**AP Psychology Syllabus (AP PSYCH)**

**Mr. Lipsky**

Room 309

Blue Day, Period 2  
jlipsky@dis.sc.kr

www.mrlipsky.com  
2018-2019



**Office Hours:**

Email or speak to me in advance to arrange a meeting before or after school. You can also email or speak with me in advance and I can write you a pass to come visit if you have Learning Lab during any of the following periods:

* Blue Day Period 3
* Green Day Period 1
* Green Day Period 4

**Course Description:** The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The learning experience is equivalent to that obtained in most college introductory psychology courses.

**Topics/Outline:**

Quarter 1:

* History & Approaches to Psychology
* Research Methods
* Biological Psychology
* Developmental Psychology

Quarter 2:

* Sensation & Perception
* States of Consciousness
* Learning
* Memory

Quarter 3:

* Cognition
* Testing & Individual Differences
* Personality
* Motivation
* Emotion, Stress, & Health
* Abnormal Psychology

Quarter 4:

* Treatment of Psychological Disorders
* Social Psychology
* Exam Preparation
* **AP Exam Date:** Thursday, May 9th, 2019, in the afternoon

**Textbook/Course Materials:**

* David Myers, *Myers’ Psychology for AP*, (New York: Worth, 2011)*.*
* Richard Straub, *Study Guide Myers’ Psychology for AP* (New York: Worth, 2011).

**What to Bring to Class:**

* Myers textbook
* Myers study guide
* Notebooks for note taking
* Pens & pencils
* Vocab notecards
* Binder / folder
* DIS Daily Planner
* BYOD (Bring Your Own Device): Bring your laptop computer or tablet to each class and the charger

**Classroom Expectations:**

Students must come to each class fully prepared and be in class on time. Students are required to bring the materials listed on this syllabus to each class. Students will be receiving numerous handouts and supplemental readings throughout the year and are required to save them in a binder / folder. If you have an upcoming absence that you know about far in advance, please notify the teacher.

**Grading Scale and Policies:**

# 93-100 = A

# 85-92 = B

# 75-84 = C

# 70-74 = D

# Below 70 = F

Quarter grades are based on total points. Each semester is worth 50% of the final grade. There will be a midterm exam at the end of first semester. Students that take the official College Board AP Exam in May will not have to take a final exam at the end of the year. Grades will fall into two categories:

* Formative Assessments: reading notes, vocabulary, daily work, and other class activities
* Summative Assessments: projects & tests

**Website:**

***www.mrlipsky.com***

Besides using Powerschool for the schedule, grades, and other resources, our class is responsible for using one more important website: *www.mrlipsky.com*. This website will be used for online instruction, resources, and review materials. Further details will be given in future classes.

**Outside of Class Expectations:**

You may not skip your after school activities, sports practices, or organized events to work on any projects or homework from this class. You must get the work done on your own time outside of your other responsibilities. When you are allowed to choose groups for outside of class work, please choose people that are easy for you to meet.

**Homework Policy:**

Homework is used to practice skills, gather background or context knowledge, and review. The amount and nature of homework will serve a clear learning goal.  Feedback will be given on all homework assignments to help guide student understanding.

**Zeros Aren’t Permitted (ZAP) Program:**

The following guidelines will be followed when a student fails to turn in an assignment by the deadline.

1. Teacher informs student that their name will be added to the ZAP form and their parents will be notified.
2. Teacher fills out ZAP form.
3. School principal informs parents that the student has a missing assignment and must come to school on Saturday at 10:00.
4. If the student turns in the assignment by Friday at 2:45 PM, they do not have to come to DIS on Saturday.
5. Students can leave prior to 12:00 p.m. if they complete their missing work and turn it into the teacher on duty.

**Make-Up Policy:**

Only work or tests missed due to an excused absence may be made up. For middle school, students who miss at least one class period of school must do the following:

1. First day back to class, student talks to teacher to receive make-up work;
2. Second day back to class, student turns in make-up work

For example, if a student misses Monday (blue day), Wednesday would be the first day back to class when the student talks to the teacher, and Friday would be the second day back to class when the work is due.

**Academic Honesty:**

Academic honesty is important to student learning and fundamental to the schoolwide learner outcomes (SLO) at DIS. Unacceptable behavior includes, but is not limited to cheating and plagiarism as outlined below:

***Cheating -*** *is any act of fraud, deception, or distortion of the truth by which a student misrepresents mastery or*

*understanding of academic information or material. Cheating may include, but is not limited to the following:*

* Partially or completely copying another person’s work and turning it in as one’s own.
* The use of unauthorized sources of information during a test.
* Looking at another student’s test or allowing another person to do so.
* Completing an assignment for another person, or allowing another person to complete any part of an assignment for one’s self.
* Asking and/or giving questions/answers to other DIS students before, during or after an assessment.
* Copying teacher resources (teacher-made tests, tests from prior years, etc.) and answers (before, during, or after an assignment or assessment)

***Plagiarism -*** *is the inclusion in total or part of another’s words, ideas, work, material or data as one’s own.  Plagiarism includes, but is not limited to:*

* Quoting or paraphrasing materials without citing the source and submitting those materials as one’s own work.
* Submitting as one’s own work, work prepared by others or prepared in collaboration with others.

See Student Handbook for consequences of academic dishonesty.

**Course Outline:** (percentage of AP Exam in parentheses)

**I - Psychology’s History and Approaches (2-4%)**

* What is psychology?
* Logic, Philosophy and History of Science
* Psychology’s Approaches

1. How did psychologists develop from its pre-scientific roots in early understandings of mind and body to the beginnings of modern science?

2. When and how did modern psychological science begin?

3. How did psychology continue to develop from the 1920s through today?

4. What is psychology’s historic biggest issue?

5. What are psychology’s level of analysis and related perspectives?

6. What are psychology’s main sub-fields?

7. How can psychological principles help you as a student?

*Source: Myers’ Unit 1 Pages 2-17*

**II - Research Methods: Thinking Critically with Psychological Science (8-10%)**

* The Scientific Method
* Experimental, Correlation, and Clinical Research
* Statistics
* Ethics in Research

1. Why are 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. What are positive and negative correlations, and why do they enable prediction but not cause-effect explanation?

6. What are illusory correlations?

7. How do experiments, powered by random assignment, clarify cause and effect?

8. How can we describe data with measures of central tendency and variation?

9. What principles can guide our making generalizations from samples and deciding whether differences are significant?

10. Can laboratory experiments illuminate everyday life?

11. Does behavior depend on one’s culture and gender?

12. Why do psychologists study animals, and is it ethical to experiment on animals?

13. Is it ethical to experiment on people?

14. Is psychology free of value judgment?

*Source: Myers’ Unit 2 Pages 19-49*

**III - Biological Bases of Behavior (8-10%)**

* The Brain
* Neuroanatomy
* The Nervous System
* Neural Communication and Transmission
* The Endocrine System
* Genetics
* Evolutionary Psychology

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 neurotransmitters?

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 brain areas are involved in language processing?

10. To what extent can a damaged brain reorganize itself?

11. What do split brains reveal about the function of our two brain hemispheres?

12. What is the “dual processing” being revealed by today’s cognitive neuroscience?

13. What are genes, and how do behavior geneticists explain our individual differences?

14. What is heritability, and how does it relate to individuals and groups?

15. What is the promise of molecular genetics research?

16. How do evolutionary psychologists use natural selection to explain behavior tendencies?

17. How might an evolutionary psychologist explain gender differences in sexuality and mating preferences?

18. What are the key criticisms of evolutionary psychology?

*Source: Myers’ Unit 3 pages 51-113*

**IV - Sensation and Perception (6-8%)**

* Thresholds and Signal Detection Theory
* Vision
* Hearing
* The Other Senses
* Perceptual Processes

1. What are sensation and perception? What do we mean by bottom-up processing and top-down processing?

2. How are we affected by selective attention?

3. What are the absolute and difference thresholds, and do stimuli below the absolute threshold have any influence?

4. What is the function of sensory adaptation?

5. What is the energy that we see as visible light?

6. How does the eye transform light energy into neural messages?

7. How does the brain process visual information?

8. What theories help us understand color vision?

9. What are the characteristics of air pressure waves that we hear as sound?

10. How does the ear transform sound energy into neural messages?

11. What theories help us understand pitch perception?

12. How do we locate sounds?

13. What are the common causes of hearing loss, and why does controversy surround cochlear implants?

14. How do we sense touch and sense our body’s position and movement? How do we experience pain?

15. How do we experience smell?

16. How did the Gestalt psychologists understand perceptual organization?

17. How do figure-ground and grouping principles contribute to our perceptions?

18. How do we see the world in three dimensions?

19. How do we perceive motion?

20. How do perceptual constancies help us organize our sensations into meaningful perceptions?

21. What does research on sensory deprivation and restored vision reveal about the effects of experience on perception?

22. How adaptable is our ability to perceive?

23. How do our expectations, contexts, and emotions influence our perceptions?

24. What are the claims of ESP, and what have most research psychologists concluded after putting these claims to the test?

*Source: Myers’ Unit 4 Pages 115-173*

**V - States of Consciousness (2-4%)**

* Sleep and Dreaming
* Hypnosis
* Psychoactive Drug Effects

1. How do our biological rhythms influence our daily functioning?

2. What is the biological rhythm of our sleep?

3. How does sleep loss affect us?

4. What is sleep’s function?

5. What are the major sleep disorders?

6. What do we dream?

7. What is the function of dreams?

8. What is hypnosis, and what powers does a hypnotist have over a hypnotized subject?

9. Is hypnosis an extension of normal consciousness or an altered state?

10. What are tolerance, dependence, and addiction, and what are some common misconceptions about addiction?

11. What are depressants, and what are their effects?

12. What are stimulants, and what are their effects?

13. What are hallucinogens, and what are their effects?

14. Why do some people become regular users of consciousness-altering drugs?

*Source: Myers’ Unit 5 Pages 175-213*  
  
**VI -** **Learning (7-9%)**

* Classical Conditioning
* Operant Conditioning
* Cognitive Processes
* Social Learning and Learning by Observation

1. What are some basic forms of learning?

2. What is classical conditioning, and how did Pavlov’s work influence behaviorism?

3. How does a neutral stimulus become a conditioned stimulus?

4. In classical conditioning, what are the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination?

5. Do cognitive processes and biological constraints affect classical conditioning?

6. Why is Pavlov’s work important?

7. What have been some applications of classical conditioning?

8. What is operant conditioning, and how does it differ from classical conditioning?

9. What are some basic types of reinforcers?

10. How do different reinforcement schedules affect behavior?

11. How does punishment affect behavior?

12. Do cognitive processes and biological constraints affect operant conditioning?

13. How might operant conditioning principles be applied at school, in sports, at work, at home, and for self-improvement?

14. What is observational learning, and how is it enabled by mirror neurons?

15. What is the impact of pro-social modeling and of antisocial modeling?

*Source: Myers’ Unit 6 Pages 215-253*

**VII - Cognition (8-10%)**

* Memory
* Language
* Thinking
* Problem Solving and Creativity

1. How do psychologists describe the human memory system?

2. What information do we encode automatically? What information do we encode with effort, and how does the distribution of practice influence retention?

3. What effortful processing methods aid in forming memories?

4. What is sensory memory?

5. What are the duration and capacity of short-term and of long-term memory?

6. How does the brain store our memories?

7. How do we get information out of memory?

8. How do external contexts and internal emotions influence memory retrieval?

9. Why do we forget?

10. How do misinformation, imagination, and source amnesia influence our memory construction? How real seeming are false memories?

11. What is the controversy related to claims of repressed and recovered memories?

12. How can an understanding of memory contribute to more effective study techniques?

*Source: Myers’ Unit 7 Pages 255-325*  
  
**VIII - Motivation and Emotion (6-8%)**

* Biological Bases
* Motivational Concepts
* Hunger, Thirst, Sex and Pain
* Social Motives
* Theories of Emotion
* Stress

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 factors predispose some people to become and remain obese?

6. What stages mark the human sexual response cycle?

7. Do hormones influence human sexual motivation?

8. How do internal and external stimuli influence sexual motivation?

9. What factors influence teen sexuality, teen pregnancy, and risk of sexually transmitted infections?

10. What has research taught us about sexual orientation?

11. What evidence points to our human need to belong?

12. What are the components of an emotion?

13. What is the link between emotional arousal and the autonomic nervous system?

14. Do different emotions activate different physiological and brain-pattern responses?

15. To experience emotions, must we consciously interpret and label them?

16. How do we communicate nonverbally?

17. Are nonverbal expressions of emotion universally understood?

18. Do our facial expressions influence our feelings?

19. What is the function of fear, and how do we learn fears?

20. What are the causes and consequences of anger?

21. What are the causes and consequences of happiness?

22. What is stress?

23. What events provoke stress responses?

24. Why are some of us more prone than others to coronary heart disease?

25. How does stress make us more vulnerable to disease?

*Source: Myers’ Unit 8 Pages 327-409*

**IX - Developmental Psychology (7-9%)**

* Life-Span Approach
* Research Methods
* Heredity-Environment Issues
* Developmental Theories
* Dimensions of Development
* Sex Roles and Gender Roles

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 of today’s researchers, how does a child’s mind develop?

5. How do parent-infant attachment bonds form?

6. How have psychologists studied attachment differences, and what have they learned about the effects of temperament and parenting?

7. Do parental neglect, family disruption, or day care affect children’s attachments?

8. How do children’s self-concepts develop, and how are children’s traits related to parenting styles?

9. What are some ways in which males and females tend to be alike and to differ?

10. How do nature and nurture together form our gender?

11. To what extent is our development shaped by early stimulation, by parents, and by peers?

12. What physical changes mark adolescence?

13. How did Piaget, Kohlberg, and later researchers describe adolescent cognitive and moral development?

14. What are the social tasks and challenges of adolescence?

15. What is emerging adulthood?

16. What physical changes occur during middle and late adulthood?

17. How do memory and intelligence change with age?

18. What themes and influences mark our social journey from early adulthood to death?

*Source: Myers’ Unit 9 Pages 411-477*

**X - Personality (7-9%)**

* Personality Theories and Approaches
* Personality Assessment Techniques
* Growth and Adjustment

1. What was Freud’s view of personality and its development?

2. How did Freud think people defended themselves against anxiety?

3. Which of Freud’s ideas did his followers accept or reject?

4. What are projective tests, and how are they used?

5. How do contemporary psychologists view Freud and the unconscious?

6. How did humanistic psychologists view personality, and what was their goal in studying personality?

7. How did humanistic psychologists assess a person’s sense of self?

8. How has the humanistic perspective influenced psychology? What criticisms has it faced?

9. How do psychologists use traits to describe personality?

10. What are personality inventories, and what are their strengths and weaknesses as trait-assessment tools?

11. Which traits seem to provide the most useful information about personality innovation?

12. Does research support the consistency of personality traits over time and across situations?

13. In the view of social-cognitive psychologists, what mutual influences shape an individual’s personality?

14. What are the causes and consequences of personal control?

15. What underlying principle guides social-cognitive psychologists in their assessment of people’s behavior and beliefs?

16. What has the social-cognitive perspective contributed to the study of personality, and what criticisms has it faced?

17. Are we helped or hindered by high self-esteem?

18. How do individualist and collectivist cultural influences affect people?

*Source: Myers Unit 10 Pages 479-521*

**XI - Testing and Individual Differences (5-7%)**

* Standardization and Norms
* Reliability and Validity
* Types of Tests
* Ethics and Standards in Testing
* Intelligence

1. What arguments support intelligence as one general mental ability, and what arguments support the idea of multiple distinct identities?

2. How do Gardner’s and Sternberg’s theories of multiple intelligences differ?

3. What makes up emotional intelligence?

4. To what extent is intelligence related to brain anatomy and neural processing speed?

5. When and why were intelligence tests created?

6. What is the difference between aptitude and achievement tests, and how can we develop and evaluate them?

7. How stable are intelligence scores over the life span?

8. What are the traits of those at the low and high intelligence extremes?

9. What does evidence reveal about hereditary and environmental influences on intelligence?

10. How and why do gender and racial groups differ in mental ability scores?

11. Are intelligence tests inappropriately biased?

*Source: Myers’ Unit 11 Pages 523-559*

**XII - Abnormal Behavior (7-9%)**

* Perspectives on Psychological Disorders
* Theories of Psychopathology
* Diagnosis of Psychopathology
* Types of Disorders

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. Why do some psychologists criticize the use of diagnostic labels?

5. What are anxiety disorders, and how do they differ from ordinary worries and fears?

6. What produces the thoughts and feelings that mark anxiety disorders?

7. What are somatoform disorders?

8. What are dissociative disorders, and why are they controversial?

9. What are mood disorders, and what forms do they take?

10. What causes mood disorders, and what might explain the Western world’s rising incidence of depression among youth and young adults?

11. What patterns of thinking, perceiving, feeling, and behaving characterize schizophrenia?

12. What causes schizophrenia?

13. What characteristics are typical of personality disorders?

14. How many people suffer, or have suffered, from a psychological disorder?

*Source: Myers Unit 12 Pages 561-603*

**XIII - Treatment of Abnormal Behavior (5-7%)**

* Treatment Approaches
* Modes of Therapy
* Community and Preventive Approaches

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. Does psychotherapy work? Who decides?

7. Are some therapies more effective than others?

8. How do alternative therapies fare under scientific scrutiny?

9. What three elements are shared by all forms of psychotherapy?

10. How do culture and values influence the therapist-client relationship?

11. What are the drug therapies? What criticisms have been leveled against drug therapies?

12. How effective is electroconvulsive therapy, and what other brain-stimulation options may offer relief from severe depression?

13. What is psychosurgery?

14. How, by caring for their bodies with a healthy life-style, might people find some relief from depression? 15. What is the rationale for preventive mental health programs?

*Source: Myers’ Unit 13 Pages 605-641*

**XIV - Social Psychology (8-10%)**

* Group Dynamics
* Attribution Processes
* Interpersonal Perception
* Conformity, Compliance, Obedience
* Attitudes and Attitude Change
* Organizational Behavior
* Aggression/Antisocial Behavior
* Cultural Influences

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 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 are group polarization and groupthink?

6. How do cultural norms affect our behavior?

7. How much power do we have as individuals? Can a minority sway an individual?

8. What is prejudice?

9. What are the social and emotional roots of prejudice?

10. What are the cognitive roots of prejudice?

11. What biological factors make us more prone to hurt one another?

12. What psychological factors may trigger aggressive behavior?

13. Why do we befriend or fall in love with some people but not with others?

14. How does romantic love typically change as time passes?

15. When are we most – and least – likely to help?

16. How do social traps and mirror-image perceptions fuel social conflict?

17. How can we transform feeling?

*Source: Myers’ Unit 14 Pages 643-695*

**Student Section:**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of Course: AP Psychology

Student’s Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I read the syllabus and understand my responsibilities and the classroom rules and policies.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/Guardian Section:**

Parent/Guardian 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list all email addresses that you would like me to use for communicating with you:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I read the syllabus and will help my child be a positive contributor to the classroom.

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_