

Please fill out the following survey with your parents after you have read the syllabus together. [AP Psychology Syllabus Survey](#)

AP. PSYCHOLOGY

COURSE OVERVIEW

The purpose of the Advanced Placement course in Psychology is to introduce you to the systematic and scientific study of the behavior and mental processes of human beings and other animals. You will be exposed to the empirically-supported psychological facts, research findings, terminology, major figures, principles, and phenomena associated with each of the major subfields within psychology.

AP Psychology is a highly structured, very demanding course. You will be required to thoroughly read the college-level textbook and prepare text-notes, prior to attending the lecture on the assigned reading. One of the primary objectives of this course is to expose you to all areas of information covered on the AP Examination. This is accomplished through lecture, class discussion, video clips, and select outside readings as appropriate, and projects.

The Advanced Placement Exam in Psychology is scheduled for Tuesday, May 3, 2022. It is an expectation that students who take this course will also sign up to take the exam. College credit is given by most universities for scores of a 3, 4, or 5. Consult each university for the exact requirements. Review sessions will occur each week during the Spring Term and mock exams will be given in April/May.

Textbook: *Myers' Psychology for AP, Second Edition*, David G. Myers, 2014

COURSE OUTLINE

There are three skills areas in Psychology that will be interwoven in the major content areas. They are: concept understanding, data analysis and scientific investigation. Below are the major content areas covered by the AP Psychology Exam, as well as the approximate percentages of the multiple-choice section that are devoted to each area.

Content Area	Percentage Goals for Exam (M/C)
I. Scientific Foundations of Psychology	10–14%
A. Introducing Psychology	
B. Research Methods in Psychology	
C. The Experimental Method	
D. Selecting a Research Method	
E. Statistical Analysis in Psychology	
F. Ethical Guidelines in Psychology	
II. Biological Bases of Behavior	8–10%
A. Interaction of Heredity and Environment	
B. The Endocrine System	
C. Overview of the Nervous System and the Neuron	
D. Neural Firing	
E. Influence of Drugs on Neural Firing	
F. The Brain	
G. Tools for Examining Brain Structure and Function	

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- H. The Adaptable Brain
- I. Sleep and Dreaming

- III. Sensation and Perception6–8%
 - A. Principles of Sensation
 - B. Principles of Perception
 - C. Visual Anatomy
 - D. Visual Perception
 - E. Auditory Sensation
 - F. Chemical Senses
 - G. Body Senses

- IV. Learning7–9%
 - A. Introduction to Learning
 - B. Classical Conditioning
 - C. Operant Conditioning
 - D. Social and Cognitive Factors in Learning

- V. Cognitive Psychology 13–17%
 - A. Introduction to Memory
 - B. Encoding
 - C. Storing
 - D. Retrieving
 - E. Forgetting and Memory Distortion
 - F. Biological Bases of Memory
 - G. Introduction to Thinking and Problem Solving
 - H. Biases and Errors in Thinking
 - I. Introduction to Intelligence
 - J. Psychometric Principles and Intelligence Testing
 - K. Components of Language and Language Acquisition

- VI. Developmental Psychology 7–9%
 - A. The Life-Span and Physical Development in Childhood
 - B. Social Development in Childhood
 - C. Cognitive Development in Childhood
 - D. Adolescent Development
 - E. Adulthood and Aging
 - F. Moral Development
 - G. Gender and Sexual Orientation

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- VII. Motivation, Emotion and Personality 11-15%
 - A. Theories of Motivation
 - B. Specific Topics in Motivation
 - C. Theories of Emotion
 - D. Stress and Coping
 - E. Introduction to Personality
 - F. Psychoanalytic Theories of Personality
 - G. Behaviorism and Social Cognitive Theories of Personality
 - H. Humanistic Theories of Personality
 - I. Trait Theories of Personality
 - J. Measuring Personality

- VIII. Clinical Psychology 12-16%
 - A. Introduction to Psychological Disorders
 - B. Psychological Perspectives and Etiology of Disorders
 - C. Neurodevelopmental and Schizophrenic Spectrum Disorders
 - D. Bipolar, Depressive, Anxiety, and Obsessive Compulsive and Related Disorders
 - E. Feeding and Eating, Substance and Addictive and Personality Disorders
 - F. Introduction to Treatment of Psychological Disorders
 - G. Psychological Perspectives and Treatment of Disorders
 - H. Treatment of Disorders from the Biological Perspective
 - I. Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders

- IX. Social Psychology 8–10%
 - A. Attribution Theory and Person Perception
 - B. Attitude Formation and Attitude Change
 - C. Conformity, Compliance, Obedience
 - D. Group Influences on Behavior and Mental Processes
 - E. Bias, Prejudice, and Discrimination
 - F. Altruism and Aggression
 - G. Interpersonal Attraction

Instructor: Mr. John Hunter

Email address: jhunter@rjuhsd.us

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COURSE GRADING

This is an honors level course and pursuant to the recommendation of the School Board receives a grade point bump if a "C" or better is earned in the course. There is no grade bump for any grade lower than a "C".

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|----------------------------------|----------------------|
| ● Unit Tests and Final Exam: 70% | 89.5-100% = A = 5.0 |
| ● Quizzes and Assignments: 30% | 79.5-89.4% = B = 4.0 |
| | 69.5-79.4% = C = 3.0 |
| | 59.5-69.4% = D = 1.0 |

LATE WORK POLICY

All work is expected to be completed and on time. If you are absent for any reason, please contact me to turn in late work or reschedule a quiz, test or presentation.

- This is an AP class and as such I expect you will come prepared to class each day. The reading and work for each module is to be completed before each class. They will be stamped in class daily. Each module is worth 10 points if completed on time. Each module is worth 5 points if late, but completed by the date of the exam. All modules for the unit will be turned in on the day of the Unit Exam at the beginning of class.
- Class projects, Socratic Seminar preparation and all presentations are expected to be completed on time. They will not be accepted late.
- If you miss a quiz or test, you must schedule a time to make it up with me.

ASSESSMENT POLICY

You are assessed after each unit (occasionally I combine units) with a multiple-choice test modeled after the AP Exam questions. Unit tests include a 50-question, multiple-choice exams given in a timed 35-minute session. The Midterm and Mock Exam will be a 100 question exam in 70 minutes which is modeled after the actual AP Exam. **You will be allowed to retake one unit exam per term, ie...Start of school to Midterms and then Midterms to Finals.** Choose wisely! All work for the unit needs to be completed and turned in on time to be eligible for the retake. For retakes your score will reflect an average of the two exams.. For example, if you receive a 50% on the first exam and a 100% on the retake, your score in the gradebook will be a 75%.

TECHNOLOGY TOOLS

[GOOGLE CALENDAR:](#) I will keep all of our assignments on here so you are aware of what is due!

[GOOGLE CLASSROOM:](#) Enroll using this code: **Period 3: 2jchgj** **Period 4: 3imsmkd**

All materials and assignments will be posted and turned in through Google Classroom. Students, please *do not* turn off notifications for Google Classroom. Notifications will help you stay on top of assignments and due dates. Parents, please feel free to enroll in our Google Classroom sites in order to help your student stay on track.

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REMIN.D.COM: I use it frequently to communicate with students about upcoming assignments, tests and other course information To receive messages via text- **text @psyched29 to 81010**

QUIZLET: This is an online study tool for each unit's vocabulary. It is not a requirement that you use Quizlet, but students who use it see a significant grade increase over their peers who do not use this tool. <https://quizlet.com/join/uBfzS5cGp>

YOUTUBE: I created a playlist for [Crash Course Psychology](#). **This is a great study tool!**

EXPECTATIONS FOR STUDENT BEHAVIOR

AP Psychology is a unique class. Not only is it challenging academically, but it can also be personally challenging. You will have a chance to reflect on your own behavior and those of your friends and family. This class also comes with an opportunity to really learn to listen to others. Respect for yourself and your classmates is the most important thing I expect from my students. In order to facilitate this I have laid out below my expectations for AP Psych.

EXPECTATIONS	CHOOSE RESPECT	BE RESPONSIBLE	HAVE INTEGRITY	ACTIVELY ENGAGE
EXPECTED STUDENT BEHAVIOR	<p>Be on time</p> <p>Use appropriate language and tone with everyone</p> <p>Respect others' personal experiences and perspectives.</p> <p>Use the restroom with discretion. No restroom use will be allowed during lecture or group discussions.</p>	<p>Be present-physically and mentally</p> <p>Take an active, positive role in classroom discussions</p> <p>Sign out to go to the restroom. Don't abuse the privilege</p>	<p>Be mindful of others' feelings, opinions, and experiences</p> <p>Complete the class modules on your own</p> <p>Do not share quiz or test information with other classes</p>	<p>Place your phone in your backpack when you come into class.</p> <p>Use the unit guide or check the Google Calendar to make sure you are on schedule with your reading</p> <p>Ask for help when you need it</p>
Classroom Routine/Behavioral Expectations				
Entering the Classroom	<ul style="list-style-type: none"> Place your phone in your backpack. Do not leave your cell phone on your desk. Open the daily google document on your chromebook. It will be in google classroom. Be ready to have the TA or myself stamp your completed module homework. 			
Working in Groups	<ul style="list-style-type: none"> Be a partner that contributes equally in pairs and in groups. Remain on task. When your group is finished with the task, wait patiently for others to finish. 			
Technology Use	<ul style="list-style-type: none"> Bring your chromebook daily. If you forget it, please check one out at the library. Treat the chromebooks with respect. 			

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<i>Asking for Help</i>	<ul style="list-style-type: none">• Ask questions during lecture, demonstrations and teamwork.• Use Intervention to ask me questions, make up quizzes and tests, get extra study skill help, and do test corrections.• Email or text me if you are absent so we can make sure you catch up.
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