*AP Psychology and Psychology*

***Course Syllabus***

**Instructor: Ashton Nash**

**Course Name and Code: AP Psychology and Psychology**

**Textbook Used: Myers’ Psychology for AP 3rd Ed.**

**Supplementary Texts or Special Materials: Barron’s AP Psychology**

**Course Description: AP Psychology** is a one-year introductory course, designed to provide students with a learning experience equivalent to that of a college level Psychology course, and to prepare students for the AP Psychology exam. This course is designed to allow students to experience an in-depth exploration of human thought processes and behavior through various psychological perspectives, including the psychoanalytic, biological, cognitive, behavioral, sociocultural, and humanistic schools of thought. Key terms, concepts, leaders, and principles of psychology are introduced, as well as contradicting viewpoints as to how these basic factors can be interpreted. Topics such as history of the study, research methods, behavior, psychobiology, consciousness, sensation, perception, emotion, learning, memory, language, personality, psychological disorders, and psychological treatments are studied through lecture, discussion, research, observation, case studies, books, movies, introspection, journal-writing, a variety of student assessments, and an AP text. Students enrolled in this course must commit to engaging in a strong amount of coursework and homework, including reading, outlining, research, discussion, essay writing, as well as various assessments. Major goals of the course are to expand students’ knowledge of Psychology, allow students to apply course concepts to themselves and the surrounding world, and to fully prepare students for the AP Psychology exam. The course is currently open only to students who have successfully completed Psychology as an elective.

**DISCLAIMER: This course does delve into topics that some consider to be controversial. Remember that the study of this course researches various backgrounds and cultures outside the current social norm that students are used to. Please be advised that culture, religion, sexuality, behavior, etc. will be discussed as they are examples of various terms within the standards and fall under the guidelines of Common Core.**

**Course Outline and Content:**

**Unit 1: *History and Approaches of Psychology***

* **Topics of Study:**

A. Introduction to Psychology

B. Historical Schools of Thought

C. Modern Approaches/Perspectives

D. Psychology as a Profession

* **Questions:**

1. When and how did psychological science begin?
2. How did psychology continue to develop from the 1920’s through today?
3. What is psychology’s historic big issue?
4. What are psychology’s levels of analysis and related perspectives?
5. What are psychology’s main subfields?
6. How can psychological principles help you as a student?

**Unit 2: *Research Methods***

* **Topics of Study:**

A. Scientific Method

B. Research Methods

C. Problems/Solutions

D. Statistics

E. Ethics in Psychological Research

* **Questions:**

1. Why are the answers that flow from the scientific approach more reliable than those based on intuition and common sense?
2. What are three main components of the scientific attitude?
3. How do theories advance psychological science?
4. How do psychologists observe and describe behavior?
5. Can laboratory experiments illuminate everyday life?
6. Why do psychologists study animals, and is it ethical to experiment on animals?
7. Is it ethical to experiment on people?
8. Is psychology free of value judgments?

**Unit 3: *Biological Bases of Behavior***

* **Topics of Study:**

A. Neuroanatomy

B. Neurological Processes

C. Nervous System

D. Neural Transmission

E. Endocrine System

F. The Brain

G. Genetics

* **Questions:**

1. What are neurons, and how do they transmit information?
2. How do nerve cells communicate with other nerve cells?
3. How do neurotransmitters influence behavior, and how do drugs and other chemicals affect neurotransmission?
4. What are the functions of the nervous system’s main divisions?
5. How does the endocrine system – the body’s slower information system – transmit its messages?
6. How do neuroscientists study the brain’s connections to behavior and mind?
7. What are the functions of important lower-level brain structures?
8. What functions are served by the various cerebral cortex regions?
9. What do split brains reveal about the functions of our two brain hemispheres?

**Unit 4: *Sensation and Perception***

* **Topics of Study:**

A. Sensation

B. Sensory Processes

C. Sensory Adaptation

D. Psychophysics

E. Perception

* **Questions:**

1. What are sensation and perception? What do we mean by bottom-up processing and top-town processing?
2. What are the absolute and difference thresholds, and do stimuli below the absolute threshold have any influence?
3. What is the function of sensory adaptation?
4. What is the energy that we see as visual light?
5. What are the characteristics of air pressure waves that we hear as sound?
6. How do the eye and ear transform light and sound energy into neural messages?
7. How do we experience each of the body’s senses?
8. How do Gestalt psychologists understand perceptual organization?
9. How adaptable is our ability to perceive?
10. How do our expectations, contexts, and emotions influence our perceptions?

**Unit 5: *States of Consciousness***

**Topics of Study:**

A. Consciousness

B. Sleep

C. Dreaming

D. Drugs and Consciousness

* **Questions:**

1. What is consciousness?
2. How much information do we consciously attend to at once?
3. How do our biological rhythms influence our daily functioning and our sleep and dreams?
4. What is the biological rhythm of our sleep?
5. What is sleep’s function?
6. How does loss of sleep affect us?
7. What are the major sleep disorders?
8. What is the function of dreams?
9. What are tolerance, dependence, and addition?

**Unit 6: *Learning***

* **Topics of Study:**

A. Classical Conditioning

B. Operant Conditioning

C. Social Learning

D. Factors of Learning (Biological, Cognitive)

E. Punishment

* **Questions:**

1. What are some basic forms of learning?
2. What is classical conditioning, and how did Pavlov’s work influence behaviorism?
3. In classical conditioning, what are the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination?
4. Why is Pavlov’s work important?
5. What is operant conditioning, and how does it differ from classical conditioning?
6. What are the basic types of reinforcers?
7. How do different reinforcement schedules affect behavior?
8. How does punishment affect behavior?
9. Do cognitive processes and biological constraints affect operant conditioning?
10. What is observational learning, and how is it enabled by mirror neurons?

**Unit 7: *Cognition***

**Topics of Study:**

A. Processes of Memory (Encoding, Storage, Retrieval)

B. Stages of Memory (Sensory, Short-term, Long-term)

C. Forgetting

D. Language

E. Problem Solving

* **Questions:**

1. How do psychologists describe the human memory system?
2. What information do we encode automatically? What information do we encode effortfully, and how does the distribution of practice influence retention?
3. What is sensory memory?
4. What are the duration and capacity of short-term and long-term memory?
5. How does the brain store our memories?
6. How do we get information out of memory?
7. Why do we forget?
8. How do misinformation, imagination, and source amnesia influence our memory construction? How real-seeming are false memories?
9. How can an understanding of memory contribute to more effective study techniques?

**Unit 8: *Motivation and Emotion***

* **Topics of Study:**

A. Biological Bases

B. Theories of Motivation

C. Hunger, Thirst, Sex, and Pain

D. Social Motives

E. Theories of Emotion

F. Stress

* **Questions:**

1. From what perspectives do psychologists view motivated behavior?
2. What physiological factors produce hunger?
3. What psychological and cultural factors influence hunger?
4. How do anorexia nervosa, bulimia nervosa, and binge-eating disorder demonstrate the influence of psychological forces on physiologically motivated behaviors?
5. What stages mark the human sexual response cycle?
6. How do internal and external stimuli influence sexual behavior?
7. What has research taught us about sexual orientation?
8. What is the role of organizational psychologists?
9. What are the components of an emotion?
10. How do we communicate nonverbally? Are nonverbal expressions of emotion universally understood?
11. What is stress, and what types of events provoke stress responses?
12. What factors affect our ability to cope with stress?

**Unit 9: *Developmental Psychology***

* **Topics of Study:**

A. The Life Span

B. Prenatal Development and the Newborn

C. Infancy and Childhood

D. Adolescence

E. Adulthood

F. Old Age

* **Questions:**

1. How does life develop before birth?
2. What are some newborn abilities, and how do researchers explore infants’ mental abilities?
3. During infancy and childhood, how do the brain and motor skills develop?
4. From the perspective of Piaget and today’s researchers, how does a child’s mind develop?
5. How do parent-infant attachment bonds form?
6. What physical changes mark adolescence?
7. How did Piaget, Kohlberg, and later researchers describe adolescent cognitive and moral development?
8. What are the social tasks and challenges of adolescence?
9. What is emerging adulthood?
10. What physical changes occur during middle and late adulthood?
11. How do memory and intelligence change with age?
12. What themes and influences mark our social journey from early adulthood to death?

**Unit 10: *Personality***

* **Topics of Study:**

A. Theories of Personality

B. Assessment Techniques

C. Self-Concept/Self-Esteem

D. Growth and Adjustment

* **Questions:**

1. What was Freud’s view of personality and its development?
2. How did Freud think people defended themselves against anxiety?
3. What are projective tests, and how are they used?
4. How do contemporary psychologists view Freud and the unconscious?
5. How did humanistic psychologists view personality, and what was their goal in studying personality?
6. How did humanistic psychologists assess a person’s sense of self?
7. How do psychologists use traits to describe personality?
8. What are personality inventories, and what are their strengths and weaknesses as trait-assessment tools?
9. In the view of the social-cognitive psychologists, what mutual influences shape an individual’s personality?
10. Are we helped or hindered by high self-esteem?

**Unit 11: *Testing and Individual Differences***

* **Topics of Study:**

A. Standardization and Norms

B. Reliability and Validity

C. Types of Tests

D. Ethics and Standards in Testing

E. Intelligence

F. Heredity/Environment and Intelligence

G. Human Diversity

* **Questions:**

1. What argues for and against considering intelligence as one general mental ability?
2. How do Gardner’s and Sternberg’s theories of multiple intelligences differ?
3. What makes up emotional intelligence?
4. When and why were intelligence tests created?
5. What is the difference between aptitude and achievement tests, and how can we develop and evaluate them?
6. How stable are intelligence scores over the lifespan?
7. What are the traits of those at the low and high intelligence extremes?
8. What does evidence reveal about hereditary and environmental influences on intelligence?
9. How and why do gender and racial groups differ in mental ability scores?
10. Are intelligence tests inappropriately biased?

**Unit 12: *Abnormal Psychology***

* **Topics of Study:**

A. Definitions of Abnormality

B. Classification and the DSM-IV

C. Anxiety Disorders

D. Dissociative Disorders

E. Somatoform Disorders

F. Mood Disorders

G. Schizophrenic Disorders

H. Personality Disorders

* **Questions:**

1. How should we draw the line between normality and disorder?
2. What perspectives can help us understand psychological disorders?
3. How and why do clinicians classify psychological disorders?
4. What are anxiety disorders, and how do they differ from ordinary worries and fears?
5. What produces the thoughts and feelings that mark anxiety disorders?
6. What are somatoform disorders?
7. What are dissociative disorders, and why are they controversial?
8. What are mood disorders, and what forms do they take?
9. What patterns of thinking, perceiving, feeling, and behaving characterize schizophrenia?
10. What causes schizophrenia?
11. What characteristics are typical of personality disorders?
12. How many people suffer, or have suffered, from a psychological disorder?

**Unit 13: *Treatment for Psychological Disorders***

* **Topics of Study:**

A. Treatment Approaches

B. Types of Therapy

C. Preventative Approaches

* **Questions:**

1. What are the aims and methods of psychoanalysis, and how have they been adapted in psychodynamic therapy?
2. What are the basic themes of humanistic therapy, such as Rogers’ client-centered approach?
3. What are the assumptions and techniques of the behavior therapies?
4. What are the goals and techniques of the cognitive therapies?
5. What are the aims and benefits of group and family therapy?
6. Are some therapies more effective than others?
7. How do culture and values influence the therapist-client relationship?
8. What are the drug therapies? What criticisms have been leveled against drug therapies?
9. How, by caring for their bodies with a healthy life-style, might people find some relief from depression?
10. What is the rationale for preventive mental health programs?

**Unit 14: *Social Psychology***

* **Topics of Study:**

A. Group Dynamics

B. Social Thinking

C. Social Influence

D. Conformity, Compliance, and Obedience

E. Social Relations

* **Questions:**

1. How do we tend to explain others’ behavior and our own?
2. Does what we think affect what we do,. Or does what we do affect what we think?
3. What do experiments on conformity and compliance reveal about the power of social influence?
4. How is our behavior affected by the presence of others or by being part of a group?
5. What is prejudice? What are its social, emotional, and cognitive roots?
6. What psychological factors may trigger aggressive behavior?
7. Why do we befriend or fall in love with some people but not with others?
8. How do social traps and mirror-image perceptions fuel social conflict?
9. How can we transform feelings of prejudice, aggression, and conflict into attitudes that promote peace?

\*Units of study may not occur in the same order as presented on this syllabus

**\*Syllabus is subject to change**

**Special Assignments and Projects: Brain Model Project, Breaking a Social Norm**

***Classroom Rules and Discipline Procedures*:** All students must adhere to the rules and expectations outlined in the Henry County Schools student handbook and the Union Grove High School student handbook addendum. **(Add any course specific conduct directives as needed after this statement)**

***Hall Pass Policy*: Include the following statement as the last line of your hall pass policy:** Students are required to utilize and display the standard issued UGHS pass at all times while out of the classroom, failure to do so will result in disciplinary consequences. Students are also required to fill out the Google form prior to leaving the classroom and document their return time on the same form. Teachers will not give out hall passes during the first ten minutes or last ten minutes of class. It is the teacher’s discretion to allow or deny a hall pass request.

***Chromebook Policy:*** It is an expectation for students to have their charged Chromebook with them every day. Failure to do so will be regarded as “not being prepared for class.”

***Make-up Policy*:** Follow the student handbook in regard to the make-up policy. If you miss a test or a quiz see Ms. Nash about when to schedule a make-up date. Any powerpoints and worksheets will be given upon request.

***Grading System:***

Unit Tests and Projects: 40% Final Exam: 20%

Classwork, Non-unit assessments, Quizzes: 40%

***Cell Phone/Electronic Device Policy:***

The cell phone/electronic device policy begins when students enter the designated classroom area. All students will place all cell phones/devices in the teacher assigned caddy. During this time, cell phones must be turned off. Additionally, all smart watches or other electronic devices connected to the phone must be caddied until the end of class. Cell phones/devices will remain caddied until the end of class. Students will NOT be allowed to take their phones/devices out of the room when they have a hall pass to the restroom, media center, etc. Students will be allowed to use cell phones/devices before first period, during lunch, and during class transition.

***On Time Policy:***

In order to be considered “on time” to class, the student must be across the threshold of the classroom or designated classroom area by the end of the tardy bell.

***Unit Repair Plan:***

In an effort to aid in student mastery, each UGHS student will have the opportunity to participate in Unit Repair. The number of unit repair opportunities may differ by content and is department specific (see attached document for specific unit repair plan). In order to receive this opportunity, the student must communicate with the teacher to receive instructions within two school days of receiving the graded assessment. Students will be required to complete coursework and/or before/after school tutoring as defined by the teacher to show a greater understanding of the material to reassess. The student has 2 weeks from the date the graded assessment is returned to complete the practice work and take the reassessment.

***Exam Exemption:***

To encourage and reward excellent attendance, each student may earn the right to exempt one (1) spring semester non-state required final exam. Each student must meet clear guidelines to qualify for this exemption. Please see our school website for all requirements and guidelines.

**I have read and understand all of the objectives, requirements, and expectations for the**

**course AP Psychology taught by Ms. Nash.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student signature Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent signature Date**