



AP PSYCHOLGY

Instructor: Dr. Lesley Dinoff

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Meetings: by appointment

Text Myers, David G. Psychology, 10th ed. New York: Worth Publishers, 2011.

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 textbooks and other resources such as the Internet, popular media, newspapers, 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. It is our goal to create a level of understanding and interest in psychology that will benefit you in this class and the rest of your college-level classes.

Further, this course provides an introduction to the milestones of human development from conception to death. We describe physical, cognitive, and social growth of people with special attention to various cultural contexts of development and the rich diversity of individuals. The content is drawn from research and theories in developmental psychology. In addition, we will discuss implications for parenting, education, and social policymaking so that you can apply course information to meaningful problems.

Philosophy: I will try to make information about developmental psychology meaningful and relevant so that you will be motivated to learn the material by interest and curiosity. I will try to provide multiple opportunities and means for you to demonstrate your understanding so that no single assessment ruins your chance of getting a good grade in the course.

Grades: Grades will be assigned according to a possible 600 points earned on assignments:

A = 540 -600; B= 480-539; C = 420-479; D= 360-419; F = 0-359

Examinations: There will be two Objective Examinations given in class that cover power points and lectures. Each exam is worth 125 points.

Final Exam: The Final Exam for the class will be cumulative and worth 100 points.

Pop Quizzes: There will be five pop quizzes worth 10 points each.

Papers: There will be assigned One Six page paper that will be worth 150 points. The paper is an integrative assignment consisting of pulling together material on the various aspects of behavior and writing for each of five ages specified, a one page entry,

"A Day in the Life of a One-Year Old Child."

The five ages are: two, five, eight, twelve, and sixteen. Each diary entry will cover generally, physical motor behavior, intellectual, language behavior, emotional, and social behaviors. The sixth page will be a summary of the child's patterns of growth over the fourteen-year period. Examples will be given in sections.

Articles: There will be five articles, relating to a particular developmental topic, which will be assigned for out of class reading. A brief list of questions will be attached and discussed the next day in class. Each article will be worth 10 points.

Extra Credit: I do believe in helping a kid out every once in a while, however, not a kid that doesn't come to class! There will be random opportunities for extra credit given out throughout the course for those that were in class that day.

Hints and Advice for this Course

1. You can keep track of your points, percentile, and grade in this course easily. If you have questions about your grades, Come and see me.
2. I recommend that you find a partner or group with whom you can study the material in this course. Talk about the information, read each other's work, study together, share notes, etc. on a regular basis so that you can keep up with the syllabus and assignments.
3. I expect all students to abide by the honor code. Plagiarism and cheating will not be accepted and all suspected cases would be subject to academic discipline. If confirmed, you will receive an F for this course.

August 15-19 CHAPTER 1: The Evolution of Psychology- History and Approaches

- Logic, Philosophy, and History of Science

August 22-26

- Historical Schools: Functionalism vs. Structuralism
- Approaches: Biological, Behavioral, Cognitive, Humanistic, Psychodynamic, Sociocultural, Evolutionary

August 29-September 1 CHAPTER 2: Research

- Experimental, Correlational, and Clinical Research 5
- Nature of Science Inquiry: Sources of bias and error
- Statistics: Central tendency, variance, significance, correlation
- Ethics in Research: Human participants, animal subjects

September 2 Teachers Work Day No School

September 5 Labor Day No School

September 6-September 9 CHAPTER 3: Biological Basis of Behavior

- Neural Transmission
- Functional Organization of Nervous System
- Physiological Techniques

Science Fair topics and Sources Due end of week

September 12-September 15

- Neuroanatomy
- Endocrine System
- Genetics and Heritability

September 16 Parent/Teacher Conf. 11:30 Dismissal

September 19-September 23 CHAPTER 4: Sensation and Perception

- Thresholds
- Sensory Mechanisms
- Sensory Adaptation
- Attention
- Perceptual Processes

September 26-September 30 CHAPTER 5: States of Consciousness

- Sleep and Dreaming
- Hypnosis
- Psychoactive Drug Effects

September 30 Beta Club Induction

October 5 Science Fair Rough Draft Due**

October 3-October 6 CHAPTER 6: Learning

- Classical Conditioning: Pavlov, Watson, applications
- Operant Conditioning: Thorndike, Skinner, Bandura, Behavior Modification

October 7 Teachers Work Day No School

October 10-October 14 FALL BREAK NO SCHOOL

**October 19 Progress Reports

October 17-October 21

- Cognitive Processes in Learning
- Biological Factors
- Social Learning

October 24-October 28 CHAPTER 7: Human Memory

- Memory: Encoding, Storage, and Retrieval

October 31-November 4 CHAPTER 8: Language and Thought

- Language: Skinner and Chomsky
- Thought
- Problem Solving and Creativity, Decision Making

November 7- November 10 CHAPTER 9: Intelligence and Psychological Testing

- Heredity/Environment and Intelligence
- Human Diversity

November 11 Dinoff Science Fair**

November 14- November 17

- Extremes of Intelligence: Cognitive Defects, Giftedness
- Standardization and Norms

November 17 Thanksgiving Feast

November 18 Teachers Work Day No School

November 21-25 THANKSGIVING BREAK

November 28- December 2

- Reliability and Validity
- Types of Tests
- Ethics and Standards in Testing

December 5- December 9 CHAPTER 10: Motivation and Emotion

- Biological Bases
- Theories of Motivation
- Hunger, Thirst, Sex, and Pain
- Social Motives
- Theories of Emotion

REVIEW MIDTERM

December 13 MIDTERM EXAM

December 16-Jan 2 HOLIDAY BREAK NO SCHOOL

January 3-January 6 CHAPTER 11: Human Development (REPORT CARDS JAN 6TH)

- Prenatal, Infancy, Childhood, Adolescence, and Adulthood
- Research Methods: Longitudinal and cross-sectional studies
- Heredity–Environment Issues

January 9-January 13

- Nature vs. Nurture (maturation versus learning)
- Sex Roles, Sex Differences
- Influential Theories: Piaget and cognitive development, Freud and psychosocial development, Kohlberg and moral development, Gilligan and gender differentiation.

January 16 MLK, Jr. Birthday No School

January 17-January 20 CHAPTER 12: Personality

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

January 23-January 27 CHAPTER 13: Stress and Health

- Nature of Stress • Major Types of Stress
- Responding to Stress

January 30-February 3

- Effects of Stress
- Health-Impairing Behaviors

*******February 6- PREP FOR- February 7 Griffin RESA Regional Science Fair**

February 13-February 17

CHAPTER 14: Abnormal Psychology

- Definitions of Abnormality

February 20-24 Winter Break No School

February 27-March 3

- Theories of Psychopathology
- Diagnosis of Psychopathology
 - Types of Disorders: Anxiety, Somatoform, Mood, Schizophrenic, Organic, Personality, Dissociative

March 6- March 10 CHAPTER 15: Treatment of Psychological Disorders

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

March 14-16 ITBS Testing

March 17 Teachers Work Day No School

March 22 Progress Report

March 20- March 24

- Person Perception, Forming Impressions of others
 - Attribution Process: Explaining Behavior
 - Interpersonal Attraction: Liking and Loving

March 27- March 31

- Attitudes: Making Social judgments
- Conformity, Compliance, Obedience

April 3-April 7

- Group Behavior
- Prejudice

April 10-April 13 REVIEW AP EXAM

April 14-21 Spring Break NO SCHOOL

April 24-April 28 REVIEW AP EXAM

May 3 Teachers Appreciation Day

May 1 AP EXAM

May 1- May 5 REVIEW FINAL EXAM

May 8-May 12 LIFE-SPAN PAPERS DUE!!

May 16 FINAL EXAM

May 19 Last Day of School

(The instructor reserves the right to modify the following syllabus, as she deems necessary)
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 Dr. Lesley Dinoff

Student Name (print): _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____