

Psychology as a Science

2011-2012 Syllabus

Website: www.mrgalusha.org

Email: justin.galusha@weymouthschools.org

Course Description:

This course is designed for students pursuing the medical or psychology or counseling career pathway. The course offers a general introduction to the scientific study of human behavior. Scientific research methods will be utilized to examine the nervous system, sensation, perception, learning and consciousness. If you are in the Psychology and Counseling pathway, this course will provide the necessary foundation for Psychology as a Science II and your

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.

Core Goals:

- 1. Mastery of Psychology’s core concepts.** – Through elaborative rehearsal and class demonstrations, you will master Psychology’s most important concepts.
- 2. 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 the daily offer of ‘Psych Immersions,’ you will constantly look for psychological applications in your life.
- 3. The ability to think like a psychologist** - to “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding.” (Sternberg, 1997).
- 4. 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. You will leave this course better able to read strategically, research, communicate, problem solve, use technology, and collaborate.

Course Materials

Text:

Morris, Charles G., and Albert A. Maistro. *Psychology: An Introduction*. Upper Saddle River, NJ: Prentice Hall. ISBN-10: 0131891472.

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 essence, by the time May comes along, you will have taken 12 mini AP exams.
- 2. Projects (100-200pts each)** – Here you will be asked to apply Psychology to your personal and academic life. While they will take many forms, from designing a research project to writing a research paper, these projects will challenge you to internalization the course content.

What I will do for you (Teacher Responsibilities):

- **I will work** - The primary goal of this class is learning. This learning will be about US history, but more importantly, we'll use the history to teach you the skills you'll need to find success in your future. This is the reason I am here. I will offer you a positive learning experience by carefully planning each day's lesson and getting your work graded and back to you in a timely manner. I am here to help; all you have to do is ask.
- **I will respect you** - I will not waste your time in class. I cannot promise that you will enjoy everything we study. However, I can assure you that everything we read, watch, or study is valuable. If you've got a concern about something in class come and talk to me in private. I'm sure we'll be able to reach a fair agreement. Your input matters to me.
- **I will be prepared** – I will start class on time each day with a clear agenda, with valuable objectives and the right materials to achieve those objectives.

How our class will run (Your Responsibilities):

- **You will work** - Join in on class discussion and get involved in class activities. Hey, it's better than listening to a boring lecture. Follow instructions and do your work. We are here to learn, and I am here to help you. You can't pass if you don't work, and you can't fail if you do.
- **You will respect each other** - What you have to say REALLY matters to me. No one will talk over you or put you down when you speak up in my class. You aren't kids, you're young adults and you deserve respect. To be treated that way, you must RESPECT others. As for respecting me . . . I'll earn your respect
- **You will come prepared** - Class time is really important to me because your education is important to me. Be in your desk and ready for class to begin BEFORE the bell rings. Coming prepared to my class means bringing a pen/pencil and your 3 ring binder

If you chose not to cooperate then you are choosing two consequences:

- Class Consequence = We will no longer do fun activities or have interesting discussions, we will have to resort to strict and boring lectures and tedious book work.
- Personal Consequence - You will stay after school with me in detention so we can chat (all detentions are given with a 24 hour notice and a warning beforehand). This will happen until you follow the above expectations. I'm a patient man and won't hold anything personally against you, but this is the way class is going to run.
- If you skip class you will receive a zero for that day and a detention with me. Skip 4 and fail the term.
- All school policies will be upheld at all times.

Academic Policies:

- **Make-ups:** If you miss a test or an assignment, see me within 5 days or it is a zero– I WILL NOT CHASE YOU! Make-ups are on your time, not class time. You are also responsible for all the worksheets you miss when you are absent. You can get missed worksheets from the 'Class Handout Archive.' If you have any questions see me *before* class to catch up. If you cut class you are not eligible to make up that work.
- **Cheating** – Cheating of any form (including plagiarism) results in a zero. There is no negotiating on this point. You have been warned.
- **Grade questions** – ask me anytime and I will print out your current status from my grade book.

Weymouth High School Mission Statement: Weymouth High School embeds 21st century skills across the curriculum to prepare students for post-secondary education, careers, and active citizenship.

This means that you'll become masters of the following core skills:



I believe in this mission statement, because I believe it will give you the tools and opportunities to build the future you want. To make sure that you leave my class with these skills our course will focus on the following skill assignments:

Psychology as a Science Skill Assignment Chart

	Strategic Reading	Problem Solving	Research	Collaboration	Technology	Written Communication	Oral Communication
1 st Term	Strategic Reading Fridays	Designing an Experiment	Research Steps	- Quads -Superheroes and the Brain		Written Communication Assignment 1: Psych Science? Written Communication Assignment 2: Psych is Bio	
2 nd Term	Strategic Reading Fridays	School Discipline System Revisions	Research Steps and Research Paper	- Quads	Website Creation	Research Paper	Presentation of your Research Paper
Note: Assignments in bold indicate where mastery will be assessed for the end-of-the-year skill report card.							

AP Psychology: Content Outline

First Term

Unit 1

The Science of Psychology: History, Approaches, and Methodology

Essential Questions:

- EQ1-1. What is Psychology?
- EQ1-2. How do the different approaches to psychology compare and contrast?
- EQ1-3. How did psychology develop as a science?
- EQ1-4. What are the strengths and weaknesses of the different research methods?
- EQ1-5. Is psychology a science? (Written Communication Assignment 1)**

Content /Topic Outline

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

Varsity Terms:

1. Psychology
2. Approaches to Psychology
3. Scientific Method
4. Descriptive Research
 - a. Case Study
 - b. Naturalistic Observation
 - c. Surveys
5. Correlational Research
6. Experimental Research
 - a. IV/DV
 - b. Confounding Variables
 - c. Control group
 - d. Placebo effect
7. Random Selection/Assignment
8. Mode/Median/Mean
9. Standard Deviation

Unit 2: Memory

Essential Question:

EQ2-1. How do humans encode, store, and retrieve information from memory?

EQ2-2. How can humans enhance the encoding, storage, and retrieval of memories?

Content/Topic Outline

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

Varsity Terms:

1. Information Processing Model
 - a. Storage
 - b. Encoding
 - c. Retrieval
2. Sensory Registers
3. STM/LTM
4. Serial Positioning Effect
5. Pro/Retroactive Interference

Unit 3: The Biological Basis of Behavior

Essential Question:

What is the structure of a neuron?

EQ 3-1. How does the nervous system communicate?

EQ 3-2. How is the nervous system structured?

EQ 3-3. What are the major parts of the brain and their functions?

EQ 3-4. How are humans an example of complexity built from simplicity?

EQ 3-5. How is everything psychological simultaneously biological? (Written Communication Assignment 2)

Content/Topic Outline

1. Neural structure and behavior
2. Neurotransmitters
3. The Central Nervous System:
 - a. Brainstem
 - b. Limbic System
 - c. 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. Sex Development
10. Evolutionary Psychology

Varsity Terms

1. Neuron
2. Action Potential
3. Neurotransmitters
4. Nervous System
5. Parts of the Brain
6. Peripheral Nervous System
 - a. Sympathetic Nervous System
 - b. Parasympathetic Nervous System

Unit 4: Sensation and Perception

Essential Questions:

- EQ 4-1. How do the senses receive and translate signals to the brain for processing?
 EQ 4-2. How does sensation and perception differ?

Content/Topic Outline

1. Sensation and Perception
 - a. Bottom-Up Processing
 - b. Top-Down Processing
 - c. The nature of Sensation
2. Vision
3. Hearing Pain and The Other Senses
4. Perception: Visual Illusions, Depth and Motion

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. Change Blindness

Second Term

Unit 5: States of Consciousness

Essential Questions:

- EQ 5-1. What is consciousness?
 EQ 5-2. What are the major features of the sleep cycle?
 EQ 5-3. How do psychoactive drugs affect behavior?
 EQ 5-4. Why do we dream?

Content/Topic Outline

1. Consciousness
2. Sleep and Circadian Rhythms
3. Dreams
4. Drug-Altered Consciousness
5. Substance Abuse

Varsity Terms

1. Consciousness
2. Circadian Rhythm
3. Manifest and Latent Content
4. Activation Synthesis
5. Tolerance and Withdrawal
6. Types of Drugs

Unit 6: Learning

Essential Questions:

- EQ 6-1. What is learning?
- EQ 6-2. How do principles of classical conditioning work to create learning?
- EQ 6-3. How do principles of operant conditioning work to create learning?
- EQ 6-4. How do principles of observational 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 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 7: Motivation and Stress

Essential Questions:

- EQ 7-1. In what ways are humans motivated to behave?
- EQ 7-2. How does hunger operate?
- EQ 7-3. How do maladaptive eating patterns affect behavior?
- EQ 7-4. How does stress influence health and behavior?

Content/Topic Outline:

1. Perspectives on Motivation
 - a. Instincts
 - b. Drive-Reduction Theory
 - c. Arousal Theory
 - d. Yerkes-Dodson Law
 - e. Maslow's Hierarchy of Needs
2. Hunger and Thirst
3. Eating Disorders and Body Image
4. Sexual Orientation
5. Sources of Stress
6. 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. GAS

Activities and Demonstrations

Name/Descriptions	What you learned
1.Penny Pitch:	
2.Designing a Correlational Study:	
3.Sex Reflex:	
4.Designing an Experiment:	
5.Guessing Blocks:	
6.Dice and the Bell Curve:	
7.Memory Games:	
8.STM Capacity:	
9.Meaning and Memory:	
10. Teaching Memory Locations:	
11. Ankle Squeeze:	

12. Candy Neurons:	
13. Domino Potential:	
14. Neurotransmitter balloon and party	
15. Makin' Brains and Brain Map	
16. Overloading:	
17. Wagner Preference Inventory:	
18. Win a Dollar:	
19. Similarities with Strangers:	
20. A Penny for Your Shoes:	
21. Afterimage:	
22. Optical Illusions:	
23. Water Gun Fun	
24. Backs to Balloons:	

25. Golf Claps for Classmates:	
26. Anagram Fun	
27. Slim Hopes	
28. Retouch	
29. Homosexuality Research	
30. College SRRS:	
31. Hardiness Inventory:	
32. Type A or B:	