargon:

1. Harlow’s Contact comfort
2. Surrogate
3. Konrad Lorenz and imprinting
4. Erik Erickson’s Stages of Psychosocial Development
5. Identity v. Role Confusion
6. Identity Moratorium
7. Intimacy v. Isolation
8. Generativity v. Stagnation
9. Midlife Transition
10. Empty Nest Transition
11. Ego Integrity v. Despair
12. Jean Piaget’s Cognitive Development
13. Formal Operations
14. Lorenz Kohlberg’s Moral Development Stages **
Week 10 Unit 10 - Theories of Personality

“College Board Curriculum Requirement 10”

Reading Assignment Bernstein, Chapter 14
Jung, Carl G. (1921/1923). General description of the types. Chapter 10 of Psychological types (H.G. Bayes, Trans.). (Original work published 1921) [Key chapter of Jung's major treatise on personality.]

Essential Questions:
1. How do psychologists define and study personality?
2. What advantages and limitations exist for each theory’s description of personality?
3. How do psychologists reliably measure personality?

Key Terms and Jargon
1. Personality
2. Interviews
3. Observations
4. Self-Report
5. Projective Techniques
6. MMPI-2R
7. Rorschach "inkblot" Test
8. TAT
9. Barnum Effect
10. Cattell
11. Eysenck
12. Big Five
13. Extraversion
14. Neuroticism
15. Agreeableness
16. Sigmund Freud
17. Id, Ego, Superego
18. Adler - Inferiority Complex
19. Jung - Collective Unconscious, Archetypes
20. Horney - Power Envy
21. Carl Rogers
22. Abraham Maslow
23. Bandura
24. Rotter’s Locus of Control Theory
25. Internal Locus
26. External Locus
27. Objective Tests
28. Projective Tests
29. Validity Issues
30. Reliability Issues
WEEK 11 Unit 11 – Testing and Individual differences
“College Board Curriculum Requirement 13”

Reading Assignment: Myers, Chapter 11
Baldwin, James Mark, Cattell, James McKeen, & Jastrow, Joseph. (1898). Physical and mental tests. Psychological Review, 5, 172-179. [An account of an early attempt at what we would now call intelligence testing.]

Essential Questions:
1. How do psychologists define and study intelligence?
2. How do psychologists know whether a test is reliable and/or valid? Why are these qualities of tests important?
3. How do testing scores differ between group administrations and individual administrations of intelligence tests? Between genders? Races? Socioeconomic groups?

Key Terms and Jargon:
1. Intelligence
2. Factor Analysis
3. General Intelligence
4. Fluid and Crystallized Intelligence
5. Multiple Intelligence
6. Emotional Intelligence
7. Validity
8. Achievement
9. Aptitude
10. Gardner, Howard
11. Gifted
12. Interpersonal
13. Linguistic
14. Logical Mathematical
15. Mental Age
16. Musical
17. Objective Test
18. Reliability
19. Spearman, Charles
20. Stanford-Binet Intelligence Scale
21. Test-retest Reliability
22. Wechsler Adult Intelligence Scale - WISC
23. CPI
24. G Factor
25. Body – Kinesthetic
26. Content Validity
27. Heritability
28. Identical Twins
29. Intelligence
30. Mental Age
31. Binet, Alfred
32. Distribution of IQ Scores
33. Emotion Intelligence

Week 12 and 13 Unit 12 – Abnormal Psychology; Unit 13: Treatment of Disorders

Reading Assignment: Myers, Unit 12, Unit 13

Essential Questions:
1. How do psychologists measure and define abnormal behavior?
2. How are the various psychological disorders identified and studied?
3. What are the different treatment options for the various types of psychological disorders
Key Terms and Jargon
1. Systems Approach
2. Depression
3. Specific Phobias
4. Conversion Disorders
5. D.I.D.
6. Schizophrenia
7. ADHD
8. Free Association
9. Transference
10. Gestalt Therapy
11. Systematic Desensitization
12. R.E.T.
13. Beck’s Cognitive Therapy
14. Agoraphobia
15. Antisocial Personality
16. Anxiety
17. Bipolar Disorder
18. Catatonic Schizophrenia
19. Compulsions
20. Conversion Disorder
21. Delusions
22. Diagnostic and Statistical Manual of Mental Disorders
23. Diathesis Stress Hypothesis
24. Disorganized Schizophrenia
25. Histrionic
26. Hypochondriasis
27. Affective Mood Disorders
28. Obsessive Compulsive Disorder
29. Somatoform Disorders

Week 14 Unit 14 - Social Psychology
“College Board Curriculum Requirement 14”
Reading Assignment: Myers Chapter 14
Huffman, Chapter 16

Essential Question:
1. How do people explain (or attribute) the behavior of others?
2. How are individuals affected by groups?
3. Under what conditions do people obey, conform, make friendships, find love and help others?
4. How do attitudes and actions influence individual and group behavior?

Key Terms and Jargon:
1. Fundamental Attribution Theory
2. Attitude
3. Cognitive Dissonance
4. Norms
5. Conformity and Compliance
6. Deindividuation
7. Bystander Effect “Genovese Syndrom”
8. Group Polarization
9. Risky Shift
10. Attributions
11. Internal Dispositions
12. Traits and Motives
13. External Situations
14. Fundamental attribution error
15. The Saliency Bias
16. Self-Serving Bias
17. Collectivist Culture
18. Attitude
19. Cognitive Response
20. Affective Response
21. Behavioral Tendencies
22. Prejudice
23. Discrimination
24. Romantic Love
25. Conformity
26. Obedience
27. Asch
28. Milgram
29. Zimbardo's Stanford Prison Study
30. Deindividuation

Assessment: Traditional Assessments
Unit tests will follow the same format as the AP Exam, with 50 multiple-choice questions and one essay to be completed in 60 minutes. Quizzes are randomly scheduled at least twice each unit and use the multiple-choice format. They are usually ten questions. Make sure that you keep up with the reading.
Midterm Exam will cover the first seven units. The exam is in the same format as the AP Exam. It has 100 multiple-choice questions and two short essays.

Alternative Assessments
A research paper will be completed by each student. Each research paper is worth 100 points. Topics are the "Real Psychology Paper", the "Famous Research Project Paper" or the Famous Psychologist Paper.

Grading Scale
Students will be assessed on the following scale:
100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 – Below = F

Advanced Placement Research Papers Requirements
Each student will select a topic of interest in the field of psychology to research. You will prepare a 3-4 page typed, double-spaced and 12 point size paper, not counting the cover page, abstract, and reference page. Please address the following:
1. Pose your research project in the form of a hypothesis -- what do you want to show or prove?
2. Give a brief background of the subject or problem.
3. State the problem in the form of a thesis or hypothesis.
4. Give a personal statement of your thoughts, bias, feelings towards the subject or problem prior to research.
5. Types of research methods utilized to study this problem and find insight or answers or possibly pose new questions.
6. What is the significance of study -- why is this subject or problem important?
7. Are there any assumptions -- what is already known, given facts?
8. Limitations -- what limits are present to not give you all the information you need or that need to be resolved so the problem could be looked at more objectively, more completely?
9. Describe the practical applications of the research.
10. Conclusions from your research -- need for more research? Definite answers found? Any suggestions to gain further insight?

Basic APA Style
1. 1" margins all around
2. Title page centered horizontally and vertically
3. Abstract-- second page-- brief summary of findings
4. References within document (not footnotes, but author and year in parenthesis. Reference page after body of report (not numbered, alphabetical by author's last name

Advanced Placement Research Paper Number 02
A Famous Research Project
Each student will select a major psychological study to review and explain. You will prepare a 3-4 page typed, double-spaced and 12 point size paper, not counting the cover page, abstract, and reference page. The following list are some suggestions for topics.
1. The Kurt Lewin Study
2. The Jane Elliot Study
3. The Zimbardo Prison Scenario
4. The Milgram Study
5. The Harlow Monkey Study
6. The Broadbent Study
7. The Rosenhan Study
8. The Rosenthal Study
9. The Hawthorn Study
10. The Asch Experiment
11. The Pavlov Experiment
12. The Bandura Study
13. The John B. Watson “Little Albert” Study
14. The Festinger Cognitive Dissonance Study
15. The Ebbinghaus Memory Study

The Famous Psychologist Paper
Each student will select a major contributor to the field of psychology from the list below to research. You will prepare a 4-5 page typed, double-spaced and 12 point Times New Roman (or Arial) paper. Also include a cover page, abstract, and reference page. The paper must follow the APA format. And include the following information.
1. Brief history
2. School of Psychology to which he/she belongs
3. Major impact of his/her work in the field of psychology
4. Types of research methods utilized in his/her experiments
5. Practical applications of the research (meaning)
6. Major publications

Famous Psychologist List
1. Alfred Adler
2. Albert Ellis
3. Erik Erikson
4. Anna Freud
5. Sigmund Freud
6. Beatrice Hinkle
7. Karen Horney
8. William James
9. Mary Carver Jones
10. Carl Jung
11. Lawrence Kohlberg
12. Wolfgang Kohler
13. Ivan Pavlov
14. Jean Piaget
15. Carl Rogers
16. B. F. Skinner
17. John B. Watson
18. Max Wertheimer
19. Wilhelm Wundt
20. Phillip Zimbardo

Advanced Placement Psychology Research Paper Grading Rubric
Each research paper is worth 100 points and will be graded using the rubric below.
Trait: APA Style
5 4 3 2 1
Adheres to all styles: cover page; double-spaced throughout
Adheres to almost all styles 1-2 errors in form Adheres to most styles; 3-4 errors in form Adheres to a few styles; lots of errors, 5-8 Little form or style; Is there a style?
Trait: Grammar and Spelling
5 4 3 2 1
No major errors in grammar or spelling
Some errors in spelling and grammar (1-2) Several errors in spelling or grammar (3-7) Lots of errors in spelling and grammar (8-12) More than 12 errors, Paper not proofread
Careless
Trait: Content
5 4 3 2 1
Very complete- All of the content was clear and suggested that the student did a fine job of collecting and organizing the materials Same as 5 but not as complete Missing one part or incomplete information or some inaccuracies Same as 5 but missing several parts to the assignment Incomplete and some inaccurate information.
Very incomplete
Less than 3 pages in length. Missing and/or inaccurate information
Trait: Reflection
5 4 3 2 1
Shows considerable thought and insight Shows some thought and insight Shows thought and insight Little thought or insight What does thought and insight look like?
APA Style
Grammar and Spelling
Content
Reflection
Total * 5 =