**AP Psychology**

2012-2013 Syllabus

**Contact information:**

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**Course Description:**

AP Psychology is designed to introduce students to the scientific study of the behavior and mental processes of human beings. To accomplish this, the course provides instruction in each of the following 14 content areas: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology.

In an effort to make budding psychologists out of you, the course will stress the need to think like a psychologist. As author and social psychologist, David Myers, notes, to think like a psychologist one must “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding.” (Sternberg, 1997). Whether you choose to pursue a career in psychology or in some entirely different field, this habit of mind will be of great value.

**Course Expectations:**

1. **We learn from each other:** This course is not one in which you will play a passive role. Instead, you are expected to take an active part in your own learning and that of the class as well. In the AP classroom, discussion and demonstrations will dominate over lectures so that we can learn from each other. Each of you brings something special to the course, something special that our team needs if we are to be successful. Come each day ready to contribute.
2. **Knowledge for application’s sake:** In AP Psychology there is a considerable amount of content you must master. However, you must do more than memorize information provided by myself or other sources. You will be asked to apply this information to real life situations via class discussions or through concisely written free response questions.
3. **Psychologists read:** As AP students, you will be expected to do a considerable amount of daily reading in the text. You must show evidence of daily preparation by participating in class discussions, asking critical questions, making text-to-world connections, and bringing a rough draft of your concept map to each class.
4. **Active note taking:** The amount of material distributed in this course is substantially higher than in a regular class. Each period you are expected to take notes on our class activities, and fill in the rough drafts of your concept maps. As you will need access to this material in order to study for the unit exams and the AP exam, you must have a 1.) 3 ring binder for class and 2.) a larger 3 ring binder for your portfolio.

**Core Goals: Change how you view the world and make you a better student**

1. **Mastery of Psychology’s core concepts. –** Through elaborative rehearsal and the development of hierarchical schemas, you will master Psychology’s most important concepts.
2. **The ability to graphically represent complex concepts. –** Anyone can make an outline, but it requires true understanding of a concept to be able to draw a diagram showing the structure and relationship of its constituent parts. You will leave this course with a new ability to quickly, cogently, and graphically arrange your thoughts.
3. **The ability to apply Psychology to your life –** Application does not stop once you leave the classroom. The concepts we study shape our existence. Through ‘Psych Immersions,’ you will constantly look for psychological applications in your life.
4. **The ability to think like a psychologist -** to “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding.” (Sternberg, 1997).
5. **Literacy in the 21st century skills you need for success in today’s world. –** At Weymouth High School we don’t just teach you content, we teach you how to use that content. At the end of this course you’ll be able to
   1. **Read** real psychological research
   2. **Write** about psychology for your peers and for the general public
   3. Use **problem solving** techniques to solve your real world problems
   4. Use **technology** to create websites and leverage the power of social media

**Course Materials**

Text:

Michael W. Passer and Ronald E. Smith .*Psychology: The Science of Mind and Behavior.* New York, NY: McGraw Hill. ISBN-13: 978-0-07-313368-3

**Assessment: Point System**

1. **Unit Exams (100-140 pts) -** At the end of each unit you will take a unit exam consisting of AP-style multiple choice questions, and Free Response Questions taken exclusively from past AP exams. In addition you will take three AP Practice exams throughout the year. By the time May comes along, you will have taken about 12 mini AP exams.
2. **Concept Maps (100pts each) –** For each unit you will develop concept maps that graphically organize the information.
3. **Unit Projects (100-150pts each) –** For each unit, you will be asked to apply the content area to your life. While they will take many forms, from designing a research project to keeping your own dream journal, they will necessitate the internalization of course content.
4. **Team Psych** - **(150pts each term)** - This assignment constitutes your collaboration and classroom citizenship grades. You must be an active member of this class.

**Policies:**

1. As you can see by this syllabus, you are given ample notice for assignments. Therefore, due dates should be viewed as the last possible date assignments will be accepted. Feel free to pass in assignments prior to this date. Late work is not accepted without a discussion with me and a reduction of your team psych grade will occur for late work. See page
2. Plagiarism results in a zero. (Students who cheat historically fail the AP Psych exam)
3. I can’t change the SHS attendance policy, but I can say that missing this class is not a good idea.

**1st Quarter**

**Unit 1 The Science of Psychology: History, Approaches, and Methodology**

**(2 weeks)**

**Essential Questions:**

1. How do the different approaches to psychology compare and contrast?
2. Trace the growth of psychology.
3. How do psychologists use the scientific method to study behavior and mental processes?
4. What are the strengths and weaknesses of the different research methods?
5. How do psychologists draw appropriate conclusions about behavior from research?
6. How do psychologists make sure their research projects are ethical?

**Varsity Terms:**

1. Psychology
2. Structuralism
3. Functionalism
4. Schools of Psychology
5. Scientific Method
6. Case Study
7. Naturalistic Observation
8. Correlation
9. IV/DV
10. Mode/Median/Mean

**Varsity Psychologists**

1. Mary Whiton Calkins
2. Charles Darwin
3. Dorothea Dix
4. Sigmund Freud
5. G. Stanley Hall
6. William James
7. Ivan Pavlov
8. Jean Piaget
9. Carl Rogers
10. B. F. Skinner
11. Margaret Floy Washburn
12. John B. Watson
13. Wilhelm Wundt

**Content /Topic Outline**

1. Definition and Importance of Psychology
2. Approaches to Psychology
3. The Growth of Psychology
   1. Wundt
   2. James
   3. Behaviorism
   4. Cognitive Revolution
   5. New Directions
4. Scientific Method and Descriptive Research Methods
5. Research Methods: Correlation
6. Research Methods: Experimentation
7. Descriptive Statistics
   1. Measures of Central Tendency
   2. Measures of Variation
8. Inferential Statistics
9. Sampling and Selection
10. Ethics: Guidelines and Wrong doings
    1. APA Code of Ethics
    2. Animal Research
    3. Gone wrong? Milgrim and Zimbardo

**Unit 2: The Biological Bases of Behavior (2 weeks)**

**Essential Question:**

1. How is everything psychological simultaneously biological?
2. How do the biological processes work to create and sustain behavior?
3. How does damage to a biological process or part affect behavior?

**Varsity Terms**

1. Neuron
2. Action Potential
3. Neurotransmitters
4. Nervous System
5. Parts of the Brain
6. Broca’s Area
7. Wernicke’s Area
8. Endocrine System
9. PET Scan
10. MRI

**Varsity Psychologists**

1. Paul Broca
2. Charles Darwin
3. Michael Gazzaniga
4. Roger Sperry
5. Carl Wernicke

**Content/Topic Outline**

1. Neural structure and behavior
2. Neurotransmitters
3. The Central Nervous System:
   1. Brainstem
   2. Limbic System
   3. Cerebral Cortex
4. Left and Right Hemispheres
5. Tools for Studying the Nervous System
6. The Peripheral Nervous System
7. The Endocrine System
8. Genetics
9. Evolutionary Psychology

**Unit 3: Sensation, Perception, and States of Consciousness (2 weeks)**

**Essential Questions:**

1. How do sensation and perception differ?
2. How do the five senses receive and translate signals to the brain for processing?
3. How does the brain process sensory signals accurately? Inaccurately?
4. How do psychologists define consciousness?
5. What happens during the sleep cycle?
6. How do we know whether hypnosis is a real psychological phenomenon?
7. How do psychoactive drugs affect behavior?

**Content/Topic Outline**

1. Sensation and Perception
   1. Bottom-Up Processing
   2. Top-Down Processing
   3. The nature of Sensation
2. Vision
3. Hearing and The Other Senses
4. Pain
5. Perception: Visual Illusions, Depth and Motion
6. Consciousness
7. Sleep and Circadian Rhythms
8. Dreams
9. Drug-Altered Consciousness
10. Substance Abuse
11. Hypnosis

**Varsity Terms**

1. Bottom-Up and Top-Down Processing
2. Absolute Threshold
3. Weber’s Law
4. Opponent Process Theory
5. Gate Control Theory
6. Gestalt
7. Selective Attention
8. Circadian Rhythm
9. Manifest and Latent Content
10. Tolerance and Withdrawal
11. Types of Drugs

**Varsity Psychologists**

1. Gustav Fechner
2. David Hubel
3. Ernst Weber
4. Torsten Wiesel
5. William James
6. Sigmund Freud
7. Ernest Hilgard

**Unit 4: Learning (1 week)**

**Essential Questions:**

1. How do psychologists define learning?
2. How do principles of classical conditioning work to create learning?
3. How do principles of operant conditioning work to create learning?
4. How do principles of social cognitive learning work to create learning?

**Content/Topic Outline**

1. Classical Conditioning
2. Operant Conditioning
3. Reinforcement and Punishment
4. Schedules of Reinforcement
5. Social Cognitive Learning
6. Behavior Modification

**Varsity Psychologists**

1. Albert Bandura 5. B. F. Skinner
2. John Garcia 6. Edward Thorndike
3. Ivan Pavlov 7. Edward Tolman
4. Robert Rescorla 8. John B. Watson

**Varsity Terms**

1. UR, US, CR, CS
2. Extinction
3. Generalization
4. Spontaneous Recovery
5. Positive Reinforcement
6. Negative Reinforcement
7. Punishment
8. Schedules of Reinforcement
9. Modeling
10. Vicarious Learning

**Unit 5: Memory (3 ½ days)**

**Essential Question**:

1. How do humans encode, store, and retrieve information from memory?
2. How can humans enhance memory encoding, storage, and retrieval?

**Varsity Terms:**

1. IPM
2. Sensory Registers
3. STM/LTM
4. Serial Positioning Effect
5. Pro/Retroactive Interference

**Varsity Psychologists**

1. Elizabeth Loftus
2. George A. Miller
3. Hermann Ebbinghaus

**Content/Topic Outline**

1. Information Processing Model and Sensory Registers
2. STM / LTM
3. Biology of Memory
4. Forgetting
5. Special Topics in Memory

**Unit 6: Cognition and Language (1 week)**

**Essential Questions:**

1. What is cognition?
2. What are helpful problem solving techniques?
3. In what ways is thinking flawed or constrained? How can people avoid falling for these errors in thinking?
4. How is language flawed or constrained? How can people avoid falling for these errors in using language?
5. How do humans acquire language?

**Varsity Terms**

1. Schema
2. Prototype
3. Algorithm
4. Heuristics
5. Mental Set
6. Representativeness
7. Availability
8. Phonemes and Morphemes
9. Syntax and Semantics
10. Critical Periods

**Varsity Psychologists**

1. Wolfgang Köhler
2. Noam Chomsky

**Content/Topic Outline**

1. Thinking: Concepts, Schemas and Prototypes
2. Problem Solving
3. Obstacles to Problem Solving
4. Decision Making and Biases
5. Thinking without language?
6. Structure of Language
7. Language Development
8. Feral Children: Victor and Genie
9. Nonhuman Cognition and Language
10. Language, thought and culture

**2nd Quarter**

**Unit 7: Intelligence, Testing, and Individual Differences (1 week)**

**Essential Question:**

1. How do psychologists define and study intelligence?
2. What are the different theories of intelligence?
3. How do psychologists know whether a test is reliable and/or valid? Why are these qualities of tests important?
4. How do testing scores differ between group administrations and individual administrations of intelligence tests? Between genders? Races? Socioeconomic groups?

**Varsity Terms:**

1. Intelligence
2. Factor Analysis
3. General Intelligence
4. Fluid and Crystallized Intelligence
5. Multiple Intelligence
6. Emotional Intelligence
7. Performance Tests
8. Culture Fair Tests
9. Validity
10. Reliability

**Varsity Psychologists**

1. Alfred Binet
2. Francis Galton
3. Howard Gardner
4. Charles Spearman
5. Robert Sternberg
6. Louis Terman
7. David Wechsler

**Content/Topic Outline**

1. Theories of Intelligence
   1. Spearman, Thurstone and Cattell
   2. Sternberg, Gardner and Coleman
2. Intelligence: Nature vs. Nurture
3. Intelligence Tests
   1. Stanford-Binet
   2. WISC
   3. Performance and Culture Fair Tests
4. Making good tests
   1. Reliability
   2. Validity
5. Mental Retardation and Giftedness
6. Creativity
7. Intelligence War Debate

**Unit 8: Motivation, Emotion, and Stress (1 week)**

**Essential Questions:**

1. In what ways are humans motivated to behave?
2. What methods of motivation are more effective than others?
3. How does hunger operate?
4. How do maladaptive eating patterns affect behavior?
5. What role do emotions play in behavior?
6. How does physical arousal and cognition affect emotions?
7. How does stress influence health and behavior?

**Content/Topic Outline:**

1. Perspectives on Motivation
   1. Instincts
   2. Drive-Reduction Theory
   3. Arousal Theory
   4. Yerkes-Dodson Law
   5. Maslow’s Hierarchy of Needs
2. Hunger and Thirst
3. Eating Disorders and Body Image
4. Sexual Orientation
5. Contact, Aggression, Achievement, Affiliation
6. Theories of Emotion
7. Expressed Emotions
8. Sources of Stress
9. Coping with Stress
10. Stress, Health, and Reducing stress

**Varsity Terms**

1. Drive-Reduction Theory
2. Yerkes-Dodson Law
3. Intrinsic and Extrinsic Motivation
4. Anorexia and Bulimia
5. James-Lange Theory
6. Cannon-Bard Theory
7. Two-Factory Theory
8. Approach/avoidance Conflict
9. GAS
10. PTSD

**Varsity Psychologists**

1. William James
2. Alfred Kinsey
3. Abraham Maslow
4. Stanley Schachter
5. Hans Selye

**Unit 9: Developmental Psychology (1 week)**

**Essential Questions:**

1. How do people grow and develop physically throughout the lifespan?
2. How do people grow and develop cognitively throughout the lifespan?
3. How do people grow and develop socially throughout the lifespan?
4. How do people grow and develop morally throughout the lifespan?

**Content/Topic Outline:**

1. Methodology in Developmental Psychology
2. Prenatal and Infant Development
3. Cognitive Development
   1. Piaget
   2. Vygotsky
4. Social Development: Erikson
5. Moral Development: Kohlberg
6. Sex-Role Development
7. Topics in Adolescent Development
8. Topics in Adulthood
9. Topics in Late-Adulthood

**Varsity Terms**

1. Longitudinal Study
2. Reflexes
3. Developmental Norms
4. Maturation
5. Object Permanence
6. Conservation
7. Gender Stereotypes
8. Attachment
9. Identity Formation
10. Alzheimer’s Disease

**Varsity Psychologists**

1. Mary Ainsworth
2. Albert Bandura
3. Diana Baumrind
4. Erik Erikson
5. Carol Gilligan
6. Harry Harlow
7. Lawrence Kohlberg
8. Konrad Lorenz
9. Jean Piaget
10. Lev Vygotsky

**Unit 10: Personality (1 week)**

Co

**Essential Question:**

1. How do psychologists define and study personality?
2. What advantages and limitations exist for each theory’s description of personality?
3. How do psychologists reliably measure personality?

**Content/Topic Outline:**

1. Psychodynamic Theories
   1. Freud
   2. Jung
   3. Adler
   4. Horney
2. Humanistic Theories
   1. Maslow
   2. Rogers
3. Trait Theories – The Big Five
4. Cognitive-Social Theories
   1. Expectancies
   2. Self-Efficacy
   3. Locus of Control
5. Objective Tests of Personality
6. Projective Tests of Personality
   1. TAT and Rorschach Creations

**Varsity Outline**

1. Unconscious
2. Id, Ego, Superego
3. Defense Mechanisms
4. Psychosexual Development
5. Collective Unconscious
6. Self-Actualizing Tendency
7. Big Five
8. Expectancies
9. Self-Efficacy
10. Locus of Control

**Varsity Psychologists**

1. Alfred Adler
2. Albert Bandura
3. Paul Costa
4. Robert McCrae
5. Sigmund Freud
6. Carl Jung
7. Abraham Maslow
8. Carl Rogers

**Unit 11: Abnormal Psychology and the Treatment of Psychological Disorders ( 2weeks)**

**Essential Questions:**

1. How do psychologists measure and define abnormal behavior?
2. How are the various psychological disorders identified and studied?
3. What are the different treatment options for the various types of psychological disorders?

**Varsity Terms**

1. Systems Approach
2. Depression
3. Specific Phobias
4. Conversion Disorders
5. D.I.D.
6. Types of Schizophrenia
7. AD/HD
8. Free Association
9. Transference
10. Gestalt Therapy
11. Systematic Desensitization
12. R.E.T.
13. Beck’s Cog. Therapy

**Varsity Psychologists**

1. Aaron Beck
2. Albert Ellis
3. Sigmund Freud
4. Mary Cover Jones
5. Carl Rogers
6. B. F. Skinner
7. Joseph Wolpe

**Content/Topic Outline:**

1. Definition and Perspectives on Psychological Disorders
2. Mood Disorders
3. Anxiety Disorders
4. Psychosomatic Disorders
5. Childhood Disorders
6. Dissociative Disorders
7. Sexual Disorders
8. Personality Disorders
9. Schizophrenic Disorders
10. Insight Therapies
11. Behavior Therapies
12. Cognitive Therapies
13. Group Therapies
14. Biological Treatments

**Unit 12: Social Psychology (1 week)**

**Essential Question:**

1. How do people explain (or attribute) the behavior of others?
2. How do people form, change, and react to attitudes?
3. How can a powerful situation influence human behavior?
4. Under what conditions do people conform?
5. What are the dangers of deindividuation?
6. How do you account for altruistic behavior?

**Varsity Terms:**

1. Fundamental Attribution Theory
2. Attitude
3. Cognitive Dissonance
4. Norms
5. Conformity and Compliance
6. Deindividuation
7. Bystander Effect
8. Group Polarization
9. Risky Shift
10. Groupthink

**Varsity Psychologists**

1. Solomon Asch
2. Leon Festinger
3. Stanley Milgram
4. Philip Zimbardo

**Content/Topic Outline:**

1. Social Cognition - Attribution
2. Attitudes and Persuasion
3. Conformity
4. Compliance
5. Deindividuation
6. Helping Behavior
7. Group Decision Making

**Varsity Studies and Psychologists**

|  |  |  |  |
| --- | --- | --- | --- |
| **Researcher(s)** | **Area of Study** | **Basics of Study** | **Key Concepts derived from or enhanced from research** |
| Asch | Social Cognition | Asch deceived subjects by telling them it was a study in perception. He was really testing their conformity levels. Also called “the line study.” | Conformity, group influence, factors increasing conformity |
| Erikson | Development | Developed an approach to the personality that extended Freudian psychosexual theory. It is unique in that it encompasses the entire life cycle and recognizes the impact of society, history, and culture on personality. | Stages of Psychosocial Development, Identity Crisis |
| Freud | Personality | “The ego and the mechanisms of defense.” | Defense mechanisms, ego, displacement, sublimation, projection, repression, regression, etc. |
| Harlow | Development | Cloth monkey and wire monkey mothers: which would the child monkeys go to when scared? | Love, attachment, |
| Hobson & McCarley | Sleep or Consciousness | Sleep studies that indicate the brain creates dream states, not information processing or Freudian interpretations | Activation-Synthesis Theory |
| Kohlberg | Development | Studied boys responses to and processes of reasoning in making moral decisions. Most famous moral dilemma is “Heinz” who has an ill wife and cannot afford the medication. Should he steal the medication and why? | Moral development  Preconventional  Conventional  Postconventional stages of moral development |
| Lange | Emotion | Our experience of emotion is our awareness of our physiological responses to emotion arousing stimuli | James-Lange Theory |
| Loftus | Cognition and memory | Showed how easily memories could be changed and falsely created by techniques such as leading questions and illustrating the poverty of accuracy in eyewitness reports. | False memories, memory consolidation |
| Milgram | Social Psych | “Behavioral study of obedience”—wanted to see if Germans were an aberration or if all people were capable of committing evil actions | Shock study, teacher/learner study or obedience study |
| Pavlov | Learning | Began by measuring the salivary reaction of dogs. Ended with a new understanding of associational learning and the conditioned reflex. | Classical conditioning, unconditioned stimulus, conditioned stimulus, unconditioned response, conditioned response |
| Piaget | Development | “*The development of object concept: The construction of reality in the child*.” | Object permanence, perception of reality by children, development of cognition |
| Rorschach | Personality Testing | “Psychodiagnostics: A diagnostic test based on perception.” | Ink-blot, projective test |
| Schacter | Emotions | Worked with emotions and modified theory of emotions to include cognitions and their role in the formation of emotions | Two-Factory Theory |
| Seligman | Personality | Learning to be depressed—the learned helplessness studies with dogs and electric shock | Learned helplessness |
| Skinner | Learning | Trained animals to do complex behaviors; e.g. making pigeons exhibit superstitious behavior | Operant conditioning, chaining, |
| Spearman | Intelligence | Through is development of factor analysis he believed in the existence of a general intelligence the underlies mental processes. | Factor Analysis, g |
| Watson & Raynor | Learning | Classical conditioning—conditioned fear into infants (including Little Albert) in order to examine how fears are learned and generalized | Classical conditioning terms, behavioral conditioning |
| Wolpe | Learning/Therapy | Systematic desensitization work | Systematic desensitization |
| Zimbardo | Social Psych | Prison Study that showed the power of roles in people’s behaviors. When one takes on a role, they will often change their behavior in order to fit the perceived set | *This chart was adapted*  *from Mr. Schallhorn* |

**Original Research Project**

Unit 1 Project

For this project, you are to conduct your own descriptive, correlational, or experimental research. You will submit your findings to a peer (myself) for review. If your findings are illuminating, your methodology sound, and your writing engaging, I will forward it along to the WHS Free Press for publication or onto our Facebook page. While you must strictly adhere to the psychological methodology we’ve studied, remember your audience is high school students. Your project will be graded out of 100 points.

# Level 1: If you decide to do one of the descriptive research methods please consider the following methodological concerns. (Maximum of 85 points for this assignment)

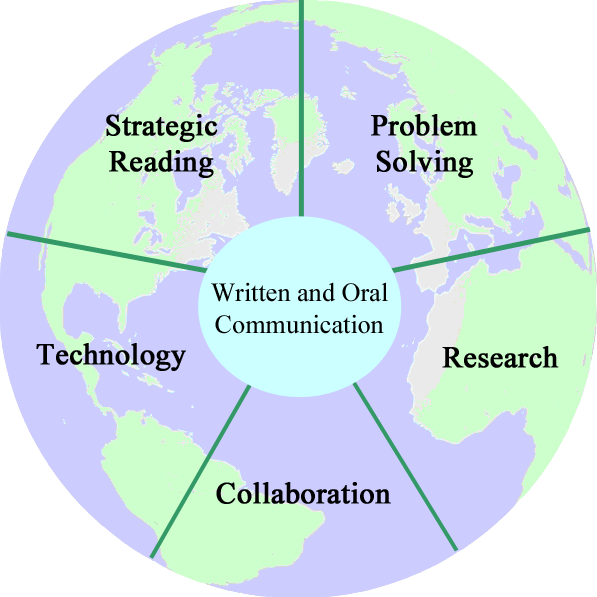
* Survey – watch your sampling, wording, social desirability bias, non-response bias, and conclusions.
* Case Study – Depth, depth, depth, depth and multiple sources. Know the limitations of your conclusions.
* Naturalistic Observation – be precise and quantitative. Have a plan before you start your observations. Watch out for observer bias and know the limitations of your conclusions.

**Level 2: If you decide to do correlational research please consider the following methodological concerns. (Maximum of 100 points for this assignment)**

* You’ll probably use a survey to gather your data so you’ll need to worry about all of those things listed above. Clearly state your operational definitions for the variables you are studying. Additionally you should obviously calculate your correlation coefficient and include a scatter plot.

**Level 3: If you are ambitious and decide to do an experiment, please adhere to all APA ethical guidelines, get it approved by me first, and then consider the following methodological concerns. (Due to the highly involved nature of experiments, students may work in teams of 2 - though it is not required - on their experiments. (Maximum of 130 points possible for this assignment)**

* State your hypothesis
* Identify the Independent and Dependent Variables you studied and the Operational Definitions you used to study these variables.
* Explain how you set up your experiment
* How did you control for confounding variables? (Depending on the experiment it should include but is not limited to discussions of Experimenter Bias, Demand Characteristics, Single/Double Blind Study, Placebos, Experimental Group/Control Group)
* How did you select your participants? (This should include but is not limited to discussions of random and representative assignment.)



**Written Communication Original Research Project**

**Skill Score**

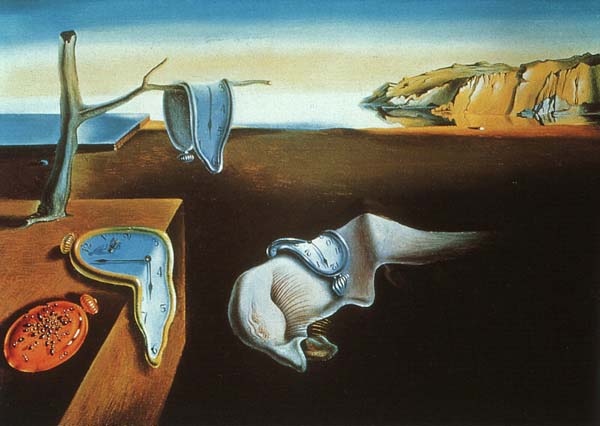
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Advanced**  **4** | **Proficient**  **3** | **Needs Improvement**  **2** | **Inadequate**  **1** | Score |
| Ideas/Topic development | -Ideas directly address the purpose of the writing.  -Ideas show subject mastery and critical thought.  - Ideas are thoroughly developed offering ample examples and elaboration. | -Ideas mostly address the purpose of the writing.  -Ideas demonstrate understanding and some critical thought.  - Ideas are adequately developed offering examples and elaboration. | -Ideas rarely address the purpose of the writing.  -Ideas demonstrate little understanding of the topic  - Ideas are sometimes developed offering few examples and elaboration. | -Ideas rarely address the purpose of the writing.  -Ideas demonstrate multiple misconceptions of the topic.  - Ideas are rarely developed offering no examples and/or elaboration. |  |
| Evidence | - Ample supporting evidence is provided.  -Evidence is convincing.  -Evidence is seamlessly integrated and presented in the appropriate format | - Supporting evidence is provided.  -Evidence is mostly convincing.  -Evidence is integrated and presented in appropriate format | - Supporting evidence is sometimes provided.  -Evidence is usually not convincing.  -Evidence is awkwardly integrated or not presented in the appropriate format | - Supporting evidence is rarely provided.  -Evidence is not integrated or not presented in the appropriate format. |  |
| Organization | -All ideas are organized in an appropriate and logical manner.  -Organization enhances the topic development | -Most ideas are organized in an appropriate and logical manner.  -Organization develops the topic. | -Ideas are disorganized.  -The lack of organization detracts from the topic development. | -No organization is present.  -The lack of organization inhibits topic development. |  |
| Fluency | -Written response employs appropriate use of voice and English conventions.  - Subject appropriate vocabulary aids fluency | -Written response almost always employs appropriate use of voice and English conventions.  - Subject appropriate vocabulary is present | -Written response usually employs appropriate use of voice and English conventions. | -The consistent inappropriate use of voice and English conventions detracted from the work as a whole. |  |
| Skill Proficiency Rating | 16-14 | 13-10 | 9-6 | 5-0 | \_\_\_\_\_ Total score |

**Assignment Score: Experimental Design**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Proper use of psychological research methodology (aside from sampling) | Methodology is clearly explained in the article and contains no errors. | Methodology is explained in the article and contains minor errors that slightly bring into question the validity o the study’s findings | Methodology is vaguely explained in the article and contains errors that bring into question the validity o the study’s findings | Methodology is not explained in the article and contains major errors that invalidatethe study’s findings | x6  \_\_\_\_\_\_\_\_\_ |
| Sampling  \*If a case study is used this will be about the sampling multiple sources | Research, by virtue of careful sampling, can be generalized. | Research, by virtue of sampling, may be generalized. | Research, by virtue of questionable sampling, may not be generalized. | Research, by virtue of erroneous sampling, may not be generalized. | x6  \_\_\_\_\_\_\_\_\_ |
| Skill Proficiency Rating |  |  |  |  | X3  \_\_\_\_\_\_\_\_ |
|  |  |  |  |  |  |

**Skill Proficiency Rating:**

**Total Score:**



Unit 2 Project

You are to address the following topics in a formal essay:

1. Describe how memory functions (1 page)
2. How will you employ this knowledge to improve performance in your classes this year? (3-5 pages)

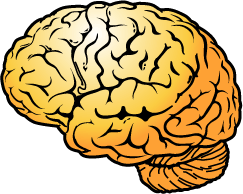
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Advanced**  **4** | **Proficient**  **3** | **Needs Improvement**  **2** | **Inadequate**  **1** | Score |
| Ideas/Topic development | -Ideas directly address the purpose of the writing.  -Ideas show subject mastery and critical thought.  - Ideas are thoroughly developed offering ample examples and elaboration. | -Ideas mostly address the purpose of the writing.  -Ideas demonstrate understanding and some critical thought.  - Ideas are adequately developed offering examples and elaboration. | -Ideas rarely address the purpose of the writing.  -Ideas demonstrate little understanding of the topic  - Ideas are sometimes developed offering few examples and elaboration. | -Ideas rarely address the purpose of the writing.  -Ideas demonstrate multiple misconceptions of the topic.  - Ideas are rarely developed offering no examples and/or elaboration. |  |
| Evidence | - Ample supporting evidence is provided.  -Evidence is convincing.  -Evidence is seamlessly integrated and presented in the appropriate format | - Supporting evidence is provided.  -Evidence is mostly convincing.  -Evidence is integrated and presented in appropriate format | - Supporting evidence is sometimes provided.  -Evidence is usually not convincing.  -Evidence is awkwardly integrated or not presented in the appropriate format | - Supporting evidence is rarely provided.  -Evidence is not integrated or not presented in the appropriate format. |  |
| Organization | -All ideas are organized in an appropriate and logical manner.  -Organization enhances the topic development | -Most ideas are organized in an appropriate and logical manner.  -Organization develops the topic. | -Ideas are disorganized.  -The lack of organization detracts from the topic development. | -No organization is present.  -The lack of organization inhibits topic development. |  |
| Fluency | -Written response employs appropriate use of voice and English conventions.  - Subject appropriate vocabulary aids fluency | -Written response almost always employs appropriate use of voice and English conventions.  - Subject appropriate vocabulary is present | -Written response usually employs appropriate use of voice and English conventions. | -The consistent inappropriate use of voice and English conventions detracted from the work as a whole. |  |
| Skill Proficiency Rating | 16-14 | 13-10 | 9-6 | 5-0 | \_\_\_\_\_ Total score |

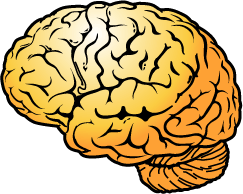
**Assignment Score**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Content**  (All terms must be bolded and numbered at the top left of the word) | Comprehensive coverage of chapter contents  (25+ terms or concepts used and explained) | Coverage of chapter contents  (20+ terms or concepts used and explained) | Limited coverage of chapter contents  (15+ terms or concepts used and explained) | Very limited coverage of chapter contents  (10+ terms or concepts used and explained) | x6  \_\_\_\_\_\_\_\_\_ |
| **Explanation of Psychological Information** | The concepts used are always thoroughly linked to a psychological explanation. (I.E. What about the function of memory makes this useful?) | The concepts used are almost always linked to a psychological explanation. | The concepts used are usually linked to a psychological explanation. | The concepts used are rarely linked to a psychological explanation. | x6  \_\_\_\_\_\_\_\_\_ |
| **Application of Psychological Information** | SPECIFIC applications for ALL of your classes are given | Specific applications for most of your classes are given | General applications for some of your classes are given | Vague applications for a few of your classes are given | x6  \_\_\_\_\_\_\_\_\_ |
| Skill Proficiency Rating |  |  |  |  | x5  \_\_\_\_\_\_\_\_ |

**Skill Proficiency Rating:**

**Total Score:**





Unit 3 Project



**Superheroes,**

**Villains, Sidekicks**

**and the Brain**

**Who?**

In groups of no smaller than three and no bigger than four, you are to complete the following unit project. Please note that each member of the group will need to put this into their portfolio so you will need multiple copies.

**What is the task?**

You are to make up a superhero, villain, or sidekick for the following 18 areas of the human brain. What would that character have as their special power and or special weakness if that part of their brain was ‘super’. By the end you should have 18 separate characters.

1. Medulla
2. Reticular Formation
3. Pons
4. Cerebellum
5. Thalamus
6. Hypothalamus
7. Hippocampus
8. Amygdala
9. Occipital Lobe
10. Temporal Lobe
11. Parietal Lobe
12. Frontal Lobe
13. Primary Motor Cortex
14. Primary Somatosenory Cortex
15. Left Hemisphere
16. Right Hemisphere
17. Broca’s Area
18. Wernicke’s Area

**What will my finished product look like?**

You will need the following:

* Diagram(s) labeling the location of each of the 18 areas
* 18 Character Descriptions that include all of the following (you can find a sample on the reverse page)
  + A name for the character that references the brain area
  + Visual(s)
  + A description of the character’s super powers and/or weaknesses
  + The area of the brain used for that character and what it actually controls in the brain
* Each team member must complete and hand in a collaboration rubric or the group’s assignment will not be graded



## Amygdala –

An almond shaped structure of the Limbic System that governs emotions related to self-preservation. It is essential for decoding emotions (facial features), and in particular stimuli that are threatening to the organism

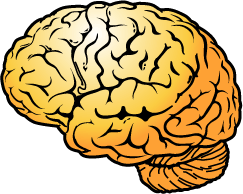


Blessed with a heightened amygdala thanks to a freak accident in the Vidal Sassoon mouse testing facility, Amyg’DaMan knows when he can win a fight or when he needs to take flight . . . yo! With only his superhuman ability to read facial features and govern emotions, Amyg’DaMan never gets in over his head. He sports a caveman like costume as a shout out to his ancestors, his peeps you might say. Had it not been for their amygdalas they wouldn’t have known when to run from predatory trolls with extra arms or stay and slaughter innocent docile foes. This ones for you Amygdala guy and the quick judgment that saves your life.



Thank goodness ‘Gratuitous -Arm-Troll-Guy’ doesn’t know my super powers from a mouse. If he did, and I no longer had a super amygdala, I’d become tame and docile while he beat my hair into a matted mess.

Bath of Doom

**Superheroes,**

**Villains, Sidekicks**

**and the Brain:**

The Score Sheet

1. Medulla 

2. Reticular

Formation 

3. Pons 

4. Cerebellum 

5. Thalmus 

6. Hypothalmus 

7. Hippocampus 

8. Amygdala 

9. Occipital Lobe 

10. Temporal Lobe

11. Parietal Lobe 

12. Frontal Lobe

13. Primary Motor 

Cortex

14. Sensory Cortex 

15. Left Hemisphere 

16. Right Hemisphere 

17. Broca’s Area 

18. Wernicke’s Area 

1. Diagram(s) labeling the location of each of the 18 areas \_\_\_\_/10

2. Name for the character that reference the brain area \_\_\_\_/10

3. Visual(s) for each character \_\_\_\_/20

4. A description of the character’s super powers \_\_\_\_/30

and/or weaknesses

5. The area of the brain used for that character \_\_\_\_/30

and what it actually controls in the brain

**Total Score \_\_\_\_\_\_/100**

Your Dream Journal and Theory

Unit 4 Project

Sigmund Freud said "Dreams are the royal road to the unconscious". Though there are those who say they do not, everybody dreams. This project is designed to help you become more aware of your dreams, how often you dream, and what (if anything) can you learn from your dreams.

First, staple several sheets of loose-leaf paper together, around 10 should suffice (not pages ripped out of a spiral notebook). This is going to be your dream journal. You will be making entries in this journal as described below.

Grades will be based on your ability to analyze your dreams and come up with your own dream theory. If you have any questions, please see me IN ADVANCE of the due date. Start recording your dreams by about the middle of October and continue until you have at least 4 to 5 reams.

**PART I. Dream Journal**

Before falling asleep, **DECIDE** you are going to remember your dreams. Be patient; it may take a night or 2 for your unconscious to get the message. The most important thing to remember is that EVERYONE dreams and that once you believe you will remember them, you will!

Keep the journal and a pen close to your bed and write down dreams you recall **immediately,** without interpretation. You may have more than one entry per night (everyone dreams between 4 and 6 times) of varying lengths (REM sleep gets longer, therefore, your dreams get longer later on in the night).

What should you record? Basically everything, uncensored, as you remember them... do not worry about proper English for this part. To be more specific write down any or all of the following:

* dialogue or any words
* the number and types of people (friends, strangers, relatives)
* objects
* the mood of the dream (happy, sad, scary, etc.)
* settings
* themes
* events
* timing in the dream
* relations to the dream and you (are you an observer, participant, seeing yourself as player?)

If it's too difficult to record a part of the dream in writing, sketch a picture. The journal may be handwritten. If there are any dream entries that you do not want read, please mark these "Personal" across the top of the pages.

**PART II. Psychodynamic analysis of your dreams.**

Once you have about 4-5 dreams in your journal, try to analyze them using the following questions as guides (but feel to create your own "questions" also).

1. Are your dreams bizarre? Mundane?
2. Were you able to control your dreams as you remembered more and more of them?
3. Which dreams if any are most disturbing? Why? What do they mean to you?
4. What was the manifest content, what was the latent content of each dream?
5. Was the content of both journals identical on any days? What does this tell you?
6. What common symbols or objects did you record? What do you think these symbols mean?
7. What were the common threads, common ideas, common emotions running through the journal?
8. How are your dreams relevant to your waking life?
9. What seems to be the main function of your dreams?
10. What did you learn about yourself after keeping a dream journal for a month.

You are to type your answers to Part II and include them in your final product. Do not just write sentences answering each question, rather take your time and flesh them out.

### PART III: Your Dream Theory

This is the major element of this project. Once you have completed the readings and Parts I and II, you will develop your own Dream Theory using your dreams and our readings on dream theories.

**General Guidelines**

These questions are to help you begin organizing your thoughts about your theory. You may change the order in which you address them and add your own points as necessary. REMEMBER- this paper is a mini-research paper where I have given you the research. This paper should have a solid thesis that clearly articulates your theory on dreams. **It should use the research from the readings as well as your dreams for evidentiary support.** Your essay should accomplish the following:

1. Identity your dream theory
   1. Is it your own? If it is, you must show what it is better than the other theories.
   2. Is it one that you have read?
   3. Is it a combination of those you have read?
2. Explain and back up your theory
   1. What is the purpose of dreaming in your theory?
   2. What do things mean?

The depth of your theory will determine the length of the paper. Please make sure you address all points. I suppose that most papers will be between 3 and 4 pages.

Dream Project Score Guide

**Part I: Dream Journal**

* Thoroughness of Journal \_\_\_\_\_/10
* 4-5 Dreams \_\_\_\_\_/20

# Part II: Psychodynamic analysis of your dreams

* 5 points per question \_\_\_\_\_/50

**Part III: Dream Theory**

* Written communication rubric x 6 \_\_\_\_\_/100

**\_\_\_\_\_/180**

**Comments:**

Conditioning Fun

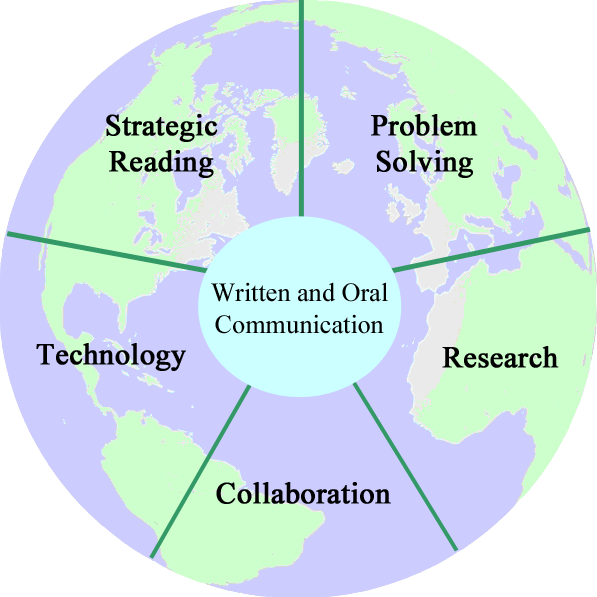
Unit 5 Project

Unit Project for Learning (Extra Credit)

You are to condition yourself, a pet, or a willing participant. Every aspect of this project must comply with the APA ethical guidelines. Failure to do so will result in no credit.

Your project should include a typed ‘lab report’ with the following four problem solving sections:

* **Part I: Define the problem** 
  + Identify and define all key terms
    - What is learning?
    - What is Operant Conditioning?
    - What is Classical Conditioning?
  + Categorize the type of conditioning you’ll be doing
  + Identify the organism’s baseline behavior
* **Part II: Identify and implement a strategy for modifying the organism’s baseline behavior** 
  + Provide a summary of your conditioning plan making sure to address the following
    - If Operant Conditioning was used -
      * What is the target behavior? (be very specific)
      * What types of Reinforcers will be used and why?
      * What type of reinforcement schedule will you use and why?
      * Will you use punishment?
      * Will you shape through successive approximations? If yes then how?
      * How will you prevent against response generalization?
    - If Classical Conditioning was used -
      * What is the desired response?
      * What will the UCS, UCR, CS, and CR be?
      * How will contingency play into the conditioning of your subject?
      * Why will time be important in pairing the UCS with the CS?
      * How will extinction, stimulus generalization, and spontaneous recovery play a role in your conditioning?
* **Part III: Evaluate progress towards the goal**
  + You are to keep a log of your attempts at conditioning your subject. (this may be hand written)
* **Part IV: Solution and reflection**
  + Summarize your behavior modification solution in a paragraph or less
  + Accurately identify why you succeeded or failed
* (Part V Extra credit – video of the successful conditioning (must be playable to class to receive 20pt credit)

******

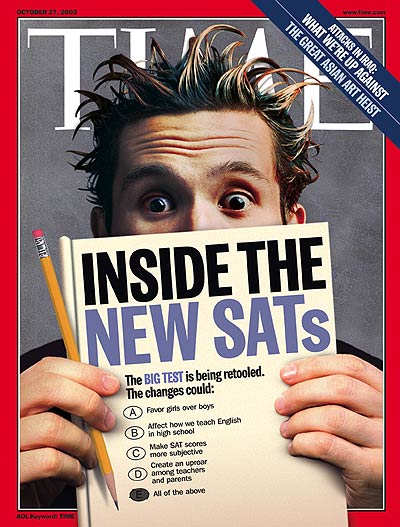
**Problem Solving  
Rubric for**

**Conditioning Project**

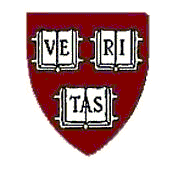
**Skill Score**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Advanced**  **4** | **Proficient**  **3** | **Needs Improvement**  **2** | **Inadequate**  **1** | Score |
| **Define the problem** | - Accurately identifies and defines all key terms/variables.  - Categorizes the problem at hand by comparing it to previously learned concepts. | - Accurately identifies and defines most key terms/variables.  - Adequately categorizes the problem at hand. | - Accurately identifies and defines some key terms/variables.  - Somewhat categorizes the problem at hand. | - Fails to identifies and define key terms/variables.  - Does not categorize the problem at hand. |  |
| **Identify and implement a strategy** | Explicitly selects and implements a highly effective solution strategy. | Explicitly selects and implements an adequate solution strategy. | Selects and implements a weak solution strategy. | Does not select or implement a solution strategy. |  |
| **Evaluate progress toward the goal** | Shows ample evidence of monitoring progress toward a solution during the problem solving. | Shows adequate evidence of monitoring progress toward a solution during the problem solving. | Occasionally monitors progress toward a solution during the problem solving. | Fails to monitor progress toward a solution during the problem solving. |  |
| **Solution and reflection** | - Presents a plan that thoroughly addresses the problem at hand.  - Considers the practicality of the solution.  - Can justify or validate the solution. | - Presents a plan that adequately addresses the problem at hand.  -Considers the practicality of most of the solution.  - Can justify or validate most of the solution. | - Presents a plan that fails to address the problem at hand.  - Considers the practicality of parts of the solution.  - Can justify or validate parts of the solution. | - No solution is presented.  - Fails to consider the practicality of the solution.  - Can not justify or validate the solution. |  |
| **Skill Proficiency Rating** | 16-14 | 13-10 | 9-6 | 5-0 | \_\_\_\_\_ Total score |

Unit 6 Project

**Unit 6 Project:**

**An Application of ‘Your Application Process’**



You are to apply the ideas and concepts covered in this unit to the biggest decision facing you at this moment; what are you going to do next year? For many of you I would assume this means choosing which college to attend. But if you are considering a different path, such as the military or just a sabbatical, you can still do this option.

This project should detail how each of the following apply or could apply to your decision:

1. Your concept/prototype of ‘college’
2. Heuristics (Which problem solving method did you/should you employ?)
3. Obstacles to Problem Solving
4. Representativeness Heuristic
5. Availability Heuristic
6. Confirmation Bias
7. Overconfidence
8. Belief Bias
9. Belief Perseverance
10. **Create your own compensatory model**
11. **In a one to two paragraph reflection, identify how you will use this project and the four problem solving steps to help you in your decision.**

This is a project not an essay. While it will still be grammatically polished and typed, it does not need to be in essay format. I would expect, to fully apply each concept, that that you would write a paragraph AT THE LEAST. (Some would require more to fully flesh them out.) How you choose to organize this project is up to you. Remember that you want it to have some flow and for the reader to know clearly which concept you are talking about. Please note your compensatory model will need to be a VERY THOROUGH example in which you FULLY employ this technique. Good luck, and I hope you find this project both helpful for the unit content and in your college decision.

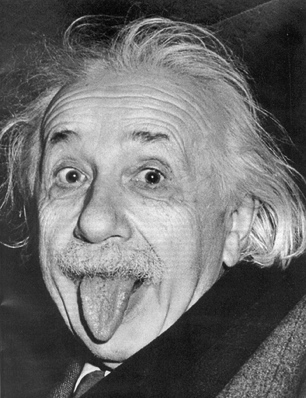




|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Full and complete application of the concept (10-9) | Application of the concept (8-7) | Limited application of the concept (6-4) | Deficient application of the concept (3-0) |
| Your concept/prototype of ‘college’ |  |  |  |  |
| Heuristics (Which problem solving method did you/should you employ?) |  |  |  |  |
| Obstacles to Problem Solving |  |  |  |  |
| Representativeness Heuristic |  |  |  |  |
| Availability Heuristic |  |  |  |  |
| Confirmation Bias |  |  |  |  |
| Overconfidence |  |  |  |  |
| Belief Bias |  |  |  |  |
| Belief Perseverance |  |  |  |  |
| Create your own compensatory model (x3) |  |  |  |  |
| Reflection (x 3) |  |  |  |  |

/100

Unit 7 Project



**The *Intelligence War* Debate**

**To be resolved:**

Do humans have an inborn general mental capacity (intelligence) that can be quantified as a meaningful number?

**Teams:**

The Affirmative (\_\_\_\_\_\_ side of the classroom) will argue that humans do indeed have an inborn general mental capacity (intelligence) and it can be quantified as a meaningful number.

The Negative (\_\_\_\_\_\_ side of the classroom) will argue against the existence and quantification of an inborn ‘g’ (general intelligence) and for another view/measurement of intelligence.

**Within the context of the debate each member of your team must:**

* Demonstrate a working knowledge of the various theories of intelligence
* Demonstrate a working knowledge of the various intelligence tests
* Demonstrate a working knowledge of reliability and validity in test create and administration
* Demonstrate a working knowledge of the nature vs. nurture debate and how it relates to intelligence
* Cite your sources by telling the author and date of the material
* Demonstrate mastery of the oral communication rubric

**On the first day of the debate, you will hand in your research assignment which will include the following**

* Three annotated bibliographies from highly credible academic sources (peer reviewed is best)
* Please follow APA guidelines. It is up to you to look up how to format an annotated bibliography.
* One-to-two paragraph synthesis of what you learned about the topic based upon your research.

**What *really* motivates you?**

Unit 8 Project

I would hope that you see, in the day-to-day flow of our class, my intense desire to demonstrate the relevance of psychology in your life. This isn’t the kind of material that should remain within the classroom walls, but rather it can inform and enlighten well beyond these concrete barriers. To this effect, it would be a shame to leave this unit with its explanatory power untouched and unused.

We defined motives as specific needs or wants that both arouse and then direct a person toward a specific goal. Drive-Reduction Theory does a great job explaining what biologically motivates us for drives such as hunger, thirst and sex. Yet, even these most basic of motives, are heavily influenced by our cognitive processes, environmental cues, and social context.

Therefore, I want you to dig deep for this project. **You are to use the theories/motives below to explain the motivations behind a *meaningful* behavior in your life. You should have a behavior for each of the five.** This should be conceived of as a journaling prompt rather than an essay assignment.

Please note that ‘meaningful’ is highlighted for a reason. The assignment would be mere busywork if it only served to explain: why you wore jeans instead of khakis yesterday, that you ate Fruit Loops instead of Fruity Pebbles this morning, or that you want to go to Florida because you’re cold right now. As with your Dream Journals, confidentiality is a given.

**Theories:**

* Arousal Theory
* Maslow’s Hierarchy of Needs

**Social-motives**

* Aggression (Must include a Freudian interpretation of your aggression, the role of frustration, and why you do are do not fall into your gender’s typical aggression level.)
* Achievement (Must include differentiation of the three aspects of achievement-oriented behavior, and comment on the existence and effects of your competitiveness)
* Affiliation

Unit 9 Project:

Unit 9 Project

Your Lifespan Development

Prior to the start of this unit you identified 20 key events in your life. Ten were from the past and 10 were your best guesses for what lies ahead. You have just completed a comprehensive introduction to the psychological study of development across the lifespan. You are being asked to go back to your original list and evaluate your choices based upon the new insights you gleaned from our study. You are to then formulate a revised list of 20 events.

The finalized list should clearly identify the event, give a description and, as close as possible, a date/timeframe. Your list should be in chronological order. You are to then write a two to three page reflection applying our unit of study and discussing any of the following applicable issues that arose in the creation of this final list. Both the list and the reflection are due on \_\_\_\_\_\_\_\_\_\_\_\_\_.

Issues to address in your reflection:

* Justification of items on your list based upon information gleaned from this unit. (This will be the bulk of your reflection and could go on for pages so please be selective.)
* Explanation of alteration to your original list when based upon information gleaned from this unit. (I would hope this unit made some things shift in your perception of their significance. If so, please discuss this occurrence.)
* Anything else as it relates to our unit.

Grading: Worth 50pts

This project is very personal. It is not my place to dictate the 20 most important events of your life. You will be graded only on your ability to integrate (even if this means to disagree) material from the unit. The only way you can receive a poor grade on this assignment is to ignore the fact that we spent 3 weeks on the psychological study of development across the lifespan.

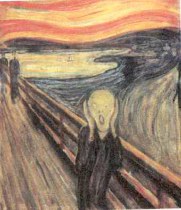
Consistent and meaningful integration of unit concepts throughout the descriptions/reflection = 100pts

Attempts at integration of unit concepts in some of the descriptions and usually in the reflection = 75pts

Inconsistent and superficial use of unit concepts = 50pts

Failure to acknowledge that we studied lifespan development = 0pts

Unit 11 Project

****

**Abnormal Psychology**

Types of disorders we will cover in this unit:

1. Mood Disorders
2. Anxiety Disorders
3. Psychosomatic and Somatoform Disorders
4. Childhood Disorders
5. Dissociative Disorders
6. Personality Disorders
7. Schizophrenic Disorders

After we cover each disorder, you will get into your groups and analyze the DSM classifications for diagnosing specific disorders in these groups. You are to write your own case study about a fictional person that may or may not have one of these disorders. You can use anything we have covered in class and can combine disorders that are commonly co-morbid.

You will score points by one of the two following ways:

1. If you write a case study that another group successfully identifies, you will score one point.
2. If you correctly diagnose another group’s case study, you will score a point.
3. If the diagnosing group disagrees with the diagnosis of the group that wrote the case study they can challenge the point. I will judge which group has the better diagnosis and award that group two points.

We will track the competition on a chart in the classroom and the winning team will be exempt from the unit exam.

End of the Year Project



**Mentally Fractured Fairytales**

1. Select a familiar story (different story for each group)
2. Use the story and your psychological knowledge to satirize an aspect of your world.
3. Include the following guidelines:
   1. at least 25 psychological terms or concepts used (cleverly)
   2. at least 3 characters with chronic problems resulting from the lack of a psychological mechanism or characters with a psychological disorder. Note: if you decide to use a psychological disorder you must proceed with caution so that you do not stigmatize or trivialize anyone who may be dealing with the disorder.
   3. at least one character who is a mental health professional working   
      from a specific perspective
4. Present your version of your story to the class (10-15 minutes per   
   group)
5. You may use props or media – be as creative as you like
6. All members of your group must be obvious participants
7. While we are all looking to be entertained, the intellectual, course-related   
   content must be present.
8. While we are all looking to be entertained, the presentation must be   
   PG-rated and in good taste.
9. Presentation must be accompanied by a 2 page handout (for me) which   
   includes:   
   a. a story synopsis   
   b. for each disorder, a synopsis of symptoms and appropriate   
   therapeutic methods   
   c. for the mental health professional, a description of his/her method   
   d. list of the psychological terms, concepts to be included

You will be assessed using the school’s technology and collaboration rubrics.

***Collaboration Rubric***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Student Contribution*** | **Advanced**  **4** | **Proficient**  **3** | **Needs Improvement**  **2** | **Inadequate**  **1** | Score |
| **Fulfilled Your Role's Responsibilities** | * Performs all duties of assigned team role. * Brings needed materials to class and is always ready to work. *(This means rough drafts of concept maps)* | * Performs nearly all duties of assigned team role. * Almost always brings needed materials to class and is ready to work. | * Performs very few duties of assigned team role. * *Usually* brings needed materials or sometimes fails to focus on class. | * Does not perform any duties of assigned team role. * Often forgets needed materials or is rarely ready to get to work. |  |
| **Monitored the Group’s Effectiveness** | * Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective. | * Usually monitors the effectiveness of the group and works to make the group more effective. | * Occasionally monitors the effectiveness of the group and works to make the group more effective. | * Rarely monitors the effectiveness of the group and does not work to make it more effective. |  |
| **Managed Time** | * *Always* completes assigned tasks on time. | * Usually completes assigned tasks on time and does not hold up progress on projects because of incomplete work. | * *Failed to complete some* assigned tasks on time, and holds up completion of project work. | * Group member does not complete *many of* the assigned tasks on time and often forces the group to make last-minute adjustments and changes to accommodate missing work. |  |

***Class Participation and Working with Others***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Displayed a Positive Attitude** | * Always has a constructive attitude about the task(s). * Always builds consensus to help the team reach a fair decision. | * Often has a constructive attitude about the task(s). * Usually considers all views. | * Usually has a constructive attitude about the task(s). * Often sides with friends instead of considering all views. | * Often has a destructive attitude about the task(s). * Usually wants to have things their way, displays an unwillingness to consider other viewpoints. |  |
| **Listened and responded appropriately** | * Listens and speaks a fair amount * Offers detailed, constructive feedback when appropriate. | * Listens, but sometimes talks too much. * Offers constructive feedback when appropriate. | * Usually doing most of the talking--rarely allows others to speak. * Occasionally offers constructive feedback, but sometimes the comments were inappropriate or not useful. | * Is always talking--never allows anyone else to speak. * Did not offer constructive or useful feedback |  |
| **Skill Proficiency Rating** | 20-17 | 16-12 | 11-7 | 6-0 | \_\_\_\_\_ Total |

***AP Psychology* Portfolio**

Portfolios are collections of work representing performance. Portfolios in classrooms today are derived from the visual and performing arts tradition in which they serve to showcase artists' accomplishments. While portfolios can take many different forms, for this class your portfolio should be kept inside a big three ring binder. It is recommended, though not required, that you protect your work in individual plastic sleeves or folders. At the conclusion of each unit, you will be asked to submit two to three assignments for your portfolio. In addition to receiving grades for assignments on their due dates, your portfolio will be submitted in its entirety near the end of the class and you will receive a grade of 350 points for the finished product. The goal of this process is to demonstrate both *reflective learning* as you overcome shortcomings in earlier assignments and *cumulative learning* as you construct a useful tool for test review and course reference.

# Unit 1: The Science of Psychology

* Chapter 1 Concept Map with important terms and people
* Application Project: Creating an Experiment
* Unit 1 MC and FRQ

# Unit 2: Memory

* Chapter 6 Concept Map with important terms and people
* Application Project: Memory Application Project

# Unit 3: The Biological Basis of Behavior

* Chapter 2 Concept Map with important terms and people
* Application Project: Superheroes, Villains, Sidekicks and the Brain
* Unit 3 MC and FRQ

# Unit 4: Sensation, Perception, and State of Consciousness

* Chapters 3 and 4 Concept Map with important terms and people
* Application Project: Dream Journal and Theory
* Unit 4 MC and FRQ

# Unit 5: Learning

* Chapter 5 Concept Map with important terms and people
* Application Project: Conditioning Fun
* Unit 5 MC and FRQ

# Unit 6: Cognition and Language

# Chapter 7 Concept Map with important terms and people

# Application Project: College Application Project

# Unit 6 MC and FRQ

# Unit 7: Intelligence, Testing and Individual Differences

* Chapter 8 Concept Map with important terms and people
* Application Project: Intelligence War Debate
* Unit 7 MC and FRQ

# Unit 8: Motivation, Emotion and Stress

* Chapters 9 and 12 Concept Map with important terms and people
* Application Project: What Motivates You?
* Unit 8 MC and FRQ

# Unit 9: Developmental Psychology

* Chapter 10 Concept Map with important terms and people
* Application Project: Your Lifespan Development
* Unit 9 MC and FRQ

# Unit 10: Personality

* Chapter 11 Concept Map with important terms and people
* Unit 10 MC and FRQ

# Unit 11: Abnormal Psychology and Treatment of Psychological Disorders

* Chapters 13 and 14 Concept Map with important terms and people
* Unit 11 MC and FRQ

# Unit 12: Social Psychology

* Chapter 15 Concept Map with important terms and people
* Unit 12 MC and FRQ
* Activities and Demonstrations section from your syllabus completely filled out (30pts)

# Additional Portfolio Components (failure to follow these guidelines will result in a loss of credit for the assignment)

* Large 3 ring binder with dividers between sections.
* Plastic sheets are suggested
* Binder should be decorated with illustrations appropriate for course content.
* You must include a Table of Contents that isn’t just this rubric.
* This needs to be as professional as you can make it.
* Team Psych Metacogs x3
* Strategic Reading Articles x3

**Concept Map Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Advanced**  **4** | Proficient  **3** | **Needs Improvement**  **2** | **Inadequate**  **1** | **Student**  **Score** |
| Content | * Contains an exhaustive coverage of the unit’s concepts * All varsity terms/psychologists are **highlighted** * Concepts/people are taken from **multiple class sources** * Student elaborates beyond just the terms by providing **digested** (in your own words) definitions on the map or in a typed supplement. | * Contains an extensive coverage of the unit’s concepts * Concepts/people are taken from multiple class sources but tend to be only the ‘bold’ concepts * Concepts are usually explained or elaborated upon by providing definitions on the map or in a typed supplement. | * Contains only a few of the main concepts * Map omits many smaller concepts/people * Map contains only concepts with little explanation or elaboration | * Contains a limited number of concepts * Student made no attempt to synthesize the multiple class sources * Just terms | x8  \_\_\_\_\_\_\_ |
| Organization | * Meaningful **cover sheet** with a map of the unit * Well organized with a logical format and **EQs** * Expertly chunked, the main sections are clearly visible main * One can quickly and clearly see logical relationships between terms and sections. | * Easy to follow most of the time * Well chunked, the main sections are mostly visible * One can see logical relationships between terms and sections. | * Somewhat disorganized and jumbled * Little effort given to showing the division and connections of the content | * Little effort given to breaking the content down into manageable chunks. * Map is a visual mess which will be useless come May. | x7  ­­­­\_\_\_\_\_\_\_ |
| **Imagery** | * Excellent use of visual layout (**color and shapes**) to improve memory | * Use of visual layout (color and shapes) to improve memory | * Does not use images or color to improve memory | * This concept map looks like it was done in homeroom. | x6  \_\_\_\_\_\_\_ |
| **Cogency** | * Demonstrates mastery of the topic without factual error. * Map meets all the above requirements **without including useless clutter**. | * Demonstrates mastery of the topic without significant factual error, or provides some incomplete statements. | * Makes a number of factual errors on the concept map, but can create a rough overview of the topic. | * Makes many critical factual errors on the concept map. | x4  \_\_\_\_\_\_\_ |

**Concept Map Score:**

**Activities and Demonstrations**

|  |  |
| --- | --- |
| **Name/Descriptions** | **What you learned** |
| 1. Penny Pitch: |  |
| 1. Designing a Correlational Study: |  |
| 1. Sex Reflex: |  |
| 1. Designing an Experiment: |  |
| 1. Dice and the Bell Curve: |  |
| 1. Guessing Blocks: |  |
| 1. Memory Games: |  |
| 1. STM Capacity: |  |
| 1. Meaning and Memory: |  |
| 1. Teaching Memory Locations: |  |
| 1. Ankle Squeeze: |  |
| 1. Candy Neurons: |  |
| 1. Domino Potential: |  |
| 1. Neurotransmitter balloon and party |  |
| 1. Makin’ Brains and Brain Map |  |
| 1. Overloading: |  |
| 1. Wagner Preference Inventory: |  |
| 1. Win a Dollar: |  |
| 1. Similarities with Strangers: |  |
| 1. A Penny for Your Shoes: |  |
| 1. Afterimage: |  |
| 1. Optical Illusions: |  |
| 1. Water Gun Fun |  |
| 1. Backs to Balloons: |  |
| 1. Golf Claps for Classmates: |  |
| 1. Anagram Fun |  |
| 1. Overcoming Fixedness: |  |
| 1. No Words: |  |
| 1. Feral Children Video: |  |
| 1. MI Inventory: |  |
| 1. EQ Inventory: |  |
| 1. Remote Association Test: |  |
| 1. Intelligence War Debate: |  |
| 1. Slim Hopes |  |
| 1. Retouch |  |
| 1. Homosexuality Research |  |
| 1. Facial Feedback: |  |
| 1. Harry!: |  |
| 1. College SRRS: |  |
| 1. Hardiness Inventory: |  |
| 1. Type A or B: |  |
| 1. Parent Brochure: |  |
| 1. Gender Motor Skills: |  |
| 1. Free Association: |  |
| 1. Roscharch Inkblot Test: |  |
| 1. Stump the Chump |  |
| 1. Fun with Freshmen |  |
| 1. Milgram and Zimbardo Video |  |
| 1. Bunker |  |