

Advanced Placement® Psychology

San Ramon Valley High School, 20011-2012

Instructor: Ken Castleman — kcastleman@srvhs.org • 552-3796

<http://www.srvhs.org/staff/teachers/kcastleman/index.html>

Course Description

This class will challenge the student to study psychology at the college level. The course is designed for the accelerated student seeking college credit through the advanced placement test. It is expected that students will take the AP exam in the spring. This exam assumes at least one semester of college-level preparation.

(see: <http://www.collegeboard.com/ap/students/psych>)

Meets UC and CSU "g" elective requirement (weighted grade)

Course Objectives

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students learn about some of the explorations and discoveries made by psychologists over the past century. Students assess some of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives. Most important, students come to an appreciation of how psychologists utilize critical thinking and analysis to investigate and learn about human behavior and mental processes.

Resources for Teaching AP Psychology

1. Text: David G. Myers, *Psychology* 9th edition (New York, NY: Worth Publishers 2010), with accompanying instructor's resource manual, study guide, and test bank
2. The AP Released Exams in Psychology
3. Extensive video collection including *Discovering Psychology*, Annenberg / CPB Collection, 1989
4. (see <http://myers.sohonet.com/>, and Myers' homepage at: <http://www.davidmyers.org/>).

Policies

1. Notebook, needed materials, and ink pen should be brought to class daily. Notebooks should be organized and will be useful in helping to integrate the material. Students will be required to use 3X5 note cards ([buy 3x5 note cards](#)). **All graded work must be done in ink to receive credit.**

2. Prompt, regular attendance is very important (consequence for every two tardies). The school attendance policy will be enforced. **The student is responsible for any and all work missed for any reason.** Phone a friend or email me if absent.

3. **No late work will be accepted.**

4. This course carries a weighted grade. For example an A is worth 5.0, a B is worth 4.0, etc.

Grades are based on the percent of the total points offered based on the following:

0-59% = F 60%-69% = D 70%-79% = C 80%-89% = B 90%-100% = A

Each semester student work totals approximately 800 points distributed as follows:

- Chapter and mid-term exams 70% of the grade
- Reading quizzes 10% of the grade
- Homework assignments/projects 20% of the grade

5. **No food/drink, no electronic devices in class.** It is expected that conduct will be governed by common sense and good manners resulting in a class atmosphere of mutual respect and responsibility. We are here to learn. Do not distract others.

District policy states that harassment in or out of the classroom is not to be tolerated. Harassment based on race, ethnicity, able-bodiedness, sexuality, perceived sexuality, gender, gender expression, monetary standing, religion or faith-base, or any other factor will be reported to the administration and dealt with accordingly. This includes slang such as "that's so gay" or "that's retarded." Both are considered hate speech.

Course Outline

Introduction

- Psychology's Roots
- Psychology's Big Issues
- Psychology's Perspectives
- Psychology's Subfields
- Studying Psychology

Chapter 1: Thinking Critically with Psych. Science

- The Need for Psychological Science
- Description
- Correlation
- Experimentation
- Statistical Reasoning

- Chapter 2: The Biology of Mind
 - Neural Communication
 - The Nervous System
 - The Brain
 - The Endocrine System
- Chapter 3: Consciousness and the Two-Track Mind
 - Waking Consciousness
 - Sleep and Dreams
 - Hypnosis
 - Drugs and Consciousness
 -
- Chapter 4: Nature, Nurture, and Human Diversity
 - Genes: Our Biological Blueprint
 - Evolutionary Psychology: Explaining Universal Behaviors
 - Behavior Genetics: Explaining Individual Differences
 - Environmental Influence
 - Gender
 - Postscript: Reflections on Nature and Nurture
- Chapter 5: Developing Through the Lifespan
 - Prenatal Development and the Newborn
 - Infancy and Childhood
 - Adolescence
 - Adulthood
 - Reflections on the Major Developmental Issues
- Chapter 6: Sensation and Perception
 - Sensing the World: Some Basic Principles
 - Vision
 - Hearing
 - The Other Senses
 - Selective Attention
 - Perceptual Illusions
 - Perceptual Organization
 - Perceptual Interpretation
- Chapter 7: Learning
 - Classical Conditioning
 - Operant Conditioning
 - Learning by Observation
- Chapter 8: Memory
 - The Phenomenon of Memory
 - Encoding: Getting Information In
 - Storage: Retaining Information
 - Retrieval: Getting Information Out
 - Forgetting
- Memory Construction
- Improving Memory
- Chapter 9: Thinking and Language
 - Thinking
 - Language
 - Thinking and Language
 - Animal Thinking and Language
- Chapter 10: Intelligence
 - The Origins of Intelligence Testing
 - What is Intelligence?
 - Assessing Intelligence
 - The Dynamics of Intelligence
 - Genetic and Environmental Influences on Intelligence
- Chapter 11: Motivation And Work
 - Motivational Concepts
 - Hunger
 - Sexual Motivation
 - The Need to Belong
 - Achievement Motivation
- Chapter 12: Emotions, Stress, and Health
 - Theories of Emotion
 - The Physiology of Emotion
 - Expressing / Experiencing Emotion
- Chapter 13: Personality
 - The Psychoanalytic Perspective
 - The Trait Perspective
 - The Humanistic Perspective
 - The Social-Cognitive Perspective
- Chapter 14: Psychological Disorders
 - Perspectives on Psychological Disorders
 - Anxiety Disorders
 - Mood Disorders
 - Schizophrenia
 - Personality Disorders
 - Rates of Psychological Disorder
- Chapter 15: Therapy
 - The Psychological Therapies
 - Evaluating Psychotherapies
 - The Biomedical Therapies
 - Preventing Psychological Disorders
- Chapter 16: Social Psychology
 - Social Thinking
 - Social Influence
 - Social Relations

Work hard... relax...have fun... LEARN!

Student: _____
(print)

(sign)

Parent: _____
(print)

(sign)