

AP Psychology Course Syllabus

Mrs. Staunton

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AP Psychology Exam: May 3, 2022 12:00pm

Course Description: This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They will also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings, and actions.

Textbooks: *Myers' Psychology for AP, Second Edition.*

5 Steps to a 5 AP Psychology. (This is a study tool that I strongly recommend students get to help prepare for the AP Psychology Exam) ISBN-13: 020-1571846107

Materials Needed: Pens (any color except red), Pencils, Loose Leaf Notebook Paper, 1” to 2” Binder, 3 Hole Pocket Folder (optional), Dividers, Note cards (optional). Textbooks may be purchased online (optional). **No spiral notebooks please.**

Grading Scale and Breakdown of Grading: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below.

Engagement (reading, homework, discussion, classwork, etc.)	40%
Tests/Projects/FRQs	35%
Quizzes	25%

All students will be permitted to make test corrections. In order to earn points back, a student must review the material and conference with me and demonstrate understanding of the material in question. No more than 10 points can be earned back; therefore, it is imperative that students study and understand the materials by the test date. This process must be initiated within three days of receiving the test grade.

If you need help in my class, I am available most days before or after school. Feel free to speak with me to set up a time.

AP Psychology Content Outline (Acorn Book 2014)

Content Outline: These are the major content areas covered by the AP Psychology Exam. Some of these units may be combined to model College Board realignment.

I. History and Approaches (2-4%)

- A. History of Psychology
- B. Approaches
 - 1. Biological
 - 2. Behavioral
 - 3. Cognitive
 - 4. Humanistic
 - 5. Psychodynamic
 - 6. Sociocultural
 - 7. Evolutionary
 - 8. Biopsychosocial
- C. Subfields in Psychology

II. Research Methods (8-10%)

- A. Experimental, Correlational, and Clinical Research
- B. Statistics
 - 1. Descriptive
 - 2. Inferential

C. Ethics in Research

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

- A. Physiological Techniques (e.g., imaging, surgical)
- B. Neuroanatomy
- C. Functional Organization of Nervous System
- D. Neural Transmission
- E. Neuroplasticity
- F. Endocrine System
- G. Genetics
- H. Evolutionary Psychology

IV. Sensation and Perception (6-8)

- A. Thresholds and Signal Detection Theory
- B. Sensory Mechanisms
- C. Attention
- D. Perceptual Processes

V. States of Consciousness (2-4%)

- A. Sleep and Dreaming
- B. Psychoactive Drug Effects

VI. Learning (7-9%)

- A. Classical Conditioning
- B. Operant Conditioning
- C. Cognitive Processes
- D. Biological Factors
- E. Social Learning

VII. Cognition (8-10%)

- A. Memory
- B. Language
- C. Thinking
- D. Problem Solving and Creativity

VIII. Motivation and Emotion (6-8%)

- A. Biological Bases
- B. Theories of Motivation
- C. Hunger, Thirst, Sex, and Pain
- D. Social Motives
- E. Theories of Emotion
- F. Stress

IX. Developmental Psychology (7-9%)

- A. Life-Span Approach
- B. Research Methods (e.g., longitudinal, cross-sectional)
- C. Heredity–Environment Issues
- D. Developmental Theories
- E. Dimensions of Development
 1. Physical
 2. Cognitive
 3. Social
 4. Moral
- F. Sex and Gender Development

X. Personality (5-7%)

- A. Personality Theories and Approaches
- B. Assessment Techniques
- C. Growth and Adjustment

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

- A. Standardization and Norms
- B. Reliability and Validity
- C. Types of Tests
- D. Ethics and Standards in Testing
- E. Intelligence

XII. Abnormal Behavior (7-9%)

- A. Definitions of Abnormality
- B. Theories of Psychopathology
- C. Diagnosis of Psychopathology
- D. Types of Disorders
 - 1. Anxiety Disorders
 - 2. Bipolar and Related Disorders
 - 3. Depressive Disorders
 - 4. Dissociative Disorders
 - 5. Feeding and Eating
 - 6. Neurodevelopmental Disorders
 - 7. Neurocognitive Disorders
 - 8. Obsessive-Compulsive and Related Disorders
 - 9. Personality Disorders
 - 10. Schizophrenia Spectrum and Other Psychotic Disorders
 - 11. Somatic Symptom and Related Disorders
 - 12. Trauma- and Stressor-Related

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

- A. Treatment Approaches
 - 1. Psychodynamic
 - 2. Humanistic
 - 3. Behavioral
 - 4. Cognitive
 - 5. Biological
- B. Modes of Therapy (i.e., individual, group)
- C. Community and Preventive Approaches

XIV. Social Psychology (8-10%)

- A. Group Dynamics
- B. Attribution Processes
- C. Interpersonal Perception
- D. Conformity, Compliance, Obedience
- E. Attitudes and Attitude Change
- F. Organizational Behavior
- G. Aggression/Antisocial Behavior
- H. Cultural Influences

Power School Parent Assist, My School Website, and Remind 101: Grades and the assignments page on my school website will be updated no later than Friday evenings so that you may check the progress and upcoming assignments of your student. To get to my school website go to www.piedmontclassical.com, click on staff and choose my name, Gwen Staunton. I will be using a free phone app called Remind this year. Your student, you, or your whole family can sign up for this app to receive reminders of tests and other upcoming assignments. Remind is a free communication platform built

for teachers. This product enables me to safely and efficiently interact with students and parents about important information regarding our class and school events. The communication is one way, so you cannot send texts or emails back to me through Remind. Follow the instructions below to sign up to receive all my class reminders.

- 1.) To receive messages via text, for 3rd period class enter number 81010 and then @apsych2122. You may opt-out of any messages at any time by replying “unsubscribe.
- 2.) Or to receive messages via email, send an email to apsych2122@mail.remind.com. To unsubscribe, reply with “unsubscribe” in the subject line.

General Classroom Expectations: My AP Psychology class is based on reading, discussions, and questioning. Disrespect to me or another student for any reason will not be tolerated. I foster an environment where students feel comfortable to read aloud, discuss, and ask questions. We have a lot of material to master, so everyone must do his/her part to make sure that we all learn in a safe, friendly classroom. *If you become disruptive, hostile, or disrespectful, I will verbally correct your behavior. On the second occurrence, I will contact your parents. On the third occurrence, you will be sent to the principal or assistant principal.*

Cheating and/or Plagiarism will not be tolerated. You will receive a zero for any assignment where cheating and/plagiarism occurred, and your parent or guardian will be contacted.

Bullying will NOT be tolerated! Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Anyone participating in bullying will be referred to Mr. Ward or Ms. Wade. For more information on bullying, visit the link below.

<http://www.stopbullying.gov/what-is-bullying/definition/#types>

Phones must be on silent and put away while in my class unless otherwise instructed. If I see your phone, I will ask you to give it to me until after class. If your phone becomes an issue for you, I will take your phone and it may be picked up in the office at the end of the day by you or your parent, depending on the offence.

Attendance: Daily attendance is essential to academic success. Students are expected to attend school daily. In the event that a student needs to miss school, the absence may be excused if the absence has 1) been approved in advance or 2) falls into one of the excused absence categories. A parent note is required within three days of the student’s return to school to be excused. Class work and homework that is missed due to an absence may be made up. Students are responsible for getting all missed work when they are absent and during inclement weather.

Tardies: Students are expected to be in class on time. Excessive tardiness disrupts classroom instruction and exhibits disrespect to me and the other students in class. Two or more tardies to my class will be considered excessive. Parents will be notified if tardiness becomes excessive. Class time missed due to excessive tardies may need to be made up.

Late Work: I do accept late work up to three days past the original due date for 50% of the grade. (I am willing to work with a student if necessary)

Responsibility: This course is very reading intensive. All students will be required to keep up with the assigned reading and are responsible for the content of the reading. You are responsible for all materials presented whether you are present or not. You may not have access to every example in class, so only miss school when it is absolutely necessary. Your book is a great resource – use it. This is a college level class and will be conducted as such.

I look forward to teaching and learning with you! I know this is going to be an exciting year!

This syllabus is a tentative outline of this course and may be updated as deemed necessary by the instructor and as COVID-19 dictates. If you have any questions, please feel free to contact me by email or phone.