

Course Description:

The purpose of the Advanced Placement in Psychology is to introduce students to the systematic and scientific of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields of psychology. (From the *Advanced Placement Course Description for Psychology*, published by the College Board.)

Students will...

- prepare to do acceptable COLLEGE-LEVEL work on the AP exam in Psychology.
- study the major core concepts & theories of psychology to be able to define key terms & use them in everyday vocabulary.
- apply psychological concepts to their own lives.
- develop critical thinking skills.
- build reading, writing, and discussion skills.
- analyze and solve problems using the scientific method.
- communicate facts in support of psychological concepts.

Primary Text & Class Materials:

- Myers, D.G. (2011). *Myers' Psychology for AP*. New York: Worth (ISBN-13: 978-1-4292-5251-5). If you order one for yourself, the study guide that goes with it is ISBN 13:978-1-4292-5543-1. Otherwise, a book & study guide will be provided for you but you CANNOT write in them.
- **Three-ring binder** will also be needed to keep handouts, calendars & notes. *This will need to be brought to class daily.*
- **Reading outlines** – These will be handed out for each unit OR you can download the outline directly to your own computer from my AP Psych school web site - abranan6.wixsite.com/socialstudies
- **Powerpoint slides** can be found linked class site - abranan6.wixsite.com/socialstudies

Suggestions for Success:

- Attend class & keep up! Set a schedule & be disciplined enough to follow it! Complete all assignments & reading on time! **PROCRASTINATION IS YOUR ENEMY!!!**
- If you are determined to learn psychology (#1 goal), the rest will fall into place
 - Be a learner not a point earner
- Take complete notes & put them in your own words. DO NOT rely on the glossary or margin definitions to COMPREHEND the notes.
- Read effectively! – Requires concentration. If you can't recall what you've read in the last half hour, try a new strategy:
 - Have the cell phone & computer in another room!
 - Summarize each section.
 - Pay attention to charts, pictures, & sidebars in the text.
- Use “<http://quizlet.com/subject/psychology>” & other sites linked to the class web site to help you ACTIVELY review.
- Form a Study Group – excellent way to help one another & have fun!

AP test in Psychology – 2017

- **Date – Monday, May 1** (doors open @ 11:30) Knights of Columbus Hall, Marion, IA
- **Cost:** \$88 ~ \$15 in February or March to place our order.
- **Description:** The AP Psychology Exam is approximately two hours long and includes both a 70-minute, 100 question multiple-choice section (~42 seconds/?) and a 50-minute free response (essay) section.
- The test is scored on a 5-point scale: *Most colleges accepts 3s, 4s, & 5s*
 - 5 = Extremely well qualified (~44% of previous students)
 - 4 = Well qualified (~32% of previous students)
 - 3 = Qualified (~14% of previous students)
 - 2 = Possible Qualified (~8% of previous students)
 - 1 = No recommendation (2% of previous students)

SCHEDULE: 2016-2017 AP psych is quarters 2 & 3 (instead of quarters 3 & 4 due to state-imposed calendar changes). **Class ends Friday, April 1.**

There will be optional Saturday review sessions on April 23 & 30 – time TBA

Class Rules:

- Attendance & prioritizing are crucial!
- Have a positive attitude & be respectful of others
- Ask for help as soon as you need it (early session / email)
- Bathroom pass: use it when you need it BUT leave your phone in the classroom
- Stand & stretch whenever you want
- Food – ok **IF** you bring it with you & are on time; it's doesn't stink up the classroom
- No sleeping or heads down on desk
- Cell phones – **DON'T HAVE THEM OUT at INAPPROPRIATE TIMES!!!!**
- Don't cheat or plagiarize

Grades: School grading % apply. *Each assignment, project and unit test will be based on this proficiency scale*

- ALL A.P. classes on on a 5.0 scale on your transcript
- Formative Assessment: all practice assignments/activities assigned during a unit

Level 4: Extended thinking: Student can <i>evaluate</i> the relationship among concepts (Answers to questions have to be created/connected)	Level 3: Application Most ?s answered correctly; Can <i>apply</i> concepts (Able to remember & use information)	Level 2: Comprehension Some ?s answered correctly; Can <i>identify/recognize</i> an example of the concept when provided	Level: Retrieval Few ?s answered correctly; Can identify definitions but needs assistance to apply
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- **What does a "+" mean?** = Posed question was answered thoroughly & to highest thinking level possible
- **What does a "√" mean?** Posed question was answered correctly but **not** as thoroughly or thoughtfully as could b
- **What does a "-" mean?** Posed question was answered incorrectly... please revise
- **Employability grade:** 10 pts/week (see page 4 of syllabus)

AP: So much more than a score

Advanced Placement Psychology Syllabus

Mr. Branan – abranan@linnmar.k12.ia.us

Twitter for resources @mstpsych

- Late work reflected in this employability grade

Ψ **Summative assessments:** Unit exams or project; final exam

Ψ **Tests:** There will be 4-5 major tests per quarter – one over each unit (multiple chapters)

- Each test will be set up like the AP exam, with multiple-choice questions (35-45 questions – each worth 1.5 pts) and 2 free response questions (FRQs) (10 points each).

- Each MC question can be remediated for 1 point back

- As with the AP Exam, these unit tests will also be timed.

- Each test will also contain a few questions over previous content to keep key ideas on the forefront.

Ψ **Mid-term:** Jan 12, 13, or 14 **Final Exam:** March 29-31 (100 multiple choice and 1-2 FRQs)

Ψ **Employability Grades:** This is a 10-point weekly grade that reflects your preparation as a learner.

- Late assignments, off-task behavior, HW completion are reflected in this

- Please see page 4 for specific criteria (as well as postings in the classroom)

- BINDER CHECKS FOR HW/NOTE COMPLETION IS DONE ON (ALMOST) A DAILY BASIS

- It is better to work ahead rather than play catch-up

Ψ **Project:** This will be done during the time after the AP exam in May but before the end of the school year.

(~50 points)

Ψ **Quarter grades:** rounded IF you are within 0.5%, attend a.m. review sessions, and demonstrate the appropriate level of proficiency

LEARN as if you are the “expert” who will have to teach others!

How to Prepare for a Test: Count the # of chapters to be addressed in each test & add 2 days to that # to start your count down. *This example is based on a 3-chapter unit so it will be a 5-day plan.* This will cause you to prioritize.

Day 5: (before the test) Time to breakdown the unit into chapters such as Learning, Thinking, Memory. Then break down each chapter into major ideas. Try to complete the reading for the remainder of the unit so you can focus mostly on reviewing.

Day 4: Study your 1st chapter as if you have the exam tomorrow. Use your note cards for names and examples. Look for the relationships among the concepts by making your own concept map

Day 3: Give yourself a quick quiz on the matter you studied last night or test yourself (or with a friend). Reward yourself with a quick or short reinforcement. Now start the 2nd chapter and finish only when you can pass the test on that subject tomorrow.

Day 2: Again, quiz yourself or test yourself yesterday’s material. Study the 3rd chapter of material as thoroughly as you have been.

Day 1: A good thing to do this day is get together with a friend for a question-and-answer session. Highlight in your notes everything you still do not know or are unsure of. STUDY those and the little details you may have overlooked before. Review the notes one last time.

SIT BACK AND RELAX!! YOU ARE PREPARED!! Go to bed early and reward yourself for not having to cram.

AP: So much more than a score

Advanced Placement Psychology Syllabus

Mr. Branan – abranan@linnmar.k12.ia.us

Twitter for resources @mstpsych

Employability Grade: Each week students will receive a grade that encompasses learning preparation, work completion, & participation. There will be 10 points possible each week for approximately 90 points towards the total grade for the course. This will be posted directly in PowerSchool.

Indicators	Excellent = 10 Exceeds Expectations	Good = 8 Consistently Meets Expectations	Inconsistent = 7-6 Meets Expectations with Guidance	Needs Improvement = 1-5 Does Not Meet Expectations
Prepared to Learn <i>Punctual Prepared Motivated</i>	<ul style="list-style-type: none"> Always on time Always brings materials to class, Self-motivated to do well 	<ul style="list-style-type: none"> Has 1 tardy in 1 weeks' time Usually brings materials to class Motivated to do well <i>if a grade is involved</i> 	<ul style="list-style-type: none"> Has 1 tardy/week Occasionally brings materials Motivation to do well is variable 	<ul style="list-style-type: none"> Limited attendance, multiple tardies Rarely brings materials Shows little motivation to do well in class
Work Completion <i>Follows instructions Meets deadlines Makes up missing work</i>	<ul style="list-style-type: none"> Follows instructions, seeks clarification from teacher if needed Always has work completed on-time, No incomplete assignments <i>(including those NOT collected for a grade)</i> 	<ul style="list-style-type: none"> Follows directions, seeks clarification from other students if needed Majority of work completed on-time Incomplete assignments have been made-up 	<ul style="list-style-type: none"> Does not follow directions, does not seek out clarification if needed Half of work completed on-time Incomplete assignments partially made-up 	<ul style="list-style-type: none"> Does not listen for or follow directions Copies others rather than seeking clarification Little work completed on-time Incomplete assignments are not made-up
Participation <i>Engaged in class</i>	<ul style="list-style-type: none"> Continually contributes positively to group discussions and activities Always on task 	<ul style="list-style-type: none"> Usually contributes positively to group discussions and activities On task the majority of the time 	<ul style="list-style-type: none"> Listens to group discussions and activities; unreliable in contributing Needs reminders to stay on task 	<ul style="list-style-type: none"> Copies others in discussions and activities Doesn't contribute Head down; disengaged Rarely focuses on tasks

Units of Instruction (*Approximate % of questions on AP test*)

**Units covered in Introductory Psychology will be noted, briefly reviewed or extended.*

Unit 1 - History & Approaches, Methods, Statistics (10-14%)

- A. History & Approaches (2-4%)
 - 1. Philosophy, Physiology & Historical figures
 - 2. Approaches: * (a.k.a. perspectives from Into Psych) + a few new ones
- B. Subfields*
- C. Methods - *Experimental, Correlational, & Clinical Research (8-10%)
- D. Statistics – Descriptive & Inferential
- E. Ethics in Research*

Unit 2 - Biological Bases of Behavior: Brain, Nervous System & Nature/Nurture (8-10%)

- A. Biological Bases of Behavior
 - 1. Physiological Techniques (imaging, surgical)
 - 2. Neuroanatomy, Neuroplasticity & Neural Transmission
 - 3. Functional Organization of the Nervous System
 - 4. Endocrine System
 - 5. Genetics & Evolutionary Psychology

Unit 3 – States of Being: Sensation & Perception, States of Consciousness (8-12%)

- B. Sensation & Perception (6-8%)
 - 1. Thresholds & Signal Detection Theory
 - 2. Sensory Mechanisms
 - 3. Attention
 - 4. Perceptual Processes
- C. States of Consciousness (2-4%)
 - 1. Sleep & Dreaming
 - 2. Hypnosis
 - 3. Psychoactive Drug Effects

Unit 4 - Learning, & Cognition (15-19%)

- A. Learning (Chapter 6)* (7-9%)
 - 1. Classical & Operant Conditioning
 - 2. Cognitive Processes
 - 3. Biological Factor
 - 4. Social Learning
- B. Cognition (8-10%)
 - 1. Memory
 - 2. Language
 - 3. Thinking
 - 4. Problem Solving & Creativity

Unit 5 – Human Nature (15-19%)

- A. Development (7-9%)
 - 1. Life-Span Approach & Research Methods (longitudinal, cross-sectional)
 - 2. Physical, Social*, Cognitive* Theories ; nature & nurture*
 - 3. Sex & Gender Development

B. Social Psychology (8-10%)

1. Group Dynamics
2. Attribution Processes & Interpersonal Perception
3. Conformity, Compliance, Obedience
4. Attitudes & Attitude Change
5. Organizational Behavior & Cultural Influences
6. Aggression/Antisocial Behavioral

Unit 6 – Motivation & Emotion (6-8%)

A. Motivation & Emotion

1. Biological Bases
2. Theories of Motivation
3. Major Drives: Hunger, Thirst, Sex, & Pain
4. Social Motive
5. Theories of Emotion
6. Stress

Unit 7 - Abnormal Psychology and Treatment (12-16%)

A. Abnormal Psychology

1. Definitions & theories of Psychopathology
2. Diagnosis of Psychopathology
Anxiety; Bipolar and Related; Depressive; Dissociative; Feeding and Eating; Neurodevelopmental; Neurocognitive; Obsessive-Compulsive and Related; Personality Schizophrenia Spectrum and Other Psychotic; Somatic Symptoms and Related; Trauma Stressor and Related
3. Treatment Approaches
 - a. Psychodynamic
 - b. Humanistic
 - b. Behavioral
 - c. Cognitive
 - d. Biological
4. Modes of Therapy (perspectives, individual, group)
5. Community & Preventative Approaches

Unit 8 – Testing, Individual Differences, Personality (10-14%)

A. Intelligence (5-7%)

1. Standardization & Norms
2. Reliability & Validity
3. Types of Tests
4. Ethics & Standards in Testing
5. Intelligence

B. Personality (5-7%)

1. Theories & Approaches*
2. Assessment Techniques* (case study, survey, specific tests)
3. Growth & Adjustments (cultural context)