

Advanced Placement Psychology
Summer Assignment 2010
Mrs. Engdahl – mengdahl@wcpss.net

Background

There are many popular novels depicting individuals with psychological disorders. Often they win literary praise for the portrayal of people living with these disorders. Experts differ as to the success and accuracy of this form of media. Some in the psychology community applaud these efforts to depict people with psychological disorders, while others criticize that the portrayals are not an accurate reflection of the real struggles and successes of these people and their families.

Question

What is your assessment of the portrayal of psychological disorders in the novel you have read?

Assignment

You will select two novels from the list below and write two essays (500-1000 words each) defending your answer to the above question. You will need to conduct additional research to learn more about the disorder depicted in the novel. You should begin with the DSM-IV-TR. You may also consult journal articles located through on-line databases. You must cite at least two specific examples that support your argument whether the novel portrays the disorder accurately. Be sure to include a works cited page. Feel free to email me with questions. I will be checking email as frequently as I can throughout the summer. Some of these novels have been made into movies. Be careful to use only the novel to complete this assignment. If you want to watch the film, I recommend waiting until you complete the written assignment.

Novels

Title – Author – Disorder Portrayed

Bottled Up – Jaye Murray – Alcoholism
Crank and Glass – Ellen Hopkins – Addiction (Must be read together and counts as one) - Addiction
Damage – A.M. Jenkins – Depression/Suicide
Don't Call Me Crazy! I'm Just in Love – Swiyyah Nadirah Muhammad – Schizophrenia
East of Paradise, West of Ego – Mark Walliser – Addiction
Exposure – Kathryn Harrison – Addiction/Suicide/Depression
Fight Club – Chuck Palahniuk – Dissociative Identity Disorder
I Know This Much is True – Wally Lamb - Schizophrenia
Impulse – Ellen Hopkins – Bipolar, Addiction, Depression, Schizophrenia, Suicide
I Never Promised you a Rose Garden – Hannah Green – Schizophrenia
Legends – Robert Littell – Dissociative Identity Disorder
Memoirs of a Teenage Amnesiac – Gabrielle Zevin – Dissociative Disorder
Memories of Summer – Ruth White – Schizophrenia
The Mosquito Coast – Paul Theroux – Bipolar Disorder
My Father the Nutcase – Judith Caseley - Depression
Not as Crazy as I Seem – George Harrar – Obsessive Compulsive Disorder
Ordinary People – Judith Guest – Depression/Suicide
She's Come Undone – Wally Lamb - Depression
Smack – Melvin Burgess – Addiction
Stone Cold – Pete Hautman – Gambling Addiction/Obsessive Compulsive Disorder?
Stop Pretending – Sonya Sones – Bipolar Disorder
Under the Wolf, Under the Dog – Adam Rapp – Addiction
Wintergirls – Laurie Halse Anderson – Anorexia

Where you can locate these novels - These books can be found at the public library, and at most book stores. All titles are available at amazon.com. It is fine to swap books with other students in the class, but all work should be uniquely yours.

Due Date – Both papers are due by 8:00 am on August 17th. Please do not staple both papers together and provide a separate works cited page for each paper. All assignments can be turned in at the front office at LRHS. Please **do not** submit your paper via email.

Advanced Placement Psychology Syllabus

Mrs. Engdahl – Trailer 3

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AP Psychology – Course Description

The AP Psychology course is designed to introduce students to the systemic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice. The goal of this course is to provide students with a learning experience equivalent to that obtained in most college introductory psychology courses.

Course Schedule

- The AP Psychology course will meet for 89 minutes a day, 5 days a week during the first semester of the school year. A total of 90 days.
- There will be weekly review sessions held during the seven weeks leading up to the AP Exam.
- There will be one practice exam given during the second semester review period.

Your Textbook

Myers, David G. (2007) Psychology Eighth Edition. (New York). Worth.

Textbook Website – Please register as a student at the following website. There are many resources as well as activities you may be required to complete.

<http://bcs.worthpublishers.com/myers8e/default.asp>

Resources for AP Psychology – The following books will be very helpful in preparing for the AP Exam in May.

1. Leal, Linda. (1994). The Essentials of Psychology I and II. Piscataway, New Jersey: Research and Education Association.
2. McEntarffer, R., & Weseley, A. (2004). How to Prepare for the AP Advanced Placement Psychology Exam. New York. Barron's.
3. Maitland, Laura Lincoln. (2004). 5 Steps to a 5 AP Psychology. New York. McGraw – Hill.

Grading Policy

Grades will be based on the school grading scale:

A=100-93 B=92-85 C=84-77 D=76-70 F=69 or below

Each quarter will be worth 40% of the student's grade with the final exam worth 20%.

Quarter grades will be based on the following:

Tests (one per unit): 65%

Quizzes: 25%

Homework and daily assignments: 10%

Unit tests will be modeled after the objective portion of the AP Exam. There will also be timed writings that count as a test grade.

The following are the major content areas to be covered by the AP Psychology Curriculum. The amount of time spent in class on each area correlates to the approximate percentages of the multiple choice section of the AP Exam that are devoted to each area. The Competency Goals are from *Psychology 8th Edition*, David G. Myers.

Unit 1: History of Psychology, Types of Psychology, Careers, Scientific Method – 4 days

Competency Goal 1: The learner will examine the history and theoretical approaches to psychology.

Competency Goal 2: The learner will become familiar with the research methods of psychology.

- Development of Psychology through history
- Approaches
- Major subfields
- Career possibilities
- Psychology as a science
- Scientific Method
- Research Methods
- Statistics
- Ethics in research

Unit 2: Neurobiology (Biopsychology) – 10 days

Competency Goal 3: The learner will demonstrate an understanding of the biological bases of behavior.

- Central Nervous System - organization
- Structure and function of neuron
- Structure and function of the brain
- Methods of studying the brain
- Brain hemispheres
- Traumatic Brain Injury
- Endocrine System
- Nature vs. Nurture (Heredity)

Unit 3: Developmental Psychology – 7 days

Competency Goal 9: The learner will examine developmental psychology.

- Life-Span
- Research Models (ex: longitudinal, cross-sectional)
- Heredity vs. Environment (Nature/Nurture debate)
- Theories of development (Piaget, Kohlberg, Freud, Erikson)
- Issues surrounding development
- Gender, sex roles/identity

Unit 4: Sensation and Perception – 7 days

Competency Goal 4: The learner will explore the basic concepts of sensation and perception.

- Explain thresholds
- Anatomy and function of senses
- Attention
- Gestalt concepts
- Binocular and monocular depth cues
- Importance of environment and past experiences on perception

Unit 5: States of Consciousness – 7 days

Competency Goal 5: The learner will analyze the differing states of consciousness.

- Stages of Sleep (sleep cycle)
- Why we sleep
- Sleep disorders
- Theories on the use and meanings of dreams
- Hypnosis and its uses in psychology

- Categorize and discuss effects of psychoactive drugs

Unit 6: Learning – 5 days

Competency Goal 6: The learner will analyze factors influencing learned and unlearned behavior.

- Principles of classical and operant conditioning
- Processes of cognitive learning
- Social learning
- Biological factors that can affect learning

Unit 7: Memory - 5 days

Competency Goal 7: The learner will analyze factors influencing the cognitive domain.

- Processes of encoding, storage and retrieval.
- Short-term, long-term, and sensory memory
- Methods used to improve memory
- Forgetting
- Brain structures important to memory
- Inaccuracies in memory

Unit 8: Thinking and Language – 5 days

Competency Goal 7: The learner will analyze factors influencing the cognitive domain.

- Theories of language acquisition
- Identify phonemes and morphemes
- Discuss the effect development has on language acquisition
- Problem solving and creativity
- Identify obstacles in problem solving

Unit 9: Intelligence – 4 days

Competency Goal 11: The learner will describe concepts related to the measurement of testing and individual differences.

- Describe theories of intelligence
- Impact of heredity and environment on intelligence
- Discuss human diversity and individual differences
- Explain standardization, norms, reliability and validity in relation to testing
- Discuss type of tests and discuss ethical issues in relation to testing in high school, SAT, college admissions.

Unit 10: Motivation and Emotion – 5 days

Competency Goal 8: The learner will analyze basic concepts of motivation and emotion.

- Identify the different theories of motivation
- Examine the roles the environment and biology have in influencing drives and motives
- Explain Maslow's Hierarchy of Needs
- Identify theories and physiology of emotion
- Explain how emotions and behaviors are related

Unit 11: Personality Theories – 6 days

Competency Goal 10: The learner will evaluate individual differences in personality.

- Identify and explain the different theories of personality
- Explain the role of personality in relation to behavior
- Identify the role of self-concept and self esteem in developing personality
- Identify and analyze tests used to assess personality

Unit 12: Abnormal Psychology – 10 days

Competency Goal 12: The learner will examine the characteristics of psychological disorders.

- Define what is abnormal and cite examples of abnormal behavior
- Identify explanations for abnormal behaviors
- Identify different research methods for studying abnormal behavior
- Demonstrate the use of the Diagnostic and Statistical Manual (DSM-IV TR) in diagnosing psychological disorders
- Discuss categories of psychological disorders – Anxiety, Somatoform, Dissociative, Mood, Schizophrenia, Personality, Addiction, Organic
- Discuss difficulties in accurate diagnosis
- Discuss the stigma associated with abnormal behavior

Unit 13: Therapies and Stress & Health – 9 days

Competency Goal 13: The learner will analyze the different theories of treatment of psychological disorders.

- Discuss various treatment approaches – psychodynamic, humanistic, behavioral, cognitive, and biological approaches
- Describe characteristics of effective treatment and prevention
- Identify therapists according to training – counselors, psychologists, psychiatrists
- Explore models of therapy – individual and group
- Identify types of conflict situations
- Explore psychological and physiological reactions to stress
- Identify cognitive and behavioral strategies to deal with stress and promote health

Unit 14: Social Psychology – 8 days

Competency Goal 14: The learner will evaluate the social dimension of behavior.

- Explore how the structure and function of a given group affects the behavior of the group
- Describe the effects of others on individual behavior
- Discuss how social structure can affect intergroup relations
- Discuss judgment formation
- Analyze the influence of stereotypes on behavior
- Describe situations under which conformity and obedience are likely to occur
- Assess classic studies addressing the concepts of conformity, compliance, and obedience
- Define attitude formation and attitude changes
- Discuss aggression and antisocial behavior
- Discuss factors influencing attraction

What to expect from Mrs. Engdahl:

You can expect me to treat you with respect and fairness. I will also do my best to make the material interesting and relevant. If you are having difficulty with the class, do not understand your grades, or would simply like to discuss an assignment, please feel free to make an appointment to meet with me.

What I expect from you:

1. Treat your teacher and classmates with respect
2. Be on time and prepared when class begins
3. Remain quiet while others are talking
4. Come to class every day and keep up with your assignments
5. Be honest. Cheating will not be tolerated!

All school rules as outlined in your student handbook will be upheld in class. These are the school rules. If you do not follow them there will be the following consequences:

First Offense: Warning, Second Offense: Lunch detention and parents will be contacted, Third Offense: Administrative referral

Tardy Policy:

You are expected to be in your seat, ready to learn when the tardy bell rings. Failure to adhere to this policy will result in lunch detention during the first lunch that follows the tardy.

Make up and Late Work:

Late homework will be accepted for a 10% deduction per day late. If you believe you have a legitimate extenuating circumstance other than an excused absence for not having homework or projects, please see me on an individual basis. Make up work for excused absences must be turned in within two school days. **If you are absent on a test day you are required to make up the test within two days of your absence.**

Supplies:

You will be expected to take notes on a daily basis as new information is presented to you, whether from lecture, group activities, or other presentations. You must use a three-ring binder (minimum 2") devoted only to this class to keep up with notes and all handouts or returned tests and homework. All homework should be on lined paper in neat handwriting or typed. Assignments can only be completed in dark blue or black ink or pencil. Colored inks will result in having to redo the assignment.

Please have your parents read this form and return it with both signatures for your first homework grade.

Parent contact information:

Interim reports will sent out approximately four to five weeks into each quarter to provide you with an update of your child's progress before the nine week report cards. I am happy to discuss your child's progress with you at any time throughout the year. I can be reached by telephone at 919.870.4250 or by E-mail at mengdahl@wcpss.net.

I have read and understand the policies and procedures as given in the course outline.

Student Signature

Parent Signature

Student's Name: _____

Parent's Name: _____

Mailing Address: _____

Home Phone Number: _____

Parent's Work Number: _____

Parent's E-mail: _____

Student's E-mail: _____

Any additional information Mrs. Engdahl may need to know?