



PURPOSE OF THE COURSE:

The purpose of the Advanced Placement course in Psychology is to introduce 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 the subfields within psychology. They will also learn about the methods psychologists' use in their science and practice. (from the *Advanced Placement Course Description in Psychology*)

This course is designed to meet and exceed San Diego City School's district standards, University of California A-G requirements, and literacy framework, as well as La Jolla High School's School-wide Student Learner Outcomes. Additionally, the course meets and exceeds the National Standards for Psychology as set forth by the American Psychological Association. The standards may be viewed at the course website, or at <http://www.apa.org/ed/natlstandards.html>.

PRIMARY TEXT:

Myers, David G. *Psychology for AP*, Second Ed. Worth Publishers, New York, NY. 2011

OPTIONAL TEXTS:

A recent AP Exam review book (If you are planning to take the AP Exam)

OBJECTIVES:

1. Students will prepare to take the Advanced Placement Examination in Psychology on **Tuesday, May 12, 2020**.
2. Students will study the major core concepts and theories of psychology. They will be able to define key terms and use these terms in their everyday vocabulary.
3. Students will learn the basic skills of psychological research. They will be able to devise simple research projects, interpret and generalize from results, and evaluate the validity of research reports.
4. Students will be able to apply psychological concepts to their own lives. They will be able to recognize psychological principles when they are encountered in everyday situations.
6. Students will learn about psychology as a profession, and become aware of the educational requirements that must be met to pursue such careers. They will learn about the ethical standards governing the work of psychologists.

If there is any question in your mind as to whether this is the right course for you, come talk to me.

STUDENT SUPPORT PLAN – WHAT YOU CAN EXPECT FROM ME:

- Prior to beginning a new unit of study, I will outline the major objectives for our focus. It is my goal to make sure you know exactly what is expected of you every step along the way.
- During the unit of study, I will take multiple opportunities to check for understanding. This may include: quizzes, quick/informal comprehension checks, exit slips, etc.
- After assessments, we will review the test and examine which concepts we are clear on and which ones might need a bit more work. You can also plan to visit me during office hours (Wednesday afternoons or by appointment) to get a more detailed look at your tests or assignments.

WHAT IS EXPECTED OF YOU:

1. **Come to class.** If you are out of school, it is your responsibility to get lecture notes and assignments from a classmate.
2. **Ask for help.** If you have trouble understanding something, ask me. How can you get help?
 - Ask questions before, during, and after class
 - Arrange to meet me at lunch or afterschool.
 - Contact me by e-mail: kdill@sandi.net
3. **Don't fall behind.** Set a schedule and be disciplined enough to stick to it. Complete assignments and finish readings on time. Be prepared for class every day. Review each week.
4. **Stay focused and engaged in class.** So much of what you need to know for AP Psychology will be covered, discussed, and reviewed in class. Use this time. Distractions such as tech, homework for other classes, etc will only increase your individual workload. Additionally, there are a number of topics/studies that will be covered in class that are not in your textbook.
5. **Read actively.** Don't just look at the words. Preview the chapters before you begin and review frequently. Don't try to read an entire chapter in one sitting. Pay close attention to the pictures, charts, and diagrams - they include important information and make the text more interesting! Take reading notes, it will make it much easier to review for the exam.
6. **Learn the terms** for the course as they relate to the field of Psychology.

OTHER MISCELLANEOUS RULES:

1. Cheating is NOT tolerated. First offense will result in a 0 on the test or assignment. Second offense will result in your removal from the course.
2. In accordance with district and school policy, no food or drinks are to be consumed in class. The only exception to this is water.
3. Electronic devices may be used at the discretion of the teacher. Any tech that is interfering with your learning must be put away, or may be confiscated. Recording (audio or video) is not permitted at any time in the classroom environment. For the protection and privacy of all students and occupants of my classroom, recording of any type will not be tolerated (video, still photo, and or audio) without the consent of the teacher and parents. This includes phones, cameras and any other form of recording device. Some exceptions will be made in with the teacher's direction.
4. YOU MUST BE RESPECTFUL OF EVERYONE IN THIS ROOM – Be a good human and do not be a distraction.

UNIVERSAL TARDY POLICY:

Tardy	Consequences
First week of each semester.	The first week of each semester will be a tardy grace period; i.e., tardies will not be recorded. Teachers will counsel students about the tardy policy, and tardies will count thereafter.
Level 1	For the first 1-3 tardies the teacher gives verbal warning about being tardy, institutes classroom-based consequence at the discretion of the teacher, and makes contact home (via e-mail, letter, or phone call).
Level 2	For 4-6 tardies or more, the teacher may lower the citizenship grade (for 4 tardies), make a second contact with parents (for 5 tardies), and write a referral for defiance (for 6 tardies). The counselor/administrator can assign afterschool detention.
Level 3	For additional tardies, further interventions may include lowering the citizenship grade to a U, additional referrals, parent conference, and/or Saturday School. Tardy counts reset at the semester.

GRADING:

Your grade will be determined by your performance on chapter tests, quizzes, assignments, two final exams, and research projects. These categories are weighted as follows:

Multiple Choice Tests	40%
Free Response Tests	20%
Quizzes	10%
Notebooks/Classwork	10%
Final	20%

Your grade will be updated regularly on the Powerschool system. It is your responsibility to inform me if you feel there is an error in this grade.

Letter grades are assigned as follows:

100-94	A	89-87	B+	79-77	C+	69-67	D+
93-90	A-	86-84	B	76-74	C	66-64	D
		83-80	B-	73-70	C-	63-60	D-

Chapter Tests: Dates of these tests will be posted on the class website and on the front board of the classroom. Make-up exams are given by appointment only. I will not remind you of this, or hunt you down, it is up to you. (Warning: All make-up tests are different than the test-day version. They are usually much harder. In addition, the curve does not apply to make-up tests.)

From the La Jolla High School Behavior Code: "Test Avoidance: A pattern of absences on test days for the apparent advantage of performing better on the makeup test. If a student develops a pattern of test avoidance, parents will be notified. Any further absences on test days may result in the forfeiture of makeup opportunities."

Quizzes: There will be about 1-2 quizzes each chapter. The dates may, or may not, be announced beforehand. Make-up quizzes are NOT given. Your next quiz grade will be doubled to count for the missed score. If there are no more quizzes in that grading term, the next multiple choice score will be used.

Final Exams: You will be given two final exams. The first will fall on the day of semester one finals for the school. The second will occur two to three weeks prior to the AP Exam in May.

Projects: These projects will be given after the AP Exam in May. Feel free to forget about it until then!

THE ADVANCED PLACEMENT EXAMINATION IN PSYCHOLOGY:

The exam is approximately two hours long and is intended to cover the introductory college course in psychology. It includes a 70-minute multiple-choice section (100 questions), and a 50-minute free-response section consisting of two essays. The multiple-choice section accounts for two-thirds of the exam grade, leaving the last third for the free response.

The multiple-choice questions cover the 13 areas of scientific psychology covered in the course. In some questions, you may be asked to demonstrate your understanding of a psychological term. In others you may be asked to apply concepts from a particular psychological theory or example of research. The two essay may require that you analyze and evaluate psychological constructs and, more generally, theoretical perspectives.

The test is scored on a five-point scale:

Extremely Well Qualified	5	Possibly Qualified	2
Well-Qualified	4	No Recommendation	1
Qualified	3		

Most colleges grant credit and placement for qualifying work (i.e., a grade of 3 or higher) on the examination. Some require a grade of 4 or 5 and a few do not accept AP scores.

AP EXAM - Summary of Course and Examination Content:

1. Scientific Foundations of Psychology (10–14%)

- 1.1 Introducing Psychology
- 1.2 Research Methods in Psychology
- 1.3 The Experimental Method
- 1.4 Selecting a Research Method
- 1.5 Statistical Analysis in Psychology
- 1.6 Ethical Guidelines in Psychology

2. Biological Bases of Behavior (8–10%)

- 2.1 Interaction of Heredity and Environment
- 2.2 The Endocrine System
- 2.3 Overview of the Nervous System and the Neuron
- 2.4 Neural Firing
- 2.5 Influence of Drugs on Neural Firing
- 2.6 The Brain
- 2.7 Tools for Examining Brain Structure and Function
- 2.8 The Adaptable Brain
- 2.9 Sleep and Dreaming

3. Sensation and Perception (6–8%)

- 3.1 Principles of Sensation
- 3.2 Principles of Perception
- 3.3 Visual Anatomy
- 3.4 Visual Perception
- 3.5 Auditory Sensation and Perception
- 3.6 Chemical Senses
- 3.7 Body Senses

4. Learning (7–9%)

- 4.1 Introduction to Learning
- 4.2 Classical Conditioning
- 4.3 Operant Conditioning
- 4.4 Social and Cognitive Factors in Learning

5. Cognitive Psychology (13–17%)

- 5.1 Introduction to Memory
- 5.2 Encoding
- 5.3 Storing
- 5.4 Retrieving
- 5.5 Forgetting and Memory Distortion
- 5.6 Biological Bases of Memory
- 5.7 Introduction to Thinking and Problem Solving
- 5.8 Biases and Errors in Thinking
- 5.9 Introduction to Intelligence
- 5.10 Psychometric Principles and Intelligence Testing
- 5.11 Components of Language and Language Acquisition

6. Developmental Psychology (7–9%)

- 6.1 The Lifespan and Physical Development in Childhood
- 6.2 Social Development in Childhood
- 6.3 Cognitive Development in Childhood
- 6.4 Adolescent Development
- 6.5 Adulthood and Aging
- 6.6 Moral Development
- 6.7 Gender and Sexual Orientation

7. Motivation, Emotion, and Personality (11–15%)

- 7.1 Theories of Motivation
- 7.2 Specific Topics in Motivation
- 7.3 Theories of Emotion
- 7.5 Introduction to Personality
- 7.6 Psychoanalytic Theories of Personality
- 7.7 Behaviorism and Social Cognitive Theories of Personality
- 7.8 Humanistic Theories of Personality
- 7.9 Trait Theories of Personality
- 7.10 Measuring Personality

8. Clinical Psychology (12–16%)

- 8.1 Introduction to Psychological Disorders
- 8.2 Psychological Perspectives and Etiology of Disorders
- 8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders
- 8.4 Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders
- 8.5 Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders
- 8.6 Feeding and Eating, Substance and Addictive, and Personality Disorders
- 8.7 Introduction to Treatment of Psychological Disorders
- 8.8 Psychological Perspectives and Treatment of Disorders
- 8.9 Treatment of Disorders from the Biological Perspective
- 8.10 Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders

9. Social Psychology (8–10%)

- 9.1 Attribution Theory and Person Perception
- 9.2 Attitude Formation and Attitude Change
- 9.3 Conformity, Compliance, and Obedience
- 9.4 Group Influences on Behavior and Mental Processes
- 9.5 Bias, Prejudice, and Discrimination
- 9.6 Altruism and Aggression
- 9.7 Interpersonal Attraction



Please sign and return this page of the syllabus by Friday, August 30, 2020.

I have read and understand this course syllabus and the policies governing the Advanced Placement course in Psychology at La Jolla High School.

Student Name (please print)

Period

Student Signature

Date

Student Email

Throughout the course of the year, we will be watching several documentaries and films illustrating mental illness and the treatment of these illnesses. A few are rated PG-13 and R due to language. Prior to these films, I will explain the purpose of watching and the need for sensitivity and maturity as a viewing audience. If you wish to have your student excluded from the viewing of these, please note so in the comments section (below) and I will arrange to have your student out of the room on these few days.

Parent / Guardian Signature

Date

Parent / Guardian's Phone Number

Parent / Guardian's Email

Is there anything I should know about your student? Or other comments/concerns: