Welcome to AP Psychology! I am looking forward to an exciting and successful year. I hope that you will find learning about psychology to be as interesting and enjoyable as I do. Though this is an elective class, it is designed to be a college level course. It is imperative that you are prepared to dedicate time to reading, completing assignments, and studying. I encourage and expect every student enrolled in the class to take the AP exam. Taking the AP Psychology class and the accompanying exam are a great way to get a jump start on your college education.

**Course Description:** The Advanced Placement Program offers a course and exam in psychology to qualified students who wish to complete studies in high school, equivalent to an introductory college course in psychology. AP Psychology introduces students to the systematic/scientific study of human behavior/mental processes. While considering the psychologists and studies that have shaped the field, students explore then apply psychological theories, key concepts and phenomena. Students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims/evidence and effectively communicate ideas.

**What you should know about Psychology and Advanced Placement.**

Psychology is the scientific study of behavior and mental processes of humans and other animals. We look at the things people do and the thought process (or lack thereof) behind the actions. AP Psychology basically is Psych 101 as taught in colleges and universities. We will be using college level textbooks, materials, and other college-related resources. The main difference is that AP instructors are expected to prepare their students to pass the AP exam that will allow students to earn college credit for the course.

This course is unique in that it offers students a significant academic challenge while addressing many personal and “real life” issues. Students seem to enjoy the many applications to issues that affect then personally as they study various topics. Parents of students enrolled in the course often remark that issues addressed in class become topics of “dinner table discussions.”

This course is taught at the college level. The major difference between a high school and college course is the amount of reading and depth of focus. You will be required to cover material on your own. The AP curriculum stresses higher order thinking skills within a rigorous academic context. Students will be required frequently to analyze, synthesize, and evaluate primary and secondary sources in addition to memorizing, comprehending, and applying facts.


**Class materials:** The following materials must be brought to class daily. You are accountable for any lost course materials during the school year.

2” 3-ring binder (for AP Psychology only!) KEEP EVERYTHING!!!
The following website contains examples of tests, essays, and answer and will be very helpful to you throughout the year:

www.collegeboard.com

AP Exam:

You are expected to take the AP exam a national exam given at the same day and time across the nation in May.

2020’s AP Psychology exam is Thursday, May 10th.

This class is taught according to AP guidelines and all work is directed toward that goal. If you prepare yourself and stay focused, you will pass with a 3 or better and receive three (3) college credits. If you have other questions regarding AP you may ask Dr. Nelson or access information from www.collegeboard.com.

Course Requirements

Attend class regularly
Complete all assignments/projects within allotted time frame
Participation in learning activities is MANDATORY
Maintain a neat and organized notebook
Make up missed assignments and take all tests/exams as scheduled

Grading Policy:

A traditional grading scale will be used for this class. Your final grade for each semester will be determined given a weighted scale:
Quarter 1 (or 3) - 40%, Quarter 2 (or 4) - 40%, Final Exam - 20%
A: 90 -- 100%
B: 80 -- 89%
C: 70 -- 79%
D: 60 -- 69%
F: 59% and below.

Course Pacing. Pacing in an AP course is very important and while you or I might like to spend more time on a given topic the date of the AP Exam is set. Therefore we must follow a fairly tight calendar in order to cover all the topic which may be on the Exam. At the beginning of each Unit students will receive a Unit Calendar which will serve as a pacing guide for students. While I reserve the flexibility to move, add, or eliminate assignments the Unit Exam date is fixed and rarely moves from the calendar.
date. In the event of unforeseen circumstances in which I have to move an Exam date students will be given ample notice.

**Reading Notes.** For every Unit students will be required to do chapter-reading notes outlining the important concepts and ideas. This serves important ideas: first students will be forced to read the Textbook and second the process of taking notes will improved students retention of important ideas and vocabulary.

**Assignments:** Classroom activities, homework assignments, projects, readings, notebook checks, worksheets, coursework, journals, homework, group/individual projects, essays, free response questions and various other assignments given by the teacher, will be an integral part of all units of study. Due dates for all assignments will be given the day of the assignment (most will be scheduled on a class calendar). Assignments will have different point values allocated by the teacher based upon difficulty and importance. Students need to stay on top of their work. If there are special circumstances please let me know.

**Test/Assessments:** Chapter tests will carry a weighted value. All test will be comprehensive, once a topic has been covered, it is fair game to show up on any future test.

**Policy for Make-Up Work:** Any make-up work, due to a verified absence, is the sole responsibility of the student. If you are absent, you are still responsible for the assignment that is due the following day. For example, if you are absent on a Tuesday and there is an essay due on Wednesday, you still must complete and turn in the essay on Wednesday. Be responsible! **If there is an extreme circumstance, contact me immediately with your concerns.**

Make-up assignments will be given before (when possible) or after class upon your return when asked for. Assignments given on the day of the absence will then be due within three school days, unless it was assigned prior to the absence, then it is due on the day of return. Late penalties will apply after the 3 days or date of return. Tests and quizzes can be made up before or after school within the 3 days. Failure to make up missed assignments and/or tests within the allotted time will allocated a zero.

**Policy for Late Work:** Scheduled Assignments are due at the beginning of class. Please see me for extreme circumstances ONLY. Late work (work not completed for reason other than an absence) will not be accepted. If the work is not completed at the time that the teacher takes up the assignment that work is considered late.

*Please note that as per JO Combs District policy I do not give “extra credit” assignments.*

**Cell Phone / Electronic Technology Policy:** The cell phone/electronic device policy begins when students enter the designated classroom area. All students will place their cell phone/device in the teacher assigned caddy. During this time, the cell phone must be on silent mode. Additionally, all smart watches or other electronic devices connected to the phone must also be caddied until the end of class. The cell phone/device will remain caddied until the end of class. Students will NOT be allowed to take their phone/device out of the room when they have a
Hall pass to the restroom, media center, etc. Cellular devices will be turned in to the Office if seen, heard, or used in class.

Classroom Expectations
1. Show respect for people, their ideas, and their property.
2. Work hard to ensure your own growth and to assist the growth of others.
3. Persist even when things are difficult and uncertain.
4. Accept responsibility for the quality of your work and for your behavior and actions.
5. ALL Rules in the Student Handbook/Agenda apply in this class and will be enforced.
6. Cheating or any form of plagiarism will not be tolerated. If you look at someone else's paper and copy his/her answer onto your own (regardless if it is a worksheet, analysis, quiz, test, etc.), it is considered intellectual theft. This will result in an automatic zero for the assignment and a Parent-teacher conference. No exceptions. This includes any communication during a test (even if you are just asking for an eraser!). JUST RAISE YOUR HAND!
7. If you attend a field trip, you are responsible for turning in your assignment the morning you leave.
8. Finally yet importantly, this is a COLLEGE LEVEL COURSE. You will be challenged; you will have to stay focused; you will be expected to complete all readings on your time. YOU are ultimately responsible for your own learning and are expected to come to class prepared to take part in discussions. You will be expected to contribute to class discussions and will be given a grade for class participation. It is in your best interest to stay on track with the calendar: study, study, study (throughout the chapter—not just the day before an exam), and come to me for help (check your notes, clarification purposes, etc.)
9. My goal is to facilitate your knowledge and ensure you have an enjoyable learning experience in this course, but I need your help to do so. I want ALL of you to succeed in this course AND on the AP exam. I know you can! Here is to a WONDERFUL year!!!

AP Psychology Topics

The major content areas covered by the AP psychology course and examination are presented below, as well as the approximate percentages of the multiple-choice section devoted to each area.

I. History and Approaches (2-4 %)
   A. History of Psychology
   B. Approaches (Perspectives)
      1. Biological
      2. Behavioral
      3. Cognitive
      4. Humanistic
      5. Psychodynamic
      6. Sociocultural

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. Hypnosis
   C. Psychosomatic Drug Effects

VI. Learning (7-9 %)
   A. Classical Conditioning
   B. Operant Conditioning
   C. Cognitive Processes in Learning
   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

X. Personality (5-7 %)
   A. Personality Theories and Approaches
   B. Assessment Techniques
   C. Growth and Adjustment

XI. Testing/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
      2. Somatoform
      3. Mood
      4. Schizophrenic
      5. Organic
      6. Personality
      7. Dissociative

XIII. Treatment of Psychological Disorders (5-7 %)
   A. Treatment Approaches
      1. Psychodynamic
      2. Humanistic
      3. Behavioral
      4. Cognitive
      5. Biological
      6. Modes of Therapy (e.g., individual, group)
   B. Community and Preventive Approaches

XIV. Social Psychology (8-10 %)
   A. Group Dynamics
   B. Attribution Processes
   C. Interpersonal Perception
   D. Conformity, Compliance, Obedience
   E. Attitude and Attitude Change
   F. Organizational Behavior
   G. Aggression/Antisocial Behavior
   H. Cultural Influences
Your signature indicates that you are familiar with and understand these policies. *This syllabus may change without notice at the discretion of the instructor.*

I have read and understand all of the objectives, requirements, and expectations for the course AP Psychology as taught by Ms. Tammy Legg.

____________________________________
Student Name (please PRINT)

____________________________________
Student signature  Date

____________________________________
Parent signature  Date
The AP Exam in Psychology

Date: May ____________

Description: The AP Psychology Exam is approximately 2 hours long and includes both a 70-minute multiple-choice section and a 50-minute free-response section.

The multiple-choice section contains 100 questions and accounts for 2/3 of the overall score. The free-response section accounts for the remaining 1/3. Candidates are asked to answer 2 essay questions which require candidates to interrelate different content areas and to analyze and evaluate psychological constructs and, more generally, theoretical perspectives.

Candidates are expected to use their analytical and organizational skills to formulate coherent answers in writing their essays.

The test is scored on a 5-point scale:

- 5-Extremely well qualified
- 4-Well qualified
- 3-Qualified
- 2-Possibly qualified
- 1-No recommendation

Most colleges grant credit for a score of 3 or higher. Some require at least a 4 and a few do not accept AP scores. Contact your choice schools to confirm what credit will be granted.