Ms. Dunne

Burnaby Central Secondary

2017-2018

Welcome to the challenge!

The purpose of AP Psychology is to introduce students to the systematic and scientific study of behaviour and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within Psychology. \*Please note this course is graded cumulatively.

**Course Objectives**

1. Students will prepare to successfully complete the AP Psychology Examination.
2. Students will study the major core concepts and theories of psychology. They will be able to define key terms and use them in their everyday vocabulary.
3. Students will learn the basic skills of Psychological research and be able to apply psychological concepts to their own lives.
4. Students will develop critical thinking skills.

**Textbook:**

Myers, David G. Psychology For AP 1st Edition.

**Website: msdunnesworldofappsychology.com**

As well please email me with any questions at dana.dunne@sd41.bc.ca

**Teacher Resources:**

Hock, Rogers R. *Forty Studies that Changes Psychology: Explorations into the History of Psychological Research*. 4th Ed. Upper Saddle River, N.J.: Pentice Hall, 2002.

Myers, David G. *Myer’s Psychology for AP Teacher Editions*. New York. Worth. 2011.

Students will also be given relevant research on Psychology through internet articles, documentaries, videos and Psychological Journals through APA and the TOPPs website.

Students who are ill or away for any reason can keep up with the course material by going to the website [www.msdunnesworldofappsychology.com](http://www.msdunnesworldofappsychology.com) to get notes, audio lectures, video and assignments.

**Supplies:**

Three Ring Binder

Three ring binder dividers (at least 18 dividers one for each unit studied)

Paper

Coiled book for Cornell note taking

**Special Notes**: Students taking AP Psychology will be encouraged to take the exam in May. The fee for the exam is $120.

**Homework Expectations:**

Ample notice will be given for any assignments, quizzes or exams. The amount of work depends on the unit being covered in the class. There are assigned pages to read in the textbook every night. Students are expected to read and take Cornell notes for each chapter before it is covered in the class.

Unit tests will be given every second week and consist of a timed multiple choice section and an essay related to the topic of study (in an effort to prepare you for the exam in May!)

Other assignments will include class presentations, group projects, debates, and essays. These assignments vary from unit to unit.

**Course Plan:**

**Unit I: History, Approaches and Research Methods—1.5 weeks 2-4%, 6-8%**

Unit 1 1-15

Unit 2 19-49

1. Logic, Philosophy, and History of Science
2. Approaches/Perspectives
3. Experimental, Correlation, and Clinical Research
4. Statistics
5. Research Methods and Ethics

*Objectives:*

• Define psychology and trace its historical development.

• Compare and contrast the psychological perspective.

• Identify basic and applied research subfields of psychology.

• Identify basic elements of an experiment (variables, groups, sampling, population etc).

• Compare and contrast research methods (case study, survey, naturalistic observation).

• Explain correlation studies.

• Describe the three measures of central tendency and measure of variation.

• Discuss the ethics of animal and human research.

**Unit II: Social Psychology – 1 week 7-9%**

Unit 14 643-692

1. Group Dynamics
2. Attribution Theory
3. Interpersonnel Perception
4. Conformity, Compliance, Obedience
5. Attitudes and Attitude Change
6. Organizational Behaviour
7. Aggression/Antisocial Behaviour

*Objectives :*

• Describe the importance of attribution in social behavior.

• Explain the effect of role-playing on attitudes in term of cognitive dissonance theory.

• Discuss the results of Asch’s experiment on conformity.

• Describe Milgram’s controversial experiments on obedience.

• Discuss how group interaction can facilitate group polarization and groupthink.

• Describe the social, emotional and cognitive factors that contribute to the persistence of cultural, ethnic and gender prejudice and discrimination.

• Discuss the issues related to aggression and attraction.

• Explain altruistic behavior in terms of social exchange theory and social norms.

**Unit III: Biological Basis of Behaviour—2 weeks 8-10%**

Unit 3A,B,C, 51-110

1. Physiological techniques (e.g., imaging, surgical)
2. Neuroanatomy
3. Functional Organization of the Nervous System
4. Neural Transmission
5. Endocrine System
6. Genetics

*Objectives:*

• Describe the structure of a neuron and explain neural impulses.

• Describe neuron communication and discuss the impact of neurotransmitters.

• Classify and explain major divisions of the nervous system.

• Describe the functions of the brain structure (thalamus, cerebellum, limbic system etc).

• Identify the four lobes of the cerebral cortex and their functions.

• Discuss the association areas.

• Explain the split-brain studies.

• Describe the nature of the endocrine system and its interaction with the nervous system.

**Unit IV: Developmental Psychology—1.5 weeks 7-9%**

Unit 9 411-473

1. Life Span Approach
2. Research Methods
3. Heredity-Environmental Issues
4. Developmental Theories
5. Dimensions of Development
6. Sex Roles, Sex Differences

*Objectives:*

• Discuss the course of prenatal development

• Illustrate development changes in physical, social, and cognitive areas.

• Discuss the effect of body contact, familiarity, and responsive parenting on attachments.

• Describe the benefits of a secure attachment and the impact of parental neglect and separation as well as day care on childhood development.

• Describe the theories of Piaget, Erikson, Kohlberg.

• Describe the early development of a self-concept.

• Distinguish between longitudinal and cross-sectional studies.

**Unit V: States of Consciousness-1.5 weeks 2-4%**

Unit 5 175-210

1. Sleep and Dreaming
2. Hypnosis
3. Psychoactive Drug Effects

*Objectives:*

• Describe the cyclical nature and possible functions of sleep.

• Identify the major sleep disorders.

• Discuss the content and possible functions of dreams.

• Discuss hypnosis, noting the behavior of hypnotized people and claims regarding its uses.

• Discuss the nature of drug dependence.

• Chart names and effects of depressants, stimulants and hallucinogenic drugs.

• Compare differences between NREM and REM.

• Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens.

**Unit VI: Sensation and Perception—1.5 weeks 7-9%**

Unit 4 115-169

1. Thresholds
2. Sensory Mechanisms
3. Sensory Adaptation
4. Attention
5. Perceptuel Processes

*Objectives :*

• Contrast the processes of sensation and perception.

• Distinguish between absolute and difference thresholds.

• Label a diagram of the parts of the eye and ear.

• Describe the operation of the sensory systems (five senses).

• Explain the Young-Helmholtz and opponent-process theories of colour vision.

• Explain the place and frequency theories of pitch perception.

• Discuss Gestalt psychology’s contribution to our understanding of perception.

• Discuss research on depth perception and cues.

**Unit VII: Learning—1.5 weeks 7-9%**

Unit 6 215-249

1. Classical Conditioning
2. Operant Conditioning
3. Cognitive Processes in Learning
4. Biological Factors
5. Social Learning (Observable Learning)

*Objectives:*

• Describe the process of classical conditioning (Pavlov’s Experiment).

• Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination.

• Describe the process of operant conditioning, including the procedure of shaping as demonstrated by Skinner’s Experiment.

• Identify the different types of reinforcers and describe the schedules of reinforcement.

• Discuss the importance of cognitive processes and biological predisposition in conditioning.

• Discuss the effects of punishment on behavior.

• Describe the process of observational learning (Bandura’s experiments).

**Unit VIII: Memory—1 week**

Unit 7A 255-294

1. Memory

*Objectives:*

• Describe memory in terms of information processing, and distinguish among sensory memory, short term memory, and long term memory.

• Distinguish between automatic and effortful processing.

• Explain the encoding process (including imagery, organization etc.)

• Describe the capacity and duration of long term memory.

• Distinguish between implicit and explicit memory.

• Describe the importance of retrieval cues.

• Discuss the effects of interference and motivated forgetting on retrieval.

• Describe the evidence for the constructive nature of memory.

**Unit IX: Cognition—1 week 8-10%**

Unit 7B 298-322

1. Language
2. Thinking
3. Problem Solving and Creativity

*Objectives:*

• Describe the nature of concepts and the role of prototypes in concept formation.

• Discuss how we use trial and error, algorithms, heuristics, and insight to solve problems.

• Explain how the representativeness and availability heuristics influence our judgments.

• Describe the structure of language (phonemes, morphemes, grammar).

• Identify language development stages (babbling, one word etc.)

• Explain how the nature-nurture debate is illustrated in the theories of language development.

• Discuss Whorf’s linguistic relativity hypothesis.

• Describe the research on animal cognition and communication.

**Unit X: Motivation and Emotion—1.5 weeks 7-9%**

Unit 8A & 8B 327-362, 366-406

1. Biological Bases
2. Theories of Motivation
3. Hunger, Thirst, Sex, and Pain
4. Theories of Emotion
5. Stress

*Objectives:*

• Define motivation and identify motivational theories.

• Describe the physiological determinants of hunger.

• Discuss psychological and cultural influences on hunger.

• Define achievement motivation, including intrinsic and extrinsic motivation.

• Identify the three theories of emotion (James Lang, Cannon-Bard, Schachter-Singer).

• Describe the physiological changes that occur during emotional arousal.

• Discuss the catharsis hypothesis.

• Describe the biological response to stress.

**Unit XI: Testing and Individual Differences- 1 week 5-7%**

Unit 11 523-556

1. Standardization and Norms
2. Reliability and Validity
3. Types of Tests
4. Ethics and Standards in Testing
5. Intelligence
6. Heredity/Environment and Intelligence
7. Human Diversity

*Objectives:*

• Trace the Origins of intelligence testing

• Describe the nature of intelligence

• Identify the factors associated with creativity

• Distinguish between aptitude and achievement tests

• Describe test standardization

• Distinguish between the reliability and validity of intelligence tests

• Describe the two extremes of the normal distribution of intelligence

• Discuss evidence for both genetic and environmental influences on Intelligence

• Discuss whether intelligence tests are culturally biased

**Unit XII: Personality-1 week 6-8%**

Unit 10 479-518

1. Personality Theories and Applications
2. Assessment Techniques
3. Self-Concept/Self-Esteem
4. Growth and Adjustment

*Objectives:*

• Describe personality structure in terms of the interactions of the id, ego, and superego

• Explain how defense mechanisms protect the individual from anxiety

• Describe contributions of the neo-Freudians

• Explain how personality inventories are used to assess traits

• Describe the humanistic perspective on personality in terms of Maslow’s focus on self-actualization and Rogers’ emphasis on people’s potential for growth

• Describe the impact of individualism and collectivism on self-identity

• Describe the social-cognitive perspective on personality

• Discuss the consequences of personal control, learned helplessness, and optimism.

**Unit XIII: Abnormal Psychology-2.5 weeks 7-9%**

Unit 12 561-600

1. Definition of Abnormality
2. Theories of Psychopathology
3. Diagnosis of Psychopathology
4. Anxiety Disorders
5. Somatoform Disorders
6. Mood Disorders
7. Schizophrenic Disorders
8. Organic Disorders
9. Dissociative Disorders
10. Personality Disorders

*Objectives:*

• Identify the criteria for judging whether behavior is psychologically conducted

• Describe the medical model of psychological disorders

• Describe the aims of DSM-IV and discuss the potential dangers of diagnostic labels

• Describe the symptoms of generalized anxiety disorders, phobias, obsessive-compulsive disorders, and posttraumatic stress disorders.

• Describe and explain the development of somatoform and mood disorders

• Describe the various symptoms and types of schizophrenia

• Describe the nature of personality disorders

• Describe the characteristics and possible causes of dissociative disorders

**Unit XIV: Treatment of Psychological Disorders-1 week 5-7%**

Unit 13 605-638

1. Treatment Approaches
2. Modes of Therapy
3. Community and Preventive Approaches

*Objectives:*

• Discuss the aims and methods of psychoanalysis

• Identify the basic characteristics of the humanistic therapies

• Identify the basic assumptions of behavior therapy

• Describe the assumptions and goals of the cognitive therapies

• Discuss the benefits of group therapy and family therapy

• Discuss the findings regarding the effectiveness of the psychotherapies

• Discuss the role of values and cultural differences in the therapeutic process

• Identify the common forms of drug therapy and the use of electroconvulsive therapy

**Mark Breakdown:**

\*Please note all exams in Advanced Placement Psychology will be timed as per the final AP exam in May.

Exams and Quizzes 60%

Assignments, Projects, Activities 40%

***Study Teams***

We learn best when we teach others!

In an effective study team, you and other students can explore lesson materials together — explaining concepts, arguing about them, figuring out why one person's answer differs from another's — and in the process, you most likely learn more than you would have studying by yourself.

Group study offers other advantages in addition to gaining a deeper understanding of class material. These include the opportunity to:

**Reinforce note-taking.** If your notes are unclear, you can ask a member of your study group to help you fill in the gaps.

**Share talents.** Each person brings different strengths, such as organizational skills, the ability to stick to a task, a capacity for memorization or leadership skills.

**Cover more ground.** Group members may be able to problem solve better than if you would have solved it alone.

***Helpful Tips for Study Teams:***

**Where?** Hold study group sessions in a place that is free of distractions and that has room to spread out books and notes. You will not only be using your Study teams in class but you will also be meeting each other throughout the year.

**Duration?** Meet for no more than two hours at a time. Having a time limit helps the group focus. If you know you only have an hour, you're more likely to stay on task.

**When?** Try to meet regularly, on the same day and time each week. Treating the study session as you would other activities helps you to keep to a schedule and ensures that everyone attends.

***Getting the Most Out of a Session***

Here are some tips to help your group get the most out of each study session:

* Decide what you’re going to do in advance.
* Prepare for the session so you can make the most of your time together.
* Take turns teaching to reinforce your own knowledge.

By supplementing your individual study with a study group, you can reinforce what you've learned, deepen your understanding of complex concepts, and maybe even make a few new friends.

**AP EXAM INFO…**

Breakdown of the Exam:

100 MC (Given 110 minutes to complete)

2 Free Response (given 50 minutes to complete)

 AP Score Qualification Equivalent University Grade

|  |  |  |
| --- | --- | --- |
|  5 | Extremely well qualified |  A  |
|  4 | Well qualified |  A-/B |
|  3 | Qualified  |  B/C+-C-  |
|  2 | Possibly qualified |  C-/D |
|  1 | No recommendation  |  F |

**Enjoy the ride!!!**