

# AP<sup>®</sup> Psychology

## Syllabus 2008-2009

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My Hours	7:30am – 3:35pm daily, office hours are 8:10am-10:05am daily	Office	Rm 316 (Middle School Building)

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### Resources for Teaching AP Psychology:

1. Johnson, Eric L., ed. Psychology and Christianity : Four Views. New York: InterVarsity P, 2000.
2. Johnson, Eric L. Foundations for Soul Care : A Christian Psychology Proposal. New York: InterVarsity P, 2007.
3. Myers, David G. Exploring Psychology in Modules. 7th ed. New York: Worth, Incorporated, 2007.
4. Roberts, Robert C. Spiritual Emotions : A Psychology of Christian Virtues. Boston: William B. Eerdmans Company, 2007.
5. Yarhouse, Mark A., Richard E. Butman, and Barrett W. McRay. Modern Psychopathologies : A Comprehensive Christian Appraisal. New York: InterVarsity P, 2005.

### Description:

The purpose of AP<sup>®</sup> Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. This is a semester-long course in psychology that prepares students for the AP Psychology exam.

### Objectives:

1. Learn about some of the explorations and discoveries made by psychologists over the past century.
2. Assess some of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives.
3. Be able to define key terms in psychology and use them in everyday vocabulary.
4. Come to an appreciation of how psychologists think.
5. Have a psychological perspective for viewing the world.
6. Understand psychology from a Christian worldview.
7. Prepare to do passing work on the AP Psychology Examination.

### Requirements:

It will be necessary for students to bring the following items to class with them everyday:

1. Binder Notebook
2. Bible – any version is fine. In fact, I prefer having different versions in class.
3. Prepared for class by keeping up with the readings and completing class work and homework so that class discussions can be lively and informative.

### Student Resources:

There are several online resources students will find helpful and necessary.

- [RenWeb](#) – All lessons, documents, PowerPoint presentations, etc. will be posted here. In addition, all grades and class attendance are also posted to RenWeb.

NOTE:\*An electronic version of this document is available for download on the class page on RenWeb.

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- [Quia](#) – Online games and quizzes will be posted at this site.
- [CollegeBoard for Students](#) – AP, PSAT/SAT information site.
- [Trinity Chapel Academy](#) – Of course there is always good general information and links on the school's website.

## Evaluation:

Homework (i.e. Weekly Review Packets)	10%
Class Work (i.e. Class Participation, Note Taking)	15%
Quizzes (i.e. Weekly Quizzes, Essay)	25%
Tests/Projects (i.e. Weekly Chapter Tests, Major Paper/Presentation)	<u>50%</u>
Total =	100%

## Policies:

1. No late work is ever accepted.
2. No extra credit is given. If you do the assignments, projects, etc. when you are instructed to, you should not need extra credit.
3. Keep all of your completed work in your binder.
4. If you miss an organizer in class, you can download it from RenWeb and copy any notes for it from a classmate.
5. You may bring a bottle of water (or flavored water) and leave it on your desk. Do not ask me if you can get water while I am teaching a lesson.
6. If you have a question about homework, class work or anything else class related, you may call me or email me. Cell phone: 404-702-0199. Email: dspalla@trinitychapelacademy.com

## Examinations:

There will be a test every Monday over the previous week's material. If there is a holiday on Monday the test will be given on Tuesday. All tests will average twenty questions.

## Course Schedule:

Please note that students will be responsible for any reading on their own and keeping up with the required reading week to week. I will try and provide a daily reading schedule at the beginning of each week, but don't count on this. Keep track of where you should be daily. Check RenWeb daily.

<b>Week</b>	<b>Topics and Objectives</b>	<b>CollegeBoard Course Requirements</b>
January 5-9	<b>Jesus Christ, the Lord of Psychology</b> <ul style="list-style-type: none"> <li>– Psychology from a Christian worldview.</li> <li>– All truth is God's truth.</li> </ul>	
January 12-16	<b>A History of Psychology</b> <ul style="list-style-type: none"> <li>– Psychology as science.</li> <li>– Trace the emergence of scientific psychology in the 19<sup>th</sup> century from its roots in philosophy.</li> <li>– Development of the major "schools" of psychology.</li> <li>– Understanding of the principal</li> </ul>	<b>I. History and Approaches—</b> The course provides instruction in history and approaches.

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approaches to psychology.

January 19-23

**Research Methods and Approaches**

- Clear understanding of the nature of psychology through the coverage of methods psychologists use.
- Emphasis of the experimental method and issues of appropriate experimental sampling.
- Information on elementary descriptive statistics used in analyzing data.
- Review of the many different fields within psychology and the importance of ethics in scientific research and the practice of psychology.

**II. Research Methods**—The course provides instruction in psychological research methods. The course provides instruction in ethics and research methods used in psychological science and practice.

January 26-30

**Human Development**

- Differences between learned and unlearned behavior.
- Basic learning processes of classical conditioning and operant conditioning.
- The basic phenomena of learning, including acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher order conditioning.
- Development is a lifelong process.
- Developmental changes as they relate to infancy, childhood, adolescence, and adulthood.
- Consider from a life-span perspective the major dimensions in which development takes place.
- Dimensions of development include physical, cognitive, social, and moral.

**VI. Learning**—The course provides instruction in learning.

**IX. Developmental Psychology**—The course provides instruction in developmental psychology.

February 2-6

**Biology and the Brain**

- Techniques scientists have used to learn about the brain.
- Study the brain as a key part of the body's nervous system.
- How the nervous system functions on a cellular.
- Explore the interrelationship between the nervous system and the endocrine system.

**III. Biological Bases of Behavior**—The course provides instruction in biological bases of behavior.

February 9-13

**Psychological Development**

- Development is a lifelong process.
- Major criteria that psychologists use in judging observations of development.
- Theories of development, including Erikson, Kohlberg, Piaget, and Vygotsky.

**IX. Developmental Psychology**—The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and

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February 16-20

**Senses and Perception**

- Sensory systems, including vision, audition, taste, smell, touch, pain perception, and balance/equilibrium.
- Measurement of absolute and difference thresholds.
- Signal detection theory contrasted with absolute threshold theory.
- The role of experience and culture in perception.

psychological experiments.

**IV. Sensation and Perception—**

The course provides instruction in sensation and perception.

February 23-27

**States of Consciousness**

- Understanding consciousness.
- Commonly experienced and atypical variations in consciousness.
- Stages of sleep and the functions, dysfunctions, and theories of sleep.

**V. States of Consciousness—**

The course provides instruction in states of consciousness.

March 2-6

**Memory**

- The conversion of sensory input into a storable form.
- Codes for cognitive processes that are the basis of personal knowledge that can be stored, recovered, and reconstructed.
- Reconstruction, complexity, episodic, and semantic memory, forgetting, the role of context, and current models of memory processes and methods for improving memory.

**VII. Cognition—**

The course provides instruction in cognition.

March 9-13

**Thought and Language**

- Processes involved in the transformation, reduction, elaboration, storage, recovery, and use of sensory input.
- Sensory input, kinds of knowledge and types of processing.
- Language, thinking, problem solving, and creativity.
- Various psycholinguistic models of language and how biological, cognitive, and cultural-social constraints operate on the acquisition, development, and use of language.
- The relationship between language and thought.

**VII. Cognition—**

The course provides instruction in cognition.

March 16-20

**Emotions and Motivation**

- Forces that influence the strength and direction of behavior, including homeostasis.
- Early theories of motivation focused on internal instincts contrasted with later theories

**VIII. Motivation and Emotion—**

The course provides instruction in motivation and emotion.

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March 23-27

- acknowledging the role of external incentives.
- Intrinsic and extrinsic motivation.
- Primary and secondary motives.
- Neural and hormonal mechanisms associated with the motivational state.

**Personality and Individual Differences**

- Major theories and approaches to personality: psychoanalytic, psychodynamic, humanistic, cognitive, trait, social learning, and behavioral.
- Major contributors to the domain of personality including Adler, Allport, Bandura, Cattell, Eysenck, Freud, Jung, Mischel, and Rogers.
- Research in personality including the kinds of methods employed and differences among research orientations.
- Major assessment techniques used, including personality inventories, projective tests, and behavioral observations.
- The idea of self and the related issues of self-concept and self-esteem.

**X. Personality**—The course provides instruction in personality.

March-April 30-3

**Intelligence**

- Assessment of human differences in aptitudes, intelligence, interests, and personality.
- Tests used to assess these traits and the methods used to construct tests.
- Major theories pertaining to the structure of personality and intelligence.
- The development of intelligence and its extremes: retardation and giftedness.
- Controversial issues including genetic and environmental determinants, heritability, race differences, and possible cultural bias in tests.
- Ethical issues in connection with the use of intelligence tests.

**XI. Testing and Individual Differences**—The course provides instruction in testing and individual differences.

April 13-17

**Stress, Health, and Coping**

- The impact of life changes, daily stress, and emergency situations on physiological and psychological well-being.
- Stress response ranges from Hans Selye's general adaptation syndrome to cognitive views of stress and

**VIII. Motivation and Emotion**—The course provides instruction in motivation and emotion.

April 20-24	<ul style="list-style-type: none"> <li>- coping.</li> <li>- Useful findings on strategies for coping with stress.</li> <li>- The nature of and responses to conflicting motives.</li> </ul>	<p><b>XII. Abnormal Psychology</b>—The course provides instruction in abnormal psychology.</p>
April-May 27-1	<p><b>Psychological Disorders</b></p> <ul style="list-style-type: none"> <li>- Discuss the definition and diagnosis of abnormal behavior.</li> <li>- A survey of disorders based on the <i>Diagnostic and Statistical Manual</i> including: anxiety, somatoform, mood, schizophrenic, organic, personality, and dissociative.</li> </ul> <p><b>Therapies</b></p> <ul style="list-style-type: none"> <li>- Overview of the approaches used by therapists of different treatment orientations, including behavioral, humanistic, psychoanalytic, psychodynamic, cognitive-behavioral and biological.</li> <li>- Modes in which therapy is administered, clinical, support groups, family therapy, outpatient, hospital, and institutional settings.</li> <li>- Prevention and intervention techniques including educational programs, crisis intervention, and counseling.</li> </ul>	
May 4-8	<p><b>Social Psychology</b></p> <ul style="list-style-type: none"> <li>- The structure and function of a given group or an individual in a group.</li> <li>- Basic concepts of social cognition.</li> <li>- Situational and dispositional factors in attributions of behavior.</li> <li>- Classic studies dealing with conformity, compliance, and obedience.</li> <li>- Etiology and expression of aggressive/antisocial behavior.</li> <li>- Key concepts and theoretical perspectives of organizational behavior.</li> </ul>	<p><b>XIV. Social Psychology</b>—The course provides instruction in social psychology.</p>
May 11-15	<p><b>AP Test Preparation</b></p>	

**How you should study for tests: (This should be done for each test)**

- Carefully read all of the material for the week.
- Reread any part of the course material where you lack understanding or need clarity.
- Review all of the photographs, illustrations, graphs, etc.

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- Review all of the class notes, or any notes that you have made.
- Review and correct all homework, class work, quizzes, graphic organizers, etc.
- Study all of the vocabulary terms. Make flashcards.
- Begin studying on the first day of a new unit and continue to study a little bit every day until the test.
- Have all of your questions answered.