

AP Psychology Syllabus

Advanced Placement Psychology 2023 - 2024 Course Syllabus

Oak Park High School

Mr. Meyer – G-4

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COURSE DESCRIPTION

The purpose of AP Psychology is to introduce students to the studies of behavior and mental processes of humans and animals. Students will be provided with a critical overview of the study of psychology, focusing on the theories and research methods used in psychological science and practice. Because psychology is a fascinating course, it is possible to explore the field using a variety of methods. The course information will be presented through lectures, class participation activities, demonstrations, and audio-visual aids. Students will use the text books and other resources such as the internet, popular media and professional psychological publications in order to conduct research throughout the year. Students will learn about the methods and ethical approaches of professional psychology.

You are to be commended for taking on the challenge of a college-level course during this year. If the effort is put in, the rewards can be significant. Our goal is to create a level of understanding and interest in psychology that will benefit you in this class and the remainder of your college-level courses.

COURSE TEXTBOOK

Psychology for the AP Course – 3rd Edition – Myers and Dewall

CLASS POLICIES

General Expectations:

Attendance is paramount to success in this class. Students are expected to arrive on time and prepared for class. When the bell rings to begin class, students must be seated and ready to be engaged in the material and topics of that class period. Students are also expected to actively participate in class discussions and activities and complete all assigned readings and other assignments.

Be polite and respect other's opinions and beliefs. Students are expected to follow the rules and procedures that are given on the first day of school.

Cheating/Plagiarism:

NO CHEATING or PLAGIARISM! There are NO EXCUSES and I have a ZERO TOLERANCE policy for these offenses.

Students will be doing a substantial amount of writing both in class and at home. Work is expected to be original, which means students are not to copy answers directly from a book, the internet or another student.

All tests/essays/FRQ answers (free response questions) will be **HANDWRITTEN IN PEN** and completed **DURING CLASS OR 7TH PERIOD SUPPORT TIME**.

Plagiarized papers will result in a zero for the assignment and an appearance before the OPHS ethics board for plagiarism. Note that plagiarism may result in the removal of a student from the AP class and/or a failing grade for the assignment, marking period or course.

Grading:

Since our objective will be to prepare you for the national AP exam that is administered in May, your grade for each grading period will consist of college-level multiple-choice exams, vocabulary quizzes, essays and daily activities.

Grades will be determined by your performance on the tests/FRQs, assignments and other classroom activities. Whatever grade you earn at the end of the term is the grade you earn in the class. There is **no negotiating**.

Grading Criteria:

Unit Tests (7 per semester): 60%

Final Exam (1st semester)/Video Write-ups (2nd semester): 20%

Homework/Classwork: 15%

Participation/Behavior: 5%

(The instructor reserves the right to modify the following syllabus as he/she deems necessary.)

Grading Scale:

A (> 89.5%) = Excellent

B (> 79.5%) = Above Average

C (>69.5%) = Average

D (>59.5%) = Below Average

(Anything below 59.5%) = Fail

Students are responsible for reading and studying the text. While much of the text will be discussed in class, some of it will be covered through independent learning. Everything in the book has the possibility of being on the AP exam, so you are expected to study all of it. Failure to read the entire text and supplemental reading will likely have a negative impact on your grade. Therefore, KEEPING UP WITH THE DAILY READING IS CRUCIAL FOR SUCCESS IN THIS COURSE!

Note Taking:

Keep a notebook or binder with all class notes. You are responsible to bring your notebook or binder to every class.

PowerPoint Lecture Notes:

During class lecture/discussion, students will **NOT** have access to their Chromebooks. Therefore, students should bring a **printed copy** of the PowerPoint lecture notes to class each day. Students will have access to their Chromebooks during class work time (typically during the second half of the class).

Videos:

Throughout the school year, students will be viewing a number of short videos, many of which will come from the YouTube channel **Crash Course Psychology** (see posts in the Classroom page).

Full-length feature films that *may* be used at the end of second semester include the following:

Rain Man, Memento, Eternal Sunshine of the Spotless Mind, Inside Out, Goodwill Hunting

Essay Writing:

The College Board requires students to write essays in dark blue or black ink on the AP Exam, so you will be required (unless instructed otherwise by your teacher) to do the same for all in-class tests (with exception of any Scantron tests).

All PowerPoint lecture notes are available to print or download in our shared Google Classroom (link to be given on the first day of class). Some of these materials are copyrighted and not to be distributed to anyone outside of the currently enrolled class.

Some documentary videos, movies or video clips from TV shows or movies *may* be used during the school year to encourage critical thinking and allow students to analyze and apply concepts learned in the classroom to situations that may occur during our lifespan.

(The instructor reserves the right to modify the following syllabus if deemed necessary.)

Electronic Devices:

During class lectures/discussions/activities, **DEVICES SUCH AS CHROMEBOOKS AND LAPTOPS ARE NOT TO BE USED (MUST BE PUT AWAY). THESE DEVICES MAY ONLY BE USED BY STUDENTS DURING THE ASSIGNED CLASSROOM WORK TIME.**

CELL PHONES MUST BE TURNED IN WHEN TAKING ROLL AT THE BEGINNING OF THE PERIOD. STUDENTS WILL HAVE ACCESS TO THEIR PHONES DURING THE BREAK AT THE END OF CLASS EACH DAY.

Make Up Policy:

All make up exams must be completed **WITHIN ONE WEEK (7 DAYS) FOLLOWING AN ABSENCE.**

ASSIGNMENTS WILL RECEIVE FULL CREDIT ONLY IF THEY ARE COMPLETE AND TURNED IN WHEN COLLECTED AT THE START OF CLASS ON THE DUE DATE. ALL LATE WORK WILL EARN HALF CREDIT IF TURNED IN ONE CLASS PERIOD LATE. NO WORK TURNED IN PAST THIS POINT WILL BE ACCEPTED.

AP COURSE DEMANDS

The expectations for this class are consistent with those of any Advanced Placement course. Students should expect a workload similar to that of a college level course. This will involve extensive reading every night, active participation in class discussions and activities, taking notes, etc.

ADVANCED PLACEMENT FOR COLLEGE CREDIT

One of the goals of this course is to prepare you for the AP examination. The AP grade for college credit will be determined by taking the College Board Exam in May. The test is two hours long and consists of 100 multiple choice questions and free response questions. A passing score will earn you college credit for the class at most colleges and universities.

COURSE PLAN

This class conforms to the College Board topics for the Advanced Placement Introductory Psychology Examination and covers the following:

(The instructor reserves the right to modify the following syllabus if deemed necessary.)

Unit 1: Psychology's History and Approaches (4% of course)

- Module 1: Psychology and its History
- Module 2: Today's Psychology and Its Approaches
- Module 3: Subfields in Psychology

Unit 2: Research Methods: Thinking Critically with Psychological Science (8% of course)

- Module 4: The Need for Psychological Science
- Module 5: The Scientific Method and Description
- Module 6: Correlation and Experimentation
- Module 7: Research Design and Ethics in Psychology
- Module 8: Statistical Reasoning in Everyday Life

Unit 3: Biological Bases of Behavior (9% of course)

- Module 9: Biological Psychology and Neurotransmission
- Module 10: The Nervous and Endocrine System
- Module 11: Studying the Brain, Older Brain Structures and the Limbic System
- Module 12: The Cerebral Cortex
- Module 13: Brain Hemisphere Organization and the Biology of Consciousness
- Module 14: Behavior Genetics: Predicting Individual Differences
- Module 15: Evolutionary Psychology: Understanding Human Nature

Unit 4: Sensation and Perception (8% of course)

- Module 16: Basic Concepts of Sensation and Perception
- Module 17: Influences on Perception
- Module 18: Vision: Sensory and Perceptual Processing
- Module 19: Visual Organization and Interpretation
- Module 20: Hearing
- Module 21: The Other Senses

Unit 5: States of Consciousness (4% of course)

- Module 22: Understanding Consciousness and Hypnosis
- Module 23: Sleep Patterns and Sleep Theories
- Module 24: Sleep Deprivation, Sleep Disorders and Dreams
- Module 25: Psychoactive Drugs

Unit 6: Learning (8% of course)

- Module 26: How We Learn and Classical Conditioning
- Module 27: Operant Conditioning
- Module 28: Operant Conditioning's Applications and Comparison to Classical Conditioning
- Module 29: Biology, Cognition and Learning
- Module 30: Observational Learning

Unit 7: Cognition (9% of course)

- Module 31: Studying and Encoding Memories
- Module 32: Storing and Retrieving Memories
- Module 33: Forgetting, Memory Construction and Improving Memory
- Module 34: Thinking, Concepts, and Creativity
- Module 35: Solving Problems and Making Decisions
- Module 36: Thinking and Language

Unit 8: Motivation, Emotion, and Stress (8% of course)

- Module 37: Motivational Concepts
- Module 38: Hunger Motivation
- Module 39: Sexual Motivations
- Module 40: Affiliation and Achievement
- Module 41: Theories and Psychology of Emotion
- Module 42: Expressing Emotion
- Module 43: Stress and Illness
- Module 44: Health and Happiness

Unit 9: Developmental Psychology (8% of course)

- Module 45: Developmental Issues, Prenatal Development and the Newborn
- Module 46: Infancy and Childhood: Physical Development
- Module 47: Infancy and Childhood: Cognitive Development
- Module 48: Infancy and Childhood: Social Development
- Module 49: Gender Development
- Module 50: Parents, Peers, and Early Experience
- Module 51: Adolescence: Physical and Cognitive Development
- Module 52: Adolescence: Social Development and Emerging Adulthood
- Module 53: Sexual Development
- Module 54: Adulthood: Physical, Cognitive and Social Development

Unit 10: Personality (6% of course)

- Module 55: Psychoanalytic and Psychodynamic Theories
- Module 56: Humanistic Theories
- Module 57: Trait Theories
- Module 58: Social-Cognitive Theories
- Module 59: Exploring the Self

Unit 11: Testing and Individual Differences (6% of course)

- Module 60: Introduction to Intelligence
- Module 61: Assessing Intelligence
- Module 62: The Dynamics of Intelligence
- Module 63: Studying Genetic and Environmental Influences on Intelligence
- Module 64: Group Differences and the Question of Bias

Unit 12: Abnormal Behavior (7% of course)

- Module 65: Introduction to Psychological Disorders
- Module 66: Anxiety Disorders, Obsessive-Compulsive Disorder and PTSD
- Module 67: Depressive Disorders, Bipolar Disorder, Suicide and Self-Injury
- Module 68: Schizophrenia
- Module 69: Other Disorders

Unit 13: Treatment of Abnormal Behavior (7% of course)

- Module 70: Introduction to Therapy, and Psychodynamic and Humanistic Therapies
- Module 71: Behavior, Cognitive, and Group Therapies
- Module 72: Evaluating Psychotherapies
- Module 73: The Biomedical Therapies and Preventing Psychological Disorders

Unit 14: Social Psychology (7% of course)

- Module 74: Attribution, Attitudes, and Actions
- Module 75: Conformity and Obedience
- Module 76: Group Behavior
- Module 77: Prejudice and Discrimination
- Module 78: Aggression
- Module 79: Attraction
- Module 80: Altruism, Conflict and Peacemaking

I have read and understand the requirements and expectations stated in the syllabus and promise to follow the rules of the class to the best of my ability.

Return this page to Mr. Meyer

Student Name (print): _____

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____