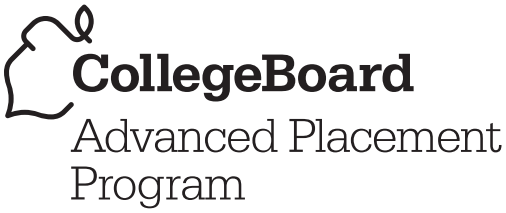


AP® Psychology

Teacher's Guide

Kristin H. Whitlock
Viewmont High School
Bountiful, Utah

connect to college success™
www.collegeboard.com

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,400 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information visit www.collegeboard.com.

Contents

Welcome Letter from the College Board

Dear AP® Teacher:

Whether you are a new AP teacher, using this AP Teacher's Guide to assist in developing a syllabus for the first AP course you will ever teach, or an experienced AP teacher simply wanting to compare the teaching strategies you use with those employed by other expert AP teachers, we are confident you will find this resource valuable. We urge you to make good use of the ideas, advice, classroom strategies, and sample syllabi contained in this Teacher's Guide.

You deserve tremendous credit for all that you do to fortify students for college success. The nurturing environment in which you help your students master a college-level curriculum—a much better atmosphere for one's first exposure to college-level expectations than the often large classes in which many first-year college courses are taught—seems to translate directly into lasting benefits as students head off to college. An array of research studies, from the classic 1999 U.S. Department of Education study *Answers in the Tool Box* to new research from the University of Texas and the University of California, demonstrate that when students enter high school with equivalent academic abilities and socioeconomic status, those who develop the content knowledge to demonstrate college-level mastery of an AP Exam (a grade of 3 or higher) have much higher rates of college completion and have higher grades in college. The 2005 National Center for Educational Accountability (NCEA) study shows that students who take AP courses have much higher college graduation rates than students with the *same* academic abilities who do not have that valuable AP experience in high school. Furthermore, a Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study) found that even AP Calculus students who score a 1 on the AP Exam are significantly outperforming other advanced mathematics students in the United States, and they compare favorably to students from the top-performing nations in an international assessment of mathematics achievement. (Visit AP Central® at http://apcentral.collegeboard.com for details about these and other AP-related studies.)

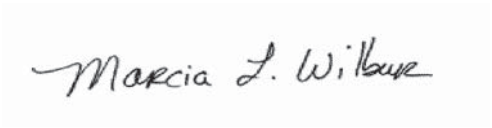
For these reasons, the AP teacher plays a significant role in a student's academic journey. Your AP classroom may be the only taste of college rigor your students will have before they enter higher education. It is important to note that such benefits cannot be demonstrated among AP courses that are AP courses in name only, rather than in quality of content. For AP courses to meaningfully prepare students for college success, courses must meet standards that enable students to replicate the content of the comparable college class. Using this AP Teacher's Guide is one of the keys to ensuring that your AP course is as good as (or even better than) the course the student would otherwise be taking in college. While the AP Program does not mandate the use of any one syllabus or textbook and emphasizes that AP teachers should be granted the creativity and flexibility to develop their own curriculum, it is beneficial for AP teachers to compare their syllabi not just to the course outline in the official AP Course Description and in chapter 3 of this guide, but also to the syllabi presented on AP Central, to ensure that each course labeled AP meets the standards of a college-level course. Visit AP Central at apcentral.collegeboard.com for details about the AP Course Audit, course-specific Curricular Requirements, and how to submit your syllabus for AP Course Audit authorization.

As the Advanced Placement Program® continues to experience tremendous growth in the twenty-first century, it is heartening to see that in every U.S. state and the District of Columbia, a growing proportion of high school graduates have earned at least one grade of 3 or higher on an AP Exam. In some states, between 18 and 21 percent of graduating seniors have accomplished this goal. The incredible efforts of

Welcome Letter

AP teachers are paying off, producing ever greater numbers of college-bound seniors who are prepared to succeed in college. Please accept my admiration and congratulations for all that you are doing and achieving.

Sincerely,



Marcia Wilbur
Executive Director, Curriculum and Content Development
Advanced Placement Program

A Note about Style

In order to be consistent with other College Board Teacher's Guides, this publication follows the formatting guidelines of *The Chicago Manual of Style*, fifteenth edition, not APA Style.

Equity and Access

In the following section, the College Board describes its commitment to achieving equity in the AP Program.

Why are equitable preparation and inclusion important?

Currently, 40 percent of students entering four-year colleges and universities and 63 percent of students at two-year institutions require some remedial education. This is a significant concern because a student is less likely to obtain a bachelor's degree if he or she has taken one or more remedial courses.[1]

Nationwide, secondary school educators are increasingly committed not just to helping students complete high school but also to helping them develop the habits of mind necessary for managing the rigors of college. As *Educational Leadership* reported in 2004:

> The dramatic changes taking place in the U.S. economy jeopardize the economic future of students who leave high school without the problem-solving and communication skills essential to success in postsecondary education and in the growing number of high-paying jobs in the economy. To back away from education reforms that help all students master these skills is to give up on the commitment to equal opportunity for all.[2]

Numerous research studies have shown that engaging a student in a rigorous high school curriculum such as is found in AP courses is one of the best ways that educators can help that student persist and complete a bachelor's degree.[3] However, while 57 percent of the class of 2004 in U.S. public high schools enrolled in higher education in fall 2004, only 13 percent had first been boosted by a successful AP experience in high school.[4] Although AP courses are not the only examples of rigorous curricula, there is still a significant gap between students with college aspirations and students with adequate high school preparation to fulfill those aspirations.

Strong correlations exist between AP success and college success.[5] Educators attest that this is partly because AP enables students to receive a taste of college while still in an environment that provides more support and resources for students than do typical college courses. Effective AP teachers work closely with their students, giving them the opportunity to reason, analyze, and understand for themselves. As a result, AP students frequently find themselves developing new confidence in their academic abilities and discovering previously unknown capacities for college studies and academic success.

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1. Andrea Venezia, Michael W. Kirst, and Anthony L. Antonio, *Betraying the College Dream: How Disconnected K–12 and Postsecondary Education Systems Undermine Student Aspirations* (Palo Alto, Calif.: The Bridge Project, 2003): 8.

2. Frank Levy and Richard J. Murnane, "Education and the Changing Job Market." *Educational Leadership* 62(2) (October 2004): 83.

3. In addition to studies from University of California–Berkeley and the National Center for Educational Accountability (2005), see the classic study on the subject of rigor and college persistence: Clifford Adelman, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (Washington, D.C.: U.S. Department of Education, 1999).

4. *Advanced Placement Report to the Nation* (New York: College Board, 2005).

5. Wayne Camara, "College Persistence, Graduation, and Remediation," *College Board Research Notes* (RN-19) (New York: College Board, 2003).

Which students should be encouraged to register for AP courses?

Any student willing and ready to do the work should be considered for an AP course. The College Board actively endorses the principles set forth in the following Equity Policy Statement and encourages schools to support this policy.

> The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

The fundamental objective that schools should strive to accomplish is to create a stimulating AP program that academically challenges students and has the same ethnic, gender, and socioeconomic demographics as the overall student population in the school. African American and Native American students are severely underrepresented in AP classrooms nationwide; Latino student participation has increased tremendously, but in many AP courses Latino students remain underrepresented. To prevent a willing, motivated student from having the opportunity to engage in AP courses is to deny that student the possibility of a better future.

Knowing what we know about the impact a rigorous curriculum can have on a student's future, it is not enough for us simply to leave it to motivated students to seek out these courses. Instead, we must reach out to students and encourage them to take on this challenge. With this in mind, there are two factors to consider when counseling a student regarding an AP opportunity:

1. Student motivation

Many potentially successful AP students would never enroll if the decision were left to their own initiative. They may not have peers who value rigorous academics, or they may have had prior academic experiences that damaged their confidence or belief in their college potential. They may simply lack an understanding of the benefits that such courses can offer them. Accordingly, it is essential that we not gauge a student's motivation to take AP until that student has had the opportunity to understand the advantages—not just the challenges—of such course work.

Educators committed to equity provide all of a school's students with an understanding of the benefits of rigorous curricula. Such educators conduct student assemblies and/or presentations to parents that clearly describe the advantages of taking an AP course and outline the work expected of students. Perhaps most important, they have one-on-one conversations with the students in which advantages and expectations are placed side by side. These educators realize that many students, lacking confidence in their abilities, will be listening for any indication that they should not take an AP course. Accordingly, such educators, while frankly describing the amount of homework to be anticipated, also offer words of encouragement and support, assuring the students that if they are willing to do the work, they are wanted in the course.

The College Board has created a free online tool, AP Potential™, to help educators reach out to students who previously might not have been considered for participation in an AP course. Drawing upon data based on correlations between student performance on specific sections of the PSAT/NMSQT®

and performance on specific AP Exams, AP Potential generates rosters of students at your school who have a strong likelihood of success in a particular AP course. Schools nationwide have successfully enrolled many more students in AP than ever before by using these rosters to help students (and their parents) see themselves as having potential to succeed in college-level studies. For more information, visit http://appotential.collegeboard.com.

Actively recruiting students for AP and sustaining enrollment can also be enhanced by offering incentives for both students and teachers. While the College Board does not formally endorse any one incentive for boosting AP participation, we encourage school administrators to develop policies that will best serve an overarching goal to expand participation and improve performance in AP courses. When such incentives are implemented, educators should ensure that quality verification measures such as the AP Exam are embedded in the program so that courses are rigorous enough to merit the added benefits.

Many schools offer the following incentives for students who enroll in AP:

- Extra weighting of AP course grades when determining class rank
- Full or partial payment of AP Exam fees
- On-site exam administration

Additionally, some schools offer the following incentives for teachers to reward them for their efforts to include and support traditionally underserved students:

- Extra preparation periods
- Reduced class size
- Reduced duty periods
- Additional classroom funds
- Extra salary

2. Student preparation

Because AP courses should be the equivalent of courses taught in colleges and universities, it is important that a student be prepared for such rigor. The types of preparation a student should have before entering an AP course vary from course to course and are described in the official AP Course Description book for each subject (available as a free download at apcentral.collegeboard.com).

Unfortunately, many schools have developed a set of gatekeeping or screening requirements that go far beyond what is appropriate to ensure that an individual student has had sufficient preparation to succeed in an AP course. Schools should make every effort to eliminate the gatekeeping process for AP enrollment. Because research has not been able to establish meaningful correlations between gatekeeping devices and actual success on an AP Exam, the College Board **strongly discourages** the use of the following factors as thresholds or requirements for admission to an AP course:

- Grade point average
- Grade in a required prerequisite course
- Recommendation from a teacher

- AP teacher's discretion
- Standardized test scores
- Course-specific entrance exam or essay

Additionally, schools should be wary of the following concerns regarding the misuse of AP:

- Creating "Pre-AP courses" to establish a limited, exclusive track for access to AP
- Rushing to install AP courses without simultaneously implementing a plan to prepare students and teachers in lower grades for the rigor of the program

How can I ensure that I am not watering down the quality of my course as I admit more students?

Students in AP courses should take the AP Exam, which provides an external verification of the extent to which college-level mastery of an AP course is taking place. While it is likely that the percentage of students who receive a grade of 3 or higher may dip as more students take the exam, that is not an indication that the quality of a course is being watered down. Instead of looking at percentages, educators should be looking at raw numbers, since each number represents an individual student. If the raw number of students receiving a grade of 3 or higher on the AP Exam is not decreasing as more students take the exam, there is no indication that the quality of learning in your course has decreased as more students have enrolled.

What are schools doing to expand access and improve AP performance?

Districts and schools that successfully improve both participation and performance in AP have implemented a multipronged approach to expanding an AP program. These schools offer AP as capstone courses, providing professional development for AP teachers and additional incentives and support for the teachers and students participating at this top level of the curriculum. The high standards of the AP courses are used as anchors that influence the 6–12 curriculum from the "top down." Simultaneously, these educators are investing in the training of teachers in the pre-AP years and are building a vertically articulated, sequential curriculum from middle school to high school that culminates in AP courses—a broad pipeline that prepares students step-by-step for the rigors of AP so that they will have a fair shot at success in an AP course once they reach that stage. An effective and demanding AP program necessitates cooperation and communication between high schools and middle schools. Effective teaming among members of all educational levels ensures rigorous standards for students across years and provides them with the skills needed to succeed in AP. For more information about Pre-AP® professional development, including workshops designed to facilitate the creation of AP Vertical Teams® of middle school and high school teachers, visit AP Central.

Advanced Placement Program
The College Board

Participating in the AP Course Audit

Overview

The AP Course Audit is a collaborative effort among secondary schools, colleges and universities, and the College Board. For their part, schools deliver college-level instruction to students and complete and return AP Course Audit materials. Colleges and universities work with the College Board to define elements common to college courses in each AP subject, help develop materials to support AP teaching, and receive a roster of schools and their authorized AP courses. The College Board fosters dialogue about the AP Course Audit requirements and recommendations, and reviews syllabi.

Schools wishing to label a course "AP" on student transcripts must complete and return the subject-specific AP Course Audit form, along with the course syllabus, for each teacher of their AP courses. Approximately two months after submitting AP Course Audit materials, schools will receive a legal agreement authorizing the use of the "AP" trademark on qualifying courses. Colleges and universities will receive a roster of schools listing the courses authorized to use the "AP" trademark at each school.

Purpose

College Board member schools at both the secondary and college levels requested an annual AP Course Audit in order to provide teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses and to help colleges and universities better interpret secondary school courses marked "AP" on students' transcripts.

The AP Course Audit form identifies common, essential elements of effective college courses, including subject matter and classroom resources such as college-level textbooks and laboratory equipment. Schools and individual teachers will continue to develop their own curricula for AP courses they offer—the AP Course Audit will simply ask them to indicate inclusion of these elements in their AP syllabi or describe how their courses nonetheless deliver college-level course content.

AP Exam performance is not factored into the AP Course Audit. A program that audited only those schools with seemingly unsatisfactory exam performance might cause some schools to limit access to AP courses and exams. In addition, because AP Exams are taken and exam grades reported after college admissions decisions are already made, AP course participation has become a relevant factor in the college admissions process. On the AP Course Audit form, teachers and administrators attest that their course includes elements commonly taught in effective college courses. Colleges and universities reviewing students' transcripts can thus be reasonably assured that courses labeled "AP" provide an appropriate level and range of college-level course content, along with the classroom resources to best deliver that content.

For more information

You should discuss the AP Course Audit with your department head and principal. For more information, including a timeline, frequently asked questions, and downloadable AP Course Audit forms, visit apcentral.collegeboard.com/courseaudit.

Preface

Dear AP Psychology Teacher:

Welcome to the world of AP Psychology! If you are preparing to teach this course for the first time—and even if it is your second, third, or fourth time—you probably have many questions about curriculum, resources, and instructional techniques. I was once in your shoes, but my principal wisely advised me to seek help from an experienced psychology teacher at another school in my district. From this beginning, a spirit of collaboration has shaped my approach to developing my course.

Over the years, I have sought out experts and attended many workshops to broaden my knowledge base and learn new teaching techniques. Each source has helped me adapt and create classroom activities, demonstrations, and assessments to best meet my students' needs. I have learned from my students as well. From their teacher evaluations, I find new ways to improve and make my course more responsive to their needs.

Outside of the classroom, I have been involved in the AP Program as a member of the College Board's AP Psychology Development Committee and as a Reader, one of the people who scores the free-response section of the AP Psychology Exam. Currently, I serve as a Table Leader at the AP Reading, supervising groups of Readers. I have also presented at many AP workshops around the country, where I have learned as much as I have taught. These experiences have shown me the value of learning from others to create a successful AP curriculum.

Everyone—even experienced AP Psychology instructors—can benefit from advice on teaching the course, and the intent of this Teacher's Guide is to provide you with support that will help make yours a success. Each chapter focuses on a different aspect of the course, covering curriculum development, teaching strategies, exam preparation, and resources, and experienced AP Psychology teachers from schools around the United States answer many of the questions that a new AP teacher may have.

In such a rapidly changing and diverse field, it is easy to feel lost in terms of what to teach. In **chapter 1**, Dr. Bernard Beins, the chair of the AP Psychology Development Committee, takes a look at where the discipline has been and where it is headed, noting the growing student participation in the AP Psychology program and the increasing involvement of their AP teachers in professional development events. I provide background on how the *AP Psychology Course Description* and the AP Exam are developed and discuss the goals of the AP Psychology course. I also outline key concepts and skills your students need to have in order to succeed in the course and on the exam.

Chapter 2 focuses on the nuts and bolts of teaching the course. Other experienced teachers and I offer advice on such topics as preparing to teach, selecting a textbook, getting students to actually read the textbook, using summer projects in preparation for the year to come, engaging students with active-learning exercises, teaching students how to write essays for the free-response questions on the AP Exam, and assessing students' learning and understanding. I also tell you about College Board resources and services that can ease the transition into your first year of teaching the course.

To help you organize your course, **chapter 3** deals specifically with syllabus design. Many AP teachers struggle with deciding how to divide class time among the many concepts they must teach, and it can be difficult to choose what to leave in and what to leave out. You will find some wonderful sample syllabi

from both high school and university instructors that will help you make these decisions. Each of the syllabi demonstrates different pacing approaches, teaching strategies, and student activities to reinforce the learning.

Chapter 4 covers the AP Exam itself. I explain the structure of the exam and ways in which you can prepare your students for the multiple-choice and free-response sections. Throughout this chapter, experienced teachers share their insights on how to prepare students for the exam. I also describe a collaborative, game show–like event the AP Psychology teachers in my district joined together to develop.

An extensive resources list in **chapter 5** will help you prepare your course content and classroom activities. The print, multimedia, and Internet resources, and the professional associations that are available to AP Psychology teachers, are numerous and rich.

My goal has been to provide you with a book in which you will find practical information and advice to help you meet the challenges of teaching this course. Before you know it, your first year will be over, and I hope it is a success. I also hope you will continue to build upon what you have learned, designing a program that will have a positive impact on your students for years to come.


Kristin H. Whitlock

I have been teaching psychology at Viewmont High School in Bountiful, Utah, since 1992. The number of our students who take the AP Psychology Exam has grown over the years from 17 in 1993 to 80 in 2007. Developing the AP course and my school's AP Psychology program has been challenging, but it has also been a joy to watch my students' knowledge and the program grow.

As I mentioned above, I have long been active in the AP Program. Some of my many other professional activities include serving as chair of the American Psychological Association (APA) National Standards for High School Psychology Curricula Committee; coorganizing the annual Utah–Teachers of Psychology in Secondary Schools (U–TOPSS) Fall Institute for High School Psychology Teachers; presenting at teaching conferences, both AP and TOPSS, around the country; and writing articles for the TOPPS journal *Psychology Teacher's Network*. My work on the National Standards was recognized with a Presidential Citation in 2005, and I received the TOPSS "2002 Excellence in Teaching Award."

I enjoy the support of my children, Chandler, James, and Kate, and especially my wonderful husband, McRae.

Chapter 1
About AP Psychology

Overview: Past, Present, Future

High school psychology is not new. Students were learning about our discipline 80 years ago in some states. At that time, psychology fell into two types of courses. One was more focused on personal adjustment and health issues; the other was more oriented toward scientific psychology. The current AP Psychology course has its roots in the scientific tradition.

When psychology first emerged in the high schools, the dominant theory was behavioral and much research involved perception and animal learning. Since then, the discipline has expanded greatly in the domains of the biological bases of behavior, consciousness, cognition, social psychology, personality, abnormal psychology, and human development. Contemporary psychology courses reflect these changes in content. Furthermore, current high school students spend more time learning about the research process than students of earlier generations did. There is no doubt that these trends will continue.

Because of its content and its scientific approach, psychology is an ideal subject of study. Students can learn important aspects of critical thinking and problem solving as they talk about approaches to research. They can also learn about individual development, ways of thinking about problem solving, and social interaction, which are all fundamental components of everyday life.

Students recognize the appeal and importance of psychology, which accounts for the sheer number of high school students who have been exposed to the subject. The number of students taking psychology in the United States was estimated at as many as 900,000 a decade ago.[6] Equally astounding is the exponential growth of the AP Psychology Exam. After a modest beginning in 1992, exam volumes have risen rapidly, and over the past decade there has been a 15 to 25 percent increase in the number of students who take it each year. Over 116,000 students took the exam in 2007. The AP Psychology Exam is growing in popularity!

Accompanying the increase in student participation in AP Psychology is the number of high school teachers who are active in the program in different ways, including serving as AP Exam Readers. The result of teachers' increased involvement in AP Psychology has been greater opportunities for networking and other professional development. In the end, students in AP Psychology courses have benefited enormously because of their teachers' enthusiasm about the AP Program, which accompanies their enthusiasm about the discipline.

High school psychology teachers have pulled themselves up by their bootstraps over the last 15 years. In the early 1990s, little infrastructure existed for the enhancement of the teaching of high school psychology. But, little by little, various opportunities have appeared: the National Science Foundation–sponsored workshops that dotted the landscape in the 1990s; the growth of Teachers of Psychology in the Secondary

6. Randy Ernst and Peter Petrossian, "Teachers of Psychology in Secondary Schools (TOPSS): Aiming for Excellence in High School Psychology Instruction," American Psychologist 51, no. 3 (1996): 256-58

Schools (TOPSS) that led to the National Standards for High School Psychology Curricula and to TOPSS sessions at regional teaching conferences and the annual American Psychological Association (APA) convention; partnerships between high school and college faculty, like those in Kansas, Rhode Island, and Utah; inclusion of high school teachers in activities of the Society for the Teaching of Psychology (STP); and the collegial and productive gathering of high school and college psychology instructors at the annual AP Reading.

I have had the good fortune to attend an AP Annual Conference. It was exciting to see all the teachers who were taking advantage of this remarkable opportunity to learn about classroom enrichment and to get to know the other AP Psychology teachers there. I have also been delighted to see increased participation by psychology teachers at the various regional teaching conferences.

The many teachers who attend these professional events have obviously taken their developing knowledge and insights back to their classrooms, because high school students continue to demonstrate that they are learning a lot about psychology. The overall picture is very rosy. Over two-thirds of the students who took the AP Psychology Exam in 2006 received a qualifying grade of 3 or higher, grades that can earn them academic credit or advanced course placement at many colleges and universities.

What developments can teachers look forward to in the future? As a discipline, psychology spans many domains and shows no signs of becoming less encompassing. The technology for studying physiological processes associated with behavior is becoming increasingly sophisticated. In addition, psychologists may gain prescription privileges, necessitating greater knowledge about the biology of behavior. Researchers are likely to address new questions related to thought and behavior, and teachers will need to focus on these issues.

Psychologists are also paying more attention to cross-cultural aspects of behavior. The internationalization of psychology has gained prominence, and psychologists no longer assume that what holds true in one culture is true in a different culture. Thus, teachers will need to have an increased awareness of the role of culture in behavior.

My experiences as an AP Reader, as a Table Leader of skilled and dedicated Readers, and as the chair of the AP Psychology Development Committee have given me an idea as to why AP Psychology has been so successful. The incredible growth and inarguable success of psychology as a discipline is most certainly due to the teachers who show such commitment to their work and their students.

Bernard C. Beins
Chair, AP Psychology Development Committee
Ithaca College
Ithaca, New York

Course Description Essentials

The *AP Psychology Course Description* contains important information about the course and helps maintain the college-level standards of the program by delineating what students need to know and be able to do. It serves as a common foundation on which all AP Psychology teachers build their course by giving them an outline of the course content. The *AP Psychology Course Description*:

- identifies the purpose and goals of the course;
- provides detailed descriptions of the major content areas and what students are expected to understand;
- presents a content outline for the course;
- includes sample multiple-choice questions and their answers and sample free-response questions;
- discusses AP credit policies and exam security; and
- lists College Board publications and resources for both the course and the AP Program.

Every AP Psychology teacher, both new and experienced, should have the Course Description at hand when planning and teaching the AP Psychology course. If your curriculum follows the Course Description, then your students will be well prepared for the content they will find on the exam and for success in the psychology courses they may take in the future. In chapter 3 I offer guidance for translating the content outline in the Course Description into a curriculum and syllabus. The sample syllabi in that chapter show some of the many different approaches that can be taken to fulfill the content outline's objectives.

The AP Psychology Development Committee periodically revises the Course Description based on College Board research, including surveys of what is being taught and effective instructional practices at colleges and universities. You should always be using the latest Course Description so that your teaching will reflect the changes that have been made to the course content and your class will remain the equivalent of a college-level course. New editions are announced on the AP Psychology Course Home Page on AP Central (go to apcentral.collegeboard.com, click on *AP Courses and Exams*, then *Course Homes Pages*, then *Psychology*). You can download the current Course Description as a PDF free of charge. Bound copies may be purchased from the College Board Store at http://store.collegeboard.com.

The Development Committee and Its Role

The Course Description and the AP Exam are designed by the AP Psychology Development Committee, which consists of three AP teachers and three college psychology instructors who represent the major geographic regions of the United States, various types of high schools and colleges, and different demographic groups. Each member of the committee contributes a unique perspective to the AP Psychology program.[7] Serving as consultants to the Development Committee are the Chief Reader (a college psychology professor and the director of the free-response scoring at the AP Reading), the College Board Advisor (a high school teacher or college professor who is responsible for facilitating communication between the College Board and the committee), and two ETS (Educational Testing Service) psychology content specialists.

7. This section only briefly explains the responsibilities of the committee members. A more detailed job description can be found in the Course and Exam Development section of AP Central.

The Development Committee views the AP Psychology course structure and the AP Psychology Exam as vehicles to improve and expand the curriculum being taught in high school psychology courses. One of the committee's greatest challenges is keeping current with the rapid developments in the field. Each topic in the Course Description and on the AP Exam requires careful consideration as to (1) its appropriateness in an introductory course curriculum and (2) whether its content reflects the most current research. Following one of its periodic reviews, the committee may change the percentage of exam questions covering a particular content area, for example, or add more subcategories to the content outline in the Course Description to reflect changes to the field. The committee also sets the curricular and resource requirements for the AP course that are reflected in the AP Course Audit.

Many teachers incorrectly assume that one textbook is used in the creation of the Course Description and the exam questions. In fact, no single, specific textbook is used. During the exam design process, the committee members may consult a number of current textbooks, including those used for introductory courses, as well as research articles and professional journals. The committee also relies on the combined experiences of its members as instructors of the course to determine what concepts from which sources are appropriate and relevant for inclusion in an introductory course and subsequently as part of the exam.

The committee meets several times a year to create, review, and edit multiple-choice and free-response questions for the exam. In addition to the committee members' contributions, experienced psychology instructors from around the country write multiple-choice questions. Exam questions are typically developed at least two years before they are used. Committee members engage in thoughtful discussion about each question, keeping in mind the purpose of the course, the coverage across a range of college-level introductory psychology textbooks, and current developments in the field. Questions may be extensively edited during this process as committee members strive to produce challenging questions that accurately gauge student knowledge in a wide array of content areas.

To be certain that the AP Exam covers topics that are typical of a college-level introductory psychology course, the design process also includes pretesting of multiple-choice questions in college classrooms. Furthermore, a certain number of multiple-choice questions are reused from year to year, which allows the statisticians to compensate for any differences in the difficulty level between exams administered in different years.

College Comparability Studies

College comparability studies provide important information about the soundness of the exam development process and the validity of the program by comparing the performance of AP Psychology students to the performance of college-level introductory psychology students on AP Exam questions. The colleges chosen to be included in a comparability study are those that grant advanced placement, credit, or both for qualifying grades (3, 4, or 5 out of 5 possible points) on the AP Exam. These students' test scores and college course grades are collected and compared with their scores on special versions of the AP Psychology Exam.

Twenty universities of diverse sizes and geographical locations were involved in the last AP Psychology comparability study, conducted in 2005. Two interesting findings emerged from this study: (1) AP Psychology students who earned a grade of 4 or 5 on the AP Exam outscored college students who earned grades of A in their introductory courses, and (2) AP students who earned a grade of 3 on the exam outscored college students who earned grades of B in their introductory courses.

This study confirms that the AP Psychology course curriculum and exam development process reflect rigorous content inclusion that meets or exceeds the demands of a college-level introductory psychology course and further validates the practice of granting college credit to students who earn a grade of 3 or better on the AP Exam. This information will help you explain to your students, students' parents, and school administrators the importance of the AP curriculum to the success of your students after high school. Additional research about the validity of the exams is available at AP Central.[8]

Key Concepts and Skills

The goal of the AP Psychology course is to provide high school students with a quality educational experience that is the equivalent of a one-semester, college-level introductory psychology course, incorporating the concepts and materials typically covered in such a course. It must be a challenging course, one that requires students to do more than simply memorize isolated facts. The AP Psychology course is designed to:

- give students a working knowledge of the theories and key concepts of each of the major subfields within psychology;
- expose them to many of the contributing psychologists and significant research studies, both historical and current, that have shaped our understanding of behavior and mental processes;
- train them to apply psychological principles and understand connections between ideas and theories; and
- leave them with an appreciation of the scientific methods and ethical procedures that produce such knowledge.

These goals focus, almost exclusively, on the development of content knowledge. This is undoubtedly important for students to succeed on the AP Psychology Exam. However, it is also important for teachers to consider student outcomes beyond simply "passing the test." The goal, of course, is not to transform your students into psychologists but to help them develop psychological thinking skills—that is, skills that direct psychologists in their professional lives.

In this section I discuss key concepts and examine some of the skills that are necessary for students to succeed in the course. In addition, I'll review the general type of psychological thinking skills that the course is meant to develop. This section should be viewed as a general guide, however, and not an exhaustive list. I highly recommend that you refer directly to the *AP Psychology Course Description* for more detailed explanations of the major content areas covered by the content outline and the exam.

Content Areas and Important Concepts

Since introductory psychology is a survey course, many content areas are covered. The Course Description divides the AP Psychology course into 14 main content areas. These typically correspond to the chapter divisions in most introductory textbooks. While there are a number of ways to begin a psychology course, the first chapters of most textbooks, which open with an introduction to the field and move into a chapter on research methods and biology, provide a solid foundation for discussing the many topics that follow. Chapter 2 in this Teacher's Guide looks at more specific approaches you can take when teaching the concepts identified here, and chapter 3 explains how to determine how much time to spend on each content area.

8. Click on *AP Data and Reports* on the AP Central Home Page.

I. History and Approaches

One of the main ideas that students must glean from this content area is that psychology is a science. Many students gain their impressions of psychology from the media and not from the reality of the field. You must help them understand that a science is defined by the rigorous methods used to investigate the phenomena of interest; it is not defined by what is being studied. Students should be exposed to a brief history of the field from its "introspective" past to today's science-based understanding of behavior and mental processes. How psychologists approach and explain a particular phenomenon may be shaped by the perspective they hold. Thus, it is important that students have an understanding of the major psychological approaches. Having a solid foundation in these different perspectives is vital to giving students a framework for understanding the psychological research and concepts they will learn throughout the course.

II. Research Methods

Students also need to realize that the phenomenon a researcher is attempting to understand will determine the research method used in the investigation. You should compare experimental and correlational approaches to psychological research, addressing the pros and cons of each and discussing when they are most effectively used. Additionally, discuss the advantages and disadvantages of each research method, including the use of surveys, naturalistic observations, and case studies. It is also important for students to know the concept of control of variables in experimentation. When talking about how psychologists conduct research, you can help students understand how data are interpreted, using basic concepts from both descriptive and inferential statistics. Moreover, throughout your discussions of research methods, you must always emphasize the ethical guidelines of psychological research, such as informed consent, confidentiality, "doing no harm," and so on.

III. Biological Bases of Behavior

Understanding the link between biology and behavior is another essential aspect of the study of psychology. You may wish to begin by investigating how researchers have studied the brain, including current brain imaging techniques. It is important to discuss the structures and functions of the different brain regions in addition to the functions of the central and peripheral nervous system. Using case studies of individuals who have suffered central or peripheral nervous system damage may help students personalize the material. In addition to understanding brain structures, students also need to be familiar with the structures and functions of the neuron. Describing how certain drugs act at the synapse or how specific physical conditions or mental disorders are linked to an abundance or deficit of specific neurotransmitters—such as the link between Parkinson's disease and dopamine deficiency—may also increase student interest in this information.

IV. Sensation and Perception

A good way to begin the study of sensation and perception is by clearly distinguishing between these processes. With respect to sensation, you should present the common properties of all of our senses by discussing thresholds, adaptation, and transduction. When discussing the structures and functions of each of our senses, focus more on the study of vision and audition. Remember to examine deafness and color blindness to connect students to the functions of these senses. While discussing these topics, you can introduce the theories for color vision and pitch perception, thereby segueing into a discussion of perception. Using examples of illusions can demonstrate how the brain constructs its own reality. You should talk about the Gestalt principles of organization, depth, and motion perception, using everyday examples to illustrate each. Focus on the role that experience plays in perception by contrasting top-down and bottom-up processing.

V. States of Consciousness

Defining consciousness can be a difficult task. One way to approach this content area is to have students construct their own definitions and then use them to illustrate the different concepts associated with altered states of consciousness. Students are very likely to include sleep, hypnosis, near-death experiences, coma, daydreaming, and the effects of psychoactive drugs in their preconceptions of what consciousness is; this provides you with a good way to highlight the wide scope of the topic and initiate discussions on each subtopic. In your coverage of sleep and dreaming, examine the various theories of sleep and dreams, along with common sleep disorders. Be sure to contrast rapid eye movement (REM) and nonrapid eye movement (NREM) sleep, examining the role of electroencephalographs (EEGs) in uncovering evidence that distinguishes between the different sleep stages.

VI. Learning

Students need to be able to distinguish between classical conditioning (Pavlovian conditioning), operant conditioning (instrumental conditioning), and observational learning (modeling). Discuss with them the concepts of acquisition, extinction, spontaneous recovery, generalization, discrimination, contingency, and contiguity as they apply to both classical and operant conditioning. It is helpful to use historical examples like Pavlov's dogs or Skinner's pigeons to illustrate these concepts. The use of everyday examples, such as the development of phobias through classical conditioning or the training of a family pet with operant conditioning, may increase students' understanding of these phenomena. When covering operant conditioning, make sure that students understand the concepts of reinforcement and punishment (take care to highlight the difference between negative reinforcement and punishment). Also, be sure to emphasize schedules of reinforcement. With respect to developments in the field, you should discuss the role of cognition in learning and the importance of understanding the biological predispositions of animals in training.

VII. Cognition

Cognition is the broad area that encompasses the encoding of sensory inputs, storage, and information retrieval, as well as the subsequent information use in communication and problem-solving situations. Students need to be aware of how human memory functions and its limitations and physical storage, as well as how memory reconstruction occurs. Discuss how the depth of information processing affects later recall, and use simple recall tasks to help students understand the many aspects of memory function, including memory improvement and the importance of context. When you cover problem-solving strategies, such as algorithms and heuristics, ask students to analyze their own problem-solving methods. Examine the common pitfalls that impede good decision making, such as functional fixedness and the availability heuristic. The acquisition of language is an interesting area of study. Have students consider the difference between communication and language. Discuss both language structure and language acquisition, and contrast the research of Noam Chomsky and B. F. Skinner.

VIII. Motivation and Emotion

Have your students generate examples of human behavior that illustrate each theory of motivation and ask them to contrast primary and secondary motives, using hunger, thirst, pain, sex, and aggression. Discuss the role of environmental cues in triggering certain behaviors such as hunger, and the neural and hormonal mechanisms involved in differing motivational states such as aggression. You could use a clip from a film like *Alive*, a true story of plane crash survivors having to decide whether they should eat their dead to survive, to illustrate motivation. Students should also consider human behavior when motives are in conflict, as is illustrated in Aron Ralston's book *Between a Rock and a Hard Place* in which he describes amputating his own arm to free himself from an 800-pound boulder. Discuss the various theories, such as

James–Lange, Cannon–Bard, Schachter–Singer, and opponent-process, that provide differing explanations of the link between physiology and our experienced emotions. Focus on the concept of arousal and its relationship to task performance and examine the role of stress and how it affects health.

IX. Developmental Psychology

Help your students understand that development is a lifelong process. Students should consider physical, social, emotional, and cognitive development through conception, gestation, infancy, childhood, adolescence, and adulthood. Contrast the research methods used by psychologists in studying development, including longitudinal and cross-sectional designs, and discuss their advantages and disadvantages. You could give intelligence testing as a salient example of the cohort effect and how it affects cross-sectional designs, or use an example like language development or fetal alcohol syndrome to discuss the role of sensitive (critical) periods during early development. Students also need to be aware of such major developmental theorists as Piaget, Kohlberg, Gilligan, Erikson, Kübler-Ross, and Vygotsky. Consider having preschool-aged children visit your classroom to demonstrate Piaget's conservation. Ask students to list the pros and cons of cheating to illustrate Kohlberg's stages of moral development.

X. Personality

Have your students compare and contrast how each of the major theories and approaches (e.g., psychodynamic, trait, humanistic, social cognitive, and behavioral) explains the concept of personality and personality development. To further illustrate these different approaches students can analyze the personality development of a famous person or a film character, such as Darth Vader from *Star Wars*. Examine the various assessment techniques associated with each approach, and discuss the advantages and disadvantages of such assessments. It is important that students know about the contributions of major figures in the field (e.g., Freud, Jung, Adler, Allport, Cattell, Eysenck, Rogers, Mischel, and Bandura). In addition, look at the concept of the self and how self-concept and self-esteem are measured.

XI. Testing and Individual Differences

When covering the different types of psychological assessments, such as intelligence and personality, you should examine how such assessments are constructed and consider the concepts of standardization, reliability, and validity. One means of conveying the difficulty of defining such constructs is to have students write questions for a hypothetical intelligence or personality test. Discuss with them the historical roots of intelligence testing and consider the ethical issues surrounding testing and the use of test results. You should present the definitions of intelligence and the role of nature and nurture in its development.

XII. Abnormal Psychology

One way to begin this section is by discussing what abnormal behavior is; ask your students to describe someone they believe would be "mentally ill" and then talk about how stereotypes develop. Introduce the structure and use of the latest edition of the *Diagnostic and Statistical Manual* (DSM) in the diagnosis of mental illness. This reference work is important to the course and one with which your students should be familiar. Discuss the controversy surrounding labeling, which you can illustrate by using Rosenhan's historic study. Describe the symptoms and possible causes of various disorders, including anxiety, mood, dissociative, somatoform, personality, organic, and psychotic. You can use selected clips from video series like *The Brain, The Mind*, and *The World of Abnormal Psychology* to illustrate these disorders. Or create an assignment that uses case studies from textbooks, and ask students to "diagnose" the disorder based on the described symptoms.

XIII. Treatment of Psychological Disorders

Students need to be able to distinguish between the various treatment approaches for different mental illnesses, including behavioral, cognitive, humanistic, psychodynamic, and biological. You may wish to have students compare the various treatments for a specific disorder, such as depression. Look at the different situations in which therapy can take place, such as individual, group, or family, and discuss the prevention and intervention programs that are available at the community level.

XIV. Social Psychology

Your students should understand how groups and individuals affect group and individual behavior. Focus on social cognition, including attribution theory, and discuss the fundamental attribution error in the context of an example like the mass suicide at Jonestown in 1978. Discuss how attitudes are formed and if/how they can be changed; you can illustrate attitude change by showing the clip on the Stanford Prison experiment from "The Power of the Situation" in the *Discovering Psychology* series. Ask your students to consider the ways in which stereotypes affect our attributions and how prejudice develops, and expose them to classic studies on social influence, including those on conformity, compliance, obedience, and altruism. Students may also enjoy discussing the ethical questions raised by Milgram's study on obedience to authority figures. His classic study has been recreated with fascinating results in "The Milgram Experiment Revisited," part 5 in the *Primetime: Basic Instincts* series. Students should also understand aggression and how conflict between groups develops. Help them focus on ways to increase cooperation among members of different groups, including groups in organizations.

Important Skills

The AP Psychology course and exam are designed to challenge students to think. For success on the exam, it is not enough for students to simply know psychology facts; they must use higher-order thinking skills. The multiple-choice section assesses a wide range of psychological knowledge. However, these questions typically demand more than simple recall or recognition of facts. Similarly, the free-response section requires students to use analytical and organizational skills to communicate an understanding of the connections between concepts and theories that they may not have considered before. They must be able to apply, analyze, and evaluate information in order to succeed on the exam. Both sections of the exam challenge students to apply what they have learned to novel situations or to combine concepts in nontraditional ways.

Chapter 4 examines specific multiple-choice questions from previously published exams, comparing lower-order and higher-order items. In that chapter you will also find a helpful discussion on writing free-response questions for your own in-class assessments. Teaching students how to write answers to the free-response questions is critical: both chapter 2 and chapter 4 include specific strategies and assignments you may use to help your students learn to clearly communicate their ideas in the style required by this type of question.

Psychology lends itself to the use of in-class demonstrations and critical thinking exercises. Implement active-learning strategies in your lectures, assignments, and assessments to increase your students' learning, interest, creative thinking, and memory for psychological concepts, and to help them find personal relevance in the material they are learning. An AP Psychology classroom should be a place in which the science of psychology is presented in interesting and engaging ways. Chapter 2 and the sample syllabi in chapter 3 contain specific ideas and activities that you can readily implement in your own classroom.

AP Psychology is the first college-level course many of my students have ever taken, and some arrive unprepared for the level of independent work that is required to succeed in the course. You too may find that some of your students need additional support in terms of developing reading, memory, and note- and test-taking skills, as well as stress relief strategies. One of the best resources I have found for helping students acquire the study skills they need for the course comes from Dr. Linda Walsh, a professor in the Department of Psychology at the University of Northern Iowa in Cedar Falls. Her Web page, Sites to Promote Academic Success (www.uni.edu/walsh/linda7.html), has links to resources you can use to help your students study more effectively, take better notes, improve their memory, manage test anxiety, and implement helpful test-taking strategies.

Critical Thinking Skills

While this Teacher's Guide focuses on the development of a successful AP Psychology course, it is important for teachers to reflect on what specific psychological thinking skills they wish to help students realize, incorporate, and practice. As teachers we hope that students will implicitly develop such skills just by completing the required course work; however, it benefits both students and teachers to explicitly consider what skills might set psychology apart from other disciplines given its focus on behavior.

Many students come to psychology with the idea that they already understand the material. They do not view psychology as a science, or they believe that psychologists are only employed in clinical settings. Furthermore, many students see psychology as nothing more than common sense, and behavior as something that cannot be quantified or predicted. Thus, the successful AP Psychology course is one that reshapes students' views about what psychology is and what psychologists do, while promoting the development of psychological thinking skills.

What makes psychology a science is not the questions psychologists ask but the methods used to answer those questions. Help your students to understand the use of the scientific method in gathering data. The importance of control over experimental variables, randomization, the use of the double-blind procedure, and replication needs to be emphasized. With a good foundation in research techniques, students are better equipped to ask questions about data reported in their textbooks and in the media that they see every day. They can become better consumers of information by learning to evaluate claims, analyze evidence, question sources, and look critically at the research methods used on reported studies. It is important for students to realize that just because something is in print, on the news, or on the Web, it is not necessarily the "truth."

It is also important for students to become aware of their own biases. Being able to analyze how their attitudes impact their interpretations of their own and others' behavior is a valuable skill. Psychologists are interested in understanding how attitudes develop, change over time, and impact behavior, so looking at behavior from a variety of perspectives is an essential psychological thinking skill. This sensitivity builds tolerance of different opinions, which is of growing importance in our increasingly diverse communities and interdependent world.

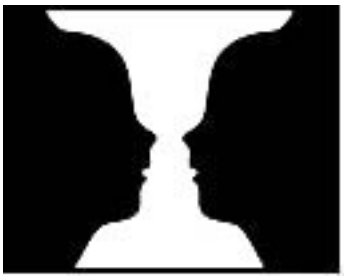
Effective communication skills are also a valuable psychological thinking skill. Listening, speaking, reading, and writing can all be done within the realm of critical thinking. As students engage in these activities, encourage them to ask questions, consider new ideas with an open mind, and analyze data. Since being able to collect and assess relevant information is another important psychological skill, ask them to communicate their ideas clearly in a variety of ways including verbally and in writing.

Beyond acquiring basic knowledge of the concepts, theories, and principles in psychology, the successful AP Psychology student will also learn psychological critical thinking, problem-solving, and communication skills that may be applied to other courses and to everyday life.

Now, let's turn our focus to some practical advice on starting and expanding an AP Psychology course and consider some techniques that will help your students learn and practice some of the key concepts and skills we have just discussed.

Chapter 2
Advice for AP Psychology Teachers

Do you see two faces or a vase?



Most of us have seen this optical illusion, known as the Rubin vase. It demonstrates the difference between *figure* and *ground*, a distinction our brain makes during visual perception. That is, when you focus on one interpretation, the vase, you lose the ability to see the other interpretation, the two faces. You may wonder what this illusion has to do with teaching AP Psychology. Many beginning teachers ask, "How can I cover everything that needs to be covered in my AP course without sacrificing the fun?" Does teaching AP Psychology really mean that it has to be one or the other?

Teaching AP Psychology means teaching accurate content that is up-to-date and scientific in nature. Your role as an AP teacher is to help your students understand and apply psychological concepts to unique and real-world situations. Teaching these concepts can and should be done in active and memorable ways that are geared toward promoting learning in preparation for the AP Exam *and* having fun. In other words, you *can* have both the vase and the face!

Getting Started

Are You a New AP Psychology Teacher?

Of all of the courses offered in a comprehensive high school, I believe psychology is one that is most relevant to the lives of our students. The concepts we discuss—from the workings of the brain to the social forces that shape our behavior—directly relate to the day-to-day interactions in which our students engage. Because psychology is about us, we have an inherent interest in studying it. As educators, we have the opportunity to broaden our students' understanding of themselves and of those in their lives through exposing them to the field of psychology. By teaching them about the science of the field and how psychologists understand human behavior, we are also teaching them to be more sophisticated consumers of information.

As you begin teaching AP Psychology, it is important to keep in mind that everyone has a first year. It is okay to feel concerned that you will not meet the expectations of your students and yourself. My own background was in history and government. I took psychology courses in college because I thought they were interesting, but I never thought I would be teaching them one day. When the opportunity arose to teach AP Psychology, I jumped at it. That did not mean, however, I was ready for the leap. When I began, I had a textbook, the textbook instructor's guide, and the *AP Psychology Course Description*. I began teaching the course the year after the first AP Psychology Exam had been given, so little information about the exam itself was available since, of course, no exams had been released at that time.

My principal encouraged me to seek assistance from a fellow psychology teacher in my district who took the time to explain more about the AP Exam and provide me with some resources to begin the year. Her advice was invaluable in helping me prepare to teach, but I often felt that I was a mere one step ahead of my students for most of the year. You might also feel like that at times, but I urge you to consult with teachers who have experience teaching this course and ask them for help.

I hope this Teacher's Guide will answer some of the questions you may have as you begin to teach your course in AP Psychology. Given the many resources that are available to you, there is no need for you to feel alone. For me, the first year was a tough one and I know I made many mistakes (How *do* you say *acetylcholine*?), but over time I have learned what works for me and what seems to help my students succeed. You will, too.

Is There a "Right Way" to Teach AP Psychology?

While the College Board requires that the AP Psychology course meets the curricular and resource benchmarks identified in the AP Course Audit materials for the course, it does not mandate how much time a teacher must spend on a concept; nor does it recommend any particular order for teaching the various content areas. The AP Course Audit is described in more detail at the beginning of this publication and on AP Central at apcentral.collegeboard.com/courseaudit.

There are many different ways to approach pacing the course. Some teachers feel that the best way is to start at the beginning of their textbook and follow its format through the year. Others prefer more flexibility and skip around in the text. Over the years I have tried both approaches and found that what works best for me is a combination of the two. At the beginning of the year I follow the textbook's organization (i.e., introduction, research methods, biology, and development). I feel this provides my students with a solid foundation for understanding the many other topics we will cover during the year. After the first term, however, I tend to go out of order.

Do not be afraid to vary your calendar and see what works best for you. What is most important is that you *set a schedule and stick to it*. Chapter 3 explains how to divide the content outline in the Course Description into teachable units.

Teaching the Course on a Block Schedule

One of the benefits of teaching on a block schedule is that it forces me to create a schedule and stick to it. Because class time is limited, I can't deviate to tangent assignments and activities. This keeps me focused on covering all of the topics my students will be tested on. The longer class periods also allow students to make connections between the reading, the lecture, and the discussion within a single class period, creating opportunities for "depth of understanding." A block schedule seems to make streaming content within psychology easier to address; since we move fairly quickly, students appear to be able to recognize these connections more readily.

A block schedule creates some challenges, however. Students who haven't taken a prior psychology course seem to struggle, especially early in the course. Because the content is new to them, they have no schema on which to build. At times I feel too rushed to cover the great breadth of content, and oftentimes this has led me to lecture too much.

I've learned to trust that highly motivated students will prepare well for a class session if they expect to use the information in class (e.g., for in-depth discussions, a collaborative project). In such an environment, students ask better questions for clarity, rather than waiting to have the information given to them in a lecture. Missing a class period on a block schedule can be very difficult for some students. This has led me to develop assignments that pinpoint what I want them to know and to create a Web site that I update weekly.

—Todd Dilbeck, Sheldon High School,
Sacramento, California

Choosing a Textbook

Choosing a textbook is an important first step in structuring your course, and many good introductory psychology college textbooks are available. Keep in mind that the AP Psychology Development Committee does not adhere to one specific book when creating the exam, and the College Board does not endorse any particular book for the teaching of the course. Therefore, you should instead take other factors into consideration when choosing a textbook.

- **Content.** Be sure the textbook you select adequately addresses the major concepts in the *AP Psychology Course Description*. Review the Course Description and its content outline and compare them to the text that interests you. It may not be possible to read the entire textbook, but select a few chapters—especially those for the parts of the content outline that are represented by a higher number of multiple-choice questions on the AP Exam—and read them carefully. The "Psychology: Example Textbook List," which can be accessed from the Psychology Course Home Page on AP Central, is a handy, but not exhaustive, compilation of texts that meet the curricular requirements for this course.

- **Readability.** Consider the readability of the text, its illustrative graphics, and its organization, including chapter outlines, learning objectives, questions, chapter summaries, and bold-faced key terms. Also evaluate the readability of the accompanying review materials.

- **Themes.** Many textbooks follow particular themes, such as multicultural issues, that may support the particular emphasis of your course.

- **Learning level.** Remember that the AP Psychology course is academically equivalent to an introductory psychology college course. Thus, the text you choose must reflect that rigor and be written for college students. You will find that some texts have been written specifically for the AP Psychology course. Give them the same type of critical review you would any textbook. The one you choose needs to include major concepts in psychology and address them in sufficient depth.

- **Student needs.** What type of textbook do your students need? Some are written for advanced reading levels and may not be appropriate for high school students. The Office of Teaching Resources in Psychology (OTRP), part of the Society for the Teaching of Psychology (STP), publishes an extensive list of introductory textbooks, organized by high, medium, and low reading levels.[9] The list also contains information about the texts' chapter length and pedagogical features. Its helpful content analysis shows how much of the text is devoted to various topics.

- **Teaching style.** Some teachers like the flexibility of a module format, with smaller reading sections that allow them to skip around within the text. Others prefer a traditional chapter-style textbook. Find examples of both and see which style best fits the way you like to teach. You will also find that textbooks vary in how they address specific topics and the terms they use for specific phenomena (e.g., do you call them *terminal buttons, terminal branches,* or *axon terminals*?). These factors also need to be compatible with your approach to teaching the subject.

- **Ancillary materials.** Many publishers offer instructor's manuals, video/DVD packages, supplementary magazines, student CD-ROMs, and other teaching resources. Check the publishers' Web sites or call their sales representatives to find out about the materials that accompany each text. OTRP provides publisher contact information on its list of introductory texts.

- **Binding.** Check to see if your desired text is available as a hardback volume. College texts, which are usually paperback editions, are meant to last for one semester, but in most schools a textbook needs to last for many years. Binding that is appropriate for the heavy usage and wear and tear that high school textbooks get can help extend the lives of the texts you purchase.

Publishers are always happy to send review copies of textbooks to teachers, and exhibitors at professional development events frequently give them away. You can build a personal resource library of individual review copies, using them to supplement the text you ultimately choose for the course. When preparing lectures and class activities, consult your library to see how different texts treat various concepts and then fill in what is missing from your own text. This practice will allow you to provide various perspectives on the many concepts you need to teach.

Your colleagues are another good resource to consult when it comes to selecting a textbook. Ask other AP Psychology teachers in your area and on listservs about the textbooks they are using. Why did they choose them? How well do they like them and why? What do they wish the text did differently and why? You can also ask your students what they think of their text. When my students evaluate the course at the end of the year, I include a question that asks about the usefulness of the printed materials they have used, including the textbook.

Getting Your Students to Read the Textbook

Once you have selected a textbook, the challenge is getting your students to read it! There are a number of ways to accomplish this. Many teachers require chapter outlines or note cards for key concepts and researchers. I use the study guides I purchased with my textbook.

9. Cynthia S. Koenig, "A Compendium of Introductory Psychology Texts (2003–2006)," *Office of Teaching Resources in Psychology*, http://teachpsych.org/otrp/resources/resources.php?category=Introductory%20Psychology.

Quizzes, both announced and unannounced, can also be effective tools. I like to give extra-credit reading quizzes. Students receive a calendar that lists the pages in their text they are to have read before coming to class each day. As they enter the classroom, they pick up a piece of scratch paper and answer the questions I have written on the board or display with the overhead projector. The individual quizzes do not count for much, usually one to five points each, depending on the topic and the quiz. Over the course of the year, however, the points from these quizzes add up, making reading the text worth my students' time. The questions themselves can be definitions of key terms, application questions, cartoons the students are to apply to psychological concepts, or an opinion question that uses a specific topic from the assigned reading. We quickly correct, discuss, and collect these quizzes at the beginning of class. They are a great way to start the period and provide incentive for students to complete their assigned reading.[10]

Color-Coded Notes in the AP Psychology Classroom

At a teaching workshop I attended, Don Leach, a retired AP Psychology teacher, discussed how he used color-coded notes to help his students more effectively read their texts. I have adapted his methods to fit my needs. Every student must have a spiral-bound, lined-paper notebook, four colored pens, and a list of key concepts for each chapter. Using the five-step process described here, they write a complete summary, in paragraph form, of the textbook chapter.

1. Students first take each bolded subsection from the chapter and, with their red pens, turn it into a question in the top center of a page in their notebooks. For example, the heading of a subsection in the research methods chapter might be "Measures of Central Tendency." Students rewrite this as, "What is the measure of central tendency?"
2. In the left margin of that page, students write in blue each of the vocabulary words from the list of key concepts. For example, key terms from this list might include *mode*, *mean*, and *median*.
3. Next, in the center of the page and under the question written in red, students use a green pen to write an accurate definition for each term. For example, they would write in green, "Mode: the most frequently occurring score."
4. In the right margin, students use a purple pen to add reflections, comments, or questions in order to personally connect to the material. Students must really reflect on the material; a simple, "That's neat!" does not suffice.
5. Finally, students write a complete summary in paragraph form. For example, "Measures of central tendency are descriptive statistics that allow researchers to see how data gather around the center. The mode … [and so on]."

—Annette Jordan, Woods Cross High School,
Woods Cross, Utah

No matter what method you use for getting your students to interact with their textbook, it is important to help them review vocabulary and increase their familiarity with, and use of, key concepts. Because you cannot focus on every concept in every chapter, give your students responsibility for understanding terms. Doing so will allow you to use your limited class time to illustrate key concepts with hands-on demonstrations, video clips, and other active-learning activities.

10. I encourage you to learn more about the effectiveness of this approach by reading Laura M. Padilla-Walker's article, "The Impact of Daily Extra-Credit Quizzes on Exam Performance," *Teaching of Psychology*, 33, no. 4 (2006): 236-39.

Promoting Your Course

One of the best ways to get out the message about your course is by word of mouth. Students appreciate a rigorous course when the teacher and the class guidelines are consistent and fair. If the course content is relevant and presented in a variety of teaching styles, word gets out that this is a course to take.

If you are new to the school and want to get the word out, try organizing a psychology club. I have had one at my school for a number of years. The club's president, secretary, and financial, activities, and communications officers meet with me monthly to plan activities, typically those that coordinate with the concepts we are discussing in class. For example, when we were learning about social psychology, the club invited Dr. Lisa Diamond from the University of Utah to speak about current research on love. It was appropriate that she gave her lecture the day before Valentine's Day!

The club meets once a month for activities, and its members do not have to be students in psychology courses; all who are interested are welcome to join. A small membership fee covers activity expenses, including a club T-shirt. The T-shirts are highly anticipated items and the students love to wear them. The advertising around the club, the school announcements, the posters, and the T-shirts all get the word out about the course.

Another way to promote the course is to hold a Psychology Awareness Week. My students and I have done this many times with great success. During the week we make brief school announcements that feature an interesting fact based on psychological research, hang up posters with interesting facts "brought to you by the Psychology Club," and make bookmarks to photocopy onto colored paper to give out to the students in English courses. One side of the bookmarks has a fun psychological fact and the other reads "brought to you by the Psychology Club." During Brain Awareness Week, which is sponsored by the Dana Alliance for Brain Initiatives and usually occurs in March, the psychology club can draw attention to the course by selling suckers in the shape of brains.[11]

The club also conducts brief lunchtime demonstrations in the commons area and distributes popcorn-flavored jelly beans with instructions to pinch one's nose before eating the candy. Jelly beans eaten while one's nose is pinched have very little flavor, only a vague sweetness. Unpinching one's nose just before swallowing allows the full popcorn flavor to come through. After the demonstration, which was created by Dr. Bernard C. Beins and can be found in volume 4 of *Activities Handbook for the Teaching of Psychology*, club officers and members explain the concept of sensory interaction. All of these events introduce both students and faculty to the scientific field of psychology and encourage students to take the course.

Not only can you attract students to your course by showing them how fun and interesting AP Psychology is but also by telling them and their parents about the value of having a college-level learning experience while still in high school. Students acquire needed writing, reading, and critical thinking skills, as well as confidence in themselves, by taking AP courses. Additionally, scoring well on the AP Exam can help them save money on college tuition if they earn credit for a college-level course completed before graduating from high school. Regardless of the grade they receive on the AP Exam, your course will allow students to enter a college psychology classroom better prepared than those students who have not had the benefit of the AP Psychology course.

11. Maredy Candy Company sells brain-shaped suckers (item 1119). Visit their Web site at www.candy-fundraiser.com or call 800 462-7339 to order.

Developing a Relationship with Parents

Developing a good relationship with your students' parents or guardians benefits the students and the goals you have for your course. Open up the lines of communication early. How do you start? Consider what parents may want to know about your course:

- What are the academic requirements?
- Do you have specific rules regarding student behavior, and what are the consequences for misbehavior?
- What are your policies on late work? Extra credit?
- How much homework will students have daily? Weekly?
- Are any special fees associated with the course?
- What materials will the school provide the students? What materials will students need to supply for themselves?
- How can parents promote the success of their child in the course?
- How can parents contact you if they are concerned about their child's grade or if there is an emergency?
- What types of reports will you provide about the student's performance? How often will parents receive these reports?
- Should the student take the AP Psychology Exam? Is the exam a requirement for the course? When is it scheduled? How much does it cost? Will the school provide financial assistance to help with the cost of the exam?
- What kind of college credit can a student earn with a grade of 3 or higher on the AP Exam?

This, of course, is not an exhaustive list, but I recommend considering these questions and the ways in which you can communicate your expectations to your students' parents. If your students are new to the AP Program, their parents may be as well.

One way to communicate with parents is to send them a letter or an e-mail that explains the purpose and goals of the course as well as the academic and behavioral expectations you have for the students. Include any information that will help students feel comfortable in your class and ready to succeed. I like to send such a letter at the beginning of the school year for both the parents and the students to sign. I also enclose a yearlong calendar that provides the due dates for assignments and other relevant information.

You may consider, as many AP Psychology teachers have, developing a course Web site for posting your syllabus, course calendar, assignments, projects, and links to helpful Web sites. I have recently completed my own course Web site, www.davis.k12.ut.us/staff/kwhitlock. It includes the course disclosure, a calendar, helpful links for parents and students, and information on our school's Psychology Club. The parents' page has answers to questions that I am often asked, such as, "What credit will my child receive for doing well on the AP Exam?" (I provide a link to the College Board's credit policy search tool, described later in this section.) I've also included information on the kinds of study skills students need to succeed in college-level

courses, as well as links to the school bell schedule, the PTSA, and the Community Council pages. I hope that parents will take advantage of these links to keep informed and get involved with our school community.

For another example of a course Web site, visit the one developed by Shauna Kay, an AP Psychology teacher at Lone Peak High School in Highland, Utah. (Go to http://lonepeak.alpinedistrict.org, click on *Faculty*, then on *Kay, Shauna* under the "History" heading, and finally on the link to her site.) You will see how she has organized and displayed such information as her disclosure statement, reading and test schedules, essay questions, and assignments.

An Internet source that is very helpful for parents and students is the Credit and Placement Policy page on collegeboard.com. There they will find a search engine that lets them view the AP placement policies for hundreds of colleges and universities as well as the number of credits a college awards for grades of 3 and higher on the AP Exam.

An effective way to connect with parents is to invite them to participate in class activities. In the past I have had parents attend our "Operant Conditioning Show and Tell Day" for which students bring in pets they have conditioned to do tricks. Students must fill out a form ahead of time that tells me what pets they intend to bring, what tricks the pets will perform, how they trained their pets, and how their pets will be transported to and from school. Since our students cannot leave campus during class time, their parents need to be involved in bringing the pets to the classroom and taking them home again at the end of the period. Sometimes the pets perform better for the parents than they do for the students! The students tell the class how they trained their pets, illustrating the principles of operant conditioning. This is a fun, memorable, hands-on activity that enables parents to be part of the classroom.

Inviting Family Members into Your Classroom

Your students' family members are a good source for interesting guest lecturers. Your students may have a parent, stepparent, older sibling, or other family member who practices in the field or is studying the discipline at the graduate level. Younger siblings make great guests for a cognitive development unit, and grandparents can form a panel to discuss topics on aging. Often students' family members are very receptive to coming in to speak to the class. I send an interest sheet home with my students to gauge family interest in participating. Interest sheets can also be given out at a back-to-school night or a school open house.

—Allison Herzig, Langley High School, McLean, Virginia

Oftentimes I hear from my students' parents that the topics and activities we do in class are the subject of dinnertime conversations. Psychology is a subject that lends itself to such interactions between students and their parents. The ice-cube addiction activity I have used for many years is a great conversation starter. For 48 hours, everything my students drink must have an ice cube in it. However, because for this activity ice cubes are "illegal" and "socially unacceptable," the students must hide their ice cube "use" from anyone not currently taking the course. At the end of the exercise we hold a self-help group meeting to process their experiences and discuss the nature of addiction. Many students relate how their parents reacted to the change in their behavior. Some parents are very aware that a change has occurred and some are totally unaware. This leads to interesting discussions both in and outside of class. A number of parents have told me how effective this exercise is and how much their child learned from it. A more detailed description of this activity appears later in this chapter.

Connecting with Other Teachers

One of the challenges of teaching high school psychology is that the course is oftentimes offered by the social studies or history departments, and some of the teachers assigned to teach the course may not have had adequate training in certain content areas. In the teacher workshops I have attended or given presentations for, two content areas seem to be of greatest concern: biology and statistics. These were the two areas I felt unprepared to teach when I was a new AP Psychology teacher.

One way in which I have met this challenge is by collaborating with the AP Biology and AP Statistics teachers in my school. These colleagues have been very helpful in providing me with additional explanations that go beyond those in my textbook for specific content. The biology department has also helped me find supplies, such as prop paper when I want to test students for supertasting abilities during the sensation and perception unit, and a graduated cylinder and glass beaker for a conservation demonstration during the development unit. The AP Statistics teacher created a review sheet to help my students study for the AP Exam and has conducted evening review sessions for them as well. I have found that we share many of the same students, and the topics discussed in AP Psychology class complement the AP Statistics curriculum and vice versa.

Not only have I sought the advice of other teachers, I have also been able to share my knowledge and resources with them. For example, when an English teacher is discussing George Orwell's *1984* in class, I provide video clips of Stanley Milgram's classic study on obedience. With a little planning, you and the other teachers in your school can create cross-curricular units that address a variety of topics. All such collaborations are extremely helpful and not only serve to improve relations among colleagues but also better serve students.

Incorporating Literature into the AP Psychology Curriculum

One of my favorite methods of incorporating literature into my AP Psychology curriculum is to do cross-curricular units with the English teachers in my school. Find out what your students are reading in their English courses and incorporate these readings into your psychology teaching.

When students are reading *The Crucible*, for example, have them use concepts and theories of social behavior to analyze group behavior (i.e., the girls who banded together to accuse people of witchcraft). Similarly, students can examine personality when reading *The Great Gatsby* and conditioning when reading *1984*. An approach to take while studying disorders is to have students choose a character from a novel and write a case study on that character.

You can also use nonfiction sources for this exercise. I often find items in newspapers and weekly newsmagazines to support the psychological topics we're discussing. I might, for instance, tell my students to use Kohlberg's levels to discuss the moral choices of the players in current, real-life dramas. Make it a habit to peruse all types of current literature for valuable applications. Have your students hunting and searching for their own applications—they will catch the fever!

—Cynthia Davis, Northridge High School,
Layton, Utah

Another important resource to consider is the other AP Psychology teachers in your district or in nearby communities. Many years ago the psychology teachers in my district designed an in-service class we called "What Works!" We met once a month at a centrally located school. At each meeting, one person presented a favorite teaching idea, activity, or demonstration. Afterward we opened up the conversation to discuss any specific needs or challenges one of us might be facing. These meetings were extremely helpful, especially for the new teachers, and we have developed close friendships over the years. One of the outcomes of these collegial gatherings was the development of a Psychology Bowl, a quiz-type program to help students review for the AP Exam. This event is described in chapter 4.

Psychology teachers may feel isolated, as they are often the only ones teaching the subject at their schools. If you feel this way, take a chance and contact others! Start small by simply inviting local educators, including college faculty, to your school.[12] In addition, take advantage of the electronic communities for psychology teachers that are available on the Internet. Some of these are identified, with instructions for signing up, later in this chapter and in chapter 5.

Suggested Activities and Teaching Tips

Summer Projects

In my opinion, a summer project is a great way for students to prepare for the course. For many years I have given my incoming AP students a summer project based on Roger Hock's book *Forty Studies that Changed Psychology*. The book is divided into broad content areas, much like a typical textbook, and contains a compilation of significant articles written during the twentieth century. I use it throughout the year for additional readings and homework.

The incoming AP Psychology students stop by my classroom in the spring to check out a copy of the book and pick up their assignment, which requires them to read the preface and the introduction to each of the book's 10 sections. They are also to read and summarize 10 articles (one article from each section) of my choosing, each of which discusses a specific historical study. Their summaries need to include a discussion of the research topic, the methods, the results, and any criticisms or later research done in that area. In addition, they write a reflection paper that compares their view of the field of psychology before they completed the readings and after. In this paper they discuss the studies they found most surprising or interesting, and they address what they expect to learn in the AP Psychology course. This assignment is due on the first day of class.

I devote the first few days of school to the summer project. We go to the library where there is plenty of room for my class of 35 to 40 students to work without interrupting each other, as well as use the library's computer lab for the online IQ test that one of the activities requires. I set up seven different stations, each focusing on a study from the reading the students have done over the summer. The students form small groups of 5 or 6 and rotate among the stations every 15 minutes. As they rotate, I visit with each group to discuss the activity and to answer questions.

Using the packet of instructions I have given them, they complete a hands-on activity at each station and answer the questions that are included in the stations' packets (typically, a packet has four to six questions and sometimes an additional worksheet). For example, at station 6 the students read the article "Acting As if You Are Hypnotized," which summarizes Nicholas Spanos's research on the nature of hypnosis.[13] For the related hands-on activity they engage in the "Creative Imagination Exercise," which examines their susceptibility to suggestion.[14] After the exercise, they answer questions about their experience and express their opinions, informed by their reading, about the nature of hypnosis. They turn this in for a grade. Whatever station packet questions they cannot finish during this class period they do as homework.

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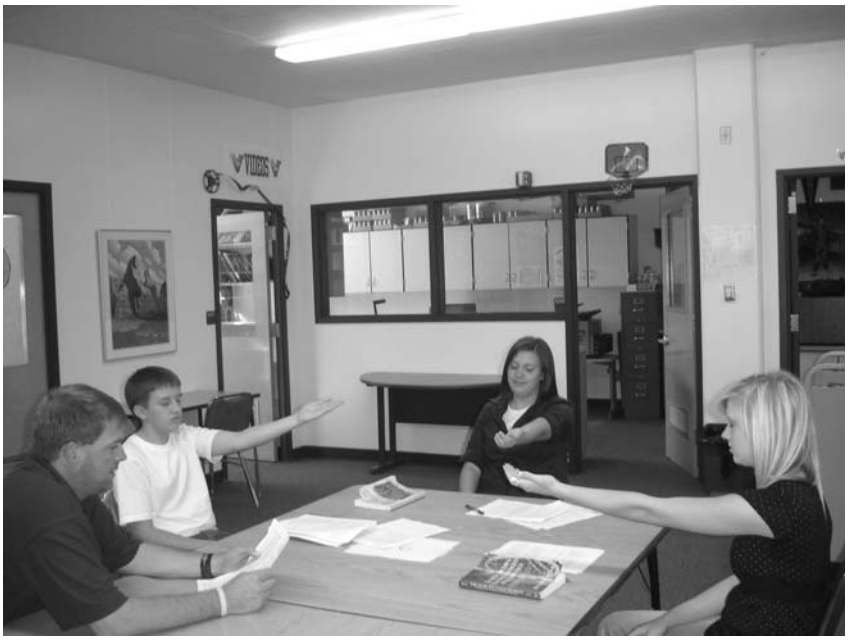
12. For more ideas on networking, see "The Importance of Communication Among High School Psychology Educators" in *Essays from E-xcellence in Teaching, 2000–2001,* vol. 1, edited by William Buskist, Vincent W. Hevern, and G. William Hill IV ([Washington, D.C.]: Society for the Teaching of Psychology, 2002). It can be downloaded from the STP Web site, www.teachpsych.org/resources/e-books/eit2000/eit2000.php.
13. Nicholas P. Spanos, "Acting As If You Are Hypnotized," in *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*, 5th ed., by Roger R. Hock (Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005), 55.
14. Martin Bolt, *Instructor's Resource Manual and Lecture Guides* [accompanies *Psychology: Myers in Modules*, 6th ed.] (New York: Worth Publishers, 2001), 3.



A creative imagination exercise tests a student's susceptibility to hypnosis. Students participate in several activities that illustrate the psychological studies they have read about over the summer. Photo courtesy of Kristin Whitlock.

I have found that these introductory activities set the tone for active learning for the school year. My students really enjoy them and report that the readings are interesting and worthwhile. Not every teacher believes that students should be assigned work during the summer, but I feel that a summer project enables the class to begin the year with a common experience and vocabulary. The reflective component of the assignment allows them to think about what psychology is and consider what they want to learn. I find that reading about these past studies ignites student interest in research and broadens their definitions of psychology. The project also gives me a better sense of the students' writing and analytical skills.

Active Learning

AP Psychology is a course that lends itself to active-learning teaching methods. Active learning is a catchall term that includes critical thinking and student-centered learning. In this method the learner is an *active participant* in the learning process. Generally, active-learning activities require students to:

- do more than just listen to a lecture;
- develop critical thinking skills (i.e., the careful consideration of evidence for or against an issue or an argument);
- apply higher-order thinking;
- explore their own attitudes and values; and
- engage in activities (e.g., reading, writing, discussing).

Active-learning activities help students better retain information, and they enjoy the variety and nature of the exercises. Classroom techniques such as demonstrations, hands-on activities, and interactive lectures provide a stimulating learning and teaching environment. When students are actively engaged in their own learning, with the teacher as their guide, the classroom is an interesting and exciting place to be.

In this section I would like to share some of my favorite active-learning activities and encourage you to create and use similar types of exercises in your own classroom. Each activity emphasizes one of the requirements for students identified in the bulleted list on page 23 and relates to one of the topics in the content outline in the Course Description. I have included some of my favorite resources for active-learning ideas and exercises after the last activity.

Note: Be aware of your school's or district's policies before conducting any activities or experiments that may need official review. Norms for what is or is not acceptable in a high school classroom may differ depending on where a school is located, whether it is a public or private school, etc. Some schools have a formal review process, and others handle requests more informally. You may want to ask permission of parents or guardians before doing some activities. When in doubt, it's always wise to discuss any proposed activity or project with your principal.

Students Are Involved in More than Listening

This activity reinforces the topic of sensory mechanisms, found in the Sensation and Perception section of the content outline.

The Pulfrich Effect

Students watch a swinging pendulum with one of their eyes covered by a darkened lens. While the pendulum is swinging in a straight line, it will appear to be moving in an ellipse. This demonstration illustrates how the brain processes information differently than the eyes' rods and cones do. The eye covered with the dark lens is adapted to the dark, which causes the message that is sent to the brain to travel more slowly than the other message being sent by the uncovered eye. Such a delay causes us to see the pendulum as swinging "in the past."

With one eye covered, these students experience the Pulfrich Effect where they see the pendulum swinging in an ellipse instead of a straight line. Photo courtesy of Kristin Whitlock.

Reference

Benjamin, Ludy T. Jr. "The Pulfrich Effect: When To and Fro Is Roundabout." In *Activities Handbook for the Teaching of Psychology,* vol. 1, edited by Ludy T. Benjamin Jr. and Kathleen D. Lowman, 40. Washington, D.C.: American Psychological Association, 1981.

Students Develop Critical Thinking Skills

This activity reinforces the topic of experimental research, found in the Research Methods section of the content outline.

Dowsers

Dowsers have claimed for centuries that they can locate water by using a few simple tools and their senses. In the "Water, Water Everywhere" segment of the television series *Beyond Science,* scientists use rigorous tests to see if dowsing is a reliable way to find objects. This is a wonderful segment to show to reinforce how research is conducted and how it can be used to challenge common myths and claims. You can also use this 12-minute clip as a way to discuss other pseudoscientific claims, such as handwriting analysis and healing touch therapy.

References

Scientific American Frontiers: Beyond Science. Episode 802. Produced by Chadd-Angier Production Company, 1997. Distributed by Public Broadcasting Service. 60 minutes.
To watch the "Water, Water Everywhere" segment online, go to www.pbs.org/saf/previous2.htm and scroll down to "Season 8 (1997–1998)." Clicking on the icons will take you to the video stream, a transcript, and a teacher's guide with related discussion and activities for the episode. (Typing *dowsing* in the keyword search box at the bottom of the page is an easy way to find this video.)
Scientific American Frontiers Video Collection. 3rd ed. N.p., n.d. Distributed by Worth Publishers.

Students Practice Higher-Order Thinking

This activity reinforces the topic of neuroanatomy, found in the Biological Bases of Behavior section of the content outline.

Brain Mobiles

Brain mobiles, an activity whose creator is unknown, has worked well for me in the past. I instruct my students to trace their profiles on a piece of 11 x 14 inch white construction paper and then cut them out. Their profiles should look like them, including ponytails, bangs, or other features that are unique to their own faces.

On one side of their profiles the students draw and label parts of the cortex, including the frontal lobe (pre-frontal, pre-motor, and motor cortexes), parietal lobe (including the sensory cortex), occipital lobe, temporal lobe, Wernicke's area, Broca's area, central fissure, and lateral fissure. On the other side they draw and label the parts of the lower brain, including the medulla, pons, cerebellum, reticular activating system, hippocampus, amygdala, hypothalamus, and thalamus.

Along with a label, each brain area must also include a visual representation of its primary function (e.g., a picture of eyes to represent the occipital lobe). These visual representations can be taken from magazines or clip art, or neatly drawn by the students. After the profiles have been handed in and assessed, I punch a hole at the top of each head and hang them with string from the ceiling. They provide a colorful and informative classroom display.

Two AP Psychology students proudly display their "brain mobiles." They have traced their profiles and drawn in and labeled the parts of the brain. Photo courtesy of Kristin Whitlock.

Students Explore Their Own Attitudes and Values

This activity reinforces the topics of conformity, compliance, and obedience, found in the Social Psychology section of the content outline.

Value Continuum

The value continuum can be used whenever you ask students to consider their personal opinions about a specific topic. I like to use the value continuum to help my students process a reading assignment from *Taking Sides: Clashing Views on Psychological Issues*. For this activity, students read two articles that take opposite positions:

- **Yes.** Diana Baumrind, "Some Thoughts on Ethics of Research: After Reading Milgram's 'Behavioral Study of Obedience'," *American Psychologist* 19 (1964).
- **No.** Stanley Milgram, "Issues in the Study of Obedience: A Reply to Baumrind," *American Psychologist* 19 (1964).

After reading both articles, students write an essay for homework that responds to the question, "Was Stanley Milgram's study of obedience ethical?" Their essays must have an introduction that clearly states their personal opinions, cite three supporting arguments from the reading, and conclude with a sentence that reaffirms their opinions. When the students return to class with their essays, I draw on the whiteboard a value continuum that students copy at the top of a piece of paper.

"Was Stanley Milgram's study of obedience ethical?"

YES_____ **NO**

Students mark on their own continuums where their opinions lie. They then take turns coming to the board and marking where on the continuum their opinions lie. Before they can be seated, they need to relate one of the arguments that supports the opinions they cited in their essays. Then they pass the marker to someone else until all of the students have had a chance to share their opinions. This is a wonderful activity that allows everyone to be involved and listen to many different viewpoints.

Reference

Slife, Brent. "Classic Dialogue: Was Stanley Milgram's Study of Obedience Unethical?" Issue 3 in *Taking Sides: Clashing Views on Psychological Issues*. 14th ed. New York: McGraw-Hill/Dushkin, 2005.

Students Engage in Activities

This activity reinforces the topic of psychoactive drug effects, found in the States of Consciousness section of the topic outline.

Addiction Simulation

An addiction simulation activity allows students to experience firsthand some of the physical, cognitive, social, and emotional experiences of someone who is addicted to a drug. During a specified 48-hour period, every time the students have a drink of any liquid, an ice cube must be in their beverage. They are not allowed to let people who are not involved in the simulation see them drinking a beverage with ice cubes or even procuring ice cubes since, for the purpose of this exercise, we are considering the use of ice cubes to be illegal and socially unacceptable.

To simulate the obsession associated with drug abuse, students must keep an hourly journal (waking hours only) in which they answer three questions: Are you thirsty now? Where is your next ice cube coming from? What is your plan to satisfy your craving? They also tie a piece of red yarn around

their wrists to simulate the needle tracks of an addict and to remind them of their participation in the simulation. They must keep the yarn hidden from others. When the 48 hours are over they write a free-form paper that describes their feelings, thoughts, and reactions to the exercise. They turn in their hourly logs along with their reaction papers.

We process the activity in class as a self-help group. Students sit in a circle facing inward, and I begin by modeling what the students should say. Moving around the group clockwise, they introduce themselves ("My name is John Doe, and I'm an ice cube addict") and then relate something that happened to them while they were addicted to ice cubes and something they learned from the experience. After we have discussed their experiences, we watch the 25-minute segment on addictive drugs and the brain in *The Teenage Brain: A World of Their Own*.

References

Campbell, Todd C. "Addiction Simulation Exercise: Ice Cube Addiction." In *Activities Handbook for the Teaching of Psychology*, vol. 4, edited by Ludy T. Benjamin Jr., Barbara F. Nodine, Randy M. Ernst, and Charles Blair Broeker, 369-73. Washington, D.C.: American Psychological Association, 1999.

The Teenage Brain: A World of Their Own. Episode 3 in *The Secret Life of the Brain*. Produced by Thirteen/WNET and David Grubin Productions, 2002. Distributed by PBS Home Video. 60 minutes.
The related Web site, www.pbs.org/wnet/brain/episode3/index.html, features resources and clips from the episode that can be viewed online.

Additional Active-Learning Teaching Resources for AP Psychology

Halonen, Jane, and Cynthia Gray. *The Critical Thinking Companion for Introductory Psychology.* 2nd ed. New York: Worth Publishers, 2001.

Makosky, Vivian Parker, Chi Chi Sileo, and Linda Genevieve Whittemore, eds. *Activities Handbook for the Teaching of Psychology.* Vol. 3. Washington, D.C.: American Psychological Association, 1990.

Makosky, Vivian Parker, Linda Genevieve Whittemore, and Anne M. Rogers, eds. *Activities Handbook for the Teaching of Psychology.* Vol. 2. Washington, D.C.: American Psychological Association, 1988.

Sattler, David N., and Virginia Shabatay. *Psychology in Context: Voices and Perspectives.* 2nd ed. Boston: Houghton Mifflin, 2000.

Smith, Randolph A. *Challenging Your Preconceptions: Thinking Critically About Psychology.* 2nd ed. Belmont, Calif.: Thomson/Wadsworth, 2002.

Stanovich, Keith E. *How to Think Straight About Psychology.* 8th ed. Boston: Allyn and Bacon, 2007.

Teaching Students How to Write for AP Psychology

It is important to begin teaching your students how to write essay answers to free-response questions early in the school year and then have them practice this kind of writing as often as possible. My students' first AP Exam writing assignment is a practice essay that answers a free-response question. I print the question on green paper, the same color paper on which Section II of the AP Exam (the free-response section) is printed, and use the same heading and directions that appear in the exam booklet. This familiarizes my students with the exam's appearance and instructions and starts to demystify the test.

The first free-response question I give my students is based on one from the 1993 AP Exam:

Design and describe an experiment to measure the relationship between rehearsal/repetition of a list of words and later recall of that same list of words. In your answer you should formulate a hypothesis and include a description of each of the following.

A. Population
B. Subject selection
C. Independent variable
D. Dependent variable
E. Experimental group
F. Control group
G. Potential for confounding variables

So that I can use the original question on my first exam, I modify it. Thus, the resulting practice free-response question assignment I give my students looks like this:

PSYCHOLOGY
SECTION II
Time—25 minutes
Percent of total grade—35

Directions: You have 25 minutes to answer the following question. It is not enough to answer a question by merely listing facts. You should present a cogent argument based on your critical analysis of the question posed, using appropriate psychological terminology.

Design and describe an experiment to measure the relationship between study time and final grades. In your answer you should formulate a hypothesis and include a definition of each of the following:

- Population
- Subject selection
- Independent variable
- Dependent variable
- Experimental group
- Control group
- Potential for confounding variables

Before giving my students this practice question, however, I discuss with them some basic guidelines for constructing a successful response. I suggest you do the same with your students before they begin any kind of writing. Chapter 4 has a detailed list of strategies you can discuss with your students. If students work on following these strategies from the very beginning of the school year, by the time they take the AP Exam they will be in the habit of writing well-constructed essays and making efficient use of their time. I give the following instructions in a handout to my students to reinforce our discussion:

1. Be sure you understand the question. Underline key phrases (e.g., Design and describe).
2. Take a moment to do some prewriting. Jot down any key definitions, ideas, examples, or names of significant individuals to use in your essay. Organizing your thoughts first will lead to a much more coherent and structured essay.
3. A formal introduction isn't needed. Launch right into your answer (e.g., "My hypothesis is . . .").
4. Answer each section of the question completely and in order. When you are finished writing your hypothesis, cross it off! When you are finished with population, cross it off! This will help keep you organized so you won't accidentally miss writing about any part of the question.

5. Be specific and avoid vague statements. Don't assume I'm an expert on the topic. Provide context for each part of the question (e.g., "The population in my study would be . . ." or "I would select subjects by . . .").
6. A formal conclusion isn't needed. When you are done writing about "reducing experimental bias," you are done with your essay.

The free-response questions on the AP Psychology Exam are evaluated using scoring guidelines that outline the required components of correct answers, define the grading criteria, and allow for consistency in grading. I use scoring guidelines to grade all of the writing assignments, including essay tests, for my course. This helps students become very familiar with their use. If you do not currently use scoring guidelines, I strongly recommend that you do so for this AP course. You can find the free-response questions and scoring guidelines from past AP Exams on the AP Psychology Exam Page on AP Central.

I also use a grading sheet, which is a simple list of each point. As I am reading an essay, I simply check off the points earned and total them at the bottom of the grading sheet. When I return students' work, I attach the grading sheet and a copy of the scoring guidelines to the essay. By looking at the grading sheet, students know exactly what points they missed, and by consulting the scoring guidelines, they can see why they missed them. This method reduces the number of comments I need to write on essays.

With large classes it may seem impossible to keep up with grading. Consider having your students use scoring guidelines to grade each other's work. To protect their privacy, conceal the students' names or assign them identification numbers. This is a great training exercise because it lets students practice using and applying scoring guidelines. As they become experts at this type of grading, they also become more sensitive to their own writing practices and more aware of what it is the AP Exam Readers look for in an essay response.

Sample Grading Sheet

Directions for Students: Score each of the essays as a group. You must reach a consensus on the total score. After you score each essay, answer the questions below. Be specific in your answers.

Group: _____

Essay: B1

____ Hypothesis
____ Population
____ Sample
____ Independent variable
____ Dependent variable
____ Experimental group
____ Control group
____ Potential for confounding variables
____ Method for reducing experimenter bias

____ *Total*

What was good about this essay?

What improvements would you make?

Teaching with Films

Popular films can be an interesting resource for teaching psychological concepts. It is important, however, to be cautious when showing films to your students. First, showing entire films before the AP Exam takes away from class time. So be certain that you have sound academic reasons for taking such time for any film you show. It may be best to save full-length feature films until after the exam and instead use short clips that illustrate specific points.

Be aware of any school, district, or state rules that concern the showing of films in class. These rules may vary widely. Be sensitive to the ratings of the films as well; an "R" rating means that those under 17 should not see a film without an accompanying parent or adult guardian. Try to offer a variety of movies with different ratings or provide an alternative assignment when you use films. I have assigned movie reviews for extra credit. My students watch a film outside of class and write a paper that examines how the film's plot and characters apply to specific psychological concepts.

I have found several resources to be especially helpful for creating lesson plans that use films. Full citations for them are provided in chapter 5.

- ***Movies and Mental Illness: Using Films to Understand Psychopathology,*** by Danny Wedding, Mary Ann Boyd, and Ryan M. Niemiec, is an excellent resource to use when discussing the popular media's portrayal of mental illness. Each chapter in this book contains a case history with synopses and scenes from popular films that can be used to illustrate specific psychological disorders. The authors provide suggestions for class discussions for each of the films.

- **The Movies Are Us page** on the Neuroscience for Kids Web site has a list of suggested questions to ask after viewing *Awakenings, Charly, Rainman, Regarding Henry,* and *Wild Child*.

- ***Using Film to Teach Psychology: A Resource of Film Study Guides,*** by Elizabeth Nelson, organizes study guides by topic for 60 different types of films that cover a range of topics, including aging (*Grumpy Old Men*), problem solving (*Cast Away*), and motivation (*To Sir, With Love*).

Assessments

The focus of this section is on ways to assess your students' progress, specifically the construction and use of unit tests and comprehensive final exams. I make these suggestions in the context of using such assessments to help students prepare for the structure and difficulty level of the AP Exam.

Unit Tests

Students should be tested on course material at the end of every unit. A unit may consist of one chapter or many, depending on the content. Some chapters logically go together, so to save class time I will combine them on a test. For example, I test the units on sensation and perception together and the units on motivation and emotion together.

The format and style of my exams resemble those of the AP Psychology Exam because it is a great way to acclimatize students to the types of questions, format, and pacing of the exam from the very beginning of the school year. My tests consist of 50 multiple-choice questions and 1 free-response question (compared to 100 multiple-choice questions and 2 free-response questions on the AP Psychology Exam). I give students 35 minutes to complete the multiple-choice section and 25 minutes for the free-response question, which is half the time they will have to complete these sections on the AP Exam.

I also grade the exams similarly to the way the AP Exam is scored. The multiple-choice section is worth 65 percent and the free-response section is worth 35 percent of the total grade. Since every unit test is worth 100 points, I use a chart to convert the points to this scale. Free-response questions vary in points, typically between 8 and 10, and are graded with scoring guidelines. Portions of the charts I use are reproduced here.

Multiple-Choice Section Conversion Scale (50 questions converted to 65 points)	
Number of correct questions	Number of points earned
50	65
49	64
48	62
47	61
46	60
45	59
44	57

Free-Response Section Conversion Scale (1 question converted to 35 points)	
Number of parts of question answered correctly	Number of points earned
9	35
8	31
7	27
6	23
5	19
4	15
3	11
2	8
1	4

Final Exams

Sometimes students believe it is important to remember content only long enough to take a unit test. Comprehensive exams reinforce the idea that student learning is meant to be long-term. I give my students a comprehensive final exam at the end of both semesters (other teachers prefer to give a comprehensive test at the end of each quarter or each unit). My first semester final includes all of the textbook chapters we have studied to that date. The second semester final covers the material from the entire year and is given shortly before the AP Psychology Exam. Both semester finals consist of 100 multiple-choice questions and are timed at 1 hour and 10 minutes, the same number of questions and time allowed on that part of the AP Exam. Since multiple-choice questions account for about two-thirds of the exam grade, I want to focus on this area as well as on vocabulary for both these finals. The free-response questions on every unit test, and the practice essay assignments throughout the year, help students prepare for the free-response section of the AP Exam. After I have graded the final exam, I require students to make flashcards of the terms and concepts they missed.

FAQs About College Board Support for New AP Teachers

Teacher Preparation

How can I prepare for my first AP Psychology course?

The spring and summer before you start teaching the course is the time to become familiar with the *AP Psychology Course Description*, investigate the Curricular Requirements for the course and other resources on AP Central, join the AP Psychology Electronic Discussion Group, visit with experienced AP Psychology teachers in your area, attend any workshops or summer institutes that are available to you, and begin the textbook selection process described earlier in this chapter. You will also find helpful the articles recommended in the AP Central FAQs section, "I am teaching AP Psychology for the first time. What things should I do?"; go to the AP Central Home Page and click on the *FAQs* link, then search the Psychology listings.

What professional development events should I attend and why?

I strongly recommend you attend an AP Summer Institute during the summer before you begin teaching the course. Doing so will get you off to a good start because summer institutes address many of the issues that face a new AP teacher. If it is not possible for you to attend a summer institute before you begin teaching the course, be sure to go to one the following summer. During the year you will find it helpful to take advantage of the workshops the College Board regularly offers.

One of the most important benefits of these workshops and institutes is the interaction they will give you with many AP Psychology teachers from your area and across the nation. Both experienced teachers and those who are new to the AP course attend these events. You can talk with them about how they have addressed the challenges of teaching the course for the first time and keep in touch with them throughout your first year. I have learned some of my favorite teaching ideas from informal chats with other psychology teachers at these gatherings. You will come away from the workshops and summer institutes feeling energized and ready to start your new course and the new school year. They are well worth the time spent in helping you prepare to teach AP Psychology.

What is the difference between an AP Summer Institute and a workshop?

Summer institutes are weeklong events that are hosted by universities every summer. The institutes cover a wide range of topics, and you will acquire many new teaching ideas and activities for your classroom, as well as a better understanding of the AP Psychology program. AP workshops are half-day or one- to two-day events that, due to time constraints, focus on one or two aspects of teaching the course, such as evaluation practices, course content, or developing scoring guidelines. Both types of professional development events are conducted by expert teachers, many of whom are Readers for the AP Exam and have been approved by the College Board to lead these events.

How do I sign up for a summer institute or workshop?

There is a link to Institutes and Workshops on the AP Central Home Page. There you will find dates, locations, and registration and contact information. Your College Board Regional Office can also help you find a professional development event that is right for you.

Teachers who attend a College Board workshop receive International Association for Continuing Education and Training (IACET) continuing education units (CEUs). For more information, go to the Institutes and Workshops page.

Some school districts are able to cover the costs of tuition, transportation, and/or room and board for College Board events for new AP teachers. Your principal or district supervisor will be able to tell you what your school's policy is for funding professional development events. AP teachers at schools that meet certain student population criteria may qualify for a stipend from the College Board Fellows Program to attend a summer institute. To see if you are eligible, visit the AP Grants page in the Awards, Grants, & Financial Aid section of K–12 Services on collegeboard.com.

How can my school's AP Coordinator help me get my course going?

Get to know your school's AP Coordinator because this person, who acts as a bridge between the College Board and school administrators, AP teachers, and students, is one of your immediate connections to the AP Program. The AP Coordinator is responsible for organizing and administering your school's AP program and for handling and maintaining the security of all the exam materials. This person should be able to answer any questions you may have about the administration of the exam, including its fees, deadlines, and policies.

What is the AP Course Audit?

The AP Course Audit is a process designed to ensure that an AP course meets specified curricular and resource requirements. It also lets colleges and universities know that courses identified as "AP" on student transcripts have been reviewed and approved by the College Board. For your course to be authorized by the College Board as an official AP course, you will need to submit an AP Course Audit form and an electronic copy of your syllabus for review. The audit process is described in the Participating in the AP Course Audit section at the beginning of this book and on the AP Course Audit Information page on AP Central: apcentral.collegeboard.com/courseaudit. The Web page will tell you everything you need to know. It includes submission instructions and checklists, deadline dates, sample syllabi, an online syllabus "wizard," a detailed explanation of the review process, a list of textbooks, answers to frequently asked questions, and more.

College Board Resources

What College Board publications should I use?

The College Board provides several publications that are useful to AP Psychology teachers:

- **The Course Description.** The *AP Psychology Course Description*, which was introduced in chapter 1, is the foundation for your course. You can download it as a PDF from the AP Psychology Course Home Page (see page 35), and you can also purchase it as a paperbound publication at the College Board Store (store.collegeboard.com).

- **The Released Exams.** The College Board Store also sells the 1999 *AP Psychology Released Exam* and the 2004 *AP Psychology Released Exam*. (The 2007 *AP Psychology Released Exam* will be published in 2008.) These previously administered AP Exams are presented in their entirety, along with their scoring guidelines, statistical analysis, and actual sample student responses to the free-response questions. **New:** A complete Psychology Practice Exam is now available as a free PDF download to instructors who have an authorized course syllabus; click on the link on the Psychology Course Home Page on AP Central.

- **The Packet of 10.** A supplement to the Released Exams, a Packet of 10 consists of 10 booklets with the multiple-choice and free-response questions and 10 blank answer sheets. This is a great way to simulate AP Exam testing conditions in your classroom. You can purchase them at the College Board Store.

- **Other Resources.** The AP Psychology Course Home Page has a number of resources for student projects, writing tips, exam preparation advice, and a wide variety of classroom activities and teaching suggestions. All of these articles may be read on the Web site and downloaded at no cost.

What should I know about AP Central?

AP Central is the College Board home page for AP teachers. This site provides, or links to, information about the AP Psychology course and exam, professional development events in your area, reviews of teaching resources, AP credit policies of hundreds of colleges and universities, research studies and statistical analyses, and much, much more.

To get the most out of AP Central you need to become a registered user. Registration is free and as easy as clicking on the *Register* tab when you go to apcentral.collegeboard.com. The registration page allows you to personalize your start page with links to the content that is most important to you.

The three areas to visit first on AP Central are the AP Psychology Course Home Page, the AP Psychology Electronic Discussion Group Page, and the Teachers' Resources section.

- **AP Psychology Course Home Page.** The course home page is your portal to all course-specific information. Here you will find the latest Course Description, announcements about changes to the course or exam, course audit instructions, free-response questions and their scoring guidelines from past exams, sample syllabi, an ever-increasing library of articles with ideas for teaching the course, and more. You can find this page by going to AP Central, clicking on *AP Courses and Exams*, then *Course Home Pages*, then *Psychology*.

- **AP Psychology Electronic Discussion Group (EDG).** The EDG is an online discussion group of AP Psychology teachers and college and university psychology professors. When you join the EDG, you can take advantage of their collective experience and wisdom, as well as participate in discussions on current issues in the field. If you have a student question you cannot answer, need a specific type of teaching activity, are having problems with your course, or want more information about a teaching resource, the EDG members are always happy to help. They can answer your questions and will share successful teaching tips, class activities, and assessment strategies. All AP Psychology teachers benefit from the support this community gives its members. You can find the EDG by going to the AP Psychology Course Home Page and clicking on *AP Psychology EDG*.

- **Teachers' Resources.** This is an amazing and continually growing collection of reviews of psychology books, textbooks, software, multimedia, Web sites, and more. The reviews, which are written by AP Psychology teachers and college and university psychology instructors, often include suggestions for ways to use the materials in the classroom, as well as publisher contact information. You can find this section of AP Central by opening the menu under *AP Courses and Exams*, then clicking on *Teachers' Resources*.

Does the College Board have online resources for students and parents?

The College Board Web site has online resources for your students and their parents that can be accessed either by going directly to collegeboard.com and clicking on *For Students* or *For Parents*, or by clicking on the *Students* or *Parents* buttons at the top of any AP Central page.

Both of the sites are designed to help students and their parents learn more about the AP Program and its benefits, prepare for the exam, select and apply to colleges, check the AP credit policies of the colleges they are interested in, and find financial aid. The site's interactive features make it easy for students and

parents to tailor their searches to their interests and needs. The AP Credit Policy search engine is especially helpful for quickly locating a college or university's policy. Students can access the search engine under the *Tools* heading on the AP page at collegeboard.com; all they have to do is type a school's name into the box on the screen, and they will be linked to that school's AP credit policy Web page.

Whom can I call when I want to speak to someone at the College Board?

When you have questions about workshops, resources, the AP Reading, or anything else, you can always click on the *Contact Us* button at the bottom of any page on AP Central to send an e-mail or find telephone numbers for the College Board Regional Offices. Regional offices select and coordinate presenters for the summer institutes and workshops, and they are a friendly, knowledgeable resource for AP teachers.

Looking Back at Your First Year

Remember that during your first year you are going to enjoy many successes and experience a few failures. That is the nature of teaching, whether it is your first year or your twentieth! Keep in mind that no syllabus is set in stone, and you can always change and improve your classroom practices. Make notes throughout the year of what worked and what did not to refer back to when you begin working on your syllabus for the following year. Your notes will guide you as you make necessary adjustments to your scheduling, lesson plans, class activities, and assessment strategies.

One of the most helpful things I do at the end of a school year is ask the "experts" for advice; that is, I ask my students. They truly know what worked and what did not. Shortly after the AP Exam, I have them complete a course evaluation. These evaluations are anonymous so students feel free to give me their honest opinions. I typically ask them to respond to the following questions:

- What classroom activities, topics, demonstrations, and so on were most interesting or useful to you? Why?
- What classroom activities, topics, demonstrations, and so on were least interesting or useful to you? Why?
- If you took the AP Psychology Exam, did you feel prepared?
- What review activities were most helpful?
- What recommendations would you make to improve this course?

I learn something every year from these evaluations and have received some wonderful advice from my students. In fact, many of my classroom procedures, review methods, and activities have resulted from the feedback they have given me. You should also continue to attend AP Summer Institutes and workshops, where you will meet other AP Psychology teachers and learn new and effective ways to teach the course.

Advice for New AP Psychology Teachers

1. Strengthen your weaknesses and reinforce your strengths.
2. Don't be afraid to tell students you don't have all the answers. Get back to them with answers. Admit it when you mess up.
3. Students will test you, especially if you're a young teacher. Have a lot of patience.
4. Let students know that this is your first year and that *everyone* in the class is going through it for the first time.
5. Plan the entire year so you don't get behind. The AP Exam comes more quickly than you expect.
6. Use humor. Poke fun at yourself and tell stories to emphasize concepts.
7. Try to do some type of activity every day. Ask students for their reactions, but don't get angry if they say it was "stupid."
8. Prepare for the next year by noting what worked and what didn't this year.
9. Be sure to have essay questions on every test and always return them the next class session to go over in class. Everyone makes mistakes (see number 2). Don't be afraid to admit that a question was bad, and then throw it out.
10. Finally, *relax*! Don't get discouraged. You're doing your best. Next year will be better.

Remember, although all of your students may not do well on the AP Psychology Exam, they still have learned something from the course and your teaching, and that is what is most important.

—William James, Milford High School,
Highland, Michigan

Chapter 3
Course Organization

Syllabus Development

The challenge for AP Psychology teachers is selecting the most essential content to teach in a limited amount of time and then pacing the course so that all of the chosen content is adequately addressed. It is impossible to teach every concept in the textbook—we need to divorce ourselves from the idea that every concept students should understand must be explicitly presented in the classroom. While the sample syllabi in this chapter demonstrate several ways to avoid this trap, here I will also look at how to decide what to teach and when.

A vital starting point for choosing content and organizing your class time is the content outline in the *AP Psychology Course Description*. This outline identifies what percentage of the AP Exam is devoted to each of the content areas. My advice is to focus the bulk of your instructional time on those areas with the highest percentages. For example, since 8 to 10 percent of the exam contains questions pertaining to the Biological Bases of Behavior, while States of Consciousness accounts for only 2 to 4 percent of the exam questions, you should devote more class time to discussing Biological Bases of Behavior.

Now, look at your school calendar and determine the number of instructional days that are available to you. These are the days that remain after subtracting what will be lost to assemblies, weather-related cancellations, all-day field trips, state testing, testing for the course, AP Exam review, and other events that will keep you from being able to present and reinforce concepts. Multiply the number of instructional days by the given percentages to get a rough estimate of the amount of time to spend on each content area, or unit. Be sure to remember to pad each unit with some time to compensate for fire drills and other unanticipated interruptions.

Next, return to the Course Description and read the Topics section, which contains in-depth descriptions of the content areas. These descriptions will help you plan your daily classroom activities by identifying what aspects a content area encompasses. You will need to decide which aspects to address in your instruction.

To give you an example of how you might go about determining what to teach for each content area, let us suppose that you have followed the formula to determine the number of instructional days you will have to spend on each content area you plan to teach, and you have found that you can reserve six days to teach Biological Bases of Behavior. The Course Description provides the following information about this content area:

> Students need to understand the relationship between biology and behavior. An effective introduction to this section of the course is an exploration of the range of techniques scientists have used to learn about brain function, from procedures such as ablation, direct stimulation, and EEG to the newer imaging techniques, including PET, MRI, and fMRI scans. Students study the brain as a key part of the body's nervous system, paying particular attention to the anatomical and functional relationships among the central, somatic, and autonomic nervous systems.

> The course also helps students gain an understanding of how the nervous system functions on a cellular level by examining the structure and function of the neuron in the electrochemical transmission of impulses. Students then explore the interrelationship of the nervous system and the endocrine system. They examine hereditary influences on behavior through a brief study of behavioral genetics that focuses on the inheritance of human traits.[15]

Based on this description you may choose to divide the specified topics in the following manner:

Day 1	Introduction to the relationship between biology and behavior Divisions of the nervous system Studying the brain: brain-imaging techniques
Day 2	Neurons: structure of the neuron and neural transmission
Day 3	The brain: structures and functions of the hindbrain and midbrain
Day 4	The brain: structures and functions of the forebrain
Day 5	The brain: hemispheric specialization Split-brain patients
Day 6	Unit test

Although the Course Description refers to behavioral genetics and the endocrine system, you will notice they are not covered during class time. This hypothetical schedule illustrates an important point about scheduling: sometimes you will be forced to be selective about what you discuss in class. A question to ask when determining what to cover during class time is, are there other methods by which my students can learn about a topic? If, for example, your textbook has a section that discusses the issues surrounding behavioral genetics, then your students can be responsible for reading it on their own. You may also find that you can introduce this topic at another point in the year, such as during a discussion of the modern psychological perspectives in the History and Approaches unit, or when talking about nature and nurture issues in the Developmental Psychology unit.

How to Decide What to Teach

No matter which textbook you use, you'll need to decide what to teach and what to leave out. My suggestion is to consult the experts. I recommend that first-time AP Psychology teachers seek the advice of experienced AP teachers. You may want to get a couple of AP Psychology Exam review books written by teachers who know and understand the AP Psychology program. Such books pinpoint the concepts most likely to be tested on the AP Exams; those concepts, along with their applications, are what you should teach.

For each unit, prepare a reading assignment/objective sheet for your students based on their textbooks, plus any concept add-ons you find in the AP review books that are not included in the students' texts. You'll be teaching the "right stuff."

—Faye Johnson, Paint Branch High School, Burtonsville, Maryland

Too often teachers find themselves trapped by the belief that students will only learn a concept if it comes directly from the teacher. We need to turn some of the responsibility for learning over to our students. Along with using study guides, chapter outlines, and quizzes to gauge student exposure to and understanding of the textbook reading, consider assigning special enrichment projects, student presentations, or active-learning exercises that require students to learn more about particular concepts on their own time.

15. College Board, 2008, 2009 *AP Psychology Course Description* (New York: College Board, 2007), 5.

One caveat, however: please choose your ancillary materials wisely. Not everything published in the name of psychology is "good." Be sure to establish that your readings and activities come from a verifiable source of psychological information, such as the American Psychological Association (APA), the Society for the Teaching of Psychology (STP), Teachers of Psychology in Secondary Schools (TOPSS), and numerous peer-reviewed psychological journals.

Once you have set your calendar, *it is vital that you stick to it!* If, for example, you run out of time in class to finish discussing split-brain patients, seriously consider that topic's importance before extending the discussion into another class day. If you have too many days that run over into the next, by the end of the year you may find that you have not adequately addressed all of the major concepts your students must know for the exam.

Using Your Textbook

Your textbook is an extremely important resource. Read through its chapters carefully and note how they treat the topics described in the Course Description. You may find that certain areas lack sufficient detail or are missing altogether. In these cases, you will need to supplement the text with lectures or assign additional outside readings to ensure your students will be adequately prepared for the exam.

The way your textbook is structured may affect how you present content and topics. Many teachers choose to introduce course content based on how the content is organized in the text because they believe that each chapter builds upon the last. This is certainly a justifiable way to approach course structure, but it is not your only option. Some teachers use student interest to organize their course content. For example, they may elect to begin the year with social psychology because it lends itself to high student interest and involvement. Other teachers decide to begin the year with chapters that deal with concepts that are important for success in the course, such as memory and learning. As you make these decisions, consider the requirements of the AP Exam, the instructional days available to you, your individual teaching style, and the needs of your students.

Special Content Areas of Interest to Students

We all feel pressure to complete the entire textbook by the end of the year. We also experience unexpected assemblies, have students who express interest in topics not covered on the AP Exam, or simply miscalculate our time. I encourage my students to take responsibility for their interests, and I look for creative ways to achieve my goal. For example, the topic of dreams intrigues students but it has minimal significance in the field. Therefore, I have my students read this section in their text independently, and when we have time, say, during exam week, I tackle their questions about the topic. Small groups of students can jigsaw the chapters on personality, abnormal psychology, and the treatment of psychological disorders, anchoring their presentations around one of the major perspectives. For example, the group assigned to cover the psychodynamic perspective can explain the techniques used to uncover one's personality, the source(s) of an individual's abnormal behaviors, and the therapy techniques recommended by this perspective. Students can creatively demonstrate any or all of the components. Each group is then responsible for providing an outline of its presentation for the other students to use as a study guide.

—Mary Jean Voigt, Boylan Catholic High School,
Rockford, Illinois

Presenting Your Syllabus

Be sure to communicate the class schedule to your students so they will know the direction the course will be taking. The more information you provide them with, the better prepared they will be for the daily work in your course. The syllabus I give to my students lists my expectations, the course objectives, absence and late-work policies, a calendar with the unit topics and readings and the test and assignment dates, related Web sites, test and project due dates, and any special materials the students will need to have (e.g., notebooks). I recommend giving the entire syllabus to students on the first day of class so they will have a complete picture of the course from the beginning.

"I Didn't Know We Had a Test!"

Students' organizational skills contribute greatly to their success on the AP Psychology Exam, and teachers can help students develop these skills in a number of ways. The first thing I do is create a unit outline for each chapter that includes the topics to be covered, the learning objectives, and, most importantly, a calendar that shows assigned readings, scheduled quizzes, assignments, and tests. The first page of the unit outline identifies the section headings and main topics of the textbook and gives students a quick preview of the chapter. I encourage students to consult the learning objectives to help them focus their study for tests and quizzes.

I feel the calendar is essential in keeping them organized and on task. It aids busy students who want to get ahead, helps absent students keep up, and, honestly, it keeps me from lingering too long on any one area. My school uses a gradebook software program that allows me to post the calendar online for students and parents to access, and I find this especially helpful in communicating with parents.

I require my students to keep a three-ring binder of all of the class handouts, notes, and materials. Helping them feel responsible for their learning and holding them accountable for staying on track is key to their success in the course and in the future.

—Terri Lindenberg, Lake Park High School, Roselle, Illinois

Eight Sample Syllabi

The sample syllabi in this section show how instructors representing a wide range of experiences and teaching environments approach the teaching of a college-level introductory psychology course. Six of the syllabi were developed by AP Psychology teachers and two come from university professors. The university syllabi are included to give you an idea of how the course is taught at that level. All of these courses are stimulating and challenging to the students who take them.

1. **Tina Athanasopoulos, John Hersey High School, Arlington Heights, Illinois.** Tina teaches AP Psychology on a traditional 50-minute class schedule in a suburban public high school northwest of Chicago. She presents a course with extensive and clearly defined content objectives, easy-to-implement teaching strategies, and interesting student activities.

2. **Jill Compher, Northwest High School, Justin, Texas.** Jill teaches the course on a block schedule in a public high school north of Dallas and Fort Worth. Her syllabus provides an example of a course outline that does not follow the order of the textbook chapters. It contains several activities, including a research project and its scoring guidelines, as well as Jill's retest policy and a description of the field trips she takes with her students.

3. **Todd Dilbeck, Sheldon High School, Sacramento, California.** Todd teaches AP Psychology in a large public high school with a diverse student body. He has constructed a successful course while facing the challenge of teaching AP Psychology in just one semester. He describes a variety of teaching strategies that reinforce study skills and give his students intensive writing practice. Like Jill, he does not cover the textbook chapters sequentially.

4. **Allison Herzig, Langley High School, McLean, Virginia.** Allison teaches the course on a block schedule in a public high school located in a suburb of the nation's capital. Her syllabus features activities that allow students to apply the *Diagnostic and Statistical Manual (DSM)* criteria to specific case studies, learn how to navigate a college library, and apply theories of personality and intelligence to themselves.

5. **Jim Kersey, Wyoming Seminary, Kingston, Pennsylvania.** Jim teaches AP Psychology on a traditional 45-minute schedule in a small private school. He uses a course Web site to encourage his students to become independent learners by delving into supplementary readings and exercises on their own. Jim's course planner identifies not only the topics and readings for the course but also the skills and knowledge his students are expected to acquire.

6. **Dan Rozanas, Alta High School, Sandy, Utah.** Dan teaches the course on a block schedule in a public high school southeast of Salt Lake City. He has designed his syllabus around his students' interests and ability to process the more difficult chapters in the textbook. Dan offers ideas for ways to teach specific course content for each unit and a detailed description of an in-class classical conditioning activity.

7. **Sarah Hutson-Comeaux, Denison University, Granville, Ohio.** Sarah's syllabus describes a one-semester college introductory psychology course that covers a wide variety of content in both class and weekly labs. She teaches this course in a small private liberal arts college. Sarah's classes rely on lecture, supplementary readings, and activities, while the labs focus on different research methodologies. This syllabus offers two detailed student activities that are easy to replicate in a high school classroom.

8. **Salvador Macias, University of South Carolina Sumter.** Salvador's syllabus shows another approach to teaching a college introductory psychology course. His detailed descriptions of the assessment techniques he uses will be helpful, as will the many demonstrations that can be done quickly to illustrate a concept. Salvador teaches this semester-long course at a two-year state institution.

You will see that all of the sample syllabi contain a description of the school and its student population, a course overview, a course planner, specific teaching strategies, methods of evaluating students, a list of resources the instructor uses to teach the course, and sample student activities. As you read through the syllabi, you will notice how different they all are. Each has its own character that is determined by the instructor's personality, pedagogical style, teaching environment, class scheduling, and student interests, strengths, and weaknesses.

Because every teaching situation is unique, the sample syllabi should not be strictly replicated in your classroom. Rather, they are intended to be used as a springboard for ideas on how to select content for and pace your course, and engage your students in the learning process. Pick and choose from the syllabi those elements that appeal to you and modify them to suit your own teaching situation.

Important Note: The AP Course Audit

The syllabi included in this Teacher's Guide contain rich resources and will be useful in generating ideas for your AP course. In addition to providing detailed course planners, the syllabi contain descriptions of classroom activities and assignments, along with helpful teaching strategies. However, since AP courses evolve with their fields and the course requirements are subject to change, the syllabi should not necessarily be used in their entirety as models that would be authorized under the most recent guidelines of the AP Course Audit. To view the current AP Psychology Curricular Requirements and examples of additional syllabi, please see AP Central (apcentral.collegeboard.com/courseaudit/resources).

Sample Syllabus 1

Tina Athanasopoulos
John Hersey High School
Arlington Heights, Illinois

School Profile

School Location and Environment: John Hersey High School is one of six four-year comprehensive high schools in Township High School District 214. Located approximately 25 miles northwest of downtown Chicago in a residential area of average income, it serves the northcentral part of the district, including the villages of Arlington Heights, Des Plaines, Mount Prospect, Prospect Heights, and Wheeling.

Grades: 9–12

Type: Suburban public high school

Total Enrollment: Approximately 2,000 students

Ethnic Diversity: Hispanics/Latinos compose 8.1 percent of the student population; Asian Americans/Pacific Islanders, 7.7 percent; African Americans, 1.1 percent; and Native Americans, 0.1 percent.

College Record: Sixty-seven percent of the graduating seniors attend four-year colleges or universities, 27 percent go on to two-year programs, and the remaining 6 percent enroll in a trade school, enlist in the military, or join the work force.

Personal Philosophy

I believe that students learn best when they apply the content of the course to their everyday lives and have fun learning in the classroom. I use a variety of teaching techniques—including demonstrations, activities, projects, and lectures—to encourage my students to interact and share their opinions of the content with one another. I enjoy teaching AP Psychology because the students are motivated to learn, and I can share my enthusiasm for the content of the course.

Class Profile

John Hersey High School offers 19 AP courses. Students are not required to take the AP Exam, but about 90 percent do; in 2006, 559 students took 894 AP Exams. The school offers five sections of the AP Psychology course, each section containing approximately 28 students. I teach all five sections, which meet daily. The course is open to all seniors who would like to enroll. The school also offers a Psychology I and a Psychology II course. Most of the AP Psychology students typically have not taken the regular psychology courses before enrolling in the AP course.

The school year consists of two 18-week semesters with two quarters each. The school day follows a traditional schedule of eight 50-minute periods. The average class size is 28 students, with a limit of 30.

Course Overview

The purpose of this course reflects the intent stated in the *AP Psychology Course Description*, "to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals."[16] The course objectives are:

- Students will be able to state, define, and apply psychological concepts.
- Students will be able to compare and contrast the psychological perspectives.
- Students will be prepared to succeed on the AP Psychology Exam, scoring a 3 or higher.

The textbook for the course is the eighth edition of *Psychology* by David G. Myers. Students also use the *Study Guide* for this text by Richard O. Straub.

Course Planner

My choice of topics in each unit has been guided by the content outline in the Course Description. Student objectives for each chapter are based on those in Martin Bolt's *Instructor's Resource Manual* that accompanies the Myers textbook. The year this syllabus was taught, school began on August 22 and the last day for seniors was June 1.

Unit I

Textbook Reading: Chapter 1 **3 weeks (8/22–9/11)**

History, Approaches, and Research Methods

A. Logic, philosophy, and history of science
B. Approaches/perspectives
C. Experimental, correlational, and clinical research
D. Statistics
E. Ethics in research

Objectives

- Define psychology and identify early milestones in the field
- Compare and contrast the psychological perspectives
- Identify subfields of psychology
- Identify elements of an experiment (e.g., variables, groups, sampling, population)
- Compare and contrast research methods (e.g., case, survey, naturalistic observation)
- Explain correlational studies
- Describe the three measures of central tendency and measures of variation
- Discuss the ethics of animal and human research

16. College Board, 2008, 2009 *AP Psychology Course Description* (New York: College Board, 2007), 3.

Project: "Psychological Perspectives" group presentations (a description of this appears in the Student Activities section)

Test: Chapter 1

Unit II

Textbook Readings: Chapters 2 and 3 **3 weeks (9/11–10/1)**

Biological Bases of Behavior

A. Physiological techniques (e.g., imaging, surgical)
B. Neuroanatomy
C. Functional organization of the nervous system
D. Neural transmission
E. Endocrine system
F. Genetics
G. Evolutionary psychology

Objectives

- Describe the structure of a neuron and explain neural impulses
- Describe neural communication and discuss the impact of neurotransmitters
- Classify and explain major divisions of the nervous system
- Identify and describe the functions of brain structures (e.g., thalamus, cerebellum, limbic system)
- Describe the four lobes of the cerebral cortex and their functions
- Discuss the association areas
- Explain split-brain studies
- Describe the endocrine system

Project: "Brain Book" project (a description of this appears in the Student Activities section)

Test: Chapters 2 and 3

Unit III

Textbook Reading: Chapter 4 **3 weeks (10/1–10/20)**

Developmental Psychology

A. Life-span approach
B. Research methods

C. Heredity–environment issues
D. Developmental theories
E. Dimensions of development
F. Sex roles and gender roles

Objectives

- Describe the course of prenatal development
- Discuss Piaget's theory of cognitive development
- Discuss the effect of social development (body contact, familiarity, and parenting styles)
- Illustrate development changes in physical, cognitive, moral, and social areas
- Describe the early development of self-concept
- Identify Kohlberg's moral development stages and apply to scenarios
- Describe Erikson's psychosocial development stages
- Distinguish between longitudinal versus cross-sectional studies and crystallized versus fluid intelligence

Test: Chapter 4

Unit IV

Textbook Reading: Chapter 7 **2 weeks (10/20–11/3)**

States of Consciousness

A. Sleep and dreaming
B. Hypnosis
C. Psychoactive drug effects

Objectives

- Describe the sleep cycle and identify what occurs in each stage
- Compare differences between NREM and REM
- Describe the major sleep disorders
- Explain the purpose of dreams
- Discuss hypnosis and describe the characteristics of those more likely to be hypnotized
- Discuss dependence, tolerance, and withdrawal in relation to drug use
- Chart names and effects of depressants, stimulants, and hallucinogenic drugs
- Describe the effects of depressants, stimulants, and hallucinogens

Test: Chapter 7

First Quarter Ends 10/26

Unit V

Textbook Readings: Chapters 5 and 6 **3 weeks (11/3–11/22)**

Sensation and Perception

A. Thresholds and signal detection theory
B. Sensory mechanisms
C. Attention
D. Perceptual processes

Objectives

- Contrast the processes of sensation and perception
- Distinguish between thresholds (absolute, difference, Weber's law)
- Label a diagram of the parts of the eye and the ear
- Describe the operation of the sensory systems (the five senses)
- Differentiate the Young–Helmholtz and opponent-process theories of color vision
- Explain the place and frequency theories of pitch
- Describe Gestalt principles, figure-ground, and depth perception
- Discuss monocular and binocular cues

Project: "Senses" group presentations (a description of this appears in the Student Activities section of this syllabus)

Test: Chapters 5 and 6

Thanksgiving Break (11/22–11/24)

Unit VI

Textbook Reading: Chapter 8 **2.5 weeks (11/27–12/13)**

Learning

A. Classical conditioning
B. Operant conditioning
C. Cognitive processes
D. Biological factors
E. Social learning

Objectives

- Describe classical conditioning (Pavlov's experiments)
- Explain acquisition, extinction, spontaneous recovery, generalization, and discrimination in conditioning
- Describe operant conditioning (Skinner's experiments)
- Identify the different types of reinforcers (positive, negative, partial, continuous, primary, and secondary)
- Describe the schedules of reinforcement
- Explain cognitive processes and biological predispositions in conditioning
- Discuss the effects of punishment on behavior
- Describe the process of observational learning (Bandura's experiments)

Test: Chapter 8

Winter Break (12/15–1/2)

Unit VII

Textbook Reading: Chapter 9 **2.5 weeks (1/2–1/12)**

Memory

Objectives

- Describe sensory memory, short-term memory, and long-term memory
- Distinguish between automatic and effortful processing
- Explain the encoding process (e.g., imagery, chunking, hierarchies)
- Differentiate between implicit and explicit memory
- Describe the impact of retrieval cues on memory
- Discuss the effects of interference and motivated forgetting on retrieval
- Describe Loftus's research on memory reconstruction
- Identify mnemonic devices (e.g., acronyms, method of loci, peg-word, narrative chaining)

First Semester Final Exam Week

Cumulative, multiple-choice final exam **1 week (1/16–1/20)**

First Semester Ends 1/22

Unit VIII

Textbook Reading: Chapter 10 **2 weeks (1/23–2/3)**

Thinking and Language

A. Language
B. Thinking
C. Problem solving and creativity

Objectives

- Define concepts and prototypes
- Differentiate algorithms and heuristics when solving problems
- Explain how the representativeness and availability heuristics are used to make decisions
- Describe the structure of language (phonemes, morphemes, grammar)
- Identify language developmental stages (e.g., babbling, one word)
- Explain the nature–nurture debate for language acquisition (Chomsky versus Skinner)
- Discuss Whorf's linguistic relativity hypothesis
- Describe the research on animal communication

Test: Chapter 10

Unit IX

Textbook Reading: Chapter 11 **2 weeks (2/3–2/17)**

Intelligence: Testing and Individual Differences

A. Standardization and norms
B. Reliability and validity
C. Types of tests
D. Ethics and standards in testing
E. Intelligence

Objectives

- Discuss the origins of intelligence testing
- Describe the nature of intelligence
- Differentiate intelligence theories (Spearman, Thurstone, Gardner, Sternberg)
- Distinguish between aptitude and achievement tests
- Describe the importance of standardization

- Distinguish between the reliability and validity of intelligence tests
- Describe extremes of intelligence
- Discuss genetic and environmental influences on intelligence

Test: Chapter 11

Unit X

Textbook Readings: Chapters 12, 13, and 14 **2 weeks (2/17–3/3)**

Motivation and Emotion

A. Biological bases
B. Theories of motivation
C. Hunger, thirst, sex, and pain
D. Social motives
E. Theories of emotion
F. Stress

Objectives

- Define motivation and identify motivational theories
- Explain Maslow's hierarchy of needs
- Describe the symptoms of anorexia nervosa and bulimia nervosa
- Define achievement motivation, including intrinsic and extrinsic motivation
- Describe the three theories of emotion (James–Lange, Cannon–Bard, Schachter–Singer)
- Identify physiological changes that occur during emotional arousal
- Discuss the catharsis hypothesis
- Describe the biological response to stress

Test: Chapters 12, 13, and 14

Unit XI

Textbook Reading: Chapter 15 **3 weeks (3/3–3/17)**

Personality

A. Personality theories and approaches
B. Assessment techniques
C. Growth and adjustment

Objectives

- Describe Freud's iceberg theory (id, ego, and superego)
- Explain how defense mechanisms protect the ego
- Describe the contributions of the neo-Freudians (Jung, Adler, Horney)
- Describe the humanistic perspective on personality (Maslow's self-actualization and Rogers's self-concept)
- Identify how personality inventories are used to assess traits
- Discuss the social-cognitive perspective on personality (Bandura's reciprocal determinism)
- Identify locus of control, learned helplessness, and optimism
- Compare and contrast the psychoanalytic, humanistic, trait, and social-cognitive perspectives on personality

Test: Chapter 15

Third Quarter Ends 3/17
Spring Break (3/17–3/27)

Unit XII

Textbook Reading: Chapter 16 **3 weeks (3/27–4/14)**

Abnormal Psychology

A. Definitions of abnormality
B. Theories of psychopathology
C. Diagnosis of psychopathology
D. Types of disorders

Objectives

- Discuss the purpose of the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision* (DSM-IV-TR®)
- Explain the impact of Rosenhan's study on diagnostic labels
- Describe and identify symptoms of anxiety disorders (generalized, panic, phobias, obsessive-compulsive disorder, posttraumatic stress disorder)
- Discuss dissociative disorders (amnesia, fugue, dissociative identity disorder)
- Describe and explain the development of somatoform disorders
- Differentiate mood disorders (major depression versus bipolar)
- Differentiate hallucinations and delusions, and identify subtypes of schizophrenia
- Describe the three clusters of personality disorders (anxiety, eccentric, impulsive)

Test: Chapter 16

Unit XIII

Textbook Reading: Chapter 17 **1.5 weeks (4/14–4/25)**

Treatment of Psychological Disorders

A. Treatment approaches
B. Modes of therapy (e.g., individual, group)
C. Community and preventive approaches

Objectives

- Describe psychoanalytic therapeutic techniques (e.g., free association, interpretation)
- Discuss Rogers's client-centered therapy
- Identify counterconditioning techniques
- Describe the goals of the cognitive therapies
- Discuss the benefits of group therapy and family therapy
- Differentiate between antianxiety, antidepressant, and antipsychotic medications
- Describe electroconvulsive therapy and lobotomies
- Discuss the effectiveness of the psychotherapies

Test: Chapter 17

Unit XIV

Textbook Reading: Chapter 18 **2 weeks (4/25–5/12)**

Social Psychology

A. Group dynamics
B. Attribution processes
C. Interpersonal perception
D. Conformity, compliance, obedience
E. Attitudes and attitude change
F. Organizational behavior
G. Aggression/antisocial behavior
H. Cultural influences

Objectives

- Describe the fundamental attribution error
- Describe Zimbardo's prison guard experiment and the effects of role-playing on attitudes

- Discuss the results of Asch's experiment on conformity
- Discuss Milgram's experiments on obedience
- Explain social facilitation, social loafing, and deindividuation
- Differentiate group polarization and groupthink
- Define and give examples of prejudice
- Discuss the issues related to aggression and attraction

Test: Chapter 18

AP Exam Review

In-class review before the administration of the AP Psychology Exam (time varies)

Second Semester Final Exam Week

Cumulative, multiple-choice final exam **1 week (5/24–5/26)**

Post–AP Exam Work

To be announced **4 days (5/27–5/30)**

Teaching Strategies

In this section I describe some of the teaching strategies I have found to be effective for making a course schedule, using active-learning exercises, assigning homework and practice exams, using computers and films, holding reviews, and filling the time between the AP Exam and the end of the school year.

Scheduling

Have a schedule at the beginning of the school year and try to follow it. I map out the school year before it begins and rely on the Course Description and its content outline to determine my pacing. I allow more time for those topics that have the higher percentages in the Course Description. For example, I spend at least three weeks on biological bases of behavior, which constitutes 8 to 10 percent of the AP Exam, and only two weeks on consciousness, which constitutes 2 to 4 percent. I try to leave at least one week free before the day of the AP Exam to review with my students.

Active Learning

Make the class interactive. Use activities and demonstrations. Remember, students still learn when they are having fun! Depending on the chapter we are discussing in class, I spend about half the class period on lecture and half on active-learning exercises, class discussions, and other interactive work. I feel a teacher is most effective when that teacher uses a variety of strategies, such as group work, lectures, projects, discussions, and so forth. I expect my students to participate in all of the class activities and discussions and to formulate and ask questions on a regular basis.

Assignments

Use homework to teach students how to read the textbook effectively and how to study. Homework is also a way to make them responsible for their own learning, rather than depending solely on the lectures. The

amount of homework I assign depends on the unit. My students have a textbook reading every night. I give them approximately 25 vocabulary terms and the objectives for each unit. For every unit, they complete note cards on which they state, define, and give an example of each psychological concept. Examples of the concepts can be personal applications, mnemonic devices, or drawings.

Other assignments I give my students are group projects and presentations, and application papers. These assignments vary with each unit. For example, when I teach Kohlberg's moral development theory, my students discuss moral dilemmas (such as the Heinz scenario) and justify why they themselves would act a certain way. During the unit on learning, they apply Pavlovian classical-conditioning concepts, such as the conditional stimulus and unconditional stimulus, to their everyday lives and share their insights with the class.

Sometimes I use journal or online articles for readings beyond the textbook. Students find an article that relates to the content we are studying in class and write a response to it. Once or twice a quarter I assign readings from *Forty Studies that Changed Psychology* by Roger R. Hock. We discuss these readings in class, and I sometimes give a quiz on them to ensure my students are doing them.

Practice Exams

Simulate the AP Psychology Exam with unit tests and free-response writing exercises. In my class, each test consists of 45 multiple-choice questions and 1 free-response question. I use questions from the Released Exams, different test banks, and those I write myself. I believe it is important for my students to get a feel for different writing styles and slightly different wording than their textbook uses.

I encourage my students to use the style of writing they will eventually use for the AP Psychology Exam to answer the free-response questions. We go over this style in class: no introduction, no conclusion, and no opinions (unless asked); indent each bullet of the question to make a new paragraph; underline key psychological concepts; state the terms the question asks; define the terms (only if the question asks); and apply the terms to the scenario given. After each test we go over the scoring guidelines I used to grade the tests.

Computers and Films

Technology like software, Web sites, and films can enhance the course. My classroom has a projector to which I can attach my computer. Sometimes I use *PowerPoint*®, but mostly I use the overhead for notes while lecturing. Students use computers for research, class presentations, and looking at the companion Web site that comes with the textbook for review quizzes and information; they are able to access the textbook Web site from their computers at home. Early in the first quarter I take my students to the computer lab to introduce them to *Psyk.trek*™. These interactive learning modules are available to students at the school, and I encourage them to use *Psyk.trek* when they would like some extra help. I use *Psyk.trek* or the textbook's Web site with my students on those days when we have shortened periods (30 minutes).

During the year I show both clips and entire episodes from the *Discovering Psychology* video series to reinforce the concepts I am teaching. I do not give my students any assignments related to viewing the videos, however, because I feel the series reinforces what they are reading in the textbook and learning from my lectures. The series is also good for reviewing concepts and the material in the text.

Reviewing

Review days throughout the school year (e.g., at the end of every quarter) and just prior to the AP Psychology Exam are very helpful for students. I use a variety of methods when reviewing, including having my students answer questions individually, answer questions with a partner, or play a *Jeopardy!*-type game.

I have found it especially effective to add to each second semester test 5 to 10 multiple-choice questions based on a chapter we studied in the first semester. I call this first-semester chapter the *designated chapter*. For example, while testing students on abnormal psychology, I also test them on developmental psychology. This strategy forces them to review old material as the AP Exam approaches. I always let my students know in advance what the designated chapters will be. They do not like having to do this kind of review, but they are grateful for it later on.

The week before the AP Exam I review content in class and also hold review sessions before and after school. I discuss the chapters my students would like to go over, and I ask questions about the designated chapters to see if they know the answers. My students say these sessions are very helpful because they are able to go over material and see what they need to work on.

After the AP Exam

The class time that remains after the AP Exam and before the end of the school year varies for every teacher. I am sometimes left with just one week, much of it filled with special activities for the seniors. The types of post–AP Exam activities that appeal to my students are different every year. Usually, I show a popular film of the students' choice and a documentary we did not have time for during the year.

Sometimes I invite a guest lecturer to speak to the class. In the past I have had the school psychologist and social workers come. I find lecturers through my students' families and the staff at our school; our career center has set up some as well. I follow up a guest lecturer's visit with class discussion. We talk about the impact the speaker had and what the students learned and how it applies to the course content.

Depending on the number of class days that are available, the time after the AP Exam provides a chance to let students self-learn through independent research on a topic that interests them. Some years I have my students do a project, which can range from creating a game, to developing a *PowerPoint* presentation of a chapter or topic they wish to further explore, to working in groups to create a newspaper that features articles, photographs, and cartoons based on one of the units we studied during the year.

Student Evaluation

All of the work in this course is assigned a point value based on its relative importance and the amount of time and effort the work requires. Unit tests are worth approximately 100 points; the other assessments have weights that vary widely depending on the particular assignment. At the end of each semester, students take a cumulative final exam that is worth approximately 20 percent of their final grade. I calculate grades by considering the total points available compared to the total points earned.

Assessment	Percent of Total Grade
Quizzes and Unit Tests	45%
Homework (application papers, responses to textbook questions, discussion participation)	20%
Semester Final Exams	20%
Projects and Presentations	15%
	100%

Grades are based on the following scale:

90–100%	A
80–89%	B
70–79%	C
60–69%	D
Below 60%	F

I require my students to turn in their homework at the beginning of the period on the day it is due. Homework that is turned in after the period has started is considered late and loses one full letter grade. I do not accept homework that is more than two days late, and the student receives a zero for it. An unexcused absence results in a deduction of 20 points from the student's grade.

I give frequent quizzes, at least one per unit, that last about 15 minutes. The quizzes include fill-in-the-blank, short-answer, and/or multiple-choice questions. Tests occur approximately every two to three weeks at the end of each unit. I try to mimic the AP Exam as much as possible by writing tests that consist of 45 multiple-choice questions and 1 free-response question and giving students the entire class period to complete a test. I create scoring guidelines to define how I feel students should respond to the scenario presented in the free-response question. I used to include free-response questions on the final exams, but then I realized it is not necessary; the free-response questions on the unit tests give my students adequate writing practice, and they are ready to write for the AP Exam by the end of the year.

Teacher Resources

AP Central. apcentral.collegeboard.com.
A great resource for AP course and exam information.

Bolt, Martin. *Instructor's Resource Manual to Accompany David G. Myers "Psychology," 6th ed*. New York: Worth Publishers, 2001.

Discovering Psychology. Updated ed. Produced by WGBH Boston with the American Psychological Association, 2001. Distributed by Annenberg Media. 780 minutes.

Hock, Roger R. *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*. 4th ed. Upper Saddle River, N.J.: Prentice Hall, 2002.

Hunt, Morton. *The Story of Psychology*. New York: Doubleday, 1993.

Myers, David G. *Psychology*. 8th ed. New York: Worth Publishers, 2007.

Psychology Texts by David G. Myers. www.worthpublishers.com/myers.
This site has chapter outlines and summaries, quizzes, and tests. It is great for reviewing before assessments.

Neuroscience for Kids. http://faculty.washington.edu/chudler/neurok.html.
My favorite Web site! It has a variety of information my students find interesting—activities, visuals, and facts that students enjoy learning.

Straub, Richard O. *Study Guide to Accompany David G. Myers "Psychology," 8th ed*. New York: Worth Publishers, 2007.

Weiten, Wayne. Psyk.trek 2.0: *A Multimedia Introduction to Psychology*. 2nd ed. [Belmont, Calif.] Thomson/Wadsworth, 2003.

I let my students borrow this CD-ROM if they need help, or I let them use it on my computer in the classroom for tutoring.

Professional Associations

I belong to the Society for the Teaching of Psychology (STP), which is the American Psychological Association (APA) Division 2 professional organization for high school, community college, and college and university psychology instructors. I also belong to Teachers of Psychology in Secondary Schools (TOPSS), whose members are high school teacher affiliates of the APA.

Student Activities

In the first semester my students work on three projects: a group presentation on a psychological perspective, a project in which they each write a book, and a group presentation on one of the senses. They do not have any group projects or presentations in the second semester.

Psychological Perspectives Group Presentation

During unit 1, students work in groups of four to six to prepare a presentation on one of the psychological perspectives or approaches (there may be some overlap when I have a class of 30, in which case several groups present on the same approach). They spend two days in the library and one weekend preparing their presentations, which must include a visual aid like a poster or *PowerPoint* slides. The presentations run about 15 to 20 minutes and should include a brief history of the perspective, the names of its founders and their background and significance, and an identification of the therapeutic techniques associated with the perspective. Students do not need to turn in anything after their presentations, though they do take a quiz on all of the perspectives. This assignment takes about a week, including the presentation time in class.

Brain Book Project

For this assignment in unit 2, students create their own book about the brain, gearing it toward an elementary or junior high school student. The objective is for students to master the structures of the brain as they explain this organ to someone younger than themselves. If they wish, my students may work in groups of two or three with others from their own class or the other AP Psychology classes. They have about three weeks to complete the project, doing all of the work outside of class. While most of the projects are traditional books (e.g., cartoon illustrations), every year some of my students outperform those in the previous year's classes. For example, one group turned in a book-on-tape version and another made a DVD version of the book, complete with accompanying music.

Senses Group Presentation

This unit 5 project is similar to the psychological perspectives project. Working in groups of four to six, students pick a sense and create a 15-minute presentation that uses a visual aid. If I have more than five groups, I typically assign hearing and vision to two or more groups because the textbook has more material for these senses. The presentation must include information on the anatomy involved with the sense, a description of the function of the sense, and key terms in the chapter that relate to the sense. These details are to be put on a handout to share with the class. In addition to the presentation, each group must conduct

an experiment or activity with the class that shows the significance of the sense. Students take a quiz on all of the senses after the presentations are over. This project takes a little over a week, including the presentation time in class.

Senses Presentation Assignment Sheet
The objective of this project is to present a product that will ensure the general knowledge of the five senses: hearing, smell, taste, touch, vision. Your group will complete the following tasks:

- Present a visual aid (e.g., a poster, a *PowerPoint* presentation).
- Define the vocabulary and anatomy of your topic (include any textbook information as well as the vocabulary from the Senses Vocabulary List below).
- Give a demonstration, or do an activity or experiment, that relates to your topic.
- Create a handout about the content of your presentation to give to the class.
- Provide a presentation that is at least 15 minutes long, is well organized and detailed, and shows good presenting style.

You will work in groups, each of which will be responsible for presenting one of the senses. Every student in your group must partake in the presentation and contribute in some way. The grade is based on the group's, not on the individual's, contribution. *Make sure everyone is involved!*

You will have one week (three class days and one weekend) to complete this project. We will spend three class days on group presentations. You will be responsible for the information you learn during the presentations; it will be on a quiz, the unit test, and the final exam.

Senses Vocabulary List

Your presentation must include the following vocabulary.

Hearing	**Smell**
Cochlear implant	Anosmics/hyposmia
Conduction hearing loss	Aromatherapy
Decibels	Effect of smell on emotions
Deaf culture	Nasal cavity
Frequency	Olfaction
Frequency theory	Olfactory anatomy
Pitch	Pheromones
Place theory	Process of smelling
Sensorineural hearing loss	
Structure of the ear	

Taste	**Touch**
Four basic sensations	Acupuncture
Gustatory system	Feeling pain
Papillae	Feeling pressure
Pathway of tasting	Four basic skin sensations
Sensory interaction	Gate control theory
Supertasters/nontasters	Lamaze method
Taste buds	Phantom limb sensation
Taste preferences	Somatosensory cortex

Vision
Accommodation
Acuity
Color constancy
Feature detectors
Nearsightedness/farsightedness
Opponent-process theory
Parallel processing
Structure of the eye
Transduction
Young–Helmholtz theory

Sample Syllabus 2

Jill Compher
Northwest High School
Justin, Texas

School Profile

School Location and Environment: Northwest Independent School District is located north of Fort Worth and west of Dallas, Texas. It covers more than 232 square miles and serves 13 communities close to Texas Christian University, the University of North Texas, and Texas Woman's University. The district currently has about 10,000 students and is expected to double in size during the next five years; it is anticipated to have as many as 44,000 students by 2022.

Northwest ISD has 1 high school serving four grades, 3 middle schools, and 11 elementary schools. The high school is a National Blue Ribbon School, a Lighthouse Mentor School, and a 2005–2006 Intel and Scholastic School of Distinction for Academic Achievement, Innovation (in the area of leadership). English is a second language for 2 percent of the student population.

Grades: 9–12

Type: Suburban public high school

Total Enrollment: 2,618 students

Ethnic Diversity: Hispanics/Latinos compose 14 percent of the student population; African Americans, 5 percent; Asian Americans/Pacific Islanders, 2 percent; and American Indians/Alaskan Natives, 1 percent.

College Record: Of the graduating seniors, approximately 71 percent enroll in four-year colleges or universities, 15 percent enroll in two-year colleges, 9 percent enroll in technical schools, 3 percent enlist in the military, and 2 percent join the work force.

Personal Philosophy

I think I have the most rewarding and exciting job at Northwest High School. The fact that AP Psychology is an elective—that is, students *choose* to take the course—and my classes are full makes me feel extremely fortunate to be teaching it.

In AP Psychology, students become personally enlightened and gain a greater understanding of the world around them. If you are excited by what you teach, your students will sense your enthusiasm and work hard to succeed. I believe that teachers should concentrate on creating engaging class activities and avoiding busywork; they should focus on the quality of each test instead of the quantity of the questions on it.

As with all AP courses, mine requires extra work and additional time beyond the usual high school demands. I expect my students to do a great deal of independent reading, research, and completion of assignments. I believe that if I can spark further interest in the subject and create a classroom atmosphere that is conducive to lifelong learning, my students, in turn, will strive for success.

Class Profile

Students have a choice of 23 AP courses at Northwest High School, and a little over 10 percent of the student population participates in the school's AP program. The school does not require its AP students to take the AP Exam.

Northwest High School offers up to three sections of AP Psychology a year, depending on enrollment. I am the school's only AP Psychology teacher. Total enrollment for the course ranges from 70 to 90 students per year, with between 20 and 30 students in each section. Half of the students in the class are juniors and half are seniors. Less than 10 percent of them have taken a psychology course prior to the AP Psychology course. Classes meet for 90 minutes every other day on an A/B block schedule for one school year. The school year is divided into two semesters and consists of six grading periods.

Course Overview

The purpose of the AP Psychology course is "to introduce students to the systematic 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. They also learn about the ethics and methods psychologists use in their science and practice."[17]

The textbook for the course is the sixth edition of *Psychology* by David G. Myers. The state of Texas has its schools' textbooks on a 10-year adoption program, so I will not be able to choose a new textbook from the state list for a few more years. I supplement the textbook with current articles that the school library supplies for me through PsychARTICLES®, the APA's full-text article database.

Students also use Richard O. Straub's *Study Guide* that accompanies the Myers textbook and the student activity CD-ROM that comes with the text. I ask my students to have notebook paper, note cards, a folder for organizing the handouts they receive, and a set of colored pencils. They use the pencils to make drawings of the brain, eye, ear, neurons, and other parts of the body, mainly for the Sensation, Perception, and Neuroscience and Behavior (biology and the brain) units.

Course Planner

Students learn about all of the topics that appear in the content outline of the most recent *AP Psychology Course Description*, though the order I follow differs from that of the Course Description.

17. College Board, 2008, 2009 *AP Psychology Course Description* (New York: College Board, 2007), 3.

Fall Semester

Week of	Chapter	Topics and Assignments	Test Covering
Aug. 14	Intro.	Introduction to Psychology • History and approaches Applied Psychology • Jobs, jobs, jobs	
Aug. 21	Ch. 3	Nature versus Nurture • Chapter from the Myers textbook (this may be included in the introduction in other textbooks)	
Aug. 28	Ch. 1	Methods • Correlational and experimental Statistics • Descriptive and inferential Ethics	Intro., Ch. 3 (8/29, 8/30)
Sept. 4		No school 9/4, Labor Day Methods, Statistics, and Ethics continued	
Sept. 11	Ch. 18	Social Psychology • Group dynamics, attribution processes, interpersonal perception, conformity, compliance, obedience, attitudes and attitude change, organizational behavior, aggression/antisocial behavior Introduce social psychology research paper assignment (this is described in the Student Activities section of this syllabus) Guest speaker on gang behavior	Intro., Ch. 1, 3 (9/12, 9/13)
Sept. 18	Ch. 18	Social Psychology continued Research idea with support due	
End of the First Grading Period			
Sept. 25	Ch. 18	Social Psychology continued Research idea with support due	
Oct. 2	Ch. 14	Personality • Personality theories and approaches, assessment techniques, growth and adjustment Research project design due (10/4, 10/5)	Ch. 18 (10/2, 10/3)

Week of	Chapter	Topics and Assignments	Test Covering
Oct. 9	Ch. 8	No school 10/9, Columbus Day Learning • Classical conditioning, operant conditioning, cognitive processes, biological factors, social learning	Intro., Ch. 1, 3, 14, 18 (10/12, 10/13)
Oct. 16	Ch. 8	Learning continued Research project introduction due (10/19, 10/20) Research project methods due (10/19, 10/20)	
Oct. 23	Ch. 9	Memory • Memory, thinking, language, problem solving, creativity (some textbooks have individual chapters for these topics, while others combine some of them)	
End of the Second Grading Period			
Oct. 30	Ch. 10	Thinking Language	Ch. 8, 9 (11/2, 11/3)
Nov. 6	Ch. 10	Thinking continued Language continued	
Nov. 13	Ch. 11	Intelligence • Intelligence, heredity/environment and intelligence, human diversity	Intro., Ch. 1, 3, 8–10, 14, 18 (11/14, 11/15)
Nov. 20		Thanksgiving Break	
Nov. 27	Ch. 11	Intelligence continued Testing • Standardization and norms, reliability and validity, types of tests, ethics and standards in testing	
Dec. 4		Review using *Classroom Jeopardy!*® Research project due (12/5, 12/6)	Cumulative, multiple-choice and essay questions (12/8)
Dec. 11		Semester exams begin 12/13	Intro., Ch. 1, 3, 8–11, 14, 18
End of the Third Grading Period Winter Break (12/18–1/2)			

Spring Semester

Week of	Chapter	Topics and Assignments	Test Covering
Jan. 1	Ch. 2	School resumes on 1/3 Neuroscience and Behavior • Biology and the brain	
Jan. 8		Neuroscience and Behavior • Physiological techniques, neuroanatomy, functional organization of the nervous system, neural transmission, endocrine system, and genetics	
Jan. 15		No school 1/15, Martin Luther King Jr. Day Neuroscience and Behavior continued Play-Doh® 3-D Brain activity (this is described in the Teaching Strategies section of this syllabus)	
Jan. 22	Ch. 5	Meet in assigned biology lab to dissect sheep's brain (1/22, 1/23) Sensation • Thresholds and signal detection theory, sensory mechanisms, attention	Ch. 2 (1/25, 1/26)
Jan. 29	Ch. 6	Perception • Perceptual processes	
Feb. 5	Ch. 4	Development • Life-span approach, research methods, heredity/environment issues, developmental theories, dimensions of development, sex roles and gender roles *AP Psychology Course Description* sections assigned (this is described in the Teaching Strategies section)	Ch. 2, 5, 6 (2/9, 2/12)
End of the Fourth Grading Period			
Feb. 12	Ch. 4	Development continued	
Feb. 19	Ch. 4	Development continued	
Feb. 26	Ch. 7	State testing 2/20–2/22 States of Consciousness • Sleeping and dreaming, hypnosis, psychoactive drug effects	Ch. 4 (2/23, 2/26)

Week of	Chapter	Topics and Assignments	Test Covering
Mar. 5	Ch. 12 & 13	Motivation and Emotion • Biological bases, theories of motivation, hunger, thirst, sex, pain, social motives, theories of emotion	
Mar. 12–16		*Spring Break*	
Mar. 19	Ch. 15	Psychological Disorders • Definitions of abnormality, theories of psychopathology, diagnosis of psychopathology, anxiety disorders, somatoform disorders, mood disorders, schizophrenic disorders, organic disorders, personality disorders, dissociative disorders	Ch. 7, 12, 13 (3/19, 3/20)
Mar. 26	Ch. 15 & 16	Psychological Disorders • Therapy	
End of the Fifth Grading Period			
Apr. 2	Ch. 16	No school 4/6 Methods of Therapy • Treatment approaches, modes of therapy, community and preventative approaches	
Apr. 9	Ch. 17	No school 4/9 Stress and Health • Students cover on their own Overview of perspectives of topics covered in the course/review with free-response questions from previously administered AP Exams	Ch. 15, 16 (4/10, 4/11)
Apr. 16		State testing all week Review with free-response questions from previously administered AP Exams *AP Psychology Course Description* sections due (4/16, 4/17)	
Apr. 23		Review 4/23: Biology and the Brain, Perception, Social Psychology Take 2004 *AP Psychology Released Exam* for a grade (no retakes)	Essay questions (4/24, 4/25) Multiple-choice questions (4/26, 4/27)

Week of	Chapter	Topics and Assignments	Test Covering
Apr. 30		Review 4/30, 5/1: Motivation and Emotion, Learning Review 5/2, 5/3: Memory, Cognition, Thinking, Biology and the Brain, Perception Review 5/4: Ethics, Methods, Statistics	
May 7		Review 5/7: Ethics, Methods, Statistics Review 5/8, 5/9: Perception, Thinking, Social Psychology Review 5/10, 5/11: Nature, Nurture, Language, Altered States Fri. Study Session 5/11, 4–6 p.m. Sat. Study Session 5/12, 10 a.m.–12 p.m.	
May 14		Review with various free-response questions from the AP Psychology Released Exams Play *Classroom Jeopardy!* ® Study Session 5/14, 4–6 p.m. AP Exam (5/15)	
May 21		Semester Exams—1999 Released Exam	Ch. 2–7, 12, 13, 15–17
End of the Sixth Grading Period			

Teaching Strategies

AP Psychology is designed for students who wish to complete studies that are the equivalent to an introductory psychology college course. Consequently, with few exceptions, this course is taught as it would be at the college level. It is my firm belief that we educate ourselves and that no one can make someone else learn anything. Therefore, I act as the facilitator of learning for those students who choose to take advantage of the opportunities I offer in this course. My role, besides that of a lecturer, is to pose questions, to encourage responses, and to direct and clarify discussions.

I begin each unit by using a combination of methods to present new material to students: giving lectures with *PowerPoint*, leading large and small group discussions, reading the textbook, looking at supplementary materials such as current newspaper and magazine articles, and viewing selected video clips. My goal is to spend no more than 20 minutes using one mode of teaching; I have my students for an hour and a half and need to keep them engaged.

After the students have analyzed the data I have presented, I ask them to make inferences about the material, both orally and in writing. They do this through, for example, class discussions; individual and group presentations; written assignments based on outside observations, class discussions, and analyses; team debates on controversial psychological issues; short issues papers; and journal reviews. Projects are done with no more than three students to a group.

Monday's lecture is always reinforced by a quiz the next time the class meets. Since the quiz covers only the information in their lecture notes, students are confident of exactly what chunk of the information they will need to study to succeed. I give quizzes at the factual and comprehension levels of understanding. This helps my students gain confidence with a new topic, and they quickly learn information in order to move toward understanding with application.

Note Cards

My students come into the course with a very limited knowledge of the subject matter, and they become quite overwhelmed with vocabulary. To help them master the vocabulary in a way that will help them study for the cumulative tests and the AP Exam, I require them to make at least one note card for every term that appears in bold type in the textbook. They start making more on their own once they realize how helpful these note cards are for studying for tests.

When students begin to study for a test, which I hope happens as soon as we have finished new content, they count the number of days until the day of the test and make that number of piles of note cards. They go through one pile a night by sorting through what they know and studying what they do not. This method of studying also works when they begin to review in April for the AP Exam. Note cards are due on the day of a test; I grade them because I know how much they help my students study, but I also know that sometimes students need some motivation to do them.

Using Computers and Videos

All of the classrooms at Northwest High School have an LCD projector that is linked to a computer. To break up lectures, I show at least 20 minutes of clips from video series, movies, and commercials. I also use clips on tests as prompts for essay questions. The *Discovering Psychology* video series is good for showing original footage of research. The *Secret Life of the Brain* video series is excellent for explaining stem cell migration in a baby's brain segment, vision and neural networks in a child's brain, and drugs and schizophrenia in a teenager's brain.

I record movie clips and commercials on my DVR under the "fair use" guidelines for educational purposes. During the unit on psychological disorders, for example, I show the scene from the movie *Finding Forrester* that shows Forrester and Kamal leaving for the basketball game at Madison Square Garden (anxiety disorder). During the unit on sensation and perception I show a 2006 Febreze® NOTICEables™ commercial (just-noticeable differences). For the unit on thinking and cognition I show a 2006 "MacGyver" Mastercard® commercial (functional fixedness), which can also be viewed on YouTube™ at www.youtube.com/watch?v=4YkSsLyWQYE.

Guest Lecturers and Field Trips

During the year, my students hear guest lecturers in the field of psychology and participate in a field trip to either a community mental health facility or a university psychology laboratory. Unless extra money is available, we only go on one field trip. Because its timing depends on when I can get approval, we generally go at a time when we are not studying the unit to which the field trip relates.

After I introduce social psychology, my former principal, who is now the associate superintendent for the school district, comes to guest lecture on gang behavior. He spends 90 minutes with each of my classes, jumping in where I have left off with the topic and creating a seamless transition. I follow up his visit with a quiz, and I answer any questions my students might have been hesitant to ask him.

The Wichita Falls State Hospital is 90 minutes away and very active in community relations. My students get a tour of the facilities where patients do not pose a security risk, the canteen, and the town

hall. They also have an informational question-and-answer session with the head psychiatrist and social worker. The objective of this field trip is to let students see the contrast between state mental health employees and the private sector, as well as the love these employees have for their jobs. Students know very quickly if working in a state hospital is something they want to do. We are unable to visit a private hospital due to confidentiality laws.

Sometimes we travel to the psychology laboratories at the University of Texas at Arlington, two hours away. My goal for this field trip is to show students the vast differences between not only the fields within the discipline but also the different types of research being conducted. We visit the neuropsychology, behaviorism, and social psychology labs. I relate both field trips to the applied psychology we studied during the first week of classes, and the travel time to and from both sites gives us the opportunity to talk and debrief.

AP Exam Review

I finish teaching new content in early April. In the time between then and the AP Exam, I break down the topics from the Course Description by content area percentages and also by day for in-class review sessions. I tend to focus these sessions on the topics that count the most on the exam. Each review day in class involves at least one timed (25 minutes) free-response question on a topic for that content area. I try to find free-response questions from previously administered AP Exams. We also review by playing *Classroom Jeopardy!* with the licensed software our library ordered. I write the questions but it looks just like *Jeopardy!*; we have buzzers, a scoreboard, and everything that makes the game feel like the television version. In addition, I give the 2004 AP Released Exam as the last cumulative test before the actual AP Exam.

Study Sheets

About a month into the spring semester I divide the topics and content outline sections in the most recent Course Description into segments, one for each student in the class. They have approximately three weeks to completely summarize the topics in their segment, provide detailed information, and give examples on a study sheet the whole class will use. Students may use their textbooks and notes, but they must be concise and get all the important information organized in a format that is easy to read (i.e., not paragraphs) and uses no more than one page of paper. I combine these study sheets and make copies for every student. The compiled sheets are a great study tool for the entire class. This assignment is graded as a project.

Recruiting AP Psychology Students

In January I begin recruiting students for the upcoming school year. I explain to them exactly what they will and will not experience in this course. They can expect no busywork and a very limited number of daily grades that will consist of vocabulary note cards and quizzes on the lecture from the previous class.

It has not been hard for me to keep up enrollment for about five years now. Word of mouth has been great. Students hear from their friends that it is a hard course they will definitely have to study for, but also that I keep it current and interesting; they would say I "mix it up."

During registration week, I use the Play-Doh brain activity developed by Katherine Minter of Westwood High School, Round Rock Independent School District, Austin, Texas, because it is great advertising for the course. On a piece of wax paper, flatten one color of Play-Doh like two pancakes to be used later as the cerebral cortex. Take half of another color and shape it for the brain stem. Use other colors to create and insert the structure of the brain inside the brain stem, and add structures exterior to the brain stem, such as the cerebellum and pons. Use toothpicks to attach the pineal gland and amygdala. When all

of the structures are complete, cover with the cerebral cortex. Cover with wax paper to keep it soft. I also use this activity during the neuroscience and behavior unit.

Student Evaluation

I use an online gradebook for my courses, and I try to put grades into it as quickly as I can. At times I put an assignment into the system in advance. I send progress reports home with my students every three weeks, whether the student is meeting expectations or not. I encourage those students who need extra help to meet with me for tutorials.

Grades in AP Psychology are determined by performance on daily work (homework and class participation), quizzes, special assignments, and tests. Course averages are determined by the following percentages:

Daily work and quizzes	25%
Papers and projects (see Student Activities below)	25%
Tests	50%

Daily Work and Quizzes

Students' daily grades come primarily from the quizzes they take on each Monday's lecture. The quizzes are designed to test their conceptual understanding of vocabulary and new concepts in order to provide them with a firm foundation for new vocabulary. Students' daily work also includes studying and reading the textbook for homework, doing projects like research, and participating in games and reviews in class.

I accept daily work one day late for a maximum value of 70 percent. One day late means turning in the work at any point after the designated due time and up to the beginning of the class period the next time that class meets. Work that is turned in more than one day late receives a zero. Students need to meet with me to make arrangements for make-up work after an absence.

Tests

All of the tests for this course model the AP Psychology Exam in format and timing, with multiple-choice questions and a minimum of one free-response question. My goal is for 80 percent of the test questions to be application-oriented. Consequently, to prove successful in applying their factual knowledge, my students must study as if the tests are short answer.

The multiple-choice section on the unit tests has between 20 and 40 questions (I focus on the quality not the quantity of my test questions) and 1 or 2 free-response questions. Students have 90 minutes to answer all of the questions. I use the Myers textbook test banks to make my unit tests.

In December, one week before the semester final exam, my students take a test that is cumulative for that semester. This test has 2 free-response questions, which I grade before the end of the year. The first semester final, which is also cumulative, consists of 60 to 70 multiple-choice questions and 1 free-response question; students have two hours to answer all of the questions.

In April students take the 2004 AP Released Exam for a grade; they take the 1999 Released Exam in May, after the actual AP Exam, as a final exam for the course. The final exam lasts for two hours and is cumulative for the year. My students may take the AP Exam in lieu of the final for the course if they have maintained a B average for the second semester.

The amount of cumulative material tested is close to the percentages for course content found in the Course Description and on the AP Exam. When appropriate, I use free-response questions from the Released Exams and the AP Psychology Exam Page on AP Central as part of my tests. Initially, I do not tell my students that the free-response questions sometimes come from real AP Exams so as not to make them nervous. Once we get closer to the real exam, however, I tell them and it boosts their confidence.

We always go over the students' free-response essays in class, but I do not have them grade each other's work. During the review time, students use scoring guidelines to grade their own essays, and they write numbers in the margins where they think they earned points. I then grade the essays with the scoring guidelines and see how close the students were.

Retesting

Until recently, I have never been a fan of retesting. Consistently for the past two years, however, every student who has retaken a test and passed—while maintaining a C average in the course—has earned a grade of 3 or higher on the AP Exam. I have found that the consultation I require prior to retesting allows me to review concepts and counsel students on how to study. Those students who retake a test during the first semester rarely need to do so during the second semester.

Students may retake a test for which they received a grade of less than 70 percent if the following provisions are met:

1. Students must make an appointment with me to review their test.
2. Students have five days from the date of receiving their grade to schedule a conference for retesting. A conference and retesting may not happen in the same day. Conference—study—retest!
3. If a student fails to show up for a conference or retest, the grade from the original test will remain.
4. No grade higher than 70 percent will be recorded for a retest.

While a retest covers the same material as the original test, it is a completely different test. I do not allow my students to take a retest for the cumulative semester exams.

Teacher Resources

Bolt, Martin. *Instructor's Resource Manual to Accompany David G. Myers "Psychology," 6th ed*. New York: Worth Publishers, 2001.

Classroom Jeopardy! N.p.: Educational Insights, 2005.
This software works on both PCs and Macs. It can be ordered from its Web site, http://classroomjeopardy.com.

Discovering Psychology. Updated ed. Produced by WGBH Boston with the American Psychological Association, 2001. Distributed by Annenberg Media. 780 minutes.

ExamView® Test Generator to Accompany Weiten "Psychology: Themes and Variations," 5th ed. Belmont, Calif.: Thompson Learning, 2001.
This test bank software makes it possible to create and grade paper and online tests.

Myers, David G. *Psychology*. 6th ed. New York: Worth Publishers, 2001.

PsychARTICLES. www.apa.org/psycarticles.
This database of articles published in 60 journals and chapters from books published by the APA is available by subscription. The articles and chapters may be purchased individually, however, and the abstracts may be viewed free of charge.

The Secret Life of the Brain. Produced by Thirteen/WNET and David Grubin Productions, 2002. Distributed by PBS Home Video. 300 minutes.

Straub, Richard O. *Study Guide to Accompany David G. Myers "Psychology," 6th ed*. New York: Worth Publishers, 2001.

Student Activity CD-ROM to Accompany David G. Myers "Psychology," 6th ed, Version 1.2. New York: Worth Publishers, 2002.

Test Banks 1 and 2 to Accompany David G. Myers "Psychology," 6th ed. New York: Worth Publishers, 2001.
This CD-ROM contains test questions based on the textbook and the publisher's media resources.

Professional Associations

I belong to Teachers of Psychology in Secondary Schools (TOPSS). Through TOPSS I network with other high school psychology teachers, have access to current research, and find curricula and activities for my course.

Student Activities

I require students to complete one major project each semester. In the fall they write a social psychology research paper and in the spring they create a psychology game. I also use a variety of class activities to keep them active during class. I have included examples of two, the "*Remember the Titans* and Contact Theory for Reducing Prejudice" assignment and the "Magic Energy Ball and Neural Transmission" demonstration.

Research in Social Psychology

Objective: Students will learn to design, conduct, write about, and present original research in social psychology.

In the fall students engage in semester-long research in groups of up to three. I give them an extensive packet of materials created by Katherine Minter of Westwood High School, Round Rock Independent School District, Austin, Texas, that includes a worksheet to help them design their experiment; checklists of ethical considerations, to-do lists, and research paper components; informed consent guidelines and forms; samples of a thank-you letter, abstract, and title page; and handouts of the types of statistical information that should appear in the paper.

The students formulate their research hypothesis regarding a social psychological phenomenon of their choice and turn in these ideas toward the end of September for my review and approval. In the past they have written about factors in altruism, conformity as a function of age, crowding and personal space, and the bystander effect. Their full research design is due in early October, and they spend that month and November conducting research and writing a paper using the APA format. They finish the project by presenting their research finding to the class in early December.

This project is supported by the course work for the semester. I teach methods, statistics, and ethics in the third and fourth weeks so my students will be able to bring that knowledge to the process of researching and writing their papers. We also spend a day planning the research projects and two days in class working with PsychARTICLES.

The students do an individual evaluation of their own group's project, which serves to encourage everyone in the group to put forth an equal effort. Individual grades can vary among group members based on the review and my observations during class work time. I use scoring guidelines developed by Katherine Minter to evaluate the projects. The scoring guidelines are reprinted here with her permission. I created the presentation scoring guidelines that follow Katherine's scoring guidelines.

Research Paper Scoring Guidelines

I. Planning. Used planning opportunities in and out of class; used in-class library time well; completed research topic worksheet and had the teacher check it; established a timetable for the orderly collection, organization, and interpretation of data; wrote thank-you notes to teachers and/or administrators who helped with the project.

Points:	11	12	13	14	15	16	17	18	19	20	
	1	2	3	4	5	6	7	8	9	10	20

II. Research Question. Research question is well formulated; research is identified correctly as survey, observational study, or simple experiment; hypotheses (research and null) are appropriately formulated (if applicable); relevance for research study is clearly stated.

Points:	1	2	3	4	5	6	7	8	
									8

III. Theoretical Background. Selected theories and empirical studies are relevant to the research question and integrated into both the introduction and discussion sections.

Points:	9	10	11	12	13	14	15	16	
									16

Or, Theories and empirical studies are limited and described only in the introduction (they are absent from the discussion section).

Points:	1	2	3	4	5	6	7	8	↑

IV. Implementation

A. Research Design. Research design is appropriate for the study; variable is identified and defined; selection of participants is appropriate and justified; replication is easy; materials are appropriate and justified; examples are included in the appendix; ethical consideration has been applied.

Points: 13 14 15 16 17 18 19 20 21 22 23 24 ____ 24

Or, Research design is only briefly outlined; identification of variable is incomplete; selection of participants is appropriate but not justified, or selection of participants is inappropriate; procedures are not described in sufficient detail to allow easy replication; selection or production of materials may not be appropriate; full consideration of ethical issues is not apparent or included.

Points: 1 2 3 4 5 6 7 8 9 10 11 12 ↑

B. Interpretation. Appropriate data is recorded, explained, and related to aims and hypothesis; results are interpreted within the confines of the background literature (if appropriate); strengths and weaknesses are discussed and improvements suggested; relevant ideas for future research are proposed.

Points: 9 10 11 12 13 14 15 16 ____ 16

Or, Results are not fully understood or may be seriously deficient in information; analysis is unclear and may show misunderstandings of basic concepts; discussion of results is limited or irrelevant; results are not fully discussed or related to project aims, research, and theory described in the introduction; identification of the strengths and weaknesses and the modifications suggested to improve design are limited or incorrect.

Points: 1 2 3 4 5 6 7 8 ↑

C. Presentation. Recommended report format is used; word limit is between 1,200 and 2,000; terms are used correctly; references are cited in appropriate format; tables and graphs are accurately used, labeled clearly, and applied appropriately; overall appearance of the report is professional.

Points: 9 10 11 12 13 14 15 16
1 2 3 4 5 6 7 8 ____ 16

Total Points Possible: ____ 100

V. Exceptional Quality. Earn up to five extra points for factors like tackling a particularly challenging project design, going above and beyond the requirements for various categories, showing exceptional dedication and attention to project requirements, or exhibiting outstanding qualities or efforts that move the research project beyond the generally high standards of this assignment.

Extra Points: 1 2 3 4 5 +____ 5

VI. Comments

Final Points: ____ **100**

Presentation Scoring Guidelines

Time 15_____

Maximum of six minutes per group

Style of Presentation and Research Findings 20_____

Presentation must have style, a brief model of the experiment, and so on. Presenters must be dressed in appropriate presentation attire. Reading the research paper to the class is not acceptable.

Visuals 30_____

Visuals must contain only information that is relevant to the research. They are to be an aid for the presentation but do not necessarily need to be on a display board. The audience must be able to view the visuals.

Connection to Research/Background 30_____

The basis for current research must be addressed.

Exceptional Quality 5_____

Students must use the experimental method (not another research method such as correlation, survey, or naturalistic observation) to get these points.

Total Points (out of 100):_____

Comments:

Social Psychology: Contact Theory for Reducing Prejudice

I developed the "*Remember the Titans* and Contact Theory for Reducing Prejudice" assignment in 2005 and have used it at some point after the first day of the social psychology unit in September.

Objective: Students will become familiar with the contact theory for reducing prejudice.

Directions

1. Show *Remember the Titans* (either the whole film or clips) after introducing attitudes and social psychology. A good clip to show is scene 5, from the point when the kids board the bus for spring football training to the point where they come home to meet their parents.

2. Discuss specific examples from the film to support the following:

   Contact theory—increased contact works if:

   - Those in authority firmly endorse integration.
   - Competition among groups is absent.
   - There is equal status among groups.
   - Contacts among groups permit learning about each other as individuals.

3. Use this classroom exercise to model a good AP Exam essay that uses examples from the film. Grade students' essays with the scoring guidelines that can be found on the AP Psychology Exam Page on AP Central.

Sample AP Exam Essay on Contact Theory for Relieving Prejudice

Remember the Titans clearly demonstrates the effectiveness of the contact theory for reducing prejudice, starting with the training camp scene in which Denzel Washington's character, Coach Boone, is introduced to the football team. The theory states that increased contact works if those in authority firmly endorse integration. Coach Boone distinctly establishes himself as an authority figure when he displays the two popular white athletes (Ray and Bertier) as Dean Martin and Jerry Lewis to the parents and other athletes. It is not until the other two authority figures, Julius, the black team captain, and Bertier, the white team captain, show mutual respect for each other while criticizing Ray's lack of blocking, that the team turns the corner at the end of the two-week training camp.

Contact works if there is an absence of competition among groups and an equal status. Coach Boone takes the two team buses that were initially segregated and seats the players by position, with a black and a white player on each seat. He continues this method of integration with the same pairing when assigning roommates. All of the athletes must earn their position on the team regardless of their skin color. Contacts among groups permit learning about each other as individuals. Coach Boone requires the athletes to learn something about every teammate and holds them accountable by requiring them to report their newly learned information directly to him.

Reference

Remember the Titans. Directed by Boaz Yakin. Produced by Jerry Bruckheimer, 2000. Distributed by Walt Disney Home Video, 2001. 113 minutes.

Magic Energy Ball and Neural Transmission

I developed this demonstration in 2004 and have used it on the first day of the neuroscience and behavior unit, before introducing the nervous system and neurons in January.

Objective: To demonstrate the electrochemical transmission of a neural impulse.

Materials: An energy ball and one cup of water filled to the top. To purchase an energy ball, which costs less than $5, go to the Steve Spangler Science Web site, www.stevespanglerscience.com, and order product WENB-250.

Directions

1. Students need to make a circle that is no more than one arm's width apart.
2. Inform your students that their bodies have enough electricity to light a 10-watt light bulb.
3. Each student needs to cross one fingertip with the person on each side. The only people not connected should be you and one student. Place a finger on one of the energy ball's electrodes and tell that student to place a finger on the other. Make sure no one is touching a wall or each other (other than by crossed fingers). If all of the students have crossed fingers, this should close the circuit on the energy ball. A metal brace in the wall will also complete the circuit.
4. Once everyone is connected, the energy ball should be activated and students will be amazed by what they are seeing and hearing. To make them believers, play "Name that Tune." While both fingers are still on the electrodes, tap the beat to "Mary Had a Little Lamb."
5. Finally, demonstrate the need for hydration and for water in the body. Place the cup of water on the other side of the circle from where you are standing. Everyone should connect with each other and the energy ball as before, except for the two students in front of the cup. Those students should place one finger in the cup without touching each other or the side of the cup. This will complete the circuit.

Sample Syllabus 3

Todd Dilbeck
Sheldon High School
Sacramento, California

School Profile

School Location and Environment: Sheldon High School is a part of the Elk Grove community, a suburb of Sacramento, California, and one of the fastest growing communities and school districts in the country. Sheldon opened in 1997 and is one of eight high schools in the Elk Grove Unified School District. The school's population is rather diverse, closely matching the ethnic proportions of the state as a whole, and its socioeconomic status can be considered middle to lower-middle class. As a fairly new community, we have many transplanted residents from the San Francisco Bay area, Los Angeles, and other regions in the western United States. The school is regionally recognized for its outstanding performing arts academy, a computer animation group, and athletic success.

Grades: 9–12

Type: Suburban public high school

Total Enrollment: 2,700 students

Ethnic Diversity: Asians/Asian Americans compose 22 percent of the student population; Hispanics/Latinos, 16 percent; African Americans, 15 percent; and Pacific Islanders/Filipinos, 7 percent.

College Record: Some 91 percent of graduating students go on to college, with 41 percent attending four-year universities or colleges, and 50 percent choosing two-year colleges.

Personal Philosophy

AP Psychology is one of the most fulfilling teaching assignments I have had. It gives me the opportunity to share the amazing science of psychology with students who are highly motivated to succeed academically. Psychology is unique in that it allows students to apply in a personal way what they learn. From human development, to the biological process of the brain and nervous system, to the classification of normal and abnormal behavior, students gain a better understanding of themselves and as a result are more accepting of the diversity of human behavior.

Another rewarding aspect of the class is the challenge it presents to both the students and the teacher. In order for students to learn and understand the broad spectrum of content, they must be willing to take on a large workload. Likewise, I as the teacher must design well-organized lessons and assignments that keep students engaged and motivated to continue to work hard. My personal gauge for this is the number of questions that students ask during any one class period.

Class Profile

Sheldon High School has a rich offering of AP courses, and 57 percent of its AP students earn a grade of 3 or higher on their exams. The school does not require its AP students to take the AP Exam for their courses. I strongly encourage all of my students to do so, however, and over 70 percent of them do.

The school is on a 4 x 4 block schedule of four 90-minute classes. The two terms of the school year are divided into two sessions of roughly nine weeks each. Each session has four grading periods, with grades being reported every two weeks.

The AP Psychology course is taught during the spring term only, which typically begins the week of the Martin Luther King Jr. holiday. The class meets daily for an 18-week period. Currently, only one section of the course is taught, and enrollment averages 30 students per year. Approximately two-thirds of the students are seniors and a third are juniors; occasionally, sophomores enroll in the course. Roughly 75 percent of the students in the AP course have taken the general elective psychology course during the previous year. The material in the general course often motivates students to enroll in the AP course.

Course Overview

The AP Psychology course addresses each of the topics in the Course Description content outline. Following the purpose stated in the Course Description, the course "is designed to introduce students to the systematic and scientific study of the behavioral 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."[18] In addition, ethical considerations are examined as are "the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings, and actions."[19]

The course has six objectives:

1. Students will study the major core concepts and theories of psychology. Students will be able to define key terms and use these terms in their everyday vocabulary. Students will be able to compare and contrast the major theories in psychology. Students will develop an understanding of the biological and psychological bases of behavior.
2. Students will learn the basic skills of psychological research. Students will be able to devise simple research projects, interpret and generalize from results, and evaluate the general validity of research reports. Students will be able to recognize the scientific nature of investigation in psychology.
3. Students will be able to apply psychological concepts to their own lives. Students will be able to recognize psychological principles when they are encountered in everyday situations.
4. Students will develop critical thinking skills. Students will become aware of the danger of accepting or rejecting any psychological theory without careful, objective evaluation.
5. Students will build their reading, writing, and discussion skills.
6. Students will learn about the ethical standards governing the work of psychologists. Students will maintain high ethical standards and sensitivity in applying the principles of psychology to themselves, other people, and other organisms.

I use various approaches, such as lectures, discussions, textbook readings, outside readings, and other assignments, to accomplish the goals outlined in the course catalog. Students find that many psychological concepts "stream" through the units, and I spend considerable effort making connections between the units of study. Periodically, I need to adjust the order of coverage to account for variations in the academic calendar.

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18. College Board, 2008, 2009 *AP Psychology Course Description* (New York: College Board, 2007), 3.
19. Elk Grove Unified School District, *2006–2007 High School Course Catalog*.

The textbook for the course is the tenth edition of *Introduction to Psychology: Gateways to Mind and Behavior* by Dennis Coon.

Course Planner

The assignments column shows the variety of homework I give my students. Each assignment is explained at the end of this section.

Unit	Topics/Themes/Concepts	Assignments
Session 1 *(begins the middle of January)*		
Unit 1. History and Approaches	Logic, philosophy, and history of science Approaches: biological, behavioral, cognitive, humanistic, psychodynamic, sociocultural, evolutionary	Ch. 1 outline Unit 1 terms and usage Ch. 1 reading guide (1) Personal reflection essay Unit quiz Practice FRQ
Unit 2. Research Methods **Testing and Individual Differences** 1 week to teach both topics	Experimental, correlational, and clinical research Statistics (descriptive and inferential) Ethics in research Standardization and norms Reliability and validity Types of tests Ethics and standards in testing Intelligence Heredity/environment and intelligence Human diversity	Ch. 11 outline Unit 2 terms and usage Ch. 11 reading guide (1) Personal reflection essay Unit quiz Practice FRQ
Unit 3. Biological Bases of Behavior 2 weeks	Physiological techniques Neuroanatomy Functional organization of the nervous system Neural transmission Endocrine system Genetics Evolutionary psychology	Brain Model/Poster Ch. 3 outline Unit 3 terms and usage Ch. 3 reading guides (4) Personal reflection essay Unit quiz Practice FRQ
Session 1 Midterm Exam *(mid-February)*		

Unit	Topics/Themes/Concepts	Assignments
Unit 4. Learning **Motivation and Emotion** 2 weeks to teach both topics	Biological factors Classical conditioning Operant conditioning Social learning Cognitive processes Biological bases Theories of motivation: hunger, thirst, sex, and pain Social motives Theories of emotion Stress	Designing a Learning Experiment Project Ch. 8 and 12 outlines Unit 4 terms and usage Ch. 8 and 12 reading guides (3) Personal reflection essay Unit quiz Practice FRQ
Unit 5. Sensation and Perception 1 week	Thresholds and signal detection theory Sensory mechanisms Attention Perceptual processes	Ch. 5 and 6 outlines Unit 5 terms and usage Ch. 5 and 6 reading guides (2) Personal reflection essay Unit quiz Practice FRQ
Unit 6. Cognition 1 week	Memory Language Thinking Problem solving and creativity	Ch. 9 and 10 outlines Unit 6 terms and usage Ch. 9 and 10 reading guides (2) Personal reflection essay Unit quiz Practice FRQ
Session 1 Final Exam *(third or fourth week of March)*		
Unit 7. States of Consciousness 1 week	Sleep and dreaming Hypnosis Psychoactive drug effects	Ch. 7 outline Unit 7 terms and usage Ch. 7 reading guide (1) Personal reflection essay Unit quiz Practice FRQ
Unit 8. Personality 1 week	Personality theories and approaches Assessment techniques Growth and adjustment	Ch. 14 outline Unit 8 terms and usage Ch. 14 reading guides (2) Personal reflection essay Unit quiz Practice FRQ

Unit	Topics/Themes/Concepts	Assignments
Unit 9. Developmental Psychology 1 week	Life-span approach Hereditary/environmental issues Developmental theories Dimensions of development: physical, cognitive, social, moral Sex roles and gender roles	Developmental Theories Wall Chart Ch. 3 and 4 outlines Unit 9 terms and usage Ch. 3 and 4 reading guides (3) Personal reflection essay Unit quiz Practice FRQ
Unit 10. Abnormal Psychology	Definitions of abnormality Theories of psychopathology Diagnosis of psychopathology Anxiety disorders Somatoform disorders Mood disorders Schizophrenic disorders Organic disorders Personality disorders Dissociative disorders	Abnormal Behavior Pamphlet Ch. 16 outline Unit 10 terms and usage (part 1) Ch. 16 reading guides (2) Personal reflection essay
Session 2 Midterm Exam* *(end of April)*		
Treatment of Psychological Disorders 2 weeks to teach both topics	Treatment approaches Modes of therapy (e.g., individual, group, etc.)	Ch. 17 outline Unit 10 terms and usage (part 2) Ch. 17 reading guide (1) Personal reflection essay Unit quiz Practice FRQ Review for AP Exam (3–5 days)
Unit 11. Social Psychology 1 week	Group dynamics Attribution processes Interpersonal perception Conformity, compliance, obedience Attitudes and attitude change Organizational behavior Aggression/antisocial behavior Cultural influences	Ch. 18 and 19 outlines Unit 11 terms and usage Ch. 18 and 19 reading guides (2) Personal reflection essay Unit quiz Practice FRQ
AP Exam *(middle of May)*		
Post–AP Exam 2 weeks	Watch films Work on projects	
Session 2 Final Exam *(first week in June)*		

* Floats to account for spring break and the AP Exam date. Spring break usually falls between units 10 and 11.

Unit Assignments

For each unit my students complete a chapter outline, a unit terms and usage sheet, one or more chapter reading guides, a personal reflection essay, and a practice free-response question (FRQ). These assignments are designed to strengthen their reading, studying, and writing skills.

Chapter Outlines

Students skim the chapters that are related to upcoming units of study and write outlines that diagram the main ideas, the sub-ideas (secondary ideas), and the supporting details. The purpose is to prepare students for in-class discussions and the extended readings (e.g., periodical articles, chapters in the book *Forty Studies that Changed Psychology*). I collect the outlines every Monday at the start of class for evaluation.

Unit Terms and Usage Sheets

Before introducing the chapter for the unit, I give my students a list of about 50 psychological terms, concepts, and principles. I direct them to write as complete a definition of each as possible and to refer to the psychologist, psychological perspective, or study (i.e., experiment) that is most closely associated with the term, concept, or principle. A terms and usage sheet is due on the day of the weekly quiz. I recommend to my students that they complete part of the list every night so they will not be overwhelmed by it at the end of the week. I also encourage them to convert their sheets into flashcards to use as a study tool throughout the course.

Chapter Reading Guides

Throughout the week I give reading assignments that are a combination of textbook readings, outside readings, and supplementary materials, but the majority of what the students read comes from the textbook. The guides, which are essentially reading comprehension worksheets, are designed to enhance their comprehension of the reading's concepts and facts by requiring them to respond to short-answer free-response questions from the textbook's study guide and to questions I have written. The number of reading guides I hand out for a unit depends on the breadth and depth of the material in the textbook and the pace with which I may be teaching a topic, but typically it is three per week.

The degree of depth and time with which I address a topic varies depending on the weighting the topic receives on the AP Exam. Higher percentages receive more time in class and more detailed reading guides. I also attempt to balance my students' nightly workload with the other assignments that occur weekly, so they are not overwhelmed by reading guides when they have additional work to do for the course.

Sample Reading Guide for Chapter 18, "Social Behavior"

1. Explain each of the following concepts: *roles, norms, status,* and *cohesion*.
2. Define *attribution* and state the difference between external and internal attribution.
3. Explain how *self-handicapping* protects a person who has a fragile self-image.
4. Explain what the *fundamental attribution* error is.
5. Why is the Solomon Asch experiment an example of the power of *conformity*, and how do *group think* and *group sanctions* relate to the principle?
6. What makes *obedience* different from *compliance*?
7. What makes *compliance* different from *conformity* and *obedience*?

8. What is the connection between friends/lovers and *physical proximity*?
9. What is the connection between friends/lovers and *physical attractiveness*?
10. What effect does *competence* have on appeal?
11. What part does *similarity* to another play in developing relationships?
12. How does *self-disclosure* affect attraction?
13. What does the *social exchange theory* tell us about the length of time a relationship will continue?
14. What does modern research tell us about the connection between our early bonds with parents and the types of romantic relationships we form?

Personal Reflection Essays

One of the central questions of the course is, how can I take what I have learned here and use it in the real world? The personal reflection essay encourages students to consider answers to this question. They are to either make personal connections to concepts they studied throughout the week or apply scenarios that have been presented in a prompt (question). The prompt is consistently the same: "Using concepts, terms, and research from our studies, explain connections/applications to your own life and experiences."

The goal of the essays is to get students (1) to apply concepts and terms in a relevant and meaningful way, and (2) to help them better understand their own life experiences and the behaviors of others. Their responses should clearly demonstrate understanding and thought about how a concept is applicable in their world. To receive credit, each essay must have a title (chapter/unit of study), be two typed pages long (plus or minus half a page), and turned in by the start of class on the day of the chapter test. Students may also turn in their essays by e-mail.

Practice FRQs

I give my students practice free-response questions (FRQs) at the end of every week. The number of questions varies depending on the breadth of the content for the week. Some weeks I give them only one prompt, while for others they may receive multiple prompts with the option of answering only one. Their answers must follow the same format they are to use when answering the free-response questions on the AP Exam. Practice FRQs are always done in class during a 25-minute timed session to mimic the AP Exam testing environment.

Teaching Strategies

I believe that the best skill I can pass on to my students is the ability to assume the responsibility for their own learning. To do this, I design class sessions that clarify and expand upon the course content that students should have accessed prior to that week. Homework begins with an overview of the material and becomes more in-depth as the week progresses. During some of the units I also ask students to create projects that require them to demonstrate individual connection to and comprehension of the material.

I use a variety of strategies to teach the course. These include combining certain topics, using a blend of lecture and interactive learning experiences, giving my students outside readings with reinforcement writing assignments, requiring journal portfolios and organized notebooks, and holding in-class AP Exam review sessions. The regular unit assignments I require have already been described in the preceding Course Planner section.

Combining Topics in a Unit

Periodically, I combine two topics in one unit. When teaching unit 2, for example, I spend one week teaching "methods and testing" concurrent with "individual differences." I pair "learning" and "motivation and emotion" in unit 4 because of the link between learning principles and the more recent research findings on motivation and emotion; generally, I spend one week on learning and one week on motivation and emotion. Although taught as a single unit (unit 10), the week on the treatment of psychological disorders *always* follows the week on abnormal psychology. I work the teaching of psychological treatment "backwards," from the stereotypical treatment of mental disorders to therapy counseling and its benefit to the general populace.

Lectures and Interactive Learning Experiences

Typically, half of a class period is spent in direct instruction (lecture). I use this strategy when my students must synthesize large amounts of material in short periods of time and when I want to elaborate on topics that may need more depth of content than the textbook provides. I try to use lecture to highlight content in broad regions (e.g., sociocultural psychology) or to give clarity to detailed or complex topics (e.g., brain structure specialization).

I have also discovered it is very important to allow student interaction during the 90-minute class periods. This is where I have found the outside readings and documentary/educational videos to be most effective. Student interaction time also lends itself well to text research and comparison discussions among the students and is almost always followed by a question-and-answer time.

Various interactive activities are available to supplement lessons. Many of these can be found in volume 4 of the American Psychological Association's *Activities Handbook for the Teaching of Psychology* (see the Teacher Resources section below). Typically, the activities can be performed within a half hour and can be used to either support or introduce major concepts. I like to use a number of these activities because they can be implemented as explained or easily altered for use during our 90-minute periods. Each allows concrete use of psychological concepts by students in an interactive format. I have summarized a few of the activities from the *Activities Handbook*:

- **Sociocultural.** A short excerpt from Twain's *The Adventures of Tom Sawyer* demonstrates the principles of cognitive dissonance, self-perception, overjustification, reframing, attitude formation and change, and compliance. ("Tom Sawyer: The Fence and Social Psychology," submitted by Alan Feldman and Rebecca Lafleur)
- **Abnormal Psychology and the Treatment of Disorders.** I assign specific disorders to some of the students, who must act out such behaviors during a mock group therapy session that is conducted for a portion of the class. The rest of the students are to take notes during the session. Afterward, students work in small groups to attempt to determine the various disorders of each "patient" according to noted behaviors. ("Diagnosis of Psychological Disorders: A Group Therapy Simulation," submitted by John R. Rudisill)
- **Biopsychology, Sensation, and Perception.** A volunteer sits at the front of the room (elevated) with closed eyes. Someone touches the volunteer's bare toes at various angles and the volunteer reports which toe is being stimulated. Another volunteer, with cross-laced hands and fingers, must move individual fingers upon command. These are great demonstrations of somatosensory organization and learning plasticity, as well as the organization of sensory neurons at various points in the body. ("Observing Neural Networking in Vivo," submitted by Douglas L. Chute and Philip Schatz)

- **Methods.** Students use a simple procedure to hypothesize distribution among a sample population. This easy activity does an excellent job of demonstrating the importance of the use of statistical analysis in psychology. ("A Tasty Sample[r]: Teaching About Sampling Using M&M's®," submitted by Randolph A. Smith)

One of my goals is to make learning an interactive experience that encourages critical thinking and analysis. A strategy I use to try to accomplish this is peer evaluation of writing and homework. I supply my students with content keys and scoring guidelines to use to determine the quality of their peers' work. I allow discussion during and following these evaluations, giving students the opportunity to defend their positions. This process also enables them to compare their own responses with those of their classmates. In the Student Evaluation section, I describe the peer evaluation process further and give examples of the scoring guidelines.

Outside Readings

Another teaching strategy I use is to have my students process reading materials other than the textbook and the chapter reading guides. I give them articles I find in periodicals or other sources. I especially like *Scientific American MIND*, which has great articles that report on up-to-date research in language that is accessible to students. Some of these articles pertain to specific units and lessons on topics like brain research. Another solid resource I use consistently is the thirty-third edition of *Annual Editions: Psychology*, a sampler of articles that have been collected for the classroom. Many are brief, and they come from a variety of sources. I can use them to emphasize or expand on topics from the textbook or lectures, and frequently I try to use those that demonstrate the growing and evolving body of knowledge in psychology.

When I assign an article, I expect my students to make notes on it using the standard process I outline on a handout. They are to keep the handout in their notebooks, write their notes on binder paper, and be prepared to discuss the article in class. The notes and discussion formats are typically the same because the prompts are aimed at various types of materials.

Journal Article Notes and Discussion Format Handout

- **Purpose.** Give a general synopsis of the article. What is the central topic (thesis)? What related or detailed content items are presented and discussed?
- **Support (research).** What research/findings have been used to support the article's thesis? What data were actually recorded? How were they analyzed, and what did the analysis show? Does it actually support the article's thesis?
- **Analysis.** How can we apply the findings from the article to the real world? What connections can you make from the article both to topics covered in class and to your personal life?
- **Vocabulary.** What specific vocabulary did the article use? How did the use of psychology terms help you understand the article's support and analysis? What terminology was reinforced so that you might actually use it later in your own thinking or explanations?

I assign frequent readings from *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research* by Roger R. Hock. The selections are based on the unit or topic of the day's lesson. Again, students are to write notes on the chapters they read, but I give them a different format to use for the readings from this book.

***Forty Studies* Notes Format Handout**

- **Overview/Hypothesis.** Give a general synopsis of the psychologist's hypothesis. What was the psychologist trying to substantiate or find out about human behavior (e.g., correlation, cause and effect, specific behavior)?
- **Experiment/Study (process).** Describe how the experiment was designed and conducted. What type of study (e.g., experiment, case study) was it? How were subjects chosen and/or assigned? How were data gathered and recorded?
- **Findings.** How were the data analyzed, and what did the analysis show? Did the data collected support or refute the hypothesis, and how do you know?
- **Implications (prediction of human behavior).** How can we apply the findings from the study to the real world? Will we see the behavior in a natural setting? Can we manipulate behavior with the information's findings? How/when might we use the information to affect human behavior?

Using two different formats when writing notes on the outside readings helps build consistency in how students approach the material covered in a unit. I follow up each reading/notes session with class discussion to allow students to bounce ideas off each other. This approach enables me to make an informal evaluation of their learning progress.

Writing and Thinking Practice

The regular unit assignments described in the Course Planner section help students develop their reading, writing, and thinking skills. In addition to completing the chapter outlines and reading guides, the terms and usage sheets, the personal reflection essays, and the practice FRQs, I also expect my students to prepare a journal portfolio and keep an organized notebook for the course.

Journal Portfolios

Over the course of the semester my students develop a portfolio of 15 essays (8 during the first session and 7 in the second) that are related to the various unit topics covered in the course. At the beginning of each session I provide students with a handout that lists the specific questions that relate to the unit of study for the weeks in that session, and I instruct them to respond to all of the questions. These questions require a more lengthy response than the practice FRQs, and the students are to use a formal essay format: introduction, body/development paragraphs, and conclusion.

Journal Portfolio Handout for Session 1

All essay responses should be numbered corresponding to the prompt. You should write a minimum of two pages but no more than five pages. *Please note*: I will randomly select three essays from your portfolio to grade, and I will not announce which three until after I have collected the portfolios. Thus, it is vital that you respond with equal effort to all of the prompts.

- **Journal 1.** How has psychology evolved from a philosophical study science and what have been its most significant developments?
- **Journal 2.** How do research methods keep psychology scientific, and why is this apparent in the study of intelligence?
- **Journal 3.** What is the connection between biological processes and behavior? Give a specific example of when the two interact and explain in detail what "process(es)" occur(s).

- **Journal 4.** How do learning principles impact our behavior in our environment? Basic learning principles are good at helping us understand how we attain behavior patterns and operate in our environments. Using school as an example, describe specific situations in which both classical and operant conditioning are used to modify or control students' behavior.
- **Journal 5.** Coach Dilbeck loves the competition and preparation that go into coaching wrestling and helping his wrestlers reach the state tournament. However, he greatly dislikes gambling and experiences high levels of anxiety when he does. How can aspects of motivation explain his goals and behavior?
- **Journal 6.** Sensation and perception not only allow us to enjoy various stimuli, they also seem to promote our survival. Choose an example for each case and explain the process and interaction of multiple sensations and how they are perceived.
- **Journal 7.** Being able to sense and perceive the world has great obvious survival value. But, how do we store stimuli, organize it into meaningful information, and recall it when necessary? Discuss a specific example of when we commit information to memory (either purposefully or accidentally) and then retrieve it to creatively solve a new problem.
- **Journal 8.** In what ways do we vary our awareness and interaction with our environment? How is this related to levels of arousal, as well as to psychological, emotional/motivational, and biological needs?

Notebooks

I expect students to create and maintain a notebook that they can use as an ongoing study tool to prepare for the AP Exam. I present the notebook's prescribed format in class. The beginning of the notebook is fairly standard, requiring students to create a section that contains personal and course information (e.g., title page, syllabus, scoring guidelines, general handouts). The rest of the notebook is to consist of materials the students amass and organize into specific sections as the year progresses:

- **Warm-up and Agendas**—A daily record of what goes on in class, assignments, and a quick write-up response to start the class.
- **Notes and Activities**—An ongoing collection of lecture, discussion, and reading notes from class sessions, and personal notes recorded during demonstrations or similar activities.
- **Graded Work**—A collection of study materials and an accumulation of all evaluated and returned student work that is intended to be a check on grade records.

Students are to subdivide each of the three sections and label them into units for study purposes. I grade the notebooks four times during the school year.

AP Exam Review

In-class review for the AP Exam is dictated by the school calendar and the date of the exam. It is the norm to have three to five days of class for review before the exam. I do not hold review sessions outside of class. Instead, if students need tutoring, I encourage them to arrange time with me and arrive with specific questions or topics to review. I often find that these tutoring sessions highlight weaknesses in study habits that are easy to correct.

After the AP Exam

Before the AP Exam I schedule brief educational films, such as the *Discovering Psychology* series, in the syllabus. Immediately following the AP Exam I allow for decompression by showing one or two feature films that highlight psychological traits. The films are mostly for enrichment; to keep students focused, I require a one-page write-up in which they discuss connections between the film and course content (the content is prompted to help them make the connection). My favorite three films to show are:

- ***K-PAX***—A great movie that explores the issue of abnormal behavior and treatment. The main character suffers from environmentally induced psychosis, and the psychiatrist uses an eclectic approach to try to help his patient.
- ***The Incredibles***—A fun animated movie that does a wonderful job of illustrating members of a family, each at various stages of development, and how interaction and behavior are impacted.
- ***Stand and Deliver***—A famous movie about Jaime Escalante and how he motivated inner-city kids in Los Angeles to take on an AP course and succeed. The film is a great way to demonstrate real-life examples of learning principles, motivation, and emotion.

Once my students realize that just watching films gets boring, I switch to one of two fairly simple projects that alternate years: students either work in groups to prepare recruiting posters I can display in my classroom and in various places around campus, or they develop a presentation for different high-level/high-interest classes (e.g., AP and honors social studies). I have also allowed my students to bring in video games and analyze the psychological principles at work in them. It has been my experience that students are less motivated to work after the AP Exam, but this is to be expected.

Student Evaluation

Grades for AP Psychology are based on a weighted scale, where points earned are a combination of class work and homework, essay writing, testing, and notebooks.

Grade Assessment Categories and General Assignments			
Class Work and Homework	**Essay Writing**	**Testing**	**Notebooks**
Unit terms and usage sheets	Journal portfolios	Weekly quizzes	Class documentations
Chapter outlines	Personal reflection essays	Midterms	Unit organization
Chapter reading guides	Practice FRQs	Session finals	
Class work and participation			
Projects			

The four categories are weighted to reflect the importance of student demonstration of the content knowledge, skills, work ethic, and preparation needed for the AP Psychology Exam. Each category is weighted in the grading program, and the points earned within each category are factored each grading period to determine a student's grade. I use scoring guidelines that reflect content knowledge and student thinking to evaluate many assignments. By not having a predetermined number of available points, I am able to be flexible with assignments (e.g., modifications, omissions, additions).

Weighted Grading Structure	
Required Task	**% of Grade**
Testing	50%
Class work and homework	20%
Essay writing	20%
Notebooks	10%

Grading Percentage Distribution	
Percentage	**Grade**
90–100%	A
80–89%	B
70–79%	C
60–69%	D
Below 60%	F

Class Work and Homework

I use various learning activities during the class period, making attendance imperative for participation and credit. Graded class work may include, but is not limited to, taking notes during lectures, doing in-class exercises and activities, and participating in class discussions, debates, and cooperative-learning activities.

Because assignments in the homework category are worth only 20 percent of a student's grade (and tests are worth 50 percent), students quickly learn that the value of doing homework is to prepare for tests. Thus, grading the volume of student writing does not require scrupulous effort on my part because my students are producing work that they know will help them on the more formal evaluations.

Testing

Students are tested in three ways: weekly quizzes, two midterm exams, and two session final exams.

- **Quizzes.** Every Friday I give a 50-question multiple-choice quiz that lasts for 35 minutes, proportionately imitating the AP Exam format and timing. The content of the quizzes accumulates as the term progresses, with newer material being the focus of the majority of the questions. After the quiz, the students answer one practice FRQ.
- **Midterm Exams.** Each quarter break in a session ends with a midterm exam consisting of 100 multiple-choice questions to be answered in 70 minutes and 2 free-response questions to be answered in 45 minutes. Because our schedule is not altered for midterms, these tests occur over two days. The intent of a midterm is to allow students to demonstrate the knowledge they have gained and to prepare them for the format and timing of the AP Exam.
- **Session Final Exams.** The format and purpose of the session final exams are identical to those of the midterm exams. The difference is the scope of the session finals. Whereas the midterms cover material studied up to that point, the final exams are cumulative for the entire session. Our schedule is altered so that final exams take place in 200-minute block periods. Thus, students have 70 minutes for the 100 multiple-choice questions and 50 minutes for the 2 free-response questions, just as they will on the AP Exam. Students take the second session final exam before the AP Exam.

Grading Strategies

I use peer evaluation as much as possible, giving my students scoring guidelines so that they can evaluate each other's chapter reading guides and practice FRQs. To ensure accurate grading, all students are allowed to protest a peer-evaluated grade and have me reevaluate the work. I grade the chapter outlines, terms and usage sheets, personal reflection essays, journals, and notebooks. The scoring guidelines I use are reprinted at the end of this section.

- **Chapter Reading Guides.** A reading guide is graded on the day it is due. My students first use a content key to compare their peers' responses, and then they do the scoring with homework scoring guidelines that evaluate the accuracy of content, effort, and written communication. I randomly check evaluated assignments to ensure that the peer-review process is working effectively.
- **Practice FRQs**. Essays for the practice FRQs are peer evaluated immediately following their writing or during the next class session. I use released AP Exam questions to instruct students in the process of evaluating such essays. They use a content key to compare their peers' answers and denote points scored for content and analysis. I give students scoring guidelines that emphasize content, analysis, style, and application of concepts.
- **Chapter Outlines and Terms and Usage Sheets.** I collect the chapter outlines every Monday at the beginning of class, and the usage sheets are due on the day of the weekly quiz. They are all actually fairly easy to evaluate with the homework scoring guidelines. I need merely to skim an outline to determine if a student has not only noted titles and subtitles but has also included main ideas and supporting details obtained during the reading of the chapter. In like fashion, I skim a student's terms and usage sheet to be sure the student has addressed all of the terms for the unit. I select a small percentage to check for plagiarism and for inclusion of a relevant example that demonstrates understanding of the terms.
- **Personal Reflection Essays and Journal Portfolios.** My goal is to have the weekly personal reflection essays graded before the next Monday. Because of the volume of essays in the journal portfolios, I randomly choose three from each composition book to evaluate. The process takes me several days at the end of the session, so I typically collect them at the start of finals week. I use the journals and personal reflection essays scoring guidelines to grade these. I look for specific application of concepts and check to verify the students' comprehension.
- **Notebooks.** I evaluate the notebooks during the midterm and final exams with their own set of scoring guidelines, which I give my students along with the syllabus at the beginning of the course. Because I require the notebooks to have a specific layout, I need only to thumb through each one to determine a score.
- **Weekly Quizzes, Midterm Finals, and Session Finals.** Students grade each other's quizzes while I read the answers aloud, a process that allows for discussion if students are confused. I use machine-scorable answer sheets for the multiple-choice questions on the midterms and finals, but I allow students to review the exams with a graded answer sheet to allow for follow-up discussion if necessary. I grade the midterm and session final exams by percentage of correct responses, and I use scoring guidelines to grade the free-response questions.

Scoring Guidelines for Homework

Points Awarded	Tasks Accomplished
5	*Exemplary Work* All parts of the assignment have been thoroughly completed; answers are complete and well thought out.
4	*Good Work* An attempt to answer all parts of the assignment is evident; answers may be simple but seem to be correct.
3	*Satisfactory Work* The assignment was attempted but not completed; many of the answers are incorrect or incomplete; effort could have been better.
2	*Unsatisfactory Work* Less than half of the assignment has been completed; answers are not well thought out and/or correct; definite lack of effort.
1	*Minimal Work* Only a small percentage of the work has been attempted; answers cannot be taken seriously or are completely wrong.
Note: Effort, neatness, legibility, and content are also part of this evaluation process.	

Scoring Guidelines for Free-Response Questions

Points Awarded	5	4/3	3/2	1
Position	Has exhaustive breadth; responds to all of the elements asked in the prompt.	Clearly addresses the prompt; attempts to address most of the elements of the prompt.	Demonstrates rudiments of a position in addressing the prompt; responds to some of the issues raised in the prompt.	Has a weak position that is unsustained in the discussion; does not appear to understand or address the prompt.
Support/ Content/ Fact	Uses convincing evidence to support a position that addresses the prompt; evidence is well organized and supports the position.	Cites facts appropriate to the development of an answer; uses evidence in an organized fashion to support the position.	Demonstrates comprehension of pertinent concepts and facts but may not clearly link these to the prompt; may contain some factual errors.	Offers few, if any, factual illustrations to support a position; may include irrelevant information.

Points Awarded	5	4/3	3/2	1
Analysis	Has a strong analytical focus; in some cases, shows signs of original thinking and creativity.	Has adequate breadth in responding to most of the important issues raised in the prompt; demonstrates connections between concepts.	Discusses some of the major issues but does not demonstrate clear thinking or connections.	Incorrect, faulty, or incomplete logic may be encountered; argument appears to be incomplete.
Vocabulary	Uses terms that are appropriate to the discipline and subject matter; demonstrates a high level of knowledge that helps in making a strong position.	Terms reflect content knowledge; usage demonstrates an understanding of the prompt and subject matter.	Uses some appropriate terminology; shows possible confusion about terms or appropriate use/ understanding.	Uses inappropriate terms for the subject of the prompt; may lack any terms relevant to the discipline or the subject.
0	No attempts to answer the prompt in any meaningful way.			

Scoring Guidelines for Journals and Personal Reflection Essays

Points Awarded	5	4/3	3/2	1
Explains the Psychological Concept	Demonstrates an understanding of the concept by summarizing it accurately.	Demonstrates a good understanding of the concept, but the explanation could be more complete.	Simply repeats the textbook definition of the concept without showing that it is understood.	Explanation of the psychological concept is inaccurate.
Relates Concept to the Real World	Makes a strong and interesting point that relates the concept to the real world.	Ideas elaborate upon the concept but do not make a relevant connection to the real world.	Makes a point, but it is unclear at times or not related to the concept.	Writing is confusing; refers to the concept, but it is difficult to figure out what is being said about it.
Uses Appropriate Vocabulary	Uses words that are appropriate to the discipline.	Usually uses appropriate words but also includes slang.	Although the words used are acceptable, psychological terms are not included or used appropriately.	Some words are used incorrectly; language may be inappropriate or confusing to a reader.

Scoring Guidelines for Notebooks

Points Awarded	Tasks Accomplished
5	*Exemplary Work* Superior notebook that displays organization that will help when studying for a test; all notes and assignments are accounted for and in order; proper format for notebook setup has been used for each unit; title page, syllabus, and class calendar are present and properly filled out.
4	*Good Work* Notebook is appropriately organized, including a title page, syllabus, class calendar, and unit sections; a few items or a section may be missing or out of order.
3	*Satisfactory Work* Notebook appears to be organized; some items are missing or out of order; setup may be slightly incorrect or out of order.
2	*Unsatisfactory Work* Notebook is obviously used for this course, but it bears little resemblance to a correct setup; many items are missing, incomplete, or out of order.
1	*Minimal Work* Notebook is thoroughly insufficient in terms of organization; no attempt has been made at setup, and many items cannot be readily found in it.
Note: Effort, neatness, legibility, and content are also part of this evaluation process.	

Teacher Resources

Many of my activities are a combination of original ideas and those shared by the instructors on the AP Psychology Electronic Discussion Group. I also like to use a few other resources. The following is a list of materials I have found to be the most useful for the format I use to teach the course.

Benjamin, Ludy T. Jr., Barbara F. Nodine, Randy M. Ernst, and Charles Blair Broeker, eds. *Activities Handbook for the Teaching of Psychology*. Vol. 4. Washington, D.C.: American Psychological Association, 1999.

Duffy, Karen G. *Annual Editions: Psychology, 03/04*. 33rd ed. Guilford, Conn.: McGraw-Hill/Dushkin, 2003.

Hock, Roger R. *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*. 5th ed. Upper Saddle River, N.J.: Prentice Hall, 2005.

Scientific American MIND. www.sciammind.com.

Textbook

Coon, Dennis. *Introduction to Psychology: Gateways to Mind and Behavior*. 10th ed. Belmont, Calif.: Thomson/Wadsworth, 2004.

Videos

All in the Mind: Understanding the Complexity of the Brain. Produced by BBC, 2000. Distributed by Films for the Humanities and Sciences. 50 minutes.
For more information about this film, visit the Films for the Humanities and Sciences Web site, www.films.com/id/1289/All_in_the_Mind_Understanding_the_Complexity_of_the_Brain.htm.

"Brain and Nervous System: Your Information Superhighway." Part 4, *The Human Body: Systems at Work*. Produced by Cambridge Educational, 1998. Distributed by Films Media Group. 31 minutes.
For more information about this film, visit the Films Media Group Web site, www.cambridgeeducational.com/id/10135/Brain_and_Nervous_System_Your_Information_Superhighway.htm.

"Crimes of Obedience." Episode 3, *The Human Zoo*. Directed by Nick Curwin. Produced by London Weekend Television, 2000. Distributed by Discovery Channel and Films for the Humanities and Sciences. 50 minutes.
For more information about this film, visit the Films Media Group Web site, www.films.com/id/4654/The_Human_Zoo.htm. [Not currently available.]

The Developing Adult: Late Adulthood. N.p., 2001. Distributed by Magna Systems.
For more information about this series, which includes the topics of death, bereavement, and widow/widowerhood, visit the Magna Systems Web site, www.magnasystemsvideos.com/c-32-late-adulthood.aspx.

Discovering Psychology. Updated ed. Produced by WGBH Boston with the American Psychological Association, 2001. Distributed by Annenberg Media. 780 minutes.

The Incredibles. Directed by Shiraz Akma. Produced by Walt Disney Pictures/Pixar, 2004. Distributed by Buena Vista Home Entertainment, 2005. 115 minutes.

K-PAX. Directed by Iain Softley. Produced by Universal Pictures and Intermedia Films, 2001. Distributed by Universal Studios, 2002. 121 minutes.

Stand and Deliver. Directed by Ramón Menéndez. Produced by Warner Brothers Pictures, 1988. Distributed by Warner Home Video, 1998. 102 minutes.

"The Study of Memory." Episode 3, *The Psychology of Learning*. N.p., 1996. Distributed by Films for the Humanities and Sciences. 74 minutes.
For more information about this film, visit the Films for the Humanities and Sciences Web site, www.films.com/id/8329/The_Study_of_Memory.htm.

Professional Organizations

I am currently a member of Teachers of Psychology in Secondary Schools (TOPSS), an APA affiliate for high school teachers. I use its periodical, *Monitor on Psychology*, and Web site to stay current on issues and developing topics within the field of psychology, as well as to get ideas for lesson plan development. I have not given my students any articles from the periodical as outside readings, however, because I feel they can be too difficult for the population I am working with.

Student Activities

Projects provide students with excellent opportunities to apply their knowledge. I assign four projects for my students to complete during the course.

- **Brain Project.** In Unit 3, students diagram various components of the central and peripheral nervous system, as well as document the "process" of neural stimulation and response in an accompanying essay.

- **Designing a Learning Experiment Project.** In Unit 4, students use classical/operant learning principles to create an experiment in which an animal or human learns to perform an activity. The subjects are fictional but may be based on people in the students' lives. I ask them to project how the learning would be established, along with the expected behavioral outcomes. Completion of the project requires both a written component and a scale model. For the written component, students identify the desired behavior, the learning process and principles involved, the forms of reinforcement and scheduling, and the projected outcome. This is one of the more fun projects to watch students work on and to evaluate. The assignment sheet, "Designing a Learning Experiment," appears later in this section.
- **Developmental Theories Wall Chart.** In Unit 9, students create a timeline that demonstrates the process of stage development theories. The poster is to be done in a manner that demonstrates an understanding of the various theories on how we develop as children. The assignment sheet for this project appears later in this section.
- **Abnormal Behaviors Pamphlet Project.** In Unit 10, students design an informational pamphlet that might be found in a social services' or doctor's office. The pamphlet requires students to identify mental disorders within various categories, name the forms of behavior associated with each, and list the possible types of treatment people might seek for each disorder.

Designing a Learning Experiment Assignment Sheet

In Unit 4, you will be studying how conditioning and learning occur according to the school of behaviorist psychology. You should be able to explain the basic concepts behind classical and operant conditioning, the purpose and effects of reinforcement, the types of reinforcement, and how to control reinforcement so as to make conditioning and learning more powerful. You should also have an understanding of cognitive mapping and modeling and the importance they play in learning, as well as how motivation and emotion influence learning.

For this project, you will be asked to demonstrate your new knowledge by designing an operant conditioning experiment that utilizes scheduling of reinforcement, cognitive learning, and motivation to foster the learning process. The actual experiment to be done is up to you and your partners (you may work in groups of three). The only requirements are that the experiment be school appropriate, have fictitious characters (if you are using humans), and not be an experiment that appears in the textbook or has been covered in lectures and demonstrations. You must be original and design your own experiment that shows an understanding of conditioning and learning according to the school of behavioristic psychology.

The assignment has four aspects that will be evaluated with the assignment's scoring guidelines.

1. **Write-up.** You are required to prepare a write-up that states the goal/purpose of your learning model, accurately identifies and labels the principles of learning used, describes the environment, describes the process by which the subject will learn, and states what you expect to see happen.

    - **Goal/Purpose.** What is the goal? Of course, I need to know the final learning objective, but what skills and so on must be learned along the way?
    - **Learning Principles.** Correctly identify and label the learning principles you are using. Be sure to use the correct principles according to classical or operant conditioning. Also, determine expectancy, types of reinforcement, and so on.
    - **Environment.** Give an explanation of the learning environment. This may include such things as materials, design, subjects, and so on.

- **Process.** What will happen? Depending on whether your subject(s) is human or another animal, how will your subject(s) begin to learn and move toward mastering the objective? Also, describe what stages you expect the subject to progress through.
- **Expected Outcomes.** State what you expect to see happen (i.e., what will be learned, how will the learning happen, and how long will the learning take?). Explain what we can expect to see from your subject once conditioning has occurred.

2. **Demonstration of Comprehension.** Your comprehension of the material will be evident through your use of correct terminology, an experimental design that matches the assigned topic, and the process(es) you have used to get the subject to perform/learn the desired behavior. Be as thorough as possible, but get to the point.

3. **Scale Model.** You are to create a scale model (e.g., a shoe box model, original type Skinner box) that accurately represents your learning environment. Include labels where appropriate.

4. **Presentation.** Your project should speak for itself. In essence, others should be able to analyze your poster and learn. Your explanations, visuals, vocabulary, material organization, and so on should be clear and concise. At the same time, be sure to include enough detail and explanation to demonstrate that you understand the topics you have covered in your learning experiment.

Listed here are the topics for which you will design an experiment. Circle or highlight those aspects your group has chosen to include in its project.

Conditioning	Reinforcement	Schedule of Reinforcement	Cognitive Learning	Motivation
	Choose 1	***Choose 1***	***Choose 2***	***Choose 2***
• Operant	• Positive • Negative *and* • Primary • Secondary	• Fixed ratio • Variable ratio • Fixed interval • Variable interval	• Cognitive map • Latent learning • Discovery learning • Observational learning	• Primary • Stimulus • Learned

You will begin working on this project about halfway through the learning unit, and it will be due at the end of the week following our coverage of motivation and emotion.

Scoring Guidelines for Designing a Learning Experiment

Group Members: _____ Experiment Topic: _____

This assignment is worth 20 points. It will be evaluated with these scoring guidelines. Once a score has been determined, the assignment will be given a point value within the range of the score. For example, a 5 may receive a score between 20 and 18 points; a 4, between 17 and 16 points; and so on.

5 Extraordinary Project (20–18 points)

- This project fully and creatively represents all of the significant aspects of learning, revealing many connections between concepts, theories, and facts.
- All of the requirements for this project have been clearly met and most have been exceeded.
- Compelling evidence of time, care, and effort is clearly apparent.

4 Noteworthy Project (17–16 points)

- This project represents most of the significant aspects of learning, revealing many connections between concepts, theories, and facts.
- All of the requirements for this project have been clearly met and many may have been exceeded.
- Evidence of time, care, and effort is clearly apparent.

3 Standard Project (15–14 points)

- This project adequately represents many of the significant aspects of learning, revealing many connections between concepts, theories, and facts.
- Most of the requirements for this project have been met; some may have been exceeded.
- Some evidence of time, care, and effort is apparent.

2 Developing Project (13–12 points)

- This project reflects some of the significant aspects of learning.
- Some of the requirements of this project have been met.
- Limited evidence of time, care, and effort is apparent.

1 Limited or Minimal Project (11–1 points)

- This project reflects an inadequate understanding of learning.
- Some of the requirements of this project have been met.
- Little evidence of time, care, and effort is apparent.
- This project must be revised for credit.

0 Project (0 points)

- To earn credit for this assignment, the student must create a project that meets the requirements.

Stage Development Wall Chart Assignment Sheet

Create a timeline that demonstrates the process of stage development theories. Your poster should be done in a manner that demonstrates an understanding of the various theories on how we develop as children. Be sure to use accurate psychology vocabulary. Specific criteria are as follows:

1. Research the textbook to find information on each psychologist and theory:
    a. Psychoanalytic—Freud
    b. Cognitive—Piaget
    c. Cognitive—Kohlberg
    d. Psychoanalytic—Erikson
2. Design a poster that incorporates the following:
    a. Title for each theory (include the name of the psychologist)
    b. Each stage (with specific age ranges)
    c. Brief description of the "task" or "conflict"
    d. Novel/original example of the process of development in each stage

Sample Syllabus 4

Allison Herzig
Langley High School
McLean, Virginia

School Profile

School Location and Environment: The school's Web site describes a high school that offers students a rich educational experience in a community that supports learning:

Langley High School's close proximity to Washington, D.C., places it in a community of well-educated, highly motivated, family-oriented individuals, many of whom are professionals. This location also provides a representation from businesses and governments, both domestic and foreign, which results in a diverse population and exposes students to many different cultures. … The curriculum places great emphasis on core subjects and college entrance requirements. Students and their families have come to expect that students will graduate with a solid core foundation in the humanities, math, science, and foreign languages. Advanced Placement courses and examinations are available in all areas of upper-level mathematics, science, social studies, English, and foreign languages. In addition to the core curriculum, business, art, vocational, and technical offerings are available.[20]

Grades: 9–12

Type: Suburban public high school

Total Enrollment: 2,033 students

Ethnic Diversity: Asian Americans compose 18 percent of the student population; multiracial students, 3.5 percent; Hispanics/Latinos, 3 percent; African Americans, 2 percent; and American Indians/Alaskan Natives, 1 percent.

College Record: Over 95 percent of the graduating seniors go on to attend four-year colleges.

Personal Philosophy

I believe students learn best when they are challenged and when they are enjoying the learning experience. I feel my role as a teacher is to develop a course that stimulates their drive to learn, makes them laugh, and leaves them stronger students at the end of the course than they were at the start. I attempt to empower my students to handle their own learning. When they leave me to go on to college, I hope they understand how to research a topic of interest, pursue a thread of information, and eventually own their own knowledge. I believe I am a facilitator for that process, but not The Teacher: Keeper of Knowledge.

Class Profile

Langley High School offers 23 different AP courses. Its average AP class size is between 28 and 32 students. In 2006 the school administered 1,699 AP Exams; 75 percent of students who took the exams earned grades of 3 or higher. Students who take an AP course are required to take its exam.

20. Fairfax County Public Schools, "Langley High School," *School Profiles*, www.fcps.edu/suptapps/schoolprofile/profile.cfm?profile_id=020.

All students are encouraged to attempt at least one AP course in their high school career. Most Langley students take three AP courses during their junior year and four in their senior year. Enrollment in AP courses is open to all students who wish to pursue a rigorous college-level course. Upon enrolling in an AP course, all students sign an AP contract that requires them to remain in the course for the duration of the first semester.

Langley offers an AP Parent Night in January to introduce prospective students and their parents or guardians to its AP offerings prior to course registration for the following school year. Several short sessions are scheduled during the evening hours so that parents can visit different teachers and receive information about a particular AP course offering. Registrants for AP courses are invited to a one-day AP workshop in August to meet their teachers, review any summer assignments, and receive instructions in note-taking and organizational skills that will aid them in their AP endeavor.

At the time this syllabus was developed, Langley offered five sections of AP Psychology as a yearlong course. The number of sections, which are all taught by one teacher, varies from year to year based on student interest and demand. The class meets for 100 minutes every other day on an A/B block schedule. The average class size for AP Psychology is 28 students. Typically, the class composition is evenly split between juniors and seniors and is about 60 percent female. The majority of the AP Psychology students have not taken the semester-long introductory psychology course that is also offered at the school, thus making the AP course their first exposure to the material. Most are concurrently enrolled in two additional AP courses and actively involved in multiple extracurricular activities throughout the year.

Course Overview

The purpose of Langley's AP course in Psychology is "to introduce students to the systematic 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. They also learn about the methods psychologists use in their science and practice. The aim of Advanced Placement Psychology is to provide the students with a learning experience equivalent to that obtained in an introductory college psychology course."[21]

AP Psychology is a highly structured and very demanding course. Students are required to thoroughly read the college-level textbook and prepare text notes, which usually take an outline form, prior to attending the lecture on the assigned reading. A daily schedule of study is required to meet the expectations of this course—typically one to two hours of preparation per class meeting.

One of the primary objectives of this course is to expose students to all areas of information covered on the AP Exam. This is accomplished through lecture, class discussion, video clips, outside readings, guest lecturers, demonstrations, and student projects. These teaching methods are discussed throughout this syllabus. The textbook for the course is the seventh edition of *Psychology* by David G. Myers.

Course Planner

The school year begins the day after Labor Day. As such, much of the course is moved into the first three quarters in order to help students prepare for the AP Exam in mid-May. The second grading period usually begins during the first week of November; the third grading period, the last week of January; and the fourth grading period, the first week of April. Because school generally ends around June 20, four to five weeks of class remain after the AP Exam. When teaching from this syllabus, I address the content that is listed in the content outline in the *AP Psychology Course Description*.

21. Fairfax County Public Schools Instructional Services, "AP Psychology," *FCPS Online Campus: The Future of Education*, www.fcps.edu/DIS/onlinecampus/courses/ap-psychology.htm.

Time	Unit	Readings
	First Quarter	
1 block	History and Approaches	Prologue in Myers
2 blocks 1 block	Research Methods and Ethics Test day with essay	Chapter 1 in Myers
4 blocks 1 block	Biological Bases of Behavior Test day with essay workshop (this is described in the Student Evaluation section of this syllabus)	Chapter 2 in Myers
2 blocks 1 block	Sensation Test day with essay	Chapter 5 in Myers
2 blocks 1 block	Perception Test day with essay workshop	Chapter 6 in Myers
	Second Quarter	
	Research Project completed during this quarter (see the Student Activities section of this syllabus for a description of this activity)	All of *Walden Two* by B. F. Skinner
3 blocks 1 block	States of Consciousness Test day with essay	Chapter 7 in Myers
3 blocks 1 block	Learning Test day with essay workshop (Thanksgiving break usually falls during the learning unit)	Chapter 8 in Myers
3 blocks 1 block 2 blocks 1 block	Cognition: Memory Test day with essay Cognition: Language, Thought, and Creativity Test day with essay workshop (Winter break usually begins during the cognition unit)	Chapter 9 in Myers Chapter 10 in Myers
1 block	Statistics	Chapter 1 in Myers (excerpts), TOPSS Stats Unit[22] (for homework)
3 blocks 1 block	Motivation and Emotion Test day with essay	Chapters 12 and 13 in Myers
3 blocks 1 block	Personality Test day with essay workshop	Chapter 15 in Myers
	Third Quarter	
	Personality Portfolio Project completed during this quarter (see the Student Activities section for a description of this activity)	All of *First Person Plural* by Cameron West
2 blocks 1 block	Testing and Individual Differences Test day with essay	Chapter 11 in Myers

22. See the TOPSS Web site: www.apa.org/ed/topss/unitlesson.html. (High school teachers must join TOPSS to access the site.)

Time	Unit	Readings
3 blocks 1 block	Developmental Psychology Test day with essay	Chapter 4 in Myers
5 blocks 1 block	Social Psychology Test day with essay	Chapter 18 in Myers
4 blocks 2 blocks 1 block	Abnormal Psychology Case Study Lab (this is described in the Student Activities section) Test day with essay (Spring break usually begins during the Abnormal Psychology unit)	Chapter 16 in Myers
Fourth Quarter		
3 blocks 1 block	Treatment of Psychological Disorders Test day with essay	Chapter 17 in Myers
	AP Exam	
10 blocks	Post–AP Exam activities	

Teaching Strategies

My core method of engaging students in class is facilitated discussion guided by lecture notes projected onto a whiteboard. Some would call it lecture, but I have never felt that is the right term. In our daily meetings we spend the bulk, if not all, of the 100-minute block discussing, sharing, laughing, debating, and digressing. I wish there was a term for the thing I do in my class—the levity, the fellowship, the stories, the presentation of material—other than *lecture*.

The block schedule allows maximum time for discussion and synthesis of points from class to class. Meeting every other day gives students time to absorb new information, discuss what they are learning with their family and friends, and see instances of the terms and theories in real life and bring them back to class for discussion.

Daily Accountability

I use a variable-ratio schedule of reinforcement to encourage my students to perform all of the study behaviors that are essential to success in the course. I give reading quizzes and check text notes and homework (e.g., vocabulary cards, study questions) at random every day, scanning students' notebooks with my gradebook in hand, entering the grade quickly, and then getting on with class.

Students must bring their textbooks to class and be prepared to turn to specific pages to review a chart, graph, diagram, or illustration. I also verbally quiz my students throughout the lecture. Frequent open-ended questions during a class meeting allow them to "fill in the blanks" and demonstrate their preparation for class. Class participation points could be given here, though I do not because not all students feel comfortable participating verbally and I do not wish to penalize those students. Nor do I relish the bookkeeping that is required to recall specifically who did and did not contribute in what objective manner on a daily basis. I intuit over the weeks and months who does and who does not understand.

Outside Readings

I use current journal and online articles to supplement the textbook where applicable. The class reads two books in their entirety over the course of the year. We discuss the books in class, but I do not include questions about them on the unit tests.

- ***Walden Two.*** I chose this book for our fall reading because of its connection to the learning chapter and behaviorist principles of learning. I thought it might give my students more of an in-depth idea of Skinner, rather than him being just a name to memorize for a test. I incorporate it into my teaching by referring to it during lectures throughout the year.
- ***First Person Plural.*** Our spring book relates to the abnormal psychology unit and the treatments unit. I hope it gives students more of an in-depth idea of dissociative identity disorder because it is a complicated and controversial diagnosis. My students love this book and read it voraciously. I give daily quizzes to make sure they are reading it, but truly, those are unnecessary because they often read well ahead of the assignment.

Video Clips

I embed short video clips from educational series, documentary films, and television shows that cover specific topics (e.g., split brain, Broca's area, dissociative identity disorder) within the lectures. These 5- to 20-minute clips either introduce or summarize the points I am making. A lecture or discussion may include several starts and stops to interject an appropriate and useful clip.

Guest Lecturers

I typically invite a guest lecturer to speak to my class for one period during the year. Many of my students' parents are psychologists or counselors, and they are a rich resource for me to tap. To prepare for the guest lecturer, my students read something that person has written. I follow up the presentation with discussion during the next class.

Modeling the AP Exam Testing Environment

All of the tests I give mirror the length and timing of the actual AP Exam. On every unit test, students have 60 minutes to answer 100 multiple-choice questions. This timing is intended to make the 70 minutes they will have on the actual exam seem more than sufficient after their year of training. The multiple-choice section is followed by a free-response section. Students have 25 minutes to answer 1 free-response question, which comes from a previously administered AP Exam. The week before the AP Exam I give a practice test for which the students must answer 2 free-response questions in 50 minutes, just as they will on the exam.

Cumulative Chapter Tests

Tests are cumulative to negate the serial position effect. By following this strategy, "old" information retains the freshness and accessibility of "new" information, which makes the retrieval of the entire course information on the AP Exam more effective. Our post–Labor Day start to school significantly reduces the actual class time we have before the AP Exam. Cumulative testing eliminates the need for intensive review sessions in April and allows more course time to explore and learn new information.

AP Exam Review

Before the exam I give my students three review tests divided by content (the first review test is for chapters 1 through 5, the second for chapters 6 through 10, and so forth). After these tests, I give them the AP Psychology Released Exams for practice. Based on how they have done on these tests, my students decide what material they still need to review for the exam.

After the AP Exam

In our county we usually have about a month, or 10 blocks, of school left after the AP Exam, so there is plenty of time to keep teaching and learning. During this time we do various things, though some activities may depend on whether I have a substitute who can teach psychological topics while I am at the AP Reading. I have had my students choose a nonfiction book in the field and prepare an abstract, paper, and *PowerPoint* presentation on it. One year we tried "Socratic Seminars" on bioethical topics. Sometimes I make time to show a movie.

This is a good time to teach a unit that you have a special expertise or interest in, such as forensic psychology or gender psychology. It is also ideal for inviting a psychologist from the community to come in and lead a panel discussion or, if your district allows it, go on a field trip you were unable to make time for earlier in the year.

While some students have the expected "ready-to-be-done" feelings, most are still willing to work and learn if their teacher stays interested as well. I believe that the foundation we lay all year for the course as a rigorous yet fun experience translates, even after the AP Exam. If I expect my students to remain engaged, and if I give them units and material that interest them, then they give me their attention until the end of the school year.

Student Evaluation

Students are evaluated:

- daily on the reading by means of a quiz, homework check, or textbook notes check;
- daily in class by means of verbal questioning and discussion during the lecture (I do not assign points for these interactions, but they tell me how well students understand what is being taught);
- after each unit with a test of 100 multiple-choice questions and 1 free-response question; and
- on the two or three projects/papers that may also be assigned during the course.

Course grades are determined on a total-points bases. In my course the percentage of a student's final grade that each assessment is worth varies considerably from year to year. Typically, a 100-point test will be supported with 10-point quizzes or homework checks, 25-point essay workshops, 25-point vocabulary card homework, and so on. Major projects run from 200 to 500 points, depending on the quarter. I do not give quarter or semester tests; because all of the tests in the course are cumulative, giving a semester or quarter test would be redundant.

Students generally take the final exam near the date of the AP Exam, sometimes before and sometimes after, depending on the year. The final exam is cumulative from the beginning of the course, and I require my students to take both the course final and the AP Exam.

Unit Chapter Tests

I group the questions on the unit tests by topic to allow for analysis of the question afterward. For example, on the prologue and chapter 1 test (History and Approaches, and Research Methods and Ethics), questions 1 to 10 may deal with the key names in the field, questions 11 to 20 focus on the main approaches to psychology, questions 21 to 30 test the subfields or professions in the field, questions 31 to 50 cover experiments, and so on.

Each subsequent test in the course is cumulative. For example, the chapter 7 test (States of Consciousness) may include 50 to 60 multiple-choice questions on the current material and any

combination of material from previous chapters. Typically, the review material from previous chapters assesses the topics that proved most troublesome in earlier tests.

The multiple-choice section is followed by one free-response question, which students have 25 minutes to answer. In the first semester, the "learning" semester, my students answer a free-response question during every other testing block; in the second semester, the "proving semester," they answer a free-response question during every testing block. I return the multiple-choice part of a test the day following its administration and schedule time in class for the students to review their tests, analyze their performance in each of the categories or topics, and prepare a study guide on the concepts they missed and therefore need to review.

Essay Workshops

During the learning semester I hold essay workshops every other test period. The pattern I use is:

- Test 1 (60 minutes) with essay (25 minutes)
- Test 2 (60 minutes) with essay workshop using essay from Test 1 (40 minutes)
- Test 3 (60 minutes) with essay (25 minutes)
- Test 4 (60 minutes) with essay workshop using essay from Test 3 (40 minutes)

I collect the essays my students write for the unit test's free-response question and do not return them until after the next unit test. Then, we spend 40 minutes in a workshop format reviewing sample free-response questions and scoring guidelines, and the students assess their own work on the unit test's essay question. Students receive course credit for participating in this process. I do not grade the free-response essays for course credit during the first semester; during the second semester I grade them with scoring guidelines for course credit.

Teacher Resources

Course Textbook

Myers, David G. *Psychology*. 7th ed. New York: Worth Publishers, 2004.

Outside Readings

Skinner, B. F. *Walden Two*. New York: Macmillan, 1976.

West, Cameron. *First Person Plural: My Life as a Multiple*. New York: Hyperion, 1999.

Reference Books to Have on Your Shelf

Diagnostic and Statistical Manual of Mental Disorders: DSM-IV-TR. 4th ed. Washington, D.C.: American Psychiatric Association, 2000.

Hunt, Morton. *The Story of Psychology*. New York: Doubleday, 1993.

Spitzer, Robert L., Miriam Gibbon, Andrew E. Skodol, Janet B. W. Williams, Michael B. First, eds. *DSM-IV-TR Casebook: A Learning Companion to the "Diagnostical and Statistical Manual of Mental Disorders," 4th ed., Text Revision*. Washington, D.C.: American Psychiatric Publishing, 2002.

Textbooks to Have on Your Shelf

Bernstein, Douglas A., Louis A. Penner, Alison Clarke-Stewart, and Edward J. Roy. *Psychology*. 8th ed. Boston: Houghton Mifflin, 2008.

Wade, Carole, and Carol Tavris. *Psychology*. 9th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2008.

Weiten, Wayne. *Psychology: Themes and Variations*. 7th ed. Belmont, Calif.: Thomson/Wadsworth, 2007.

Videos to Have on Your Shelf

The Brain: Teaching Modules. 2nd ed. Produced by Colorado State University for the Annenberg/CPB Project, 1997. Distributed by Annenberg Media. The 32 modules range from 5 to 20 minutes. [This series is no longer available, but the episodes can be watched as streaming online video on the Annenberg Media Web site, www.learner.org/resources/series142.html.]

Discovering Psychology. Updated ed. Produced by WGBH Boston with the American Psychological Association, 2001. Distributed by Annenberg Media.

I also use clips from *20/20*, *Dateline NBC*, the *Oprah Winfrey Show*, the Discovery Channel, and other television shows and channels, if appropriate and accurate.

Student Activities

Research Project

The intent of this project is to teach college-bound students how to access and use the stacks—the bookshelves of reference materials found in a university library—and how to follow a thread of interest to a more informed understanding. Most textbooks summarize and condense journal articles into pat one-sentence conclusions. I designed this assignment to help my students understand that there is much more behind that summary sentence, and it is within their power to pursue that information. They have four weeks to work individually on it outside of class.

Research Project Sample Handout

During the second quarter you will be asked to identify, locate, and report on original research addressed in the states of consciousness chapter of your textbook. Here is an example of the process you will follow.

1. Identify original research in the field by locating within the textbook the reference information given in parentheses, for example (Ainsworth et al., 1978) or (Zajonc, 2001).

2. Turn to the references section of the textbook and locate the specific listings for the author and the year.

3. Arrange to meet me at [insert the name of local university library] on [insert the date and time] to learn how to access the stacks and locate the periodical or journal that contains your article.

4. Photocopy your article from the journal at the library.

5. Read your article.

6. Prepare a two-page synopsis of the research, addressing the setup, experimental procedure, findings, and possible connections or applications for the findings. Your synopsis should:

   a. be typed,

   b. be double-spaced,

   c. use 12-point Arial font, and

   d. have one-inch margins.

This project is worth a possible 100 points. Turn in your photocopied article and paper on [insert date].

Case Study Lab

This two-day lab activity, which I learned about at a College Board workshop years ago, falls immediately after the abnormal psychology unit in the third quarter and before the extensive unit on the treatment of psychological disorders in the fourth quarter. Its intent is to allow AP Psychology students to apply the diagnostic criteria for multiple disorders to 15 different cases. My students will have spent four block periods rigorously noting all of the criteria for each disorder, but this lab gives them the opportunity not only to use their new information (and, it is hoped, cement it at the same time) but also to realize just how difficult it is to diagnose actual patients.

The primary resource for the lab is the *DSM-IV-TR Casebook*. Choose those cases that seem interesting to you, type them up, and make them into laminated storyboards that you can post around the classroom. Have your students work in pairs to complete the worksheet for each of the cases. It is helpful to have multiple textbooks and several copies of the DSM-IV-TR available for students to consult during the process. In some cases, a patient will have multiaxial diagnoses, which should be listed on the chart so students know how many diagnoses they are looking for. Most students can complete seven or eight cases in a single 100-minute block.

Case Study Lab Worksheet				
Case	**Description**	**Signs and Symptoms**	**Diagnosis**	**Points**
Client 1				
Client 2				
Client 3				
Client 4				
Client 5				
Client 6				

Personality Portfolio Project

The intent of this assignment is to synthesize the material presented in the personality and intelligence units in the second quarter and give students the opportunity to apply the ideas of the various theorists to their own conceptions of their personality and intelligence. Portions of the project are fun, portions are rigorous and scholarly, and portions get students communicating with those around them to find out about themselves. The presentation of the portfolio (i.e., the form used to present all of the required information) is completely up to the students and usually reflects each one's personality. The project's grade is based only on the completion of the required content. Students have four or five weeks to complete this project; working alone, they complete many parts of it in class as class activities (e.g., taking the Keirsey™ Temperament Sorter®–II [KTS–II™] test).

Personality Portfolio Project Sample Handout

For the units on intelligence (chapter 11) and personality (chapter 15), you will be required to compile and submit a personality/intelligence portfolio. The portfolio will reflect your accumulated knowledge of your own personality, identification of the theories of personality, and an analysis of the various personality indicators. Additionally, it will demonstrate knowledge of intelligence measures and theories and include test results from various IQ tests. This portfolio will be judged primarily on your application of textual information to your own personality.

1. Begin by drawing up a list of 20 to 30 adjectives that you believe describe yourself. You may include this list in any form in your portfolio (e.g., typed list, cutouts from magazines, drawing). Using that list, elaborate on each adjective in a two- to four-page paper that describes your personality. Be sure to include descriptive phrases, examples, and various other details.

2. During class we will spend about 30 minutes in the computer lab taking an online version of the Keirsey Temperament Sorter-II to get a baseline personality projection with which to make future comparisons. You will print out your results and file them in your portfolio with the other materials you are collecting.

3. After you have finished the Keirsey test, spend about 30 minutes locating various personality assessment sites on the Internet (I will not be giving you a list to work from), taking two or three tests (or more, if you like), and printing the results. For each of the test results, write a brief paragraph explaining why you agree or disagree with the results and attach the paragraph to the printout. Use examples from your life to illustrate. Remember that the main use of these tests is to provide a comparison with the more valid and reliable tests we discuss during this unit.

4. Revisit the initial personality paper and evaluate your personality through the eyes of the major personality theorists discussed in the textbook and in class. You may use various forms (e.g., paper, chart, visuals, video) to express this evaluation.

5. We will take versions and sections of IQ and multiple intelligence tests over the course of three class periods, about 40 minutes per part of the IQ test. File the results of these tests in your portfolio. If you wish, you may include copies of any other standardized testing results you have received (e.g., PSAT/NMSQT, SAT®).

6. Prepare an analysis of the validity of the various intelligence theories. Your analysis must include a brief review of the theory, the flaws or problems with the theory (e.g., cultural, gender, and/or socioeconomic biases), and a personal reflection on how each main theorist would view you.

7. Conduct interviews with three people. The first person must be much older than you (e.g., a parent, boss, aunt, uncle), the second person must be much younger than you (e.g., a child you babysit, younger sibling, or cousin), and the third person may be the age of your choice. Prepare 10 to 15 interview questions that allow your interviewee to describe you in detail. You do not need to give me your interview questions to review first.

There is much room in this project for personal style, imagination, and creative ability to stand out. How you craft each individual item in the portfolio is as much a reflection of your personality as your actual comments on your personality. Be yourself. Find out who you are. There are no limits to the size, scope, and depth of your portfolio.

The portfolio project is worth _____ points.

[*Note*: The point value for this project changes from year to year. Typically, it is worth 200 or 250 points, about the same as two to three tests.]

Sample Syllabus 5

D. James Kersey
Wyoming Seminary
Kingston, Pennsylvania

School Profile

School Location and Environment: Kingston is a diverse suburban community of approximately 13,000 people. It is located several miles from Wilkes-Barre and Scranton, Pennsylvania, and about two hours from both New York City and Philadelphia.

Wyoming Seminary was founded in 1844 and consists of two campuses. The Lower School, a day school for grades Pre-K through 8, is located in Forty Fort, Pennsylvania. The Upper School is located in Kingston and has 252 day and 187 boarding students in grades 9 through a postgraduate year. Upper School students come from 11 states and over 20 countries, including Germany, India, Indonesia, Japan, Saudi Arabia, Slovakia, and Thailand.

Grades: Pre-K–postgraduate year

Type: Coeducational college preparatory school

Total Enrollment: 774 students (335 students in the Lower School and 339 students in the Upper School)

Ethnic Diversity: Nine percent of the domestic students in the Upper School come from minority groups: African Americans make up 5 percent; Hispanics/Latinos, 2 percent; Asian Americans, 1 percent; and multiracial students, 1 percent. Some 97 international students represent 26 countries.

College Record: One hundred percent of the school's graduates attend college. The year this syllabus was taught, 80 percent of the graduates gained admission to very competitive, highly competitive, or most competitive colleges and universities.

Personal Philosophy

I believe that I must help my students receive an education that will facilitate their entrance into the college or university of their choice. Even more important than this, I aim to provide them with the skills that are necessary to stay in and be successful in those schools. Students must be challenged to grow academically and personally. They must be encouraged to attempt to master situations they may not be comfortable with at first. I try to promote a classroom environment that is more accepting of risk than it is concerned about failure. I have always found the AP Psychology students I teach to be highly motivated and eager to challenge themselves. They are willing to work to learn the material and also to take risks to look beyond the obvious and seek a greater depth of understanding.

Class Profile

Wyoming Seminary offers 25 AP courses that enroll 310 students. Enrollment in the school's AP program has remained fairly steady over the years, and the vast majority of the school's students have taken at least one or two AP courses by the time they graduate. Although the school does not require students who take an AP course to also take the AP Exam, the vast majority of the AP Psychology students decide to take the AP Psychology Exam.

The school year is divided into three trimesters of equal length. One section of AP Psychology with an average of 18 students meets 5 days a week for three trimesters. The class period averages 45 minutes a day.

The percentage of juniors and seniors in the class varies wildly. One year the class may be evenly split between juniors and seniors and the next year it can be composed entirely of seniors. Only twice in the 15 years the course has been offered have postgraduate students enrolled.

The number of AP Psychology students who have also taken either Psychology I (Introductory Psychology) or Psychology II (Developmental Psychology) also varies from year to year. The year this syllabus was taught, none of the students had taken the previous courses; the next year only two had. My view is that the advantage of taking these courses is minimal for students who are motivated and excited about learning.

Course Overview

AP Psychology students should gain an understanding of human behavior and thought processes and the different theories that have been developed to explain them. I encourage my students to think critically for themselves and to consider the evidence for explanations of the psychological topics they encounter in the course content. We have class discussions in which we are able to take many of the ideas in the course and see their practical uses. I provide outside readings for students to analyze and often write about, which heightens their understanding and awareness of concepts and theories, allowing them to be challenged to work to their fullest and to feel confident when they take the AP Psychology Exam in May.

The textbook for the course described in this syllabus is the sixth edition of *Psychology* by Henry Gleitman, Alan J. Friedlund, and Daniel Reisberg. I have since updated the textbook to the seventh edition, published in 2007. My students buy their own textbooks, so I am able to change textbooks as often as I wish. While the Gleitman textbook has a more difficult reading level than many psychology texts, my students find the challenge meaningful and enjoy the text's intellectual depth. Additionally, the organization of the textbook fits very well with our school's trimester calendar.

Course Planner

I am able to complete and test my students on the first six chapters in the textbook before our Thanksgiving break. I begin the next chapter (chapter 7) in whatever time is left before that break. We have a short period of time between the beginning of the second trimester (after Thanksgiving) and the beginning of the winter break. It is during this time that I provide my students with the daily reading schedule that appears in the Teaching Strategies section of this syllabus. Our spring break falls at the end of the second trimester. By this point I have finished teaching and have tested my students on chapters 7 through 11 and the statistics chapter. If time permits, I begin work on chapter 12 before spring break begins.

Content	Skills	Assessment
	Fall Trimester	
September		
Introduction Chapter 1	Learn how to read a college textbook	Practice test on chapter 1
History of Psychology	Learn how to take notes Coordinate notes and reading Learn test-taking skills Learn the different schools of psychology	Develop a concept model of a school of psychology (this is described in the Student Activities section)
Biological Bases of Behavior Chapter 2	Relate the structure of the nervous system to behavior Learn "the facts" to prepare for the AP Exam	
October		
Motivation Chapter 3	Learn how motivation affects human behavior	Test on chapters 1–3 (multiple-choice with extra credit free-response)
Learning Chapter 4	Learn how conditioning takes place (see the Teaching Strategies section for an example of one of the class activities I use to teach this)	
Sensory Processing Chapter 5	Understand how the different sensory receptors function Learn "the facts" to prepare for the AP Exam	Test on chapters 4–5 (multiple-choice and free-response) Computer lab: *Sniffy™ the Virtual Rat* (described in the Teaching Strategies section of this syllabus)
November		
Perception Chapter 6	Distinguish between sensation and perception	
Memory Chapter 7	Learn how the memory works Relate memory principles to academic success Synthesize seven chapters of material Learn "the facts" to prepare for the AP Exam	Test on chapters 6–7 (multiple-choice and free-response) Final semester exam (chapters 1–7)

Content	Skills	Assessment
	Winter Trimester	
December		
Thought and Knowledge Chapter 8	Use of a daily reading/class syllabus	
Language Chapter 9	Relate language to overall development Understand the structure of language	Test on chapters 8–9 (multiple-choice and free-response)
Statistics Appendix Experimental Design Chapter 1	Learn general principles of statistics Relate the use of statistics to the social sciences	Test on statistics and chapter 1
January		
Cognition and Social Behavior Chapter 10	Learn about social psychology (see the Teaching Strategies section of this syllabus for an example of one of the class activities I use to teach this) Analyze social cognition/social reality	
Emotions and Social Behavior Chapter 11	Learn about theories of emotions and how they relate to everyday life Learn to develop a term paper topic Learn "the facts" to prepare for the AP Exam	Test on chapters 10–11 (multiple-choice and free response) Turn in term paper topics for approval
February		
Physical and Cognitive Development Chapter 12	Learn how theories regarding development relate to everyday life	
Social Development Chapter 13	Learn how attachment takes place and affects different types of relationships Learn the process of college term paper writing Learn the APA method of documentation Learn "the facts" to prepare for the AP Exam	Test on chapters 12–13 (multiple-choice and free-response) Turn in outline and working bibliography of term paper Turn in final draft of term paper

Content	Skills	Assessment
	Spring Trimester	
March		
Intelligence Chapter 14	Learn the use and misuse of intelligence tests Learn how to present a psychological principle or concept to the class	 Present a lecture to the class (this is described in the Student Activities section) Monday quizzes on chapters 1–2 and chapters 3–4
April		
Personality Theory Chapter 15	Learn the importance of Freud to psychology Analyze different personality theories	Test on chapter 14, test on Freud, test on chapter 15 and personality (multiple-choice and free-response); if time runs short, test on chapter 14 and test on Freud and chapter 15 combined Monday quizzes on chapters 5–6 and chapter 7
Psychopathology Chapter 16	Understand psychopathology according to the *Diagnostic and Statistical Manual of Mental Disorders* Prepare to take the AP Exam	Monday quizzes on chapters 8–9 and chapters 10–11
May		
Psychotherapy Chapter 17	Learn different forms of psychotherapy and when they are best used Learn "the facts" for taking the AP Exam Prepare to take the AP Exam by reviewing on own and at the optional Sunday review session	Test on chapters 16–17 (optional for those taking the AP Exam) Use crossword puzzles, play *Jeopardy!* and other games Test using multiple-choice questions from AP Released Exams Monday quizzes on chapters 12–13 and chapters 14–16 Optional review session with free-response questions from the Released Exams on the Sunday before the exam

Teaching Strategies

I use a variety of methods and resources to accomplish the goals of the AP Psychology course, including lectures, class discussions, past AP Exams, a fair amount of active-learning activities, and a course Web site with supplementary readings, surveys, and questionnaires on the topics we are covering. Some classes may need hands-on examples for a specific topic, which necessitates more demonstrations; I feel this aspect of teaching must be determined by the abilities and learning styles of the individual classes.

Using Lectures and Class Discussions

The largest amount of class time is spent on lecturing and discussions, though this time varies from topic to topic, and even from year to year. Due to the amount of material that must be taught, and my students' lack of general background in psychology, I find it necessary to lecture frequently in order to provide a basis for class discussions and demonstrations. Once students understand a basic psychological concept or principle, I encourage them to see its relationship both to other areas of psychology and to life.

I work with my students to help them become independent learners who do not rely solely on class instruction for their understanding of concepts. My lectures usually present an idea or a concept that comes from a different angle than that of the textbook, or I take a topic beyond the textbook, which requires students to look to other sources to enhance their understanding. Sometimes I give them simply the bare essentials of a psychology concept or principle, and they must work on developing the depth of understanding they need. When I have a series of charts to show during a lecture, I do so with *PowerPoint* instead of an overhead projector.

I use class discussions to further my students' understanding of psychological phenomena and the practical application of these concepts to the real world. At times during the year I have students form groups to discuss a particular topic, such as working with schedules of reinforcement in the chapter on learning or the experimental method.

Almost every month we work on "the facts" for taking the AP Exam. By this I mean the specific information my students must learn in order to be well prepared for the exam. The facts usually change from chapter to chapter, though there are times when I introduce a concept in one chapter and then expand upon it in another chapter as the students gain further insights. The methods I use to teach this information are fairly consistent throughout the year—mainly lectures, class discussions, and outside class readings.

Using the Textbook

I expect my students to read the textbook with the understanding that they are responsible for knowing its content. The focus of my lectures is to present psychological concepts in nontraditional formats, and this requires my students to expand upon their reading. I expect them to read the other materials I give them and to work to understand concepts that are not directly covered in class.

At the beginning of the course, I spend some time teaching my students how to approach the reading of the textbook. I suggest they read the summary first and then go into the chapter and read the boldly printed material. After this, they should read through the assigned material quickly and not worry if they do not fully understand all of it; instead, they should seek an overview of the chapter. Then, after we have covered a specific section in class, they should go back into the textbook and reread the pertinent material for full understanding. At this time they need to work at learning that material.

I also spend some time helping them develop note-taking and test-taking skills. I use three main methods to do this. First, early in the course, I prepare a lecture and a list of the important information from the lecture that students should put in their notes. After the lecture is over, I show them the list using an overhead projector. I mention that if they do not have this information in their notes, they should arrange a conference with me in order to spend some time figuring out how to determine what is important in a lecture or a reading. Second, also early in the school year, I teach them shortcuts they can use when taking notes. Finally, I arrange a conference with each student and go over several days of their notes in order to either positively reinforce the good work they have done or help them improve this skill.

By the end of the course, I expect my students to be able to read and analyze a college textbook and to have developed note-taking skills they will be able to use in college. I work with them to help them learn how to synthesize large amounts of material (several chapters) for a test and analyze test questions based on their notes and reading. I want my students to be well prepared and excited about taking the AP Psychology Exam at the end of the year.

Using Moodle

Over the years, I have developed an online set of readings, exercises, questions, and Web sites for each chapter that I provide for my students through Moodle, an Open Source™ course management system on the Internet. On this site I can post information and readings for my students and give them exercises and surveys designed to expand their understanding of the material we are covering.

For each chapter in the textbook, I post several readings, usually an exercise or two, and some related Web sites. I also include a section on terms and concepts because our textbook does not have these. Some of the readings I assign are just for the students' edification, to help them gain greater depth of knowledge about a topic or learn another point of view that is not presented in the textbook. Other readings are accompanied by free-response questions, usually three from which students are to pick one or two to answer. For example, in the unit on motivation, the Moodle work sends students to two Web sites:

- **Elizabeth Loftus's Site.** After my students read several of the articles on this professor's site, they write a paper on their thoughts about her views and other considerations of memory repression we have discussed in class. They may read any or all of the articles; I do not tell them which ones to read because part of the process I am attempting to teach them is how to become independent learners and not rely on me. I also rarely give them a specific page length for their writing assignment, telling them to make it as long as they need to in order to express themselves adequately. Then I mention that most students can do this in about one-and-a-half to two pages.
- **Exploratorium's Memory Site.** I send my students here if they wish to go into more depth or spend some time with the sheep brain dissection, memory games, and the site's other features. They do not have to report anything back to me after visiting this site.

Of the supplemental reading students do on Moodle, they know that four or five of the articles will be ones we will discuss in class. They may, however, raise questions about the other articles if they desire. While the free-response questions they may answer about a reading do not count as a homework grade, students can expect to be tested on the readings we discuss in class.

Using Class Activities to Teach the Skills

I use a variety of class activities to illustrate and reinforce the concepts listed in the skills column of the course planner. Here are two examples I use to help my students understand conditioning and antecedents. The first relates to the chapter on learning, which we cover in October, the second goes with cognition and social behavior, which we cover in January.

Shaping a Behavior

I send a volunteer into the hall without saying anything about what the demonstration will involve, except that it will not involve pain. As soon as the volunteer leaves, I explain the general principles of shaping: that you reinforce successive approximations of the final performance you desire. I state that the reinforcement we will use will be clapping, and the class should follow my behavior (clapping) to shape the volunteer to turn on the overhead projector at the front of the room. The volunteer returns and, without speaking, we clap when the volunteer approaches the direction of the overhead; we withhold clapping when the

volunteer moves away from the overhead. While it often takes some time to get the volunteer to turn on the overhead—which then surprises everyone with the message, "Shaping. See, it works!"—the volunteer always turns it on, and students are able to remember the process of shaping much more clearly.

Determining the Role of Antecedents

I put this activity on Moodle and have my students supply antecedents and measure attributions and consequences outside of class. The activity is introduced with the explanation that how we present information about a person may greatly influence how others perceive them. Students have four or five days to use a rating scale to answer questions about two descriptions of a person. They print separate copies of the two descriptions and their responses to the questions, and I compile the data and present it on the overhead projector for class discussion.

Description 1

Melissa Weber is 28 years old. She has been a high school counselor for six years. She enjoys the job but too often feels that her role has been reduced simply to scheduling students for courses. She now wants to become a marriage counselor. When asked to describe her, students commonly use the following adjectives: caring, dependable, and hardworking.

Description 2

Melissa Weber is 28 years old. She has been a high school counselor for six years. She enjoys the job but feels that her role has been reduced simply to scheduling students for courses. She now wants to be a marriage counselor. When asked to describe her, students commonly use the following adjectives: efficient, dependable, and hardworking.

Note that the two descriptions differ only in the words **caring** and **efficient**.

Rating Scale

1	2	3	4	5	6	7
Awful	Poor	Below Average	Average	Above Average	Good	Excellent

Directions for Students: Using the rating scale, answer the following questions:

- How would you rate this person's chances of becoming an effective marriage counselor?
- If you were responsible for hiring this person as a marriage counselor, what would be the likelihood that you would hire her?

We will analyze the results in class. The first question measures attribution; the second measures consequences. Were the subjects' answers to the first question similar to their answers to the second? What were the average ratings for both questions on the first card? On the second card? Why do you think we got the results we did?

Using Sniffy the Virtual Rat

I use the *Sniffy the Virtual Rat* interactive software program during the unit on learning in October. *Sniffy* is a computerized rat that can be conditioned to perform many behaviors, including bar pressing. At Wyoming Seminary, *Sniffy* is available in a computer lab on campus, which permits students to work on lab

assignments outside of class time. I spend minimal actual class time with *Sniffy*. I introduce the software, show my students how it works, give them my expectations for their use of it, let them know there is a reading on Moodle that further explains how it works, and then divide them into groups of three for a lab activity.

When using *Sniffy* to teach and demonstrate the concepts of operant conditioning, I first have each group shape the rat to press the bar in the Skinner Box. Next, the groups condition the rat on a different schedule of reinforcement and then extinguish the behavior. Finally, they print out a cumulative record of their work so we can compare their records with the section in the textbook's chapter on learning that shows how different schedules of reinforcement will affect behavior.

This computer lab activity gives students the opportunity to work with a rat and conditioning without having to worry about the ethical and practical issues of handling a live animal. It also requires them to take responsibility for their own learning. They must book their own time in the computer lab where the software is loaded and organize themselves in order to finish the project by its due date. I make myself available if they need my help, but this is an activity they do on their own.

Using a Daily Reading/Class Syllabus

We generally have about a two-week period between the beginning of the second trimester (after Thanksgiving break) and our winter break. In order to help my students stay focused, I give them a daily reading/class syllabus that outlines the specific pages of the textbook we will be covering during this two-week period. I have found my students are more likely to concentrate during this period when they use this method. During this time we also watch a video that changes from year to year; I use programs from *The Brain* series and others that catch my attention.

Schedule of Textbook Readings for AP Psychology, December 1–January 7

Review
Monday, December 1—Review first trimester final exam

Thinking, Chapter 8
Tuesday, December 2—Pages 300–307 (summary at the end of the chapter; read this first to get an overview of the chapter and what the author feels are the most important concepts)
Wednesday, December 3—Pages 307-18
Thursday, December 4—Pages 327-35
Friday, December 5—Pages 335-41 (summary at the end of the chapter)

Language, Chapter 9
Monday, December 8—Pages 344-57
Tuesday, December 9—Pages 357-67
Wednesday, December 10—Video
Thursday, December 11—Pages 367-83
Friday, December 12—Pages 383-99

Test on Chapters 8 and 9
Monday, December 15

Statistics and Ethical Issues

Tuesday, December 16—Appendix B1–B9 (summary at the end of the chapter)
Wednesday, December 17—Appendix B9–B17
Thursday, December 18—Appendix B17–B24, and ethical issues section
Friday, December 19—Psychological Party Time! On this last day before our winter break we'll enjoy refreshments and play Body Talk, a game in which we take turns conveying different emotions with our body parts for everyone to try to determine.
Monday, January 5—Appendix, statistics and ethical issues sections
Tuesday, January 6—Appendix, statistics and ethical issues sections

Test on Statistics and Ethics

Wednesday, January 7

Using Past AP Exam Questions for Review

I have a file that has all the free-response questions from the time the exam was first administered in 1992. I give my students access to them through Moodle so they can see the types of questions to expect on the exam. I ask them to look for where specific points were scored for each question and to think about the general approach they would take if they were answering the question. I find this exercise helps teach them to concentrate on each part of a particular question and to learn to identify the places in the free-response question where points can be earned. Practicing with past exam questions helps my students to enter into the AP Psychology Exam with added confidence.

As part of the year-end review, the students and I meet on the Sunday afternoon before the AP Exam to review the multiple-choice questions in the AP Psychology Released Exams. This review session is optional, but the vast majority of my students attend. I usually go over the free-response question I scored during the Reading the previous year, showing my students the question's scoring guidelines and how I used them to evaluate the student essays. I also show my students other examples of the scoring guidelines that have been used in the past, which helps students see the level of sophistication that is expected in their essays. In addition, I go over the method used to change raw scores into AP grades on the 1 to 5 scale.

Using the Time After the AP Exam

The time between the AP Exam and the last day of class varies from year to year. The year this syllabus was taught I had only two days with the class. On the day after the exam I always meet with students to process the experience. Although free-response questions are posted on AP Central 48 hours after the exam administration, the multiple-choice questions on the exam are kept confidential (unless the entire exam is later published). Hence, I do not want students to tell me about specific multiple-choice questions, but I do ask if there were any areas that we did not cover in class in order to help me better prepare subsequent students.

I always devote the last day of the term to taking photos of the class. We also spend some time critiquing the course and what we did during the year. Following our school's policy, each class completes a course evaluation, which gives me some insights regarding their feelings on both the course and my performance.

When we have more time after the AP Exam, I show films (e.g., *Sybil*) during class time, which the students seem to enjoy. I do not feel any need to give them anything that would require grading in order to keep them "in line."

Student Evaluation

Every student's grade for the year is composed of their three trimester grades. Each trimester's grade is made up of different elements.

Fall Trimester:	Chapter tests	60%
	Final exam	30%
	Concept model	10%
Winter Trimester:	Chapter tests	70%
	Term paper	30%
Spring Trimester:	Chapter tests	80%
	Chapter quizzes	15%
	Student teaching presentations	5%

It is a course expectation that students will do the homework. I always read each assignment and write comments, but I do not assign a specific grade for student homework. I do not want to emphasize working mainly for a grade. Class participation is not part of the grading process for this course.

Testing

My students take a practice test at the beginning of the year, chapter tests throughout the year, a fall final exam, and chapter quizzes in the spring. They do not take a comprehensive final exam at the end of the year because I feel I have enough grades to evaluate their performance. I make up most of my own multiple-choice and free-response questions, but I supplement them with questions from the textbook's test bank.

Practice Test

I give a practice test on a section of chapter 1 and do not grade it. My intent is to give my students some idea of the depth of reading that is necessary in the course and the questions they will need to answer on the chapter tests. This approach also allows me to reinforce much of the chapter material through the practice test itself. As I tell my students, I take my questions from three sources: most of the test will be on material that is in *both* their notes and the textbook; the second largest number of questions will be on material that is only in their notes; and a question or two will be on textbook material we did not specifically address in class (such a question will not be on an isolated fact but on a general overall concept students should be able to deal with if they have adequately read the chapter).

Chapter Tests

My students take several different types of chapter tests during the year; some may be mostly multiple-choice while others are weighted more heavily with essay questions. They often include a very challenging extra-credit option as well. Most of the tests include material from two chapters at a time. Since I see this as being a college course, I feel that my students must learn to deal with a large amount of material. Also, because a test takes at least one-and-a-half days (one day for testing and part of the next day for going over the test), assessing two chapters with one test is a better use of time. I do not tell my students how much time they have to work on the different parts of a test; part of their educational experience is learning how to pace themselves as they will need to for both the AP Exam and for the courses they will take in college.

Fall Final Exam

I find that giving students a final exam at the end of the first trimester helps them synthesize the material for the term and allows me to use material and concepts from several chapters to construct free-response questions that help prepare students for what they will be asked to answer on the AP Exam. Like the chapter tests, the two-hour fall final has multiple-choice and free-response questions but no specific time limits for either section. I do not give a final exam at the end of the winter or spring trimester. The winter exam period is only one day and reserved primarily for the trimester-length courses. My students write a paper in lieu of taking a winter final (this is described in the Student Activities section of this syllabus). I do not see any need or benefit for them to take a spring final because by this point in the year they have already taken the AP Exam and a spring final would not be of any help in terms of preparing them for it.

Spring Chapter Quizzes

Every Monday during the spring trimester, before the AP Exam test date, my students take a 5- to 10-minute quiz on several chapters taught in the previous two trimesters. I have found that this helps them begin to organize their preparation for the AP Exam in a more systematic fashion. I average the scores on these quizzes and count the average as one test score when computing the students' final grades for the spring trimester (I drop the lowest quiz score when determining the average). The schedule for these quizzes is as follows:

- Monday, March 20: Chapters 1–2
- Monday, March 27: Chapters 3–4
- Monday, April 3: Chapters 5–6
- Monday, April 10: Chapter 7 (statistics)
- Monday, April 18: Chapters 8–9
- Monday, April 24: Chapters 10–11
- Monday, May 1: Chapters 12–13
- Monday, May 8: Chapters 14–16

Teacher Resources

Alloway, Tom, Greg Wilson, and Jeff Graham. *Sniffy the Virtual Rat Pro, Version 2.0*. 2nd ed. Belmont, Calif.: Thomson/Wadsworth, 2005. CD-ROM.

Bjerklie, David. "How the Teen Brain Works." *Time Online Edition*. Sept. 8, 2006. http://time.blogs.com/daily_rx/2006/09/attack_of_the_t.html.
I use this article, and the articles on the Inside the Teenage Brain Web site, to introduce the second chapter in the textbook. I make further reference to both articles when we discuss cognitive and moral development. Students write a short paper on nature versus nurture when we discuss adolescent development.

Gleitman, Henry, Alan J. Friedlund, and Daniel Reisberg. *Psychology*. 6th ed. New York: W. W. Norton, 2004.

Lemonick, Michael D. "How We Get Addicted." *Time*. July 5, 2007.
www.time.com/time/magazine/article/0,9171,1640436,00.html.
Students read this article when we deal with conditioning and addiction in the textbook's chapter on learning.

Reisberg, Daniel, Henry Gleitman, and Lila Gleitman. *Instructor's Resource Manual to Accompany "Psychology," 6th ed*. New York: W. W. Norton, 2004.

Reisberg, Daniel, Henry Gleitman, and Lila Gleitman. *Transparencies to Accompany "Psychology," 6th ed*. New York: W. W. Norton, 2004.
The instructor's resource manual and transparencies provide many options for demonstrations and other methods for presenting course material that is directly related to the *Psychology* textbook.

Web Sites

Elizabeth Loftus. http://faculty.washington.edu/eloftus.

Inside the Teenage Brain. www.pbs.org/wgbh/pages/frontline/shows/teenbrain.
I do not give my students a specific article from this Web site to read because I want to teach them how to work independently and take more control of their own education, as they will have to in college. They will learn that the more they read, the better prepared they will be for any class discussions and for understanding the general and specific concepts we are dealing with at the time.

Memory. www.exploratorium.edu/memory/index.html.

Moodle. http://moodle.org.

Associations

I recommend becoming a member of Teachers of Psychology in Secondary Schools (TOPSS) and the American Psychological Association (APA). Their materials (e.g., lesson plans, journals) are invaluable resources for both beginning and veteran AP Psychology teachers.

Student Activities

Each trimester has a major assignment. During the course of the year my students develop a concept model of a school of psychology they would like to support, write a research paper, and present a lecture to the class.

Concept Model

A concept model is a method that Steve Ris, the chair of our school's History Department, shared with me. I have my students use it in the fall trimester after we have gone through nine of the major schools of psychology. Creating a model gives them the opportunity to see the connections between specific aspects of a school of psychology and also to investigate that school in more depth. When they present their models to the class, students see a new and different aspect of that particular school of psychology.

This is an assignment that is not "ordinary," and it challenges students to use their talents and intellect in unique ways. Although many choose to use a posterboard visual, others come up with presentations that are really creative. In the past, they have constructed three-dimensional models that show a particular aspect of a school, created board games, written and sung a song, and even performed an interpretive dance.

I give the students 10 days to create their models; this assignment does not have a written component. They work on this project outside of class. I do not place a great deal of emphasis on grading this experience because I believe the intrinsic value of the experience is more important than having the students work for a grade. I talk to each of them individually and critique that student's effort and performance.

A Concept Model, or "Let Your Creative Juices Flow," Handout

A concept model, or conceptual model, is a graphic representation that shows the major points of a thought or a thematic connection between topics. It is a way to present related themes, ideas, events, trends, and theories in order to show how each has been affected or influenced by the other. Each model has a form and shape that is appropriate to the particular approach, method, and perspective from which a chosen topic might be addressed.

Your assignment is to construct a concept model of the school of psychology with which you feel most comfortable aligning yourself. Your model should illustrate, demonstrate, or otherwise show the major points of the school and its relevance to psychology.

You may choose to draw your model on posterboard, use *PowerPoint*, or construct it in three dimensions. See me if you have other presentation ideas in mind. No matter what method you choose, however, both the structure and the elements themselves should be presented in a clear, neat fashion. The structure and elements should also be general enough to demonstrate to a nonpsychologist the major ideas of the school of psychology you chose and specific enough to show depth of substance and meaning.

This assignment is due on Monday, September 18. Be prepared to explain to the class the significance of your model and the process you used to create it.

AP Psychology Term Paper

I assign a major research paper in the winter trimester. I find that this paper gives my students the opportunity to explore in depth an area of psychology that is of interest to them or has raised questions in their minds. It also helps them learn the process of research, which will benefit them in college. The criteria I use when grading this paper is explained in the handout I give them on the first day of the winter trimester.

AP Psychology Term Paper Handout

This is a research paper that will give you the opportunity to study in more depth a topic that is of interest to you. You may choose any topic that is related to the subjects we have already addressed or will study during this course. You are to include in this term paper a subjective reaction to the topic. A reference section must also be included.

Do not delay too long before you begin to think about your topic and research it. If you have not had the chance to do much work on research in the social sciences, please feel free to schedule some conferences with me in order to find out about the process.

You will use the APA style to document your paper. This is similar to the method used in our textbook. I will give you Web sites at a future date to illustrate this style.

Before you ask about the length of the paper, it must be long enough for you to address the topic so that those who have no background (no clue!) in the topic will be able to make sense of your paper and feel as if they now have a basic understanding. Seven to 10 typed pages, not including the reference section, is usually the mean.

This is a research paper. The criteria I will use to grade it are quality of research, thoroughness, neatness, grammar, spelling, documentation, references, organization, and subjective reaction.

This paper is part of your grade and experience, and I have assigned it in lieu of a final exam for this trimester. You have a great deal of control over this, and thus, you can assess how well you can work independently.

Due Dates

January 11—General topic for term paper due
January 26—Outline of term paper due (bibliography/references must be included)
February 22—Term paper due at the beginning of class (include the original outline)

Web Sites for APA Documentation Style

APA Documentation. www.wisc.edu/writing/Handbook/DocAPA.html.
APA Format or APA Style. www.writinghelp-central.com/apa.html.
APA Formatting and Style Guide. http://owl.english.purdue.edu/owl/resource/560/01.

Student Teaching

In the spring term, I give each of my students the responsibility of teaching the class on a specific topic for 5 to 10 minutes, though some students may go longer if necessary. They sign up for the topic of their choice on a first-come, first-served basis. This assignment gives them the opportunity to develop an idea and learn how to present it in a meaningful way. Again, I do not emphasize a grade for this experience. Presenting a lecture is part of the active involvement and expectations the students understand before they begin the course. I give them the following handout on the first day of the spring term.

Student Teaching, or "Present a Lecture," Handout

Each of you will have the opportunity to teach a concept to the class. You are to choose one of the following concepts and make a 5- to 10-minute class presentation. This should be more than just a rereading of the textbook. Your presentation, which may use *PowerPoint*, will be the main method your classmates will have to deal with the topic in class. You may use resources beyond our textbook to prepare this presentation.

- Chapter 14—Intellectual disabilities
- Chapter 14—Heritability
- Chapter 14—Gardner's theory of multiple intelligences
- Chapter 14—Genetic versus environmental factors in intelligence
- Chapter 15—Trait approach to personality
- Chapter 15—Eysenck's personality theory
- Chapter 15—Trait theory controversy
- Chapter 15—Different theories of dream interpretation
- Chapter 15—Karen Horney's theory
- Chapter 15—The sociocultural perspective
- Chapter 16—Early views of psychopathology
- Chapter 16—Schizophrenia
- Chapter 17—Pharmacotherapies
- Chapter 17—Does psychotherapy work?

Sample Syllabus 6

Dan Rozanas
Alta High School
Sandy, Utah

School Profile

School Location and Environment: Alta High School is located in Sandy, Utah, about 20 minutes southeast of Salt Lake City. The school is in a suburban environment and serves a community with a fairly high socioeconomic status. Students at Alta High School tend to perform better than both state and national averages on standardized tests. They also rank above the national average in both the overall number of AP Exams taken and students receiving scores of 3 or better.

Grades: 10–12

Type: Suburban, comprehensive public high school

Total Enrollment: 2,424 students

Ethnic Diversity: Hispanics/Latinos compose 2.6 percent of the student population; Asian Americans, 1 percent; African Americans, 0.7 percent; Pacific Islanders, 0.4 percent; American Indians, 0.3 percent; and others, 0.2 percent.

College Record: Approximately 80 percent of the graduating students go on to some level of college or university education.

Personal Philosophy

Psychology is definitely one of the most useful and interesting courses anyone can take. In it, students learn how to think critically and examine information and research effectively. Psychology gives us scientifically tested knowledge and tools we can use to improve our lives and the lives of those around us. Furthermore, it provides us with a sense of sheer wonder at the immense diversity and complexity of the human experience.

I love teaching psychology. There are very few courses for which a teacher receives such positive feedback as, "My daughter talks to me all the time about what she's learning in your class. It's her favorite"; "I saw a TV show and I totally understood what was happening because of what we talked about in class"; "I tried using the relaxation techniques you taught us and it really helped me with my test anxiety"; or simply "I love this class!"

My framework for teaching is still evolving, but the basis of my beliefs is that the teacher should serve as a mentor. I believe a teacher's job is to provide opportunities for students to learn how to think, to figure out their own successful solutions to problems, and to become independent learners. I accomplish this by using an informal Socratic method lecture/discussion style in class and creating assignments that push my students to defend their points of view or apply their learning to new situations. I hope that the students who take my AP Psychology course gain the ability to think like scientists/psychologists, develop valuable educational skills like the ability to study and think critically, and leave being able to successfully apply the psychological concepts they learn to their lives.

Class Profile

Alta High School offers 21 AP courses and does not require its AP students to take the AP Exam. Almost all of the AP Psychology students (85 to 90 percent), however, choose to take the corresponding exam.

There are three sections of AP Psychology with an average total enrollment of 100 students. Each section has between 30 and 35 juniors and seniors, and I teach all three sections. We are on an A/B block schedule and meet every other weekday for 87 minutes. The course has no prerequisites. Students have the option of taking a semester of Psychology 1 and a semester of Psychology 2, but about half of the AP Psychology students have not been in a psychology course before.

Course Overview

The objectives for this course are that students will gain a sound understanding of psychological concepts and applications and be able to use that knowledge effectively in new situations in their lives. Students should leave the course being able to think critically and to use the scientific method ably to evaluate information. In addition, they should be prepared and feel confident in their ability to be successful on the AP Psychology Exam. Finally, I want them to have fun learning how amazing psychology is.

During lectures and class discussions I propose hypothetical questions to ascertain whether my students are thinking critically and understanding the concepts. Experiments, demonstrations, assignments, and group work allow them to practice developing their skills as scientists/psychologists. A variety of assessments allow me to determine whether they understand the concepts well enough to apply them in new situations. Finally, review assignments, quizzes, and tests inform me of each student's progress toward mastery of the content and that student's ability to do well on the AP Exam.

The textbook we use is the eighth edition of *Psychology* by David G. Myers. I do not address the book chapters in order, but rather I begin the year with a unit on learning and memory to form a strong foundation for the students to better acquire and retain the concepts discussed. Thereafter, factors like flow, difficulty, and interest influence the chapter order I use.

Course Planner

The syllabus here represents a typical schedule for my course, though the average number of days per section changes slightly depending on when the school year begins and when the AP Psychology Exam is administered. Students study every topic that is listed in the content outline in the *AP Psychology Course Description*. My pacing for each of the content areas is strongly influenced by the percentage of inclusion of each area in the AP Exam, as described in the Course Description. The number of days I spend on a unit is further influenced by my students' ability to gain an understanding of certain topic areas. The chapters on biological bases of behavior and research methods (and statistics), in particular, require additional class time. I have found it to be vital to stick to the established schedule so that all content areas may be adequately explored.

1st Quarter	Topics	Assignments
Week 1		
Aug 27 A/28 B	Welcome, Disclosure, Syllabus, Experiment, Discussion	
Aug 29 A/30 B	Psychology, Goals, Methods, Schools	Read pgs 1–17
Aug 31 A/Sep 4 B	Ch 8 Learning	Read pgs 312-24

1st Quarter	Topics	Assignments
Week 2		
Sep 3	*No School—Labor Day*	
Sep 5 A/6 B	Ch 8 Learning	Read pgs 325-36 (up to Skinner's)
Sep 7 A/10 B	Ch 8 Learning	Read pgs 336-47
Week 3		
Sep 11 A/12 B	Ch 8 Learning/Ch 9 Memory	Read pgs 348-63
Sep 13 A/14 B	Ch 9 Memory	Read pgs 364-80 (up to Motivated)
Week 4		
Sep 17 A/18 B	Ch 9 Memory	Read pgs 380-93
Sep 19 A/20 B	Ch 9 Memory	Review for test
Sep 21 A/24 B	Test—Chs 8 and 9	
Week 5		
Sep 25 A/26 B	Ch 5 Sensation	Read pgs 196–208 (up to Parallel)
Sep 27 A/28 B	Ch 5 Sensation	Review pgs 209-22
Week 6		
Oct 1 A/2 B	Ch 5 Sensation	Read pgs 223-35
Oct 2/3	*Parent–Teacher Conferences*	
Oct 3 A/4 B	Ch 5 Sensations/Ch 6 Perception	Read pgs 236-46
Oct 5	*No School— Parent–Teacher Compensation Day*	
Week 7		
Oct 8	*No School— Professional Development Day*	
Oct 9 A/10 B	Ch 6 Perception	Read pgs 246-56
Oct 11 A/12 B	Ch 6 Perception	Read pgs 257-69
Week 8		
Oct 15 A/16 B	Ch 6 Perception	Review for test
Oct 17 A/18 B	Test—Chs 5 and 6	
Oct 19 A/22 B	Ch 18 Social Psychology	Read pgs 722-34 (up to Obedience)
Week 9		
Oct 23 A/24 B	Ch 18 Social Psychology	Read pgs 734-42
Oct 25 A/26 B	Ch 18 Social Psychology	Read pgs 743-58 (up to Attraction)

1st Quarter	Topics	Assignments
Week 10		
Oct 29 A/30 B	*No School—Utah Education Association Convention*	
Oct 31 A/Nov 1 B	Ch 18 Social Psychology	Read pgs 758-72
Nov 2 A/6 B	Ch 18 Social Psychology	Review for test

Second Quarter	Topics	Assignments
Week 1		
Nov 5	*No School—Professional Development Day*	
Nov 7 A/8 B	Test—Ch 18	
Nov 9 A/12 B	Ch 2 Neuroscience	Read pgs 52–65 (up to Endocrine)
Week 2		
Nov 13 A/14 B	Ch 2 Neuroscience	Read pgs 65–80 (up to Language)
Nov 15 A/16 B	Ch 2 Neuroscience	Read pgs 80–93 (thru Language)
Week 3		
Nov 19 A/20 B	Ch 2 Neuroscience/Ch 3 Nature–Nurture	Read pgs 94–107 (up to Evolution)
Nov 21 A/26 B	Ch 3 Nature–Nurture	Read pgs 107-23
Nov 22–25	*No School—Thanksgiving Break*	
Week 4		
Nov 27 A/28 B	Ch 3 Nature–Nurture	Read pgs 124-37
Nov 29 A/30 B	Ch 3 Nature–Nurture	Review for test
Week 5		
Dec 3 A/4 B	Test—Chs 2 and 3	
Dec 5 A/6 B	Ch 10 Thinking and Language	Read pgs 394–405
Dec 7 A/10 B	Ch 10 Thinking and Language	Read pgs 406-18 (up to Thinking)
Week 6		
Dec 11 A/12 B	Ch 10 Thinking and Language	Read pgs 418-29
Dec 13 A/14 B	Ch 11 Intelligence	Read pgs 430-42 (up to Assessing)
Week 7		
Dec 17 A/18 B	Ch 11 Intelligence	Read pgs 442-54 (up to Genetic)
Dec 19 A/20 B	Ch 11 Intelligence	Read pgs 454-67 Review for test
Dec 21–Jan 1	*No School—Winter Break*	

Second Quarter	Topics	Assignments
Week 8		
Jan 2 A/3 B	Test—Ch 10 and 11	
Jan 4 A/7 B	Ch 16 Psychological Disorders	Read pgs 638-53
Week 9		
Jan 8 A/9 B	Ch 16 Psychological Disorders	Read pgs 653-69 (up to Schizophrenia)
Jan 10 A/11 B	Ch 16 Psychological Disorders	Read pgs 669-83
Week 10		
Jan 14 A/15 B	Ch 16 Psychological Disorders/ Ch 17 Therapy	Read pgs 684-97 (up to Group)
Jan 16 A/17 B	Ch 17 Therapy	Read pgs 697–710
Jan 18	*No School— Professional Development Day*	

3rd Quarter	Topics	Assignments
Week 1		
Jan 21	*No School—Martin Luther King Jr. Day*	
Jan 22 A/23 B	Ch 17 Therapy	Read pgs 711-21
Jan 24 A/25 B	Ch 17 Therapy	Review for test
Week 2		
Jan 28 A/29 B	Test—Chs 16 and 17	
Jan 30 A/31 B	Research Methods/Statistics Intro and Overview	
Feb 1 A/4 B	Ch 1 Research Methods	Read pgs 18–30 (up to Correlation)
Week 3		
Feb 5 A/6 B	Ch 1 Research Methods	Read pgs 30–39 (up to Statistics)
Feb 7 A/8 B	Ch 1 Research Methods	Read pgs 39–51
Week 4		
Feb 11 A/12 B	Ch 1 Research Methods	Review for test
Feb 13 A/14 B	Test—Ch 1	
Feb 15 A/19 B	Ch 12 Motivation	Read pgs 468-80
Week 5		
Feb 18	*No School—Presidents' Day*	
Feb 20 A/21 B	Ch 12 Motivation	Read pgs 481-94
Feb 22 A/25 B	Ch 12 Motivation/Ch 13 Emotion	Read pgs 495–515

3rd Quarter	Topics	Assignments
Week 6		
Feb 26 A/27 B	Ch 13 Emotion	Read pgs 516-32 (up to Baby Faces)
Feb 27/28	*Parent–Teacher Conferences*	
Feb 28 A/Mar 3 B	Ch 13 Emotion	Read pgs 532-47 Review for test
Feb 29	*No School—* *Parent–Teacher Compensation Day*	
Week 7		
Mar 4 A/5 B	Test—Chs 12 and 13	
Mar 6 A/7 B	Ch 4 Development	Read pgs 138-54 (up to Social Dev)
Week 8		
Mar 10 A/11 B	Ch 4 Development	Read pgs 154-67 (up to Cognitive Dev)
Mar 12 A/13 B	Ch 4 Development	Read pgs 167-81 (up to Cognitive Dev)
Mar 14 A/17 B	Ch 4 Development	Read pgs 181-95
Week 9		
Mar 18 A/19 B	Ch 4 Development	Review for test
Mar 20–24	*No School—Spring Break*	
Week 10		
Mar 25 A/26 B	Test—Ch 4	
Mar 27 A/28 B	Ch 15 Personality	Read pgs 594–609 (up to Humanistic)

4th Quarter	Topics	Assignments
Week 1		
Mar 31	*No School—* *Professional Development Day*	
Apr 1 A/2 B	Ch 15 Personality	Read pgs 609-23 (up to Social Cognitive)
Apr 3 A/4 B	Ch 15 Personality	Read pgs 623-37
Week 2		
Apr 7 A/8 B	Ch 15 Personality	Review for test
Apr 9 A/10 B	Test—Ch 15	
Apr 11 A/14 B	Ch 7 States of Consciousness	Read pgs 270-90 (up to Hypnosis)

4th Quarter	Topics	Assignments
Week 3		
Apr 15 A/16 B	Ch 7 States of Consciousness	Read pgs 290–311
Apr 17 A/18 B	Ch 14 Stress and Health	Read pgs 548-69 (up to Biofeedback)
Week 4		
Apr 21 A/22 B	Ch 14 Stress and Health	Read pgs 569-93
Apr 23 A/24 B	Test—Chs 7 and 14	
Apr 25 A/28 B	In-class Review Session 1	Read pgs 18–30 (up to Correlation)
Week 5		
Apr 29 A/30 B	In-class Review Session 2	
May 1 A/2 B	In-class Review Session 3	
May 3	1st Saturday Review Session	
Week 6		
May 5 A/6 B	In-class Review Session 4	
May 7 A/8 B	In-class Review Session 5	
May 9 A/12 B	In-class Review Session 6	
May 10	2nd Saturday Review Session	
Week 7		
May 13	*AP Psychology Exam* (afternoon session)	With permit, study in the 1st or 2nd period. Take first lunch! Come back to class after the exam for a debriefing.
May 14 B	Post-Exam Decompression	
May 15 A/16 B	TBA	
Week 8		
May 19 A/20 B	TBA	
May 21 A/22 B	TBA	
May 23 A/27 B	TBA	
Week 9		
May 26	Memorial Day	
May 28 A/29 B	TBA	
May 30 A/Ju 2 B	TBA	
Week 10		
June 3 A	Graduation	
June 4 B	End of School Year	

Teaching Strategies

All teachers have to find their own style and discover what works best for them in their classrooms. I believe that students can learn under a variety of teaching styles and strategies if those styles and strategies are executed effectively. Over the years my style has evolved toward a predominance of lecture and class discussion supported with video clips, outside readings, in-class experiments, small demonstrations, Internet assignments, and individual and group work.

Part of my style has been influenced by the school's block schedule. Because students have difficulty sustaining effort and attention during a 90-minute period, I have found that a diversity of activities is required to increase their motivation and interest. A benefit of being on a block schedule, however, is that it allows me the advantage of time for extended demonstrations and experiments, readings, debates, group work, and longer exams.

Textbook Coverage

We study approximately five chapters, or three units, each quarter. The order in which I have chosen to present the chapters in the textbook is an attempt to balance the more interesting chapters with the more challenging ones. I also combine those chapters that work well together, though I always teach the difficult chapters individually. I require my students to read the entire textbook, with approximately one-third of a chapter being read for each class.

Teaching Psychological Concepts

I begin the year with a unit that includes memory concepts, and I reinforce these concepts throughout the year. For each unit I build a hierarchy of concepts so that the material my students learn is organized and more memorable. I select to discuss in class those concepts that I believe are vital and most likely to require explanation, reinforcing them with video clips, related readings, in-class experiments, and student assignments. I do not address the entire chapter in class, instead making the students responsible for reading and learning the remaining quarter to third of the material. However, I do allocate class time for student questions about the material we do not specifically discuss in class.

I have found that using specific, real-life examples to illustrate psychological concepts helps my students better retain the material. When teaching specific concepts, I use personal stories, the students' stories, and a collection of examples I have gathered over the years. For example, when teaching sensory adaptation, I ask my students why they do not feel their shoes touching their feet until I mention it or why salsa becomes less spicy the more one eats it. By tying the material to experiences they have had, they are more likely to remember it for the AP Exam and beyond.

Class Assignments and Class Activities

Class assignments and activities are generally consistent from unit to unit. For each chapter students must complete the *PsychSim* exercises on the textbook's Web site and the vocabulary sheets I give them. These sheets list between 20 to 70 terms and concepts, depending on the chapter. I include the bold-faced items from the chapter, other concepts that appear in the chapter, and terms I think are important but may not be in the textbook. In addition, I assign outside readings, worksheets, and occasional projects (see an example in Student Activities, later in this syllabus), though I do not give any large projects or papers.

Class activities include listening to lectures, participating in discussions, doing small experiments, and watching video clips. I reinforce what we have seen in the clips with class discussion. I have provided here a sampling of the activities I use for each of the units throughout the year, organized according to the schedule provided in the Course Planner section above. The sources for these activities are listed in full in the Teacher Resources section of this syllabus.

Learning and Memory

- **Classical Conditioning.** I use classical conditioning to train my students' pupils to dilate when a bell is rung (this exercise is described in detail in the Student Activities section).
- **Memory Concepts.** Short in-class demonstrations are a good way to illustrate memory concepts. I have my students write down the names of the Seven Dwarfs from *Snow White*. We then look for mistaken dwarf names that represent errors in visual encoding (e.g., dwarf names starting with S or D or ending in Y), acoustic encoding (e.g., I have had several students combine *Sleepy* and *Sneezy* into *Sleezy*), and semantic (e.g., *Shy* instead of *Bashful* and *Dumb* instead of *Dopey*).
- **Memory Storage.** When teaching the physical storage of memory, I use "Life Without Memory: The Case of Clive Wearing, Part 1" (video 10) from the series *The Mind*. This episode examines a real-life example of an individual who is suffering the devastating effects of anterograde amnesia caused by severe damage to his hippocampus. It can be viewed as streaming online video on the Annenberg Media Web site.

Sensation and Perception

- **Backmasking.** Backmasking is a great example of bottom-up versus top-down processing. I have my students go to Jeff Milner's Backmasking Site and tell them to try to figure out what "hidden message" is in one of the songs just by using the bottom-up processing of listening to the sensation. Most are not able to hear anything for sure. Then I give them the message to listen for and let them see how with top-down processing they can easily hear it.
- **Illusions.** The Internet has a large number of visual illusion sites you can use. I like the great collection at the Illusions Gallery. We watch the illusions as a class, and I connect them back to concepts in the chapter to reinforce students' learning and to give real-life examples of concepts to aid their memory.

Social Psychology

- **Social and Situational Forces.** I use video sources like *The Human Zoo* or "The Power of the Situation" (video 19) in the series *Discovering Psychology* to teach Asch's conformity, Milgram's obedience to authority, and Zimbardo's social roles studies. The *Discovering Psychology* episode can be viewed as streaming online video on the Annenberg Media Web site.

Biological Bases of Behavior

- **The Brain.** The Neuroscience for Kids Web site has a plethora of resources to engage students in their learning of biopsychological concepts and applications. My students look at specific pages that help teach this section: "Our Divided Brain: Lobes of the Brain," "The Brain 'Right Down the Middle'," "She Brains–He Brains," and "Making Connections: The Synapse." They preview and take notes on the material we will be discussing in class, which gives them a background in the terminology and visual images of the parts. Follow-up activities include exploring other parts of the Web site, if time permits.

Cognition, Language, Intelligence, and Testing

- **Intelligence.** While teaching intelligence, I take time to debate with my students their definitions of intelligence, how we should measure it, what they think about standardized testing in schools and for college admission, and where they think differences in intelligence come from.

- **Speech Development.** I use "Infant Speech Sound Discrimination" (video 23) from the series *The Mind*. This episode demonstrates infants' ability to detect phonemes from many languages, an ability we lose when we get older. It can also be viewed as streaming online video on the Annenberg Media Web site.

Psychological Disorders and Therapy

- **Schizophrenia.** Students usually do not have a good understanding of schizophrenia. To illustrate this disorder, I use clips from "Psychopathology" (video 21) in the series *Discovering Psychology*. Also interesting are "Schizophrenia: Symptoms" and "Schizophrenia: Etiology" (videos 26 and 27) in the series *The Brain*. These can all be viewed as streaming online video on the Annenberg Media Web site. In addition, the "Culture and Schizophrenia" segment in "The Teenage Brain: A World of Their Own" (episode 3 in the series *The Secret Life of the Brain*) illustrates a number of the symptoms seen in schizophrenia.
- **Stress Relief.** I teach my students a variety of deep breathing and meditative techniques they can use to decrease their own anxiety or stress levels.

Research Method and Statistics

- **Experiments**. It is essential to create real-life examples to help students better understand the fundamentals of conducting psychological research. For example, my students discuss an experiment that would measure whether wearing certain perfume or cologne, such as Axe or Tag, actually increases an individual's dating success versus wearing no fragrance. Using the Socratic method and a paper that walks them through the design process, I ask my students questions related to how this research would/could happen and let them come up with the pitfalls and problems. We then discuss how good research methods can be used to fix those problems. *Dating success* is a deliberately vague measure that forces students to come up with an operational definition for it. They hear the disagreements that arise during the discussion of what determines dating success, and they see how challenging it is to measure certain concepts. Finally, we discuss how descriptive and inferential statistics would be applied to the results.

Motivation and Emotion

- **Brain Damage.** I show the segment on mood in "The Adult Brain: To Think by Feeling" (episode 4 in the series *The Secret Life of the Brain*) to clearly demonstrate how having brain damage inhibits the ability to experience emotion and radically alters one's life experiences.
- **Sexual Motivation.** After returning signed parental-approval forms, students value and enjoy an opportunity to discuss sexual motivation in a safe and respectful way in the classroom. It is also a chance to illustrate the point that some topics are intrinsically motivating. Be sure to check your school's policy before planning a class discussion on this topic.

Development

- **Children's Development.** For this unit I give my students the opportunity to be research psychologists. With the permission of the children's parents or guardians, my students bring in siblings, cousins, or neighbor children who are anywhere from 3 months to 7 or 8 years old. My students test the children with different developmental and Piagetian tasks, such as conservation tasks, object permanence, and the rouge self-recognition test. We spend about half a class period on testing the children and the second half discussing what my students found (or did not find) that matches up to the concepts they have been learning from the textbook. We also talk about how our research was not controlled, as a real research study in a laboratory setting would normally try to be. Most of the students report understanding the material much better after this hands-on learning experience.

Personality

- **Personality Tests.** A variety of free, online personality tests are available for students to take and learn about their personality traits and types. My students spend a class period in the computer lab taking the Big Five Personality Test, the Keirsey Temperament Sorter–II test, and self-tests on the *Psychology Today* Web site.

States of Consciousness (and Health Psychology)

- **Dreams.** Given the small percentage of questions devoted to the states of consciousness content area on the AP Exam, I spend less time discussing those topics. I do, however, return to them after the exam because students enjoy talking about dreams and the potential research hypotheses for why we dream. I also discuss psychological research on factors that predict good mental and physical health, such as adequate sleep, nutrition, exercise, positive explanatory style, and social support.

Using Computers

I am increasing my use of technology in the classroom. As a class, we may go to a Web site to explore research or illustrate a concept like visual illusions. Currently, my students use the publisher's Web site designed for our textbook. For example, to supplement the chapter on learning, the site provides a *PsychSim* exercise that allows students to click their way through a maze on the computer and experience interactively how a cognitive map is developed. The site also offers *PowerPoint* presentations that can be downloaded for each of the chapters. I do not use them for my lectures, but I refer my students to them so they can use them if they wish. We go to the school's computer lab once or twice a quarter to visit Web sites that help students to explore psychological concepts. My classroom has a computer for students to use, but most of my students have a computer at home and they usually complete the computer exercises outside of class.

AP Exam Review

Preparation for the AP Exam is an essential focus of my course. I give regular tests that approximate the AP Exam in length, time, and difficulty, and I use scoring guidelines to grade the essays my students write for the free-response questions. Sometimes I grade them myself, but most often we grade them as a class and have in-depth discussions about the strongest essay responses.

Early in the year, the free-response questions on the unit tests address only the content from that unit. This allows me to focus on improving my students' essay writing skills. As the year progresses, I begin to use free-response questions that are more cumulative in their content. Finally, by the last semester, I am using free-response questions that appeared on actual AP Exams in previous years, or questions that my colleagues or I have written. This approach better prepares my students for the cumulative nature of AP Exam free-response questions.

Since they are already answering approximately three free-response questions per quarter just from the unit tests, I tend not to give extra practice questions during the year unless I feel that students are struggling. When it appears they need more practice developing the necessary writing skills for the exam, I give them practice questions for homework and tell them to use 25 minutes to write their responses. Sometimes for homework they rewrite an essay response to a unit test question after we have gone over the scoring guidelines. Occasionally, I add an extra free-response question per quarter to a unit test, depending on how my students are progressing.

To ensure student success on the AP Exam, you must allocate time in your syllabus for in-class reviews right before the exam in May. Cover only those things students need help with rather than all of the topics, many of which the students already know or remember well. I give my students review sheets or outlines for each chapter and a couple of extra handouts at the end as summaries. During some of the in-class review time, my students take an essay test as well as a full-length AP Exam for practice. Mainly, I hold in-class discussion review sessions.

On the last two Saturdays before the AP Exam I offer a two- to three-hour afternoon review session. I also add in a few after-school sessions if students want them. These are not structured for the most part; instead, we go over questions from past exams or any topics or questions my students would like to review. I do not want to go over things they already know, so I do not do a full review of each section of the course, only those areas about which students feel confused.

After the AP Exam

Depending on when the AP Exam is scheduled, we usually have about eight days of class left before the end of the school year. At this point in the year, my students seem to think that they are done; they believe they do not have to show up for class, or we will not be doing anything important or interesting there. It is more difficult to motivate them after the exam, but I think it can be easily done if you have a good relationship with your students and have set high expectations for them all year long.

After the exam, I give my students the chance to examine recent research in articles and videos and to discuss or debate psychological topics of interest. I also give them the opportunity to revisit those concepts they enjoyed or about which they were curious. We revisit gender differences and communication styles, spending a couple of days reading about and discussing them, and acquiring tools to use to better understand why men and women often view things differently. We also take a closer look at states of consciousness (e.g., sleep, dreams, hypnosis), which we do not cover in depth during the year. Students generally just ask questions about these topics and we go over them. In addition, we spend some time in open-question periods during which students can ask about anything related to psychology, people, and life.

One of the things I have my students do after the exam is write a final review paper in which they must show me what they have learned about some of the application parts of psychology (e.g., how to be happy, how to look at research, how to be a good parent). Predictably, they do not like this activity as much as they like the discussions, the interesting readings, and the videos we enjoy during this time. I use good psychology videos (not movies) like *The Human Zoo*, which is a great review of social psychology concepts.

Student Evaluation

Student grades are based on total points earned. I award initial points to all students, and they lose points for unexcused absences and tardiness. I do not curve or weight any assignments or tests.

- **Class assignments** (including vocabulary worksheets, *PsychSim* exercises, worksheets, projects, quizzes, and unit tests) make up **75 percent** of the final grade.
- **Class attendance** makes up **15 percent** of the final grade.
- **Participation points** earned by daily question starters and involvement in class discussions and activities make up **10 percent** of the final grade.

The grading scale is as follows:

94%	A	73%	C
90%	A-	70%	C-
87%	B+	67%	D+
83%	B	63%	D
80%	B-	60%	D-
77%	C+	Below 60%	Failing

Grading the Assignments

I grade some student assignments, such as the vocabulary worksheets, upon their completion. Some assignments, such as the *PsychSim* exercises and the practice quizzes I give before the unit tests, are graded by peer evaluation and discussed in class. Other assignments, such as the practice free-response questions, I grade myself, have students peer-evaluate, or grade as a whole-class exercise. We use scoring guidelines to evaluate all free-response questions.

Grading the Quizzes

I give a practice quiz before each unit test to prepare students for the types of questions they will encounter on the test. Quizzes consist of 20 multiple-choice questions drawn from the study guide that accompanies the textbook. If a unit covers two chapters, then I give two sets of 20 multiple-choice questions on the quiz. I often schedule quizzes at the end of the class period; students have a few minutes to start on them and then they finish them for homework. When I give a quiz earlier in the period, students have about 15 to 25 minutes to finish it.

Grading the Unit Tests

I administer a test on the last day of a unit. Unit tests are designed to parallel the AP Exam in both material and designated time. My tests consist of 50 multiple-choice questions, which students have 35 minutes to complete, and 1 free-response question to be finished in 25 minutes. This is half of the number of questions and allotted time on the AP Exam. With a 90-minute block schedule I am able to review for and administer the test in one class period. The reason I administer unit tests in this way is to help my students practice working at the speed and level of material the AP Exam will require of them. Sometimes I have the students peer-evaluate the essay responses, and sometimes I turn the evaluation into a whole class exercise.

Teacher Resources

Classroom Textbooks

Bolt, Martin. *Instructor's Resource Manual to Accompany David G. Myers "Psychology," 8th ed*. New York: Worth Publishers, 2007.

Myers, David G. *Psychology*. 8th ed. New York: Worth Publishers, 2007.

Straub, Richard O. *Study Guide to Accompany David G. Myers "Psychology," 8th ed*. New York: Worth Publishers, 2007.

Resource Books and Articles

Cytowic, Richard E. *The Man Who Tasted Shapes: A Bizarre Medical Mystery Offers Revolutionary Insights into Emotions, Reasoning and Consequences*. New York: Putnam, 1993.

Hock, Roger R. *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*. Englewood Cliffs, N.J.: Prentice Hall, 1992.

Hunt, Morton. *The Story of Psychology*. New York: Doubleday, 1993.

Miserandino, Marianne. "Memory and the Seven Dwarfs." *Teaching of Psychology* 18, no. 3 (1991): 169-71. www.leaonline.com/toc/top/18/3.

Pinker, Steven. *The Blank Slate: The Modern Denial of Human Nature*. New York: Viking Press, 2002.

Pinker, Steven. *How the Mind Works*. New York: W. W. Norton, 1997.

Pinker, Steven. *The Language Instinct*. New York: HarperPerennial, 1995.

Ramachandran, V. S., and Sandra Blakeslee. *Phantoms in the Brain: Probing the Mysteries of the Human Mind*. New York: William Morrow, 1998.

Reber, Arthur S. *The Penguin Dictionary of Psychology*. 2nd ed. London: Penguin Books, 1995.

Sacks, Oliver. *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*. New York: Simon and Schuster, 1998. First published 1985 by Touchstone.

Shermer, Michael. *Why People Believe Weird Things: Pseudoscience, Superstition, and Other Confusions of Our Time*. New York: W. H. Freeman, 1997.

Stanovich, Keith E. *How to Think Straight About Psychology*. 6th ed. Boston: Allyn and Bacon, 2001.

Periodicals

American Psychologist. www.apa.org/journals/amp.

Discover Magazine. http://discovermagazine.com.

Monitor on Psychology. www.apa.org/monitor.

Newsweek. www.newsweek.com.

Observer. www.psychologicalscience.org/observer.

Psychological Science. www.psychologicalscience.org.

Scientific American. www.sciam.com.

Scientific American MIND. www.sciammind.com.

Skeptic. www.skeptic.com.

Time. www.time.com.

Web Sites

For Ordering and Viewing Video Series

Annenberg Media's Browse Teacher Resources Page. www.learner.org/resources/browse.html.

NOVA: Science NOW. www.pbs.org/wgbh/nova/sciencenow.

NOVA: Watch Online. www.pbs.org/wgbh/nova/programs.

For Professional Development and Lesson Plans

Teachers of Psychology in Secondary Schools (TOPSS). www.apa.org/ed/topss.

For *PsychSim* Exercises and *PowerPoint* Resources

Psychology 5e, by David G. Myers. www.worthpublishers.com/myers5e.

For Reference and Internet Research

American Psychological Association. www.apa.org.

Association for Psychological Science. www.psychologicalscience.org.

Psychology Matters. www.psychologymatters.org.

The Skeptic's Dictionary. www.skepdic.com.

For the Biological Psychology and States of Consciousness Units

Neuroscience for Kids. http://faculty.washington.edu/chudler/neurok.html.

For the Personality Unit

The Big Five Personality Test. www.outofservice.com/bigfive.

Keirsey Temperament Sorter–II. www.keirsey.com.

Psychology Today's Self-Tests. http://psychologytoday.com/pto/self_tests.php.

For the Sensation and Perception Units

Illusions Gallery. http://dragon.uml.edu/psych/illusion.html.

Jeff Milner's Backmasking Site. http://jeffmilner.com/backmasking.htm.

Videos

The Brain: Teaching Modules. 2nd ed. Produced by Colorado State University for the Annenberg/CPB Project, 1997. Distributed by Annenberg Media.
This series is no longer available for purchase, but it can be watched as streaming online video on the distributor's Web site, www.learner.org/resources/series142.html.

Candid Camera Classics for Introductory Psychology. Produced by Allen Funt Productions and McGraw-Hill Films, 1993. Distributed by Insight Media. 54 minutes.

Candid Camera Classics for Social Psychology. Produced by Allen Funt Productions and McGraw-Hill Films, 1993. Distributed by Insight Media. 54 minutes.

Discovering Psychology. Updated ed. Produced by WGBH Boston with the American Psychological Association, 2001. Distributed by Annenberg Media. 780 minutes.
This series can be watched as streaming online video on the distributor's Web site, www.learner.org/resources/series138.html.

The Human Zoo. Directed by Nick Curwin. Produced by London Weekend Television, 2000. Distributed by Discovery Channel and Films for the Humanities and Sciences. 154 minutes.
Visit the Films Media Group Web site, www.films.com/id/4654/The_Human_Zoo.htm, for more information about this television documentary. [Not currently available.]

The Mind: Teaching Modules. Produced by Colorado State University, 1999. Distributed by Annenberg Media.
This series can be watched as streaming online video on the distributor's Web site, www.learner.org/resources/series150.html#.

Scientific American Frontiers. Produced by Chadd-Angier Production Company, 1991–. Distributed by Public Broadcasting Service.

The Secret Life of the Brain. Produced by Thirteen/WNET and David Grubin Productions, 2002. Distributed by PBS Home Video. 300 minutes.
This series can be watched as streaming online video on the PBS Web site, www.pbs.org/wnet/brain.

Professional Organizations

I belong to Teachers of Psychology in Secondary Schools (TOPSS) and to its local chapter, Utah–Teachers of Psychology in Secondary Schools (U–TOPSS). I also belong to the APA's Division 2, Society for the Teaching of Psychology (STP), and the Association for Psychological Science (APS). I benefit from the national listserv Psych News and from the local one I manage for Utah, Sec-Psych.

All of these organizations and electronic discussion groups let me network with colleagues, ask and answer questions, hear about resources and conferences, and use their Web sites. I receive a newsletter and lesson plan ideas from TOPSS. My APA membership gives me *Monitor on Psychology*, the monthly magazine for members, and discounts on journals (I subscribe to *American Psychologist*). Through my STP membership I get the journal *Teaching of Psychology*. APS sends me the *Observer* and a variety of summary journals throughout the year.

Student Activities

Altruism Experiment

Here is one of the "occasional projects" I mentioned earlier. In this one, students gain experience with research methods by conducting their own experiment. They decide upon a hypothesis concerning two different levels of a single independent variable (male/female, young/old, style of dress, etc.) and its potential effect on the dependent variable of helping behavior in participants (defined as helping the experimenter pick up at least one item from a pile of items she or he "accidentally" drops in front of the single participant). For example, a student might hypothesize that participants would be more likely to help a female who dropped some items than a male. Students record data for 10 participants and later write up their findings regarding hypothesis, method, results, and discussion.

Classical Conditioning Class Activity

Teaching classical conditioning is challenging because while students are interested in Pavlov's study (many have heard of his work before taking the course), few seem to grasp the mechanics of how classical conditioning actually works. I use this activity during the learning and memory unit. It requires about 40 minutes of class time.

First, present a brief history of Ivan Pavlov, such as his study of physiology (specifically, salivation) and his winning the Nobel Prize. Discuss how the dogs salivating unexpectedly in his research led him to his work on classical conditioning. On the board list the following definitions and relationships:

Stimulus: The property or event that makes something happen; the cause

Response: The result or what happens; the effect

UCS ----------> UCR
Unconditioned Stimulus — Unconditioned Response

CS ----------> CR
Conditioned Stimulus — Conditioned Response

Highlight that in classical conditioning two stimuli are paired together and that each of the stimuli creates a response. Fill in the chart on the board with Pavlov's items: food, salivation to the food, bell ringing, and salivation to the bell ringing. Emphasize the idea that the UCS and UCR should usually be something that is automatic and more biological in nature (e.g., pupils dilate in the dark, eyes blink to a puff of air on them). Also emphasize that the CR is an action or reaction that has been learned during the conditioning pairing of the UCS and CS, and that organisms do not behave this way before conditioning (training).

After reviewing these concepts, classically condition your students' pupils to dilate when a small bell is rung. Have the students choose a partner and stare into their partner's eyes. Ring the bell repeatedly and ask them if their partner's pupils are dilating. At this point, students will look at you quizzically as, of course, their pupils have not changed. Tell your students that classical conditioning will now begin and that after you ring the bell some of their pupils will dilate.

On the chart on the board, fill in the CS as *bell* and the CR as *pupil dilation*. Ask for student responses to fill in the rest of the information: the UCS as the *dark/lights out*, and the UCR as *dilation to the dark*. If students struggle with these concepts, stop and refer back to the study with Pavlov.

Begin the training period by telling your students to relax but to keep their eyes open. Ring the bell and turn off the classroom lights. Wait for three or four seconds and then turn the lights back on. Wait a few seconds and repeat the process. Continue doing this for 10 to 15 pairings. During the training process, you can discuss how the CS should precede the UCS in the pairing and how phobias may be classically conditioned as well. You can also explain other aspects of classical conditioning; for example, the optimum pairing time between the CS and the UCS is about half a second, and the time consideration essential to classical conditioning is known as *temporal contiguity*.

At the end of the pairings have your students look at their partners again. This time present only the bell. Typically, 20 to 30 percent of the students will have their pupils dilate. Conduct some additional pairings to see if more students experience this effect. Review how learning has occurred. Discuss how adaptive and amazing the brain is that it has learned that a ringing bell now predicts that lights will go out and it would be advantageous for the body to start dilating the pupils when the bell rings!

On the board, list the following: *bite, fear of dogs, pain/fear,* and *dog.* Ask your students to identify the UCS/UCR/CS/CR in their notes. After they have finished, they are to check with a classmate to see if they are correct. Discuss the example as a class and use other examples, such as spiders, to review how phobias are created in this way. Emphasize that many items can serve as a CS; that is, many different sounds, events, and so on can be paired with a UCS to produce a new CR. Continue this discussion by bringing up John Watson and Rosalie Raynor's research, the Little Albert study. Using this case, discuss ethical considerations and therapeutic applications. If you have the time and resources, you can show your students "Learning" (video 8) in the series *Discovering Psychology*.

Finally, introduce your students to John Garcia's classical conditioning research on taste aversion and biological predispositions. Discuss taste aversion and give real-life examples. Also talk about the way in which certain biological predispositions (e.g., nausea) may make it impossible to train an organism to respond to any CS and that only specific ones will be the most likely cause (e.g., what you ate or drank).

You may want to have your students practice what they have learned by completing a classical conditioning worksheet and the *PsychSim* exercise for chapter 8, "Classical Conditioning." This can be found on the textbook's Web site, www.worthpublishers.com/myers5e/content/psychsim/index.htm.

Sample Syllabus 7

Sarah L. Hutson-Comeaux
Denison University
Granville, Ohio

University Profile

Location and Environment: Denison University is a selective and nationally ranked liberal arts college in Granville, Ohio. Located approximately 30 miles east of Columbus, Granville is a small town of 3,200 residents (5,300, including the university students). It was founded in the early nineteenth century by settlers from Massachusetts and Connecticut, and it still retains a New England feel.

The university, situated on a thousand acres near the heart of the town, draws students from 53 states and territories and 33 countries; 63 percent of the students come from outside Ohio. The total number of faculty is 190, and the student to teacher ratio is 11 to 1. The average class size is 22 students. Denison stopped offering master's degrees in the early 1900s and currently offers only the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees.

Type: Small, private, residential, four-year liberal arts college

Total Enrollment: Approximately 2,100 students

Ethnic Diversity: African Americans compose 5.5 percent of the student population; Asian Americans or Pacific Islanders, 3.2 percent; Hispanics/Latinos, 2.8 percent; and other minority students, 1.5 percent. International students compose approximately 4 percent of the student population.

Personal Philosophy

Introduction to Psychology is the course I find most rewarding to teach, even though it can be particularly challenging. Students enter an introductory course in psychology with many preconceived notions about what psychologists do and how psychology is "just common sense." For many of my students, this may be the only psychology course they take, and furthermore, it may be the only laboratory course they take at Denison. For these reasons, I believe I have a responsibility not only to teach my students what psychologists know but also to educate them about the research evidence on which psychological principles are founded and the scientific techniques psychologists use to uncover that knowledge.

My hope is for my students to walk away with a better appreciation for the discipline of psychology and for science in general. To dispel the misconception that all psychologists are therapists, I begin the course with the biological bases of behavior unit and save psychopathology and treatment for the final two weeks, thereby allowing the division of course content to convey the breadth of the field. Finally, whether students decide to pursue psychology as a major or not, the discipline (and this course) can inform them about many aspects of their own experience—development, stereotyping, social influence, obstacles to problem solving, how to improve their memory for course material, and the list goes on. Thus, this course provides them with many valuable and important pieces of information that can benefit them for many years to come.

Class Profile

Historically, psychology has been routinely ranked among the top five majors at Denison; our majors can choose to pursue either a Bachelor of Arts or a Bachelor of Science degree in psychology. The Department of Psychology has 12 full-time faculty members, representing a range of specialty areas. A unique feature of the department is that it falls within the science division of the college. As part of our general education requirements, all undergraduates must complete two science division courses from two different departments, and at least one of those courses must have a laboratory component. Our curriculum offers students a minimum of three research course experiences, including Introduction to Psychology.

Introduction to Psychology (PSYC 100) is a semester-long course that meets three days a week (Mondays, Wednesdays, and Fridays) for 50 minutes. An additional day is used for a two-hour laboratory component. We typically offer six or seven sections of this course every semester. All of the full-time faculty members teach it on a rotating basis, with an individual section taught by one faculty member only. In a given semester, four to six faculty members teach this course. The course is open to all students, and approximately 140 to 180 of them enroll in it every semester; the enrollment for a section is limited to 20 to 30 students.

AP Psychology students do not receive equivalent credit for this course because a laboratory component is necessary for the science general education requirement. Students who earn a grade of 4 or 5 on the AP Psychology Exam, however, do receive four credit hours (Introductory Topics in Psychology, PSYC 199) toward their graduation requirement and can advance within the major, taking any courses that need Introduction to Psychology as a prerequisite.

Course Overview

This course provides an overview of the foundations, theories, research, and applications of the science of psychology. It also emphasizes current knowledge and research in the field. The laboratory component serves as a complement to the course content by exploring a selected psychological principle or phenomenon in each topical area and introducing students to a variety of different research methodologies.

The objectives of the course are for students to:

- acquire a working knowledge of major psychological theories and core concepts;
- cultivate an understanding and appreciation of what makes psychology a science;
- develop basic skills in conducting psychological research;
- understand the relevance of psychological concepts to the human experience;
- enhance their ability to think critically, particularly about scientific research; and
- further develop their oral and written communication skills.

Each instructor develops a course syllabus that follows a set of core topic areas (similar to those outlined in the *AP Psychology Course Description*). The amount of time dedicated to each topic and the order in which the topics are taught is left to the discretion of the individual instructor. All faculty members are required to provide 8 to 10 complete research experiences (accompanied by written research assignments) in the laboratory component of this course, but the topics studied and the content of the assignments may vary. Finally, individual faculty members develop their own schedule of exams and additional course assignments.

The textbook for this course is the seventh edition of *Introduction to Psychology* by James W. Kalat. Kalat's area of specialization is biological psychology, and I find his knowledge to be a good complement to my own background in social and personality psychology. The choice of textbook for this introductory course is left to the individual faculty members who teach it, though each selects the most recent edition of a text. If a text has not been updated in two years, I typically switch to one by a different author. Other textbooks I have used for this course are *Psychology*, by David G. Myers, *Psychology*, by Henry Gleitman et al., and *Psychology: The Adaptive Mind*, by James S. Nairne.

Course Planner

Week 1. The Scientific Discipline of Psychology and Its History (Chapter 1)

- Defining psychology
- The beginnings: the merging of philosophy and physiology
- Early schools of thought: structuralism and functionalism
- Development of the discipline
- Current perspectives: psychodynamic, humanism, behaviorism, cognitive, social cognitive, evolution, neuroscience, and behavior genetics

First Lab Day. Research Methodology and Statistics (Chapter 2)

Lab Lecture Topics [*Note*: Subsequent labs involve engaging in a research experience, not lecture, and thus are not outlined in this syllabus.]

- Steps in the research process
- Methodologies: single case studies, observation, survey, and experiment
- Identifying and defining variables
- Internal and external validity
- Human and animal ethics
- Descriptive statistics: central tendency, variability, and correlation
- Understanding statistical significance
- Creating graphs

Lab Report #1: Applying your knowledge of methodological and statistical concepts

Week 2. Biological Bases of Behavior (Chapter 3)

- Physiological techniques
- Major divisions of the nervous system
- Organization, location, and function of brain structures and lobes
  Additional Reading: Excerpts from *The Man Who Mistook His Wife for a Hat and Other Clinical Tales* by Oliver Sacks
- Hemispheric differences, including split-brain research
  Additional Reading: "The Split Brain in Man" by Michael Gazzaniga

- Neural communication
- Neurotransmitters and their role in Parkinson's disease, Alzheimer's disease, and depression

Lab Report #2: Experimental study on hemispheric differences (this is described in detail in the Student Activities section of this syllabus)

Week 3. Sensation and Perception (Chapter 4)

- Psychophysical properties of light and sound
- Structures of the eye
- Communication within the visual system
- Theories of color vision
- Thresholds
- Perceptual organization, including Gestalt principles of grouping
- Movement and depth perception
- Optical illusions
- The nonvisual senses: auditory, vestibular, cutaneous, and chemical senses

Lab Report # 3: Experimental study exploring cortical representation and touch (this is described in detail in the Student Activities section)

Week 4. Motivation and Emotion (Chapters 11 and 12)

- Theories of motivation
- Hunger motivation
- Work motivation
- Measuring emotion
- Theories of emotion
- Types of emotion: happiness, sadness, fear, and anger

First Exam: Chapters 1, 2, 3, 4, 11, and 12

Week 5. Human Development (Chapter 10)

- Genetics
- Prenatal development
- Developmental milestones in infancy
- Sensory and perceptual developments: vision and hearing
- Cognitive development: Piaget, Kohlberg, and Gilligan
- Gender influences

- Social development: Erikson
  Additional Reading: "The Nature of Love" by Harry F. Harlow
- Adolescence and adult development

Lab Report #4: Naturalistic observation of gender differences in social behavior, completed in pairs

Week 6. Learning Theories (Chapter 6)

- Behaviorism
- Operant conditioning: Thorndike and Skinner, shaping, reinforcement, punishment, schedules of reinforcement, and applications (e.g., behavior modification)
  Additional Reading: "The Town B. F. Skinner Boxed" by Steve Fishman
- Classical conditioning: Pavlov and Watson, stimulus-response pairings, conditioned taste aversions, and applications (e.g., drug tolerance)
- Observational learning
  Additional Reading: "Transmission of Aggression through Imitation of Aggressive Models" by A. Bandura et al.

Lab Report #5: Single case research: operant conditioning of *Sniffy the Virtual Rat*, completed in pairs

Week 7. Memory (Chapter 7)

- Review brain structures associated with memory
- Information processing model
- Methods for assessing memory
- Long-term memory storage, including levels of processing, encoding specificity, and mnemonic devices
- Retrieval of memory
  Additional Reading: "Creating False Memories" by Elizabeth F. Loftus
- Amnesia and Alzheimer's disease

Lab Report #6: Experimental study on levels of processing

Week 8. Cognition (Chapter 8)

- Thinking
- Categorization
- Problem solving
- Expertise
- Decision-making process and heuristics

Second Exam: Chapters 6, 7, 8, and 10

Week 9. Social Psychology, Part 1 (Chapter 14)

- Attitudes and persuasion
- Attribution

  Additional Reading: "The Fundamental Attribution Error in Detecting Deception" by Maureen O'Sullivan
- Stereotyping, prejudice, and discrimination
- Interpersonal attraction and close relationships

Lab Report #7: Correlational study examining the relationships between self-monitoring scores and aspects of dating relationships (see "Self-monitoring and Commitment to Dating Relationships: A Classroom Demonstration" by Jeffry A. Simpson)

Week 10. Social Psychology, Part 2 (Chapter 14)

- Social influence processes: conformity, compliance, and obedience

  Student-led Discussions: In groups of three or four, students lead the discussion of one chapter from *Influence: Science and Practice* by Robert B. Cialdini. Each of the main chapters focuses on a different weapon of influence. In their discussions, students need to be prepared to talk about what the weapon of influence is, why it works, specific research studies and findings that support the weapon, specific social influence techniques that rely on the weapon, and what (if any) effective defenses there are against the weapon. During the discussions, students are also to provide examples (from both the book and their own lives) of the weapon. Each group has approximately 20 to 25 minutes to lead its part of the discussion. I typically dedicate two 50-minute class sessions and one laboratory session to this assignment.
- Group influences
- Pro-social behavior

  Thinking Critically About Social Influence Paper: This paper is based on what students learn from Cialdini's book *Influence: Science and Practice*. Students locate a series of advertisements for the same product. Then they identify the strategies being used and justify those choices. Next they evaluate the effectiveness of the influence strategies in the advertisements. Finally they develop a new advertisement for the product, using at least one influence strategy that has not been identified in the previous set of advertisements. Students typically have two weeks to prepare this assignment. Their papers must be typed and double-spaced and not exceed six pages; they must be in an essay format that includes an opening statement, a body that addresses the points outlined above, and a final conclusion.

Week 11. Personality (Chapter 13)

- Psychodynamic approach: Freud's structure of personality, psychosexual stages of development, defense mechanisms, and Jung's perspective
- Humanistic approach: Rogers, Maslow, self-concept, and self-esteem
- Trait approach: The Big Five approach

Lab Report #8: Correlational study examining relationships between the Big Five personality traits and academic performance

Week 12. Testing and Intelligence (Chapter 9)

- Standardization and norms
- Reliability and validity
- Types of tests
- Intelligence

Third Exam: Chapters 9, 13, 14, and *Influence: Science and Practice*

Week 13. Psychopathology and Treatment, Part 1 (Chapters 15 and 16)

- Definitions of abnormality
- Theories of psychopathology
- Anxiety disorders
- Somatoform disorders

Lab Report #9: Naturalistic observation of the use of territorial markers in the library

Week 14. Psychopathology and Treatment, Part 2 (Chapter 16)

- Mood disorders
- Schizophrenia
  Additional Reading: "On Being Sane in Insane Places" by David Rosenhan
- Dissociative disorders

Comprehensive Final Exam: All chapters and readings covered during the semester

Teaching Strategies

Introduction to Psychology serves as a survey to the entire discipline of psychology and, as a result, demands that a great deal of basic factual information be presented to the students. Thus, a portion of every class period (about 65 to 70 percent) needs to be dedicated to delivering information in a lecture format. I find, however, that students develop a greater understanding of the course topics when they can engage with, practice, or observe the principles and concepts being presented in the lecture. To that end, I plan at least one in-class activity or demonstration for every class meeting. The following are examples of some of the different types of ways I use various pedagogical techniques to teach this course.

- **Practice Sets**. Students identify or generate examples of Piaget's stages of cognitive development, schedules of reinforcement, or independent and dependent variables. The practice sets I use generally do not quiz students on their memory for particular definitions but instead challenge them to apply the concepts they have been learning to new, and oftentimes real-life, information.
- **Replications of Classic Studies**. Students discuss or replicate the creation of false memories or the framing effect.

- **Demonstrations**. Students complete the Big Five Personality inventory, create a human chain to demonstrate principles of neural communication, or shape another student's behavior by using candy as the reinforcer.
- **Videos/DVDs**. Students watch short clips from *The Mind, The Brain, Obedience*, and other films. I use clips to generate discussion and help students understand the application of concepts to real life; for example, after talking about the role of neurotransmitters in Parkinson's disease, we watch a clip from *Awakenings* and then discuss the relationship between our knowledge of this disorder with what we saw in the movie, as well as how to treat the disease.
- **Debates**. Students are assigned a particular side of an issue (e.g., the ethics of animal research), do research to prepare their arguments, and then debate it. During the debate they are to outline the strongest arguments on their side of the issue in response to critics on the other side and outline the major flaws in the opposing side's position. Following a debate I have my students write a short in-class response to the topic.
- **Personally Relevant Examples**. Students listen to current music clips that I play in class to demonstrate the concepts of categorization and prototype, or they watch a televised athletic event and note the types of attributions made for an athlete's behavior.
- **Applications of Concepts**. Students view a photograph or painting and identify the monocular depth cues that are present in it.
- **Experience Reading Journal Articles**. Students read articles I select that describe classic research studies in the field, or current articles that highlight what research is taking place today.

Finally, for each weekly topical area I try to describe at least two actual research studies on which our knowledge is based. While this provides an appropriate vehicle for introducing how psychologists know what they know, it is also a great way to review concepts related to methodology and statistics throughout the semester.

Lab Component

The laboratory component of this course makes evident the crucial role that research plays in understanding psychological principles. During this part of the course, students examine the strengths and limitations of different research methodologies, and they develop an understanding of the statistical approaches psychologists employ. Every week, I give my students hands-on opportunities to execute techniques used by psychologists and to expand their understanding of the psychological concepts related to the topical theme in that week's lecture. Throughout the semester, I expose my students to observational, correlational, and experimental studies and ask them to compute and/or interpret measures of central tendency, variability, correlation, and significance testing.

During a typical two-hour laboratory session, students either design and conduct their own research study or they participate in an instructor-designed study. By the end of the session, they have examined the literature related to the principle studied, discussed details of the research methodology (including ethical considerations), collected data, and examined the requirements for the corresponding laboratory report. Each report requires students to address a subset of the following issues:

- Develop hypotheses rooted in the psychological literature
- Identify methodological concepts (e.g., type of design, independent/dependent variables, operational definitions, confounds, controls)
- Compute statistics from the data

- Represent the results in graphical or tabular form
- Interpret findings and compare with hypotheses
- Evaluate the study in terms of its methodological strengths and limitations (e.g., internal validity, external validity)
- Propose future research studies

Student Evaluation

Students' final course grades are based on three types of assignments: laboratory reports, the critical thinking paper, and exams. The exams consist of definition, identification, short-answer, and free-response (essay) questions that emphasize the application and integration of course concepts, rather than basic memorization of information. The contributions of the individual assignments to the final course grade are as follows:

	Points	Percentages
Laboratory reports (nine)	220	27.5%
Critical thinking paper	80	10.0%
One-hour exams (three @ 100 points each)	300	37.5%
Two-hour comprehensive final exam	200	25.0%
Total:	800	100%

Grades are assigned as follows:

98%	A+	73%	C
93%	A	70%	C-
90%	A-	68%	D+
88%	B+	63%	D
83%	B	60%	D-
80%	B-	59 and below	F
78%	C+		

Teacher Resources

Aronson, Elliot. *The Social Animal*. 9th ed. New York: Worth Publishers, 2004.

Bolt, Martin. *Instructor's Resource Manual to Accompany David G. Myers "Psychology," 7th ed*. New York: Worth Publishers, 2004.

Halonen, Jane. *The Critical Thinking Companion for Introductory Psychology*. New York: Worth Publishers, 1995.

Kalat, James W. *Introduction to Psychology*. 7th ed. Belmont, Calif.: Thomson/Wadsworth, 2005.

Melucci, Nancy J. *Instructor's Resource Manual for Kalat's "Introduction to Psychology," 7th ed*. Belmont, Calif.: Thomson/Wadsworth, 2005.

Myers, David G. *Psychology*. 7th ed. New York: Worth Publishers, 2004.

Teaching of Psychology articles.

Additional Readings

Bandura, A., D. Ross, and S. A. Ross. "Transmission of Aggression through Imitation of Aggressive Models." *Journal of Abnormal and Social Psychology* 63 (1961): 575-82.

Cialdini, Robert B. *Influence: Science and Practice*. 4th ed. Boston: Allyn and Bacon, 2001.

Fishman, Steve. "The Town B. F. Skinner Boxed." *Health* (January/February, 1991): 50–57.

Gazzaniga, Michael. "The Split Brain in Man." *Scientific American* 217 (1967): 24–29.

Harlow, Harry F. "The Nature of Love." *American Psychologist* 13 (1958): 673-85.

Kinsbourne, M., and J. Cook. "Generalized and Lateralized Effects of Concurrent Verbalization on a Unimanual Skill." *Quarterly Journal of Experimental Psychology* 23 (1971): 341-45.

Loftus, Elizabeth F. "Creating False Memories." *Scientific American* 277 (September 1997): 71–75.

O'Sullivan, Maureen. "The Fundamental Attribution Error in Detecting Deception: The Boy-Who-Cried-Wolf Effect." *Personality and Social Psychology Bulletin* 29, no. 10 (2003): 1316-27.

Rosenhan, David. "On Being Sane in Insane Places." *Science* 179 (January 1973): 250-58.

Sacks, Oliver. *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*. New York: Touchstone, 1985.

Simpson, Jeffry A. "Self-monitoring and Commitment to Dating Relationships: A Classroom Demonstration." *Teaching of Psychology* 15, no. 1 (1988): 31–33.

Multimedia

Alloway, Tom, Greg Wilson, and Jeff Graham. *Sniffy the Virtual Rat Pro, Version 2.0*. 2nd ed. Belmont, Calif.: Thomson/Wadsworth, 2005. CD-ROM.

The Brain: Teaching Modules. 2nd ed. Produced by Colorado State University for the Annenberg/CPB Project, 1997. Distributed by Annenberg Media. The 32 modules range from 5 to 20 minutes. [This series is no longer available, but the episodes can be watched as streaming online video on the Annenberg Media Web site, www.learner.org/resources/series142.html.]

The Mind: Teaching Modules. Produced by Colorado State University, 1999. Distributed by Annenberg Media.
This series can be watched as streaming online video on the distributor's Web site, www.learner.org/resources/series150.html#.

Obedience. N.p., 1969. Distributed by Pennsylvania State University Media Services.
Information about this authentic footage of Milgram's study can be found at www.medianet.libraries.psu.edu/up/. For rental information, contact the distributor by calling 800 826-0132 or 814 865-6314, or by sending an e-mail to mtssmed@mtss.libraries.psu.edu.

Student Activities

For this section I have chosen two examples of activities and laboratory projects my students do in the Introduction to Psychology course: "An Experimental Study on Hemispheric Differences" and "An Experimental Study on Cortical Representation and Touch." These activities and projects address biological bases of behavior and sensation, topics that are often challenging for new instructors. They are also easy to create in a high school context and require little equipment. I have included detailed handouts on how to conduct each project and the types of response you might ask your students to provide after completing each exercise.

In addition to the two activities I describe here, I strongly recommend that you give your students the critical thinking exercise called "New Superheroes (Exercise 2.3)" from Jane Halonen's *The Critical Thinking Companion for Introductory Psychology*. This exercise asks students to write a paper in which they create and describe a superhero who possesses an augmented brain area and a super power that results from this brain enhancement. Students are to describe:

- the superhero's super power;
- the brain structure that has been enhanced;
- how this enhancement has led to the super power;
- how this super ability would work in a rescue situation; and
- what the superhero would look like, taking care to include any unique features that are directly associated with the superhero's augmented brain structure.

An Experimental Study on Hemispheric Differences

The focus of this lab is to explore the organization of the brain: specifically, which parts of the brain control which functions. Scientists use many different techniques to investigate this question. The study you are about to do attempts to replicate and extend a study conducted by Kinsbourne and Cook.[23]

We will borrow a simple technique commonly used in neuroscientific studies—an interference task—to determine whether the right hemisphere or the left hemisphere primarily controls language. The method we will be using was developed after the discovery that when one brain region controls two different tasks and these tasks are performed simultaneously, there is often a decrease in performance of one or both tasks. This decrease in performance is called *interference*. This idea is a natural analog to what happens when you run two programs simultaneously on one computer with limited capacity, versus running them on two separate computers.

In this study you will be asked to balance a dowel rod (48 inches long and three-eighths- or one-half-inch in diameter) on the index finger of your left or right hand. For half of the trials, you will do this silently; for the other half, you will simultaneously perform a simple language task (listing words that rhyme with a target word). In order to control for practice effects, four target words have been selected for this study; the target words are similar in the number of possible rhyming words and the commonality of the rhyming words one can generate for each target word. We will be comparing how long you are able to balance the rod under these different conditions.

You will receive four handouts for this lab: the directions, a data collection schedule sheet, questions to answer in your laboratory report, and a data summary sheet.

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23. M. Kinsbourne and J. Cook, "Generalized and Lateralized Effects of Concurrent Verbalization on a Unimanual Skill," *Quarterly Journal of Experimental Psychology* 23 (1971): 341-45.

Hemispheric Differences
Directions

Be sure to read all of the following instructions carefully before beginning. You should also keep in mind that in order to answer the laboratory questions you will need to review class lectures and textbook information on brain organization.

1. **Pairing Up**. Find a partner with whom you can collect data and decide who will be Participant 1 and who will be Participant 2.

2. **Practice Session for Participant 1**. Participant 1 will complete a practice session while Participant 2 times it with a stopwatch. Participant 2 should begin timing when Participant 1 lets go of the rod with one hand and begins balancing it with the other. If the rod falls, Participant 1 should pick it up and keep going until the practice period is over.

   Participant 1 should now stand up and try to balance the rod on the tip of the *right* index finger for a total of 1 minute. Participant 1 may need to move around quite a bit to keep the rod balanced. Next, Participant 1 should practice with the *left* index finger for a total of 1 minute. Then, Participant 1 should practice with the right finger again for 1 minute, and finally with the left again for 1 minute.

3. **Test Sessions for Participant 1**. Two orders in which to complete the four conditions have been selected with the purpose of counterbalancing the conditions. Participant 1 will follow this schedule:

   - **Trial 1 (right/silent)**. Balance the rod on the *right* index finger while remaining completely silent.
   - **Trial 2 (left/silent)**. Balance the rod on the *left* index finger while remaining completely silent.
   - **Trial 3 (right/verbal)**. Balance the rod on the *right* index finger while listing words that rhyme with *flash*.
   - **Trial 4 (left/verbal)**. Balance the rod on the *left* index finger while listing words that rhyme with *tip*.

Now, Participant 1 should place the rod on the index finger of the right hand. On the silent trials, Participant 1 should remain completely silent. On the verbal trials, Participant 1 will list aloud those words that rhyme with a target word. Participant 2, begin timing when Participant 1's nonbalancing hand lets go of the rod. Stop timing when the rod falls, is dropped, or touches any body part other than the supporting index finger. *The rod must be balanced for at least 5 seconds for the trial to count. If you do not get to 5 seconds, do the trial over!* Stop timing after a maximum of 180 seconds (3 minutes) of balancing per trial.

Record on the data collection schedule sheet on the next page the number of seconds that Participant 1 was able to balance the rod each time. *All of the times must be recorded on the data collection sheet, rounding to the nearest whole number of seconds.*

4. **Practice Session for Participant 2**. Participant 2 should now complete the practice session while Participant 1 keeps time. Remember that Participant 2 is to do a total of 1 minute with the index finger on the *right* hand, 1 minute with the index finger on the *left* hand, then 1 minute with the right finger again, and finally 1 minute with the left finger again.

5. **Test Sessions for Participant 2**. Participant 2 should now complete the test sessions while Participant 1 records the time. The data collection schedule is as follows:

   - **Trial 5 (left/verbal)**. Balance the rod on the *left* index finger while listing words that rhyme with *tap*.
   - **Trial 6 (right/verbal)**. Balance the rod on the *right* index finger while listing words that rhyme with *back*.
   - **Trial 7 (left/silent)**. Balance the rod on the *left* index finger while remaining completely silent.
   - **Trial 8 (right/silent)**. Balance the rod on the *right* index finger while remaining completely silent.

Record on the data collection schedule sheet the number of seconds that Participant 2 was able to balance the rod each time.

6. **Submit Data Sheets**. Submit your completed data collection schedule sheets for both participants.

Hemispheric Differences
Data Collection Schedule Sheet

Participant 1

Name: _____

Gender: Male Female

Trial #	Participant	Hand	Condition	Time (rounded to the nearest second)
1	Participant 1	Right	Silent	_____ seconds
2	Participant 1	Left	Silent	_____ seconds
3	Participant 1	Right	Verbal #1	_____ seconds
		(Verbal task #1: list words that rhyme with *flash*)		
4	Participant 1	Left	Verbal #2	_____ seconds
		(Verbal task #2: list words that rhyme with *tip*)		

Participant #2

Name: _____

Gender: Male Female

Trial #	Participant	Hand	Condition	Time (rounded to the nearest second)
5	Participant 2	Left	Verbal #3	_____ seconds
		(Verbal task #3: list words that rhyme with *tap*)		
6	Participant 2	Right	Verbal #4	_____ seconds
		(Verbal task #4: list words that rhyme with *back*)		
7	Participant 2	Left	Silent	_____ seconds
8	Participant 2	Right	Silent	_____ seconds

Hemispheric Differences
Laboratory Report

After practicing a motor task with each hand, you performed the same task with each hand while either speaking or remaining silent. The raw data have been provided for you on a data summary sheet (see the next page). Compute the appropriate measures of central tendency and variability for the data set. Then, answer the following questions.

1. State the hypothesis regarding performance on this task (be sure to state it in terms of the operational definitions of variables used in this study). Then, provide a rationale for the hypothesis. Base the hypothesis and justification on (a) the concept of interference described on the instruction sheet, and what your book claims about (b) which hemisphere is involved in verbal tasks and (c) which hemisphere is involved when performing a motor task with the left versus the right hand.

2. Identify the two independent variables we manipulated in this study and give the levels of each.

3. What is the dependent variable in this study and how was it operationalized? Be specific!

4. Using a computer program, create a bar graph to depict the results in a manner that allows the hypothesis to be examined directly. Be sure to label the axes appropriately.

5. Verbally describe the findings depicted in your graph. Indicate whether the data supported or failed to support the hypothesis. Then, explain why you think it was supported or why you think it was not supported.

6. Identify two procedures used as controls in this study and explain what each controlled for.

7. Identify two factors we did not control for in our study. Explain why they are a problem.

8. What do the results of our experiment suggest about hemispheric differences in verbal ability?

9. Create a future research study that you would conduct in this area.

Hemispheric Differences
Data Summary Sheet

Student	Left Hand Silent	Right Hand Silent	Left Hand Verbal	Right Hand Verbal
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				
K				
L				
M				
N				
O				
P				
Q				
R				
S				
T				
U				
V				
W				
X				
Y				
Z				
AA				
BB				
CC				
DD				

An Experimental Study on Cortical Representation and Touch

In this lab you will compare how well you can tell which one of your fingers and which one of your toes your partner is touching. You will receive four handouts for this lab: the directions (including the chart for the random orders of the five digits), the data collection sheet, questions to answer on the laboratory report, and the data summary sheet.

Cortical Representation and Touch
Directions

Review the research on the cortical representation of touch. Based on this review, generate a hypothesis and write it here:

_____

_____

To test this hypothesis, we will use the tip of a toothpick to touch each finger on one hand three times in a random order; similarly, we will use the tip of a toothpick to touch each toe on one foot three times in random order. Thus, we will conduct 15 trials to test localization ability for the two different parts of the body (i.e., finger versus toe).

1. Toes and fingers are numbered in the following orders: The big toe is number 1 and the little toe is number 5; the thumb is number 1 and the pinkie is number 5.

2. We will use a table of random orders to determine the order in which you will touch the fingers and toes. Be sure you have each digit listed three times in each 15-trial sequence. Each partner will select a different sequence and keep it private.

Random Orders of the Five Digits

Random Orders	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10	Trial 11	Trial 12	Trial 13	Trial 14	Trial 15
Order 1	5	5	1	4	2	1	5	2	3	2	3	1	4	4	3
Order 2	4	1	4	3	3	5	3	1	2	1	4	5	2	5	2
Order 3	1	4	3	5	5	3	2	4	2	3	5	1	1	2	4
Order 4	1	3	5	2	2	4	1	3	4	4	2	5	3	1	5
Order 5	3	2	2	4	1	2	4	5	5	5	1	3	4	3	1
Order 6	2	3	1	5	4	1	3	4	1	5	2	4	3	2	5
Order 7	5	4	2	1	3	2	3	4	1	5	1	4	3	5	2
Order 8	2	3	2	1	4	1	4	3	5	5	2	4	3	1	5
Order 9	1	5	5	3	3	4	1	2	4	3	5	2	1	4	2
Order 10	2	2	1	5	4	4	2	5	3	3	1	4	3	1	5

3. Flip a coin to decide whether the first person will be tested on the right hand and foot or on the left hand and foot. Your partner will be tested on the opposite side (i.e., if you are tested on the right side, your partner will be tested on the left side).

4. Flip the coin again to determine whether you will test the hand first or the foot first. Your partner will be tested in the opposite order (i.e., if your hand is tested first, your partner's foot will be tested first).

5. Practice first by touching each finger and each toe in order, starting with number 1 and ending with number 5. Be sure you are touching lightly on the pad of each finger and toe, yet firmly enough that your partner can feel each touch.

6. The person being tested should keep his or her eyes closed for the entire testing period. The experimenter should ask "which one?" after touching each finger and toe. The participant should then say the number of the digit he or she thinks was touched on that trial.

7. *Do not give any feedback*. Simply record on the data collection sheet whether the correct digit is named on each trial or not.

8. After both the hand and foot are tested for one person, switch experimenter/participant roles. Do not forget to practice again before beginning the new test.

9. When both partners have been tested, summarize your results in the table at the bottom of the data collection sheet. Enter the number of correct identifications for each finger and toe for each person separately. The lowest possible score is 0 (never correctly identifying being touched on that digit) and the highest possible score is 3 (correctly identifying being touched on that digit every time).

Cortical Representation and Touch
Data Collection Sheet

Using the chart for the random orders of the five digits, select one random order and in the *Hand Trials* column write the digits for each of the 15 trials. Then, select a different random order and write it in the *Foot Trials* column.

Hand Trials				*Foot Trials*		
Order:	***First***	***Second***		***Order:***	***First***	***Second***
Side Tested:	***Right***	***Left***		***Side Tested:***	***Right***	***Left***
1.	Correct	Incorrect		1.	Correct	Incorrect
2.	Correct	Incorrect		2.	Correct	Incorrect
3.	Correct	Incorrect		3.	Correct	Incorrect
4.	Correct	Incorrect		4.	Correct	Incorrect
5.	Correct	Incorrect		5.	Correct	Incorrect
6.	Correct	Incorrect		6.	Correct	Incorrect
7.	Correct	Incorrect		7.	Correct	Incorrect
8.	Correct	Incorrect		8.	Correct	Incorrect
9.	Correct	Incorrect		9.	Correct	Incorrect
10.	Correct	Incorrect		10.	Correct	Incorrect
11.	Correct	Incorrect		11.	Correct	Incorrect
12.	Correct	Incorrect		12.	Correct	Incorrect
13.	Correct	Incorrect		13.	Correct	Incorrect
14.	Correct	Incorrect		14.	Correct	Incorrect
15.	Correct	Incorrect		15.	Correct	Incorrect

Tables

Calculate the total number of correct for each finger. There were three trials on each finger, so scores can range from 0 correct to 3 correct.

Finger 1	Finger 2	Finger 3	Finger 4	Finger 5

Calculate the total number of correct for each toe. There were three trials on each toe, so scores can range from 0 correct to 3 correct.

Toe 1	Toe 2	Toe 3	Toe 4	Toe 5

Cortical Representation and Touch
Laboratory Report

You should prepare answers to the following questions. Use the data presented in the data summary sheet to calculate your results.

1. What was your hypothesis in the present study? Cite research to support your prediction.

2. Would this study be more accurately described as an experiment, a correlational study, or an observational study? Justify your choice. If you selected an experiment, identify the independent variable(s) and provide the levels of each independent variable.

3. Name the dependent variable used in this study. Provide the operational definition for that variable.

4. Identify two factors in this study that were controlled and explain what we did in the procedures of our study to control for them.

5. Identify one aspect of this study that needs to be controlled better. Explain your reasoning.

6. Using the data from the full class, compute the mean correct score for each digit on the hand and for each digit on the foot. Also compute the mean number correct for the "hand condition" (across all five digits) and the mean number correct for the "foot condition" (across all five digits). Compute the accompanying standard deviation as well.

7. Using a computer program, prepare a graphical representation of the class's results for both the "hand condition" and the "foot condition" (you do not need to show the five fingers separately, nor the five toes separately). Be sure to label the axes and bars appropriately.

8. What was the advantage in using data from the whole class instead of data from only one student?

9. Overall, do the results support your hypothesis? Make references to specific aspects of the results to justify your conclusion.

10. Considering the scores for each digit of the hand and for each digit of the foot, what do the results of this study suggest about the role of the cortex in touch sensitivity?

11. Evaluate the external validity of this study.

Cortical Representation and Touch
Data Summary Sheet

Participant	Finger 1	Finger 2	Finger 3	Finger 4	Finger 5	Toe 1	Toe 2	Toe 3	Toe 4	Toe 5
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
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Sample Syllabus 8

Salvador Macias
University of South Carolina Sumter

University Profile

Location and Environment: The University of South Carolina Sumter is a regional campus of the University of South Carolina system. The school serves the local surrounding counties, an area of some 250,000 mostly suburban and rural residents. A little over 75 percent of our students come from Sumter County (population about 100,000), and another 12 percent are active-duty military and veterans. The close proximity of the campus to Shaw Air Force Base enables the school to keep a student services office on base for the active-duty students and to offer five eight-week semesters on base. All of our students commute to campus, and about 60 percent of them are enrolled full-time; approximately 35 percent are first-generation college students.

Type: We are primarily a two-year state institution, offering the first two years of a standard liberal arts college education and associate degrees in arts and sciences. In conjunction with the senior institutions of the USC system, we also offer substantial course work toward baccalaureate degree programs (in some cases, complete degree programs) in selected fields of study.

Total Enrollment: Approximately 1,200

Ethnic Diversity: African Americans compose approximately 27 percent of the student population; Hispanics/Latinos, approximately 3 percent; Asian Americans, approximately 2 percent; and Native Americans, approximately 1 percent. These percentages reflect an overall increase in minority students of about 10 percent in the past 15 years.

Personal Philosophy

I often wonder if instructors in other disciplines envy us. I am sure that my colleagues in other subject areas find their fields of study every bit as appealing as I do psychology, but I doubt that as many of their students come into the classroom with the same curiosity and eager anticipation as those who walk into an introductory psychology course. As long as I can keep from ruining a good thing, my battle is half won!

I expect my students to be fascinated about why we humans do what we do. I assume they will find causes and descriptions of normal (and, of course, abnormal) behavior both mystifying and captivating. Usually I am right, but what is just as true is that they come in with many preconceived notions and fundamental errors in their logic and beliefs about behavior. The trick is to disabuse them of the latter without squelching the former—and this is tricky, indeed.

I suppose that the nearest I have to what might be called a bumper-sticker philosophy is "even though some people may not live *up* to your expectations, everyone will live *down* to them." That is, if we set our expectations very low, no one will exceed them; they will have no reason to. If earning grades does not require reading the textbook, attending class, critically understanding the material, and so on, only very unusual students will bother to do so. On the other hand, if we have high expectations, most students will respond by trying to meet them, to do their best, to learn and achieve what is requested. Of course, the atmosphere of such a classroom needs to be respectful and friendly, yet still serious about the job at hand.

One of the most enjoyable aspects of teaching introductory psychology is that it is so easy to show its application to students' everyday experiences. Once explained, it is clear to students that basic psychological concepts like *confirmation bias* and *availability heuristic* are part of all of our lives. The inaccuracy of our long-term memories and the impact of classical and operant conditioning on the development of our taste in music, clothing, and our very values and morals are relatively easy to demonstrate. Even the most stubborn student must admit that psychology has relevance, that it is important.

Class Profile

Psychology 101 is an introduction to the field of psychology. It serves as the prerequisite for all 200-, 300-, and 400-level courses. The course has no prerequisites; it assumes no special background and is accessible to any regularly admitted first-year student. Still, compared to many first-year courses, Psychology 101 is somewhat demanding, and students are expected to maintain a fairly constant, though certainly manageable, study schedule. Because of this, we suggest to the student advisors that they recommend delaying enrollment in Psychology 101 for students who were admitted under circumstances suggestive of less than optimal academic preparation. These students will be better prepared for the course by their second college semester, if not their second year. While introductory psychology is not as conceptually demanding as many college courses, it is a rigorous scientific course, and such students may need to develop their academic skills a little more before tackling it. Students who have made it through a full year of college have demonstrated that they are ready for the courses that might have challenged their abilities when they were first admitted.

Usually five sections of Psychology 101 are taught during the fall semester, four in the spring, and two in the summer. Two of the three full-time psychology professors handle all of the introductory courses. We follow a prescribed core of topic areas but have some individual freedom about how we teach the course, and we develop our own individual syllabi.

The course schedule is a standard 16-week semester. The day classes meet either three times a week for 50 minutes or twice a week for 75 minutes. The school offers two 8-week evening terms during each semester; these meet twice a week for 2-1/2 hours.

Psychology 101 typically has about 25 students in each section. We cap enrollment at 40, though we rarely need to implement this rule since we try to offer sufficient sections to meet the needs of our students without expanding class sizes. We generally allow courses to proceed even if only 8 to 10 students are registered. Our introductory course does not have a laboratory component.

Advanced Placement Credit

Students who meet the regular admission criteria at USC Sumter should be prepared to take on the challenges of typical first-year college courses. Students who arrive with AP credit obviously are among the most prepared. Those who have earned a grade of 3 or higher on the AP Psychology Exam are granted credit for this course, and our experience with such students suggests that they are indeed amply prepared for advanced studies.

While a grade of 3 or higher on the AP Psychology Exam will earn three hours credit for Psychology 101, fewer than 5 percent of our students arrive with any advanced placement credit. The published admission criteria to USC Sumter stipulates college-preparatory high school course work, and the typical successful applicant has an SAT score of about 960. The community nature of our campus and our 17 to 1 student to faculty ratio allow us to provide students with individual attention and an opportunity to develop their academic skills while earning college credit.

Psychology and Other Majors

Because we do not offer baccalaureate degrees in our own name, many students do not declare majors when they apply. In fact, approximately 40 percent designate an undeclared major. Among the majors for which students must transfer to graduate, psychology proves to be one of the more prevalent, with about 4 percent of incoming students declaring it as their intended major. All of the senior institutions of the University of South Carolina offer a Bachelor of Arts and/or a Bachelor of Science degree in psychology. The main flagship campus offers master's and doctoral degrees as well.

Regardless of major, the introductory psychology course remains one of the most popular on campus, with approximately 50 percent of the incoming students registering for the course and approximately 75 percent of all students eventually taking it. This means that about two-thirds of all Psychology 101 students are first-year students, which, of course, influences the class dynamics and teaching strategies.

Course Overview

The standard textbook definition of psychology is that it is the scientific study of behavior and mental processes. This definition has two components: what is studied (behavior and mental process), and how this is studied (scientifically). Both of these components are equally important, and I make a very strong effort to present not only the basics of behavior (*what* we know) but also the philosophy and methodology of science (*how* we know it).

The following statement comes from the course syllabus I give to my students:

> The primary goals for this course are for you to learn the basic concepts, theories, and database of psychology. Thus, we will not remain on any one topic area for very long but will cover all of the basic subfields that compose psychology. The purpose of this approach is to enable you to understand the elements of behavioral science and to be able to apply this knowledge in your other courses (especially upper-division courses in psychology).
>
> Psychology 101 is intended to be a rigorous and serious course about the science of behavior. This type of perspective has obvious importance for those of you intending to continue your study of psychology. Without a strong background based in the fundamentals of the field you will be ill prepared for advanced study. Yet this approach may be even more important for those among you who will never take another psychology course. Psychology 101 may be your last and only chance to discover the science, concepts, and theories of psychology. Psychology majors, at least, will have other opportunities. This knowledge is relevant beyond the psychology classroom; in fact, it is relevant beyond *all* classrooms. We should not waste this opportunity.

In the preface to his 1958 introductory psychology textbook, Donald O. Hebb writes that a course rigorous in scientific merit is just as important for the terminal student as for those who go on to take additional course work. Hebb goes on to say, "If psychology is a science, it should be presented as a science; it is at least as interesting, intellectually, as its applications, and I surely do not need to argue here that basic science is in the long run a very practical training."[24] I hope it is obvious that this approach is as useful now, fifty years later, as it was when this text was first published. I strive to adhere to these principles and implement them in my courses.

24. Donald O. Hebb, *A Textbook of Psychology* (Philadelphia: W. B. Saunders, 1958), viii.

When selecting textbooks, I search for those authors who approach psychology with this same philosophy. I review the chapters on research methods, physiological psychology, and principles of learning most carefully. While it is true that all areas of psychology are (or should be) sound on scientific merit, it is for these areas that I am most concerned that introductory students get the strongest background and sense of the science of psychology. These form the framework for all upper-division courses in psychology, so those students who go on to further study are well served when we cover these subdisciplines especially well. And, as Professor Hebb said, this is even more important for the terminal student.

The textbook for this course is the eighth edition of *Psychology* by Carole Wade and Carol Tavris. The other Psychology 101 instructor and I have made it a policy (though it is our personal choice) to use the same textbook and to keep it for at least one full academic year. If we are satisfied with the text, we continue to use it for another year or two. We do not, however, have a habit of staying with the same authors or publishers; typically, we change textbooks at least every three years.

Like all instructors, I have a very difficult time deciding what should be included and what must be skipped due to the time constraints posed by a single semester of study. Because of the basic nature of Psychology 101 and my primary desire to meet the goals stated earlier in this section, I find that I cannot do justice to many fairly standard areas of psychology. In my view, the most important areas that absolutely must be addressed (thoroughly!) are research methods, physiological or biological psychology, learning (conditioning), memory, personality, abnormality, and therapy. Areas that I consider very important but secondary to these include sensation and perception and intelligence testing. Finally, if I can, I try to include developmental psychology, though depending on the organization of the textbook, I find that I cannot always do so. Areas that, sadly, I almost never am able to include are social psychology, emotions, motivation, consciousness, health psychology, and industrial psychology.

Course Planner

Although the course that is described in this syllabus is taught during a 16-week term, we have only 14 full weeks of class due to holidays, fall or spring breaks, and finals week.

Week 1. What Is Psychology?

Chapter 1

- Class formalities of roll, introductions, syllabus, etc.
- *Student Activity*: "Psychology Myths Quiz" (this is described in the Student Activities section of this syllabus)
- Defining *behavior*
- Psychology—an evolving discipline (review of history and current expansive field)
- Quiz #1 (chapter 1)

Weeks 2 and 3. How Psychologists Do Research

Chapter 2 and Appendix A: Statistical Methods

- What is *science*?
- The nature of scientific theory, falsifiability, the logical absence of proof, etc.
- Example—evolutionary theory
- *Student Activity*: "Coin Toss" (this is described in the Student Activities section)

- How science conducts investigations
- Experiments, observations, surveys, case studies—advantages and disadvantages
- Independent, dependent, control variables, researcher and subject bias
- *Student Activity*: "Design a Study" (this is described in the Student Activities section)
- Descriptive statistics—why is standard deviation important?
- Inferential statistics
- Quiz #2 (chapter 2 and appendix A)
- Exam #1 (chapters 1, 2, and appendix A)

Week 4. Genes, Evolution, and Environment

Chapter 3

- Natural selection
- Intraspecies competition
- Reproductive success
- Relatively constant environment over many generations, environment of evolutionary adaptedness (EEA)
- Variation within population (with genetic basis)
- Relevance of this approach to psychology (e.g., attachment theory, language)
- Quiz #3 (chapter 3)

Weeks 5 and 6. The Brain: Source of Mind and Self

Chapter 4

- Neuron anatomy
- Resting potential, -70 mv, Na+, Cl-, K+, threshold, semipermeability of membrane, all-or-nothing response, concentration and electrostatic forces on ions, action potential, +40 mv
- Synaptic events, neurotransmitters, EPSPs, IPSPs, reuptake; relevance of these to psychoactive drugs (medicinal and recreational)
- Quiz #4 (chapter 4, pages 102-17)
- Peripheral nervous system
- Autonomic-sympathetic and parasympathetic-antagonistic relationship; paradox of sympathetic arousal and nonphysical threats (especially in light of the environment of evolutionary adaptedness)
- Somatic, afferent, efferent
- Brain, brain stem, limbic system, cortex, four lobes
- Quiz #5 (remainder of chapter 4)

Week 7. Sensation and Perception

Chapter 6

- Sensation and perception
- Absolute and difference thresholds
- Vision—anatomy of the eye (cornea, iris, lens, retinal, rods, cones, bipolar cells, ganglia cells); relationship between sensitivity to detail and sensitivity to low light (fovea versus periphery)
- *Student Activities*: "Foveal Versus Peripheral Vision" and "Lens Accommodation Capacity" (these are described in the Student Activities section)
- Color vision—trichromatic and opponent processes
- Quiz #6 (chapter 6)
- Exam #2 (chapters 3, 4, and 6)

Weeks 8 and 9. Learning and Conditioning

Chapter 7

- Defining *learning*
- Classical conditioning—Pavlov's contributions, practical applications (guilt, moral beliefs, desire to achieve good grades, taste in music)
- Quiz #7 (chapter 7, pages 222-33)
- Operant conditioning—Skinner's contributions, three-term contingency, positive and negative, reinforcers and punishers, schedules of reinforcement
- Generalization, discrimination, extinction, and spontaneous recovery for both types of conditioning
- Quiz #8 (remainder of chapter 7)

Week 10. Thinking and Intelligence

Chapter 9

- Concept of testing and assessment
- Reliability
- *Student Activity*: "Test–Retest Difficulties" (this is described in the Student Activities section)
- Validity
- Standardization
- Various ways to define intelligence, IQ definition, concept of mental age
- Biases in testing
- Quiz #9 (chapter 9)

Week 11. Memory

Chapter 10

- Three-store theory
- Sensory memory—iconic, echoic
- *Class Demonstration*: "The Role of Salience" (this is described in the Student Activities section)
- Short-term memory—chunking
- Long-term memory—declarative, semantic, episodic, procedural
- Creative nature of memory
- Contributions of Elizabeth Loftus
- *Student Activity*: "The Role of Perception and Expectation" (this is described in the Student Activities section)
- Quiz #10 (chapter 10)
- Exam #3 (chapters 7, 9, and 10)

Week 12. Theories of Personality

Chapter 13

- Trait theory
- Biological theories
- Learning theories
- Humanistic theories
- Psychoanalytic theories
- Quiz #11 (chapter 13)

Week 13. Psychological Disorders

Chapter 16

- Defining "*abnormal*" behavior
- Concept of disorder
- Prevalence of disorders
- Anxiety, somatoform, dissociative, affective, schizophrenia, and subtypes
- Quiz #12 (chapter 16)

Week 14. Approaches to Treatment and Therapy

Chapter 17

- Biological
- Learning
- Psychoanalytic
- Humanistic
- Group
- Quiz #13 (chapter 17)

Week 15

- Reading day
- Final exam (two-thirds covers chapters 13, 16, 17; one-third is cumulative for the semester)

Teaching Strategies

I have what I call an informal traditional classroom. It is traditional in that I am the instructor and there is no mistaking that fact. My students must address me in the proper fashion, and I expect them to arrive on time and not to leave early. But it is also informal in that we chat, we joke, we visit, and so on in such a way that the class does not generate a threatening or uncomfortable atmosphere. If, on rare occasion (and it is *very* rare), someone must come late or leave early, this is tolerated so long as that individual shows respect for the class at large.

The following description of the teaching strategies I use comes from the syllabus I give to my students:

- **Method of Presentation**. Class meetings are conducted in lecture format with occasional films. Discussions and questions are always welcome and encouraged. By the way, the lectures are presented with the assumption that all reading assignments have been completed.
- **Attendance**. University policy requires that I keep a log of class attendance. I do not, however, use this information for any purpose other than informing the registrar of the last date present if someone stops attending. Points are neither awarded nor deducted because of attendance. This is not to say, however, that attendance is unimportant. The relationship between coming to class and earning high grades is well established and will take care of itself. Thus, I expect you to be present at all meetings. You are responsible for all information covered in class, including unplanned changes in scheduled events (such as exams). Films, demonstrations, lectures, and so on will not be repeated unless by prior arrangement or in the event of a documented emergency.
- **Assignments**. Each class meeting has a scheduled topic and a textbook reading assignment. Although unplanned classwide discussions occasionally break out (since questions are always encouraged and welcome, this is a distinct possibility!) and these have the potential to cause a change in the schedule, *it is nevertheless assumed that the assignments will be completed* ***prior*** *to the meeting for which they have been assigned*. I do not give any out-of-class assignments or outside readings for this course.

I try to maintain an interactive lecture style with my classes. Questions are always encouraged, even solicited. I also find that posing what might appear to be rhetorical questions (only they are not rhetorical; I expect answers and discussion) or requests for real-life examples goes a long way toward maintaining my students' interest and focus while at the same time providing opportunities to gradually and subtly

remove some of the mythology and illogic that often poses as information. If my students' answers and the subsequent discussion are of the nature of "everyone knows that…" or "we hear about all these cases of…," I gently ask why this is so. What is the evidence? In this way I am attempting to teach (and model) scientific reasoning.

Depending on one's personal style, technology can make a nice addition to a classroom. However, I choose to intersperse my lectures with quite a few quick demonstrations and illustrations of various principles. I know this approach is not "modern," but I do not believe that technology can substitute for competence or interest, nor is it usually necessary for explaining the material.

If I do use a film, it is an educational film. Some semesters I may use one or two class meetings to show a full-length film. During other semesters I show only one or two clips. A typical clip may be a segment about schizophrenia from *The Brain*, or I may show a longer segment from *Frontline: Prisoners of Silence* to show the importance of solid research evidence before embarking on an applied program (as well as how one might conduct well-controlled studies of human behavior). Of course, like most instructors, I also ask my substitute to show a film in class if I must be away at a professional conference or meeting, but I try to keep these instances to a minimum.

Student Evaluation

Students take 13 quizzes over the course of the semester, which works out to about one evaluation per week. They take 3 exams over a unit of assigned information. Not all of the questions are on information in the textbook; they also come from material covered in readings, lectures, and films. The course ends with a cumulative final exam.

Assessment	Points	Percent of Final Grade
Quizzes (13 @ 10 points each, with the three lowest scores dropped)	100	18.2%
Unit exams (3 @ 100 points each)	300	54.5%
Final Exam	150	27.3%

Grades are determined according to the following scale:

Grades	Point Totals	Percentages
A	495–550	90–100%
B+	467–494	85–89%
B	440–466	80–84%
C+	412–439	75–79%
C	385–411	70–74%
D+	357–384	65–69%
D	330–356	60–64%
F	below 330	below 60%

Quizzes

Because student study habits tend to match exam schedules, and since it is impossible (and undesirable) to give a large number of major exams, I give regular quizzes throughout the semester. My intent is to provide my students with a frequent source of motivation for studying. Students typically show a study pattern that resembles that which would be generated by a fixed-interval schedule of reinforcement, namely, a scalloped pattern. They study most just before the exam or quiz, then take a post-reinforcement pause with relatively little studying. I wish to shorten this pause.

Quizzes are composed of questions taken only from the reading assignment for that week. Generally this means the vocabulary in the margins or at the ends of the chapters, but on occasion the questions are of a more general nature and not a simple definition. I always give a quiz at the beginning of the class for which it is scheduled, and I always ask if there are any questions before we proceed with the quiz. I try to complete the quizzes in 10 minutes (though it often takes a little longer).

A common complaint and request concerns the timing of the quizzes. Students often ask that I give the quiz at the end of class or only after I have completed a lecture unit. Although I understand their preference, this proves to be pedagogically unwise. The purpose of a quiz is to motivate students to keep up with the reading, not to attempt to glean the relevant information only from the lecture. Also, when I did follow this request for one semester, I noticed many of my students developed the unfortunate habit of using lecture time to read the chapter. Both strategies are less effective than an optimal approach, and my class rules should promote positive learning strategies, not negative ones.

I do not allow make-up quizzes. Students who know in advance that they must miss a class may opt to take the quiz early (their colleagues can hardly complain about preferential treatment because this arrangement allows 24 fewer hours of preparation). But, because "things happen," I do drop the three lowest quiz scores. As I explain to the students, my reason is not to help raise their grades by getting rid of bad scores, though, of course, this does happen; it is to accommodate those emergencies that do occur during a semester by allowing a missed quiz to be dropped. Students who miss more than three quizzes likely have worse problems than a few zeroes on quizzes; they are not accomplishing their academic goals if they are missing that many classes.

Sample Quiz

The following is a short version of a typical quiz.

Directions: Answer the following items in the spaces provided. Point values are indicated.

1. Briefly explain the different functions of dendrites and axons. (2 pts.)
2. Describe the function of the sympathetic nervous system. (2 pts.)
3. Briefly describe the function of the endocrine glands. (2 pts.)
4. State the name of the type of neurotransmitter that functions as the body's natural painkiller. (2 pts.)

Extra credit: Explain the idea of an all-or-nothing response. (2 pts.)

Extra-Credit Pop Quizzes

On occasion I have been known to give unannounced, extra-credit pop quizzes. These might be at the beginning of class, or they might be at the end. Students who habitually come late or leave early will miss these opportunities to earn extra credit. Pop quizzes may be given the same day as regularly scheduled quizzes to discourage students from leaving right after taking the quiz. The material for the pop quizzes

comes from recent lectures or assigned readings, and it is intended to be rather easy. The purpose of these quizzes is to encourage regular attendance and to reward it unpredictably.

Unit Exams

Unit exams contain 10 multiple-choice questions (3 points each), 8 short-answer questions (5 points each), and 2 free-response (essay) questions (15 points each). The short-answer items usually require two to four sentences for complete credit, and they generally request definitions or descriptions. A complete free-response essay usually requires a page or so of information for complete credit.

My strategy for both the multiple-choice and the short-answer questions is to sample from all the assigned reading and the lecture material. Of course, the more important the material (i.e., the more time I spent on it in class), the more likely it will appear on the exam. Still, I do announce that there will be the occasional "surprise" question from the textbook or lecture that was not part of a major discussion. My rationale for this is that students should do all of the assigned reading and attend all of the classes. If they miss one of the surprise questions, it is not likely to have much of an impact on their grade. It may be the difference between an A and a B+, but I do not apologize for this. I think that the difference between an A student and students earning lower grades is the ability to learn this more challenging material in addition to the "obvious" information.

I always announce possible free-response questions in class as that topic is being covered, so there should be no surprises for this part of the exam. Of course, only two of the three to five possible items appear on the exam. Since students cannot guess which two will appear, they must prepare answers to all of them. The topics that do not appear as essay items, nevertheless, do appear in shortened versions as short-answer or multiple-choice items, so the strategy of preparing answers to all possible essay items is likely to be rewarded.

Extra Credit

In addition to quizzes and unit exams, I make two types of extra-credit opportunities available for this class. As I described previously, I provide essay question possibilities in class and advise students to write practice responses to them as part of their study efforts. To encourage this, I offer students the opportunity to turn in their practice essays for review and feedback. They may earn up to 3 points per essay, which will be added to their exam grade. Thus, 9 extra points per exam are usually available as extra credit. To earn the extra credit students must turn in their essays prior to the exam (at the beginning of the exam period is also acceptable). However, for students to receive any feedback, I require the essays a few days before the exam. Receiving them by e-mail is my preferred method, though hard copies are acceptable. I explain that there are three good reasons for writing the practice essays. These are, in order of importance:

1. Students will be engaging in a very effective study method. "Studying" without writing is hardly worthy of the term.
2. If students submit the essays to me with sufficient time, I will provide feedback so they will know if, indeed, they do understand the material or are providing a sufficient amount of it.
3. Students will earn extra-credit points.

As always, I try to practice good pedagogy by rewarding behavior that is likely to help my students meet the goals of the course. Although I consider the extra points to be the least important, I understand that they are likely the strongest motivation. No matter—the students are now more likely to engage in good study habits, which is my intent.

The second source of extra credit is a 2-point question on every quiz, in addition to the five 2-point questions on the reading assignments. The extra-credit questions are on material covered in the previous lecture. Again, I am attempting to practice good pedagogy by encouraging a proven study method: reviewing one's notes frequently.

Final Exam

Two-thirds of the final exam (100 points) is a normal unit exam covering the last few chapters and, as such, has 10 multiple-choice questions, 8 short-answer questions, and 2 essay questions. The remaining third is a cumulative section worth 50 points and consisting of short-answer questions. I give my students limited choices for this latter section. For example, there may be three questions about the same topic of which only two should be answered. Thus, there may be a total of 15 short-answer cumulative questions but the students answer only 10.

The material for the cumulative section comes from all of the essay topics that were announced for the previous three exams. Instead of 15-point essay questions, however, there are 5-point items that ask for less information on those same topics. Typically, I present limited choices for this part of the exam. Thus, since the anatomy and functions of a neuron was an important essay topic in the second exam, I might give two or three choices of short-answer items on the neuron from which students may choose one. Similarly, classical conditioning or operant conditioning are both very important parts of the third exam, so the final exam has short items on those topics for students to choose to answer. Ultimately, students answer 10 cumulative items on the final exam.

Teacher Resources

The following suggested resources will provide the novice AP Psychology instructor (and the experienced one, as well) with many helpful ideas about classroom management, teaching demonstration, topical overviews, and so on. I recommend a casual perusal at first, so as to avoid information shock and a sense of the insurmountable with regard to the amount of work and preparation that may be in store. Having gained a road map of interesting documents, Web sites, listservs, and other resources, you may then, at a more leisurely pace, seek desired information or read up on how others address a particular topic or class situation.

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Halonen, Jane S., and Stephen F. Davis, eds. *The Many Faces of Psychological Research in the 21st Century*. [Washington, D.C.]: Society for the Teaching of Psychology, 2001. http://teachpsych.org/resources/e-books/faces/index_faces.php.

Saville, Bryan K., Tracy Zinn, and Vincent W. Hevern, eds. *Essays from E-xcellence in Teaching, 2004: A Collection of Monthly Essays Originally Published on the PsychTeacher Electronic Discussion List*. Vol. 4. [Washington, D.C.]: Society for the Teaching of Psychology, 2005. http://teachpsych.org/resources/e-books/eit2004/eit2004.php.

Films

The Brain: Teaching Modules. 2nd ed. Produced by Colorado State University for the Annenberg/CPB Project, 1997. Distributed by Annenberg Media.
Episodes 26 and 27 look at the symptoms and etiology of schizophrenia.
[This series is no longer available, but the episodes can be watched as streaming online video on the Annenberg Media Web site, www.learner.org/resources/series142.html.]

Frontline: Prisoners of Silence. Produced by WGBH Educational Foundation and Corporation for Public Broadcasting, 1993. 60 minutes.
This film is about the putative and thoroughly discredited system of "facilitated communication" for people with autism. It first aired on October 19, 1993, and again on December 17, 1996.

Journals

Monitor on Psychology
This contains a lot of current research in a "news" format. It is a good resource for students as well as teachers.

PsycCRITQUES®
This is the electronic version of the former *Contemporary Psychology* journal. I have always found a great deal of interesting and useful information in its book reviews.

Teaching of Psychology
I can think of no better journal or periodical for a psychology teacher at any level than this one.

Useful Web Sites

Atlases

Brain Explorer. www.brainexplorer.org.

Interactive Atlases: Digital Anatomist Project. www9.biostr.washington.edu/da.html.

The Whole Brain Atlas. www.med.harvard.edu/AANLIB.

Fraudulent and Pseudoscientific Information

Quackwatch℠. www.quackwatch.org.

The Skeptics Dictionary. www.skepdic.com.

General Psychology Information

Psych Web. www.psywww.com.

Historical Resources

Mental Health History Timeline. www.mdx.ac.uk/www/study/mhhtim.htm.

Today in the History of Psychology. www.cwu.edu/~warren/today.html.

Listservs

Psych-News. www.lsoft.com/SCRIPTS/WL.EXE?SL1=PSYCH-NEWS&H=LISTSERV.UH.EDU.
This lively listserv is for psychology teachers, primarily high school, both AP and non-AP. Discussions include teaching activities, AP Psychology issues, textbooks, grading, and more. To join, send an e-mail to listserv@listserv.uh.edu, writing *SUBSCRIBE PSYCH-NEWS* in the body of your e-mail; or sign up through the Web page.

PsychTeacher Listserv. http://teachpsych.org/news/psychteacher.php.
Sponsored by the Society for the Teaching of Psychology (STP), this listserv is for psychology teachers at all levels of education.

Teaching in the Psychological Sciences (TIPS). http://acsun.frostburg.edu/cgi-bin/lyris.pl?enter=tips&text_mode=0&lang=english.
The Department of Psychology and Academic Computing at Frostburg State University developed this listserv to enable teachers to exchange ideas and information.

Online Journal

Evolutionary Psychology. http://human-nature.com/ep.

Professional Organizations and Societies

American Psychological Association. www.apa.org.
Other extremely useful Web sites sponsored by the APA are:

- High School Psychology. www.apa.org/ed/natlstandards.html.
- Online Psychology Laboratory. http://opl.apa.org/Main.aspx.
- Precollege/Undergrad. www.apa.org/ed/pcue/homepage.html.
- Psychology Teachers @ Community Colleges. www.apa.org/ed/pcue/ptatcchome.html.
- TOPSS: Teachers of Psychology in Secondary Schools. www.apa.org/ed/topss.

Human Behavior and Evolution Society. www.hbes.com.

National Institute on the Teaching of Psychology. www.nitop.org.

Society for the Teaching of Psychology. http://teachpsych.org.
Psychology teachers will find this site invaluable.

Student Activities

Psychology 101 has no labs, nor do I give any out-of-class assignments, except for the textbook readings. My evaluations of student work for grade purposes are based entirely on quiz and exam grades. Nevertheless, I do implement demonstrations for the purpose of illustrating select psychological concepts, and some of the demonstrations do require student participation. Students can perform some of the other demonstrations on their own.

Psychology Myths Quiz

I want the very first day of class to end on an enjoyable and interest-building note, so I administer a psychology myths quiz. Of course, I do not tell my students what the title or purpose of the quiz is. I begin by making it clear that I will not collect or grade this quiz; it is for demonstration purposes only. I also warn my students that some of the questions are really easy; so obvious, in fact, that they will be suspicious. But they should realize that I have anticipated their suspiciousness. I have even accounted for the fact that not only do I know they are suspicious, I also know that they know that I know that they are suspicious! By now most are laughing, and I say that since this is not graded they should just answer whatever they thought before someone was so foolish as to ask them.

I read the following statements aloud and tell my students to write *true* or *false* in response to each one.

1. Newborn babies are colorblind. (False)
2. Rewarding a behavior on every occurrence makes it stronger than if it is rewarded unpredictably. (False)

3. Most people would refuse to deliver a painful electric shock to an innocent victim. (False)
4. In our skin there are temperature sensors that explicitly detect heat. (False)
5. We only use a small proportion of our brains. (False)
6. Infants learn to talk at a younger age if their parents refrain from baby talk. (False)
7. Diets high in sugar tend to increase a child's level of activity. (False)
8. Most children who are abused become abusive parents. (False)
9. The most effective technique for dealing with a chronically disobedient child is punishment. (False)
10. Apples and potatoes taste about the same. (True)

I let the students correct their own quizzes, and then I ask for a show of hands for how many had six or fewer correct. Usually the vast majority of students raise their hands. Thus, most everyone misses most of the questions. I then review each statement, briefly explaining the psychological principle in question. At this early point of the term, however, my main purpose is not to teach about behavior just yet. Rather, in addition to setting a fun and congenial tone for the semester, it is to demonstrate how difficult it is to get a clear understanding about behavior just from casual observations. We are all biased in the phenomena to which we attend. Even when we have a fairly accurate observation of a sequence of events, since we cannot control for confounding variables, we cannot know what would have happened in different circumstances.

Coin-Toss Activity

I use a coin-toss activity during the second week of class while discussing scientific versus nonscientific ways of "knowing." A controversial viewpoint debated by many school boards and legislatures is known as Intelligent Design (ID). The basic idea of ID is that the current universe is so unlikely that events could not have unfolded in precisely the fashion they did (thereby resulting in our present state) except with the intervention of a Higher Power.

I am careful to maintain an objective viewpoint and admit to the validity of this particular belief system (i.e., "It could have happened this way"). Nevertheless, I also insist that this is not science, even though it may be true. The nature of scientific inquiry requires testable propositions. The existence of a Higher Power is not testable. The current universe, obviously, does exist. And, while it is true that it is extremely unlikely that all would unfold as it did, this improbability is not scientific evidence of anything. Any of the various possible universes would be equally improbable. In any sequence of events, some outcome is necessary. What it might be at the end is unknown at the beginning. Yet, *something* must be the result at the end. Whatever it is, and however unlikely it may be, is not evidence that it must have been designed to end that way.

If the class has fewer than 10 students, I describe the following example instead of having them actually do it: Suppose there are 25 people in a class and you ask them all to stand up and flip a coin once. Those with heads should stay standing while the rest sit down. The 12 or so remaining people are to flip the coin again. The 6 or so who still have heads continue to stand up. The likely result is 1 or 2 persons will get heads four or five times in a row. With 100 people, the final person will have had heads seven times or so. With 1,000 people, you will get 1 person who has had heads 10 times in a row.

My class will recognize that 1 (or 2) people will still be standing after an implausibly long sequence of heads in a row. Results such as these are almost certain, yet most would not argue that the particular person left standing was predestined. One out of 1,000 people got heads 10 times in a row; this is very unlikely but not evidence of anything. The argument that ID proponents want to make is—that it is.

The point of this exercise is to show that rare things happen. We could not know who would be the one standing at the end, but someone was going to be. Likewise, no one could have predicted this particular universe a few billion years ago, but there would have been *some* universe. Still, I do make it clear that science has not demonstrated, nor can it demonstrate, that there are no Higher Powers either. Religious beliefs may be correct, and they are certainly valid ways to know; they are simply not science.

Design a Study

One of the more boring topics for students is a discussion of research methodology during weeks 2 and 3. Having discussed the basic philosophy of science (e.g., falsifiable theories, data-based), I explain that the generation of data from the hypothesis comes from research. But, before we begin a formal introduction of the various research methods and relevant terminology, I suggest some simple and, I hope, interesting questions about human behavior. Then I lead a series of class discussions in which students suggest how we might answer these questions. I do not even mention the important terms until after the students have already suggested what the behaviors in question are, their potential causes, other possible contributing factors, and so on.

At various times during our discussion I remind the class that the main point in all of this is to test a theory by generating data. I continually connect this exercise to the idea of a scientific approach. At the end, I ask about our confidence in the relevance of the data to the theory in question. That is, the more control we have, the greater our confidence in a causal relationship; the less control, the less confidence. Yet, the nonexperimental study is critical and the "best" study to conduct if the more systematic techniques are not practical or ethical.

Experiment: Comparing the Quality of Psychology Textbooks

The first study I suggest is a comparison of the quality of our textbook to that used by a colleague's class, assuming for the point of this exercise that the other class uses a different textbook. I ask my students to identify the main research question (i.e., does the textbook have any influence on students' grades?). Then I ask them which of the various elements is the behavior of interest (grades) and which is the expected cause of grades (the text). What are some other potential causes? Only after they have answered these questions do I introduce and identify the terms *independent variable*, *dependent variable*, and *control variable*. Next I ask my students to judge whether we can have any confidence about the quality of the texts as a causal factor in the students' grades in the study as stated above (i.e., two different texts in two different classes with two different instructors). Finally, how might we eliminate some of these confounding variables and gradually design a better experiment with proper controls in place?

Observation: Studying Violence in Children

Another study I suggest concerns the issue of violence in children, clearly an important one for parents, education, and society in general. But, obviously, we cannot conduct an experiment with children in which we introduce potential causes of violence. Since one cannot ethically manipulate violence, how can this study be done? Clearly, we must use a different research technique, such as observational. The class discussion centers on questions such as: What variables can we control? What variables can we measure? Do we have confidence in causality? Why or why not? Is this technique as good as an experiment? The answer is yes and no. True, observation does not provide as much confidence as an experiment; but since the experimental style is impossible in this context, the observational is the "better" technique.

Survey: Study of Marital Fidelity

I introduce the possibility that one or two of my students may someday become marriage therapists. Suppose a married couple comes to see them and identifies an incident of infidelity as the major threat to their marriage. The therapists offer the opinion that this indeed will be a difficult challenge for them to overcome. But, it is possible that many marriages can survive and even thrive after one member has been unfaithful, though it does require a great deal of hard work and commitment. The questions I then pose to the class are: How would we know this? Is it possible to conduct an experiment about marriage infidelity? Is it ethical to induce or tempt a married person to be unfaithful and then see if the marriage survives? What about observational studies? Is it possible and/or ethical to "watch" a married person be unfaithful? Can we gain accurate and detailed information about the quality of someone's marriage by observing that person? Typically, therefore, much of the relevant data would be gathered by asking married couples about the degree of their faithfulness, the circumstances of their marriages, the incident(s) of infidelity, and so on. We then discuss difficulties with the accuracy of self-reports.

Case Study: A Hearing Child Raised by Deaf Parents

Perhaps a psychologist discovers a situation in which two deaf parents have given birth to a hearing child. How would their child develop language? Obviously, the child will learn sign language as a native user, but since the child can hear, the child will also learn to speak. The pattern of the language development might be unique or follow an unusual pattern, but the psychologists cannot wait until there is a reasonable sample of similar children to do a group study. Psychologists also would not wish to conduct experiments that create this situation, and although it would be possible to conduct observations of social interactions and language use by this child, the data would be based only on this child. Thus we have the case study. I then raise the issue of external validity issues and why we would want to limit ourselves to a single subject.

Foveal Versus Peripheral Vision

A class activity for the chapter on sensation and perception (week 7) that demonstrates the clarity of foveal versus peripheral vision is pretty easy to conduct. I ask my students to take out any textbook and, with their eyes closed, flip through the pages, stopping and placing their thumbs randomly somewhere on a page. They then open their eyes and, without moving their thumbs, determine if their thumbs are covering some words. If so, fine. Those whose thumbs are not covering words must close their eyes and try again.

When everyone is ready, I instruct them to keep their thumbs in place but to focus on some text about one inch away from where their thumbs are. Here is the hard part—without moving their eyes from the words at which they are looking, they are to remove their thumbs and attempt to read the words that were hidden. Most will find it difficult to do this. They will automatically move their eyes over, very briefly, to the new words. If they are successful at following the directions, they will discover they cannot accurately read the words that were hidden, even though the words are only one inch away! Our fovea is not very large; only a few small words are projected to it at one time. Because we are constantly moving our eyes and we remember what we have just seen, it seems as if we are focusing on a lot at one time.

Lens Accommodation Capacity

Another demonstration on a similar visual feature has to do with lens accommodation. I ask my students to close one eye and place a thumb in front of their open eye so that their thumbs appear to be immediately next to me. I then ask them to focus on their thumbs but attend to their image of me. I should look blurry. Reverse the exercise and their thumbs look blurry. Our lenses can accommodate to visual items one distance at a time. Since we usually only pay attention to whatever we are looking at, we do not notice that everything else in our visual range appears blurry.

Test–Retest Difficulties

When covering intelligence testing (week 10), I demonstrate one kind of difficulty that may arise when attempting to assess any psychological capacity. I draw a right triangle on the board, hypotenuse on the left, going from the lower left to the upper right. I then challenge the class to make a perfect square by simply adding a straight line—no deletions, no erasures, just adding a straight line. I wait a minute or so and then give them the answer without any explanation at first. The answer is to extend the right side upright line further down below the triangle so that the resulting figure looks something like a banner or flag. The answer: the figure is now the number 4, which is a perfect square of 2. Usually one or two students get it, and they begin talking to each other, complaining about the "trick" involved.

After the reaction dies down, I suggest that such a question might well be part of a test for creative or divergent thinking. Here is my point: if the measure of creativity is how long it took to come up with the correct idea, can I ask this question of the same participants again at some later time? Can I get reliability of this measure? Taking this test has changed the test-taker, so it cannot be given again.

The Role of Salience

I have a very easy illustration for the chapter on memory (week 11). Since what is transferred from the sensory register to the short-term memory is whatever was salient, while I am defining salience I also demonstrate it. If I time this correctly, the result is quite satisfying (to me). While my students are all busy writing down the definition, I slam my hand down hard on the lectern. I get a very loud, resounding bang and a very strong startle reflex from the class. "This," I say, "is *salient*." Of course, I also explain that anything important to the perceiver will qualify, but this includes very strong stimuli.

The Role of Perception and Expectation

Another demonstration I do during week 11 illustrates the nature of memory. That is, we do not remember what happened; rather, we remember what we *perceive* to have happened. Thus, our preconceived notions, our expectations, our prejudices and biases all color what we observe, and this is what we remember. I ask one half of the class to close their eyes. I then write on the board the letters A, B, and C in capitals. I make sure that each are written sloppily so that the vertical line on the B does not make contact with the two bumps on the right side of the letter. I ask the half of the class with open eyes to look and notice but not say anything. Having done so, I erase the A and the C and replace them with 12 and 14 respectively. The other half of the class can now open their eyes. I ask them what they see. Then I ask the first half what they saw. It is evident that the middle symbol was not changed, yet each half saw, and therefore would remember, what they expected to see.

Chapter 4
The AP Exam in Psychology

In this chapter I provide guidance on how best to prepare your students for the AP Psychology Exam. It is important to understand the structure of the exam and the nature of its questions in order to teach the course more effectively. Therefore, here I address the format of the exam and how it is scored, look at the specific skills beyond course content that the exam tests, suggest ways to teach those skills, and offer some strategies to help students review for the exam.

Exam Format

The AP Psychology Exam, which is created by the AP Psychology Development Committee, is a two-part, comprehensive, end-of-course test for a college-level introductory psychology course. Section I consists of 100 multiple-choice questions that cover a wide range of psychological knowledge. Students have 70 minutes to complete this section, which represents two-thirds of the total exam score. Section II consists of 2 free-response questions that test content knowledge as well as the analytical and organizational skills necessary to write a cogent essay response. Students have 50 minutes to complete this section, which represents one-third of the total exam score.

Scoring the Exam

The scoring of the exam occurs shortly after it has been administered in May. The multiple-choice section is scored electronically, but the free-response section is scored by over 300 trained Exam Readers who meet every June to read over 100,000 test booklets. The Reading is run by a leadership team that is responsible for all aspects of the scoring: the Chief Reader, the Exam Leader, Table Leaders, and Question Leaders.

- The **Chief Reader** leads the administrative team during the Reading and is responsible for ensuring that students receive grades that accurately reflect college-level achievement. This person works with ETS throughout the year to make arrangements for the scoring procedure and to ensure that the professionals involved in the scoring meet appropriate standards for experience and ability. The Chief Reader is always a college psychology professor, typically has attended Readings for a number of years, and has served in other leadership positions at the Reading.
- The **Exam Leader** is a fully qualified high school teacher who ensures that the needs of that year's group of Readers are addressed in the planning of the Reading. The Exam Leader works closely with the Chief Reader, helping with the day-to-day operations of the Reading, attending to the Readers' needs (e.g., issues involving accommodations, planned social events), and performing any administrative duties the Chief Reader may assign to help the Reading move along smoothly.

- **Table Leaders** train the Readers and monitor the progress and reliability of the Readers' scoring.

A group of **Question Leaders** oversees the actual scoring of the questions from either the operational AP Exam (the exam that was nationally administered on the assigned date) or from the alternate exam that was administered to those students who had special circumstances that prevented them from sitting for the operational exam. Each Question Leader has specific responsibilities:

- Two **Question Leaders**, one for each question on the operational exam, oversee the scoring of a specific question and the development of the scoring guidelines for that question. The Question Leader who is responsible for a particular question and its scoring guidelines (the rubrics) works directly with the Table Leaders for that question to ensure the scoring is reliable.
- Two **alternate Question Leaders**, one for each question, are assigned to the questions on the alternate exam. They work with their team to develop the scoring guidelines for these questions and oversee the scoring of the alternate exams.
- Two **Rubric Masters**, one for each question on the operational exam, work directly with the Question Leaders and Table Leaders for their particular question to develop the scoring guidelines for that question. They summarize the discussions of the design team (the Question Leader and Table Leaders assigned to that question) and write the official scoring guidelines.
- A **Sample Master** collects samples of student essay responses that exemplify the different scoring ranges. The samples are reproduced in College Board print and online publications and are frequently used for training purposes at College Board professional development events.

The members of the administrative team arrive at the Reading site a few days before the Readers so they can read some exams to get a feel for how students performed and to identify any problem areas. They also work on the scoring guidelines and gather student samples that fall within the limits set for each score for the Readers to use as examples.

The AP Psychology Readers are psychology instructors from both the high school and the college and university levels. To be appointed as a Reader, high school teachers must have taught AP Psychology for at least three years, while college faculty must have taught within the past three years at least one college course that is comparable to introductory psychology. Reader candidates submit an outline of their psychology courses along with their applications. The application form is available on the Become an AP Reader page on AP Central.

Readers are divided into groups of seven or eight per table. Each group is assigned to one free-response question from either the operational AP Exam or the alternate exam. On the first day of the Reading, the Table Leaders train the Readers on how to use the scoring guidelines and let them practice scoring some sample exams. They teach the Readers how to guard against scoring biases like sloppy penmanship and the halo effect (i.e., letting the previously read exam influence the way the next exam is perceived). Great care is taken to ensure that no Reader has access to any information that might identify the students who have taken the exam.

For the next six days, Readers score essay responses for about eight hours a day. Each essay is given careful consideration. To ensure reliability, the Table Leaders back-read between 1 to 5 percent of the essays the Readers have scored. If a Table Leader finds a discrepancy in the scoring, the Table Leader and the Reader hold a short conference to determine where the difference in scoring may exist. These discussions tend to quickly resolve any issues and ensure that the scoring guidelines are applied fairly and reliably. Daily data reports allow the Table Leaders to track the Readers' scores for each question. Periodically, several Readers will score the same student response as a further safeguard for consistency.

Reading essay responses for eight hours a day may sound tedious, but strangely, it is not. Scheduled breaks help divide the time, and the Readers are actually so busy and engaged that the day goes by very quickly. The Reading also offers a number of social and professional activities that help Readers meet new people and learn more about the course and the AP Program. The experience of reading essays has helped me become a better teacher. In addition, it is wonderful to have the opportunity to interact with so many experienced teachers. I always come away with new ideas to incorporate into my course. Attending the AP Psychology Reading is something I look forward to every year.

The Benefits of Becoming an AP Psychology Reader

I have been an AP Psychology Reader for several years and love the experience. It has given me an opportunity to meet and network with other psychology teachers at both the high school and the college levels. I feel comfortable contacting these friends throughout the year to exchange ideas and ask for help and advice when I need it. These people come from every state and several other countries. We all have at least one thing in common: we teach psychology.

One of the greatest outcomes for me in being a Reader is that I have become a better teacher. Going through the process of learning how to apply the scoring guidelines when grading essays has improved my understanding of the material and methods I use to teach my students. I have a confidence that comes through in the classroom and in the improved scores of my students. The emphasis on critical thinking throughout the course has made a difference in how my students grasp the material.

The most beneficial experience I have had as an educator is being an AP Psychology Reader. Please consider joining us!

—Barbara Loverich, Hobart High School,
Hobart, Indiana

See also Chief Reader Jane Halonen's fun and informative article "Inside the AP Psychology Reading," which will tell you more about what it is like to be an AP Reader.[25]

Grade Setting

At the end of the Reading everyone gathers to review the experience; they discuss the students' performance on the exam and compare it to performances on past exams. The Chief Reader shares the Readers' observations, along with a statistical analysis of how the students performed on that year's exam, in the annual "Student Performance Q&A" report. Reviewing these reports, which can be found in the "Scoring" box for each free-response question on the AP Psychology Exam Page on AP Central, is a good way to see in which areas students are historically weak so you can adjust your teaching accordingly.

After the AP Reading is over, all of the students who took the AP Psychology Exam receive a composite score for their performance on the multiple-choice and free-response sections. The composite scores are then converted to the AP five-point grade scale:

5—Extremely well qualified

4—Well qualified

3—Qualified

2—Possibly qualified

1—No recommendation

25. Jane S. Halonen, "Inside the AP Psychology Reading," AP Central (see the list of articles on the AP Psychology Course Home Page).

A considerable amount of statistical analysis occurs once the grades are in. The Chief Reader compares them to statistical information from previous years, and the Development Committee compares them to the comparability studies that were done with the introductory psychology college students who were tested with the exam questions. By looking at student performance on the AP Exam from one year to the next, the Chief Reader can determine if the level of mastery represented by the reported grades is remaining steady. By looking at AP student and college student performance, the Development Committee can determine whether or not AP grades are continuing to be valid indicators of college-level work.

Grades of 3, 4, or 5 are usually considered qualifying scores and allow students to earn credit or placement at many participating colleges and universities. Each institution sets its own qualifying score. Students can check to see which grades qualify at the institutions they want to attend by visiting the Find Credit Policy Information page at collegeboard.com/ap/creditpolicy.

For more information about the administration and the scoring of AP Exams, visit the All About the Exams page on AP Central.

AP Grade Reports

AP grades are reported to students, their schools, and their designated colleges in July. Each school automatically receives an AP Grade Report for each student, a cumulative roster of all students, rosters of all students by exam, an AP Scholar roster for any qualifying students, and an *AP Instructional Planning Report*. (Note: Data for students testing late with an alternate form of the exam are not included in this report.) For a fee, schools may also request their students' free-response booklets.

Using the *AP Instructional Planning Report*

In September, schools receive the *AP Instructional Planning Report* for each of their AP classes with at least five students. The report compares your students' performance on specific topics in the AP Exam to the performance of students worldwide on those same topics, helping you target areas for increased attention and focus in the curriculum. To get the most out of the report, please read the interpretive information on the document. It explains how the data, when used correctly, can provide valuable information for instructional and curricular assessment as well as for planning and development. Contact your school's AP Coordinator for this report.

Preparing Your Students for the Exam

General Strategies

AP Central has lots of ideas for helping students prepare for the AP Exam. The articles on the AP Psychology Course Home Page, like Alan Feldman's "AP Psychology Tips from the Field," have some wonderful advice.[26] I like to give my students simulated exam experiences and formal review sessions for both parts of the AP Exam.

Simulating the Exam

Try to simulate the AP Exam experience as much as possible with your unit tests and semester exams. Giving your students plenty of exposure to the testing conditions—the timing, format, and types of questions—they will face on the exam will help them feel much more comfortable with it by the time they

26. Alan Feldman, "AP Psychology Tips from the Field," listed under Teaching Resource Materials on the AP Psychology Course Home Page on AP Central.

actually take it. It is most helpful to obtain copies of the 1999 and 2004 Released Exams, the two complete copies of the exams administered in those years and made available for purchase by the College Board (the 2007 AP Psychology Exam will be released in 2008). Using these in conjunction with the College Board's corresponding Packets of 10 (test booklets and blank answer sheets) is a great way to give your students a realistic trial run before the actual exam. In addition, in the spring of 2008, the College Board developed a practice exam that includes both multiple-choice and free-response questions. This exam is available as a free PDF download to instructors who have an authorized course syllabus.

Every year during the week before the AP Exam, I schedule three class periods specifically to administer the multiple-choice questions from the two Released Exams and to give the comprehensive final exam I have written. During the first two 90-minute class periods, my students typically have enough time to complete Section I (the multiple-choice questions) of one of the Released Exams. Our periods are not long enough to administer both parts of a Released Exam, so I encourage my students to begin working on Section II (the free-response questions) in the remaining class time and then take it home to finish. I quickly score their tests using a scan sheet so that they may review at home the questions they missed. I also give them the AP Scoring Guidelines so they can evaluate their own essay responses and figure out what their AP grade would have been that year.

In addition, I give my students the other Released Exam to take home with instructions to find a two-hour block of time in which to take the entire exam in one sitting. They get 50 participation points for taking both Released Exams. I have them turn in their answers to the exam on the same day they take the comprehensive final for the course. At the end of the comprehensive final testing period, I give students a copy of the final and its score key to take home to review.

Review Sessions

In April, shortly before the AP Exam, I conduct three consecutive evening review sessions, which usually run from 6:30 to 9:30 with a break in the middle. For each chapter in our textbook, I distribute outlines that include key terms, concepts, and researchers. Together the students and I go through the outlines, defining and discussing each concept. Students are not required to attend these review sessions, and they may pick up the packets to review on their own. Participation in the sessions depends on individual students and what is happening in the evening at the time the sessions are scheduled, but overall they are well attended. A great number of students over the years have reported that these sessions were among the most helpful activities in their preparation for the exam.

Reviewing for the AP Psychology Exam

There are a number of ways to manage a successful review. Over the past 13 years I have found it helpful to hold a Review Month before the exam. For each class during this month, I proceed through the topics, using traditional methods like readings, quizzes/tests, and assignments. I then switch to an organized review, using a psychology workbook of graphic organizers and other resources. This workbook, which I started and my students have improved upon over the years, begins with a mind map/graphic organizer on each topic that starts with a list of the names of important contributors to psychological theory and ends with free-response questions that have appeared on actual AP Psychology Exams since 1994. I finish the class by discussing possible free-response questions and answers. I also meet with students on a walk-in basis on alternate days during brown-bag lunch gatherings. During these lunches we review the terms and contributors and follow up in class, completing the concepts/issues related to each topic.

—Pamala Coburn, Davis High School,
Kaysville, Utah

Section I. The Multiple-Choice Questions

Because Section I and Section II require students to demonstrate their knowledge and critical thinking and analytical skills in different ways, some of the approaches you should take when preparing your students for each section will differ from one to the other. The multiple-choice questions include a spectrum of psychological concepts, terms, and domains. These questions range in difficulty and require students to engage in critical thinking. Some also require students to be able to link their knowledge of a term or concept to other terms or concepts.

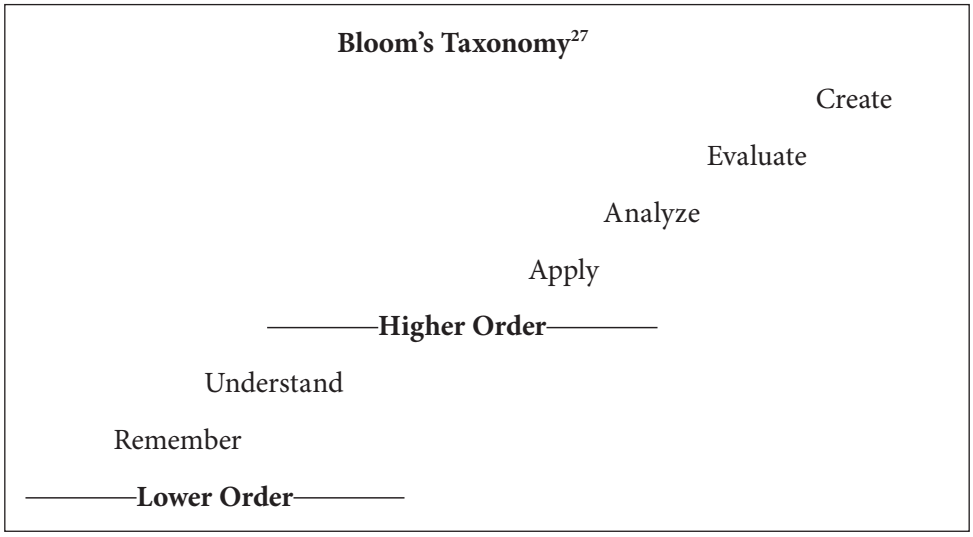
Take the AP Exam Yourself

If you are new to the AP Psychology Exam, I recommend you take the entire exam under the same conditions as your students. Doing so will help you gain a better understanding of what your students will be required to do. As you work your way through the multiple-choice questions, also known as *items*, pay attention to their anatomy. The first part consists of the question, or the *stem*, and the second part consists of five answer choices, or the *options*. The options consist of one correct answer, the *key*, and four incorrect answer choices. All options are based on real psychological phenomena. It is important to note that the Development Committee does not write "trick questions." Each item is carefully reviewed for the clarity of its stem and key.

When you have completed the exam, be sure to note not only the concepts you missed but also the structure of those missed multiple-choice questions. You will see that the questions tend to increase in difficulty over the course of the exam, and they tend to focus on higher-order thinking skills. Thus rote memorization of definitions may not be very helpful, because the exam asks students not only to understand terms and concepts but also to apply and relate them to behavioral situations or to other terms and concepts in the world of psychology.

Lower-Order and Higher-Order Questions

Your goal should be to create multiple-choice questions for your tests that will help students develop the skills they will need for this part of the AP Exam. Include more demanding items that will require students to use higher-order thinking skills. You may find it useful to review Bloom's taxonomy, which differentiates between lower-order and higher-order thinking skills.



27. This diagram was created by the AP Psychology Development Committee and is based on the taxonomy described in *Taxonomy of Educational Objectives: The Classification of Education Goals, by a Committee of College and University Examiners*, edited by Benjamin S. Bloom et al. (New York: Longman, Green, 1956).

Lower-Order Questions

Lower-order questions tend to rely on simple memory recognition. In such questions, the target concept is in the stem or in the incorrect answer choices. Consider the two following examples from the 2004 *AP Psychology Released Exam*. (Correct answers are indicated by an asterisk.)

38. A schema can be described as

    (A) an outer layer of the eye

    (B) a mental construct*

    (C) a fissure between lobes of the brain

    (D) an optical illusion

    (E) a fixed response to a particular stimulus[28]

For this item, students must simply be able to recognize the definition of *schema*.

Furthermore, in lower-order questions, the stem or the key may describe a clear attribute of the concept being tested.

15. A test that fails to predict what it is designed to predict lacks

    (A) standardization

    (B) norms

    (C) fairness

    (D) validity*

    (E) reliability[29]

For this item, students must know the definition of *validity*. Since the stem provides the definition, students must be able to match it with the appropriate term.

These questions do have their place and can be useful assessments of student knowledge. When writing or choosing lower-order questions, it is helpful to use terms and major concepts that are discussed in a number of textbooks and to make sure the incorrect options offer plausible alternatives to the correct key. Do not use lower-order questions exclusively in your assessments, however, because doing so will leave your students unprepared for the higher-order questions that also appear on the AP Exam.

Higher-Order Questions

To answer higher-order questions, students need to take an extra step beyond simple recall. For example, a question may ask them to interpret a chart, graph, picture, or scenario. Higher-order questions also require students to apply learned knowledge to novel situations or to combine concepts in nontraditional ways. Consider the following two questions taken from the 2004 *AP Psychology Released Exam*. (Correct answers are indicated by an asterisk.)

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28. College Board, 2004 *AP Psychology Released Exam* (New York: College Board, 2005), 23.
29. 2004 *AP Psychology Released Exam*, 20.

69. Greg stays up all night during finals week studying for exams. As the week progresses, his muscles tighten and he develops a stiff neck. By the last day of finals, he is taking more frequent breaks, leaning back in the desk chair, and staring off into space. He arrives for the last test with a sore throat and headache.

    Which of the following best describes Greg's response to stress?

    (A) General adaptation syndrome*

    (B) Object-relations theory

    (C) Opponent-process theory

    (D) Two-factor theory

    (E) Type B behavior pattern[30]

This item requires students not only to understand the general adaptation syndrome but also to correctly apply it to the given scenario. Essentially, they are taking an extra step in solving the problem.

70. Which of the following is evidence of the reliability of a new intelligence test?

    (A) A correlation of +0.90 exists between scores on the new test and scores on the Wechsler Intelligence Scale for Children.

    (B) The test predicts students' ability to succeed in college.

    (C) The correlation between scores for identical twins taking the test is +0.90.

    (D) Baseline data for test norming are obtained from a diverse sample of several thousand participants.

    (E) The correlation between scores of participants who take two forms of the test is +0.90.*[31]

This item also requires students to know more than just the definition of reliability. They need to be able to demonstrate their understanding by applying it to another concept, correlation.

When writing or selecting items for your tests, ask your students to solve a problem or interpret a chart, graph, or picture. Give them novel situations or scenarios they have not encountered in their reading. Use words like *organize*, *apply*, and *analyze* in your questions. Exposing your students to higher-order questions will not only prepare them for the AP Psychology Exam, it will also push them to be much better thinkers in general.

Multiple-Choice Test-Taking Strategies

To perform well on the multiple-choice section, students must first understand what each question is asking before they look at the answer choices. It often helps if they rephrase the question in their minds. Warn your students not to read extra meaning into a question; they should assume it is direct and to the point. After they have chosen an answer, they should return to the question and make sure their choice really does answer the question that has been asked.

Remind your students not to spend too much time on any one multiple-choice question. Because all of the questions are worth the same number of points, advise students to skip time-intensive questions if their

30. 2004 *AP Psychology Released Exam*, 27.
31. 2004 *AP Psychology Released Exam*, 28.

time runs short, identifying them with a light pencil mark so that they can quickly return to them after they have completed the rest of the section.

Many students wonder whether or not to guess the answers to questions about which they are not certain. In this section of the exam, as a correction for random guessing, one-fourth of the number of questions a student answers incorrectly is subtracted from the number of questions answered correctly. If a student is not sure of the best answer but has some knowledge of the question and is able to eliminate one or more of the answer choices, the student's chance of answering correctly is improved, and it may be to the student's advantage to answer such a question.

Study Hints for the Multiple-Choice Section

Students should be made aware that studying for the AP Psychology Exam is a yearlong process. After every unit I administer a multiple-choice test that we then review in class. A student can take a second test on any unit during the same quarter as the original test, and the two grades are averaged. I test my students for the semester in January and again in April, using both multiple-choice and free-response questions.

After the April exam, I give class assignments that require students to construct one-page graphic presentations of each chapter, with key terms, concepts, and phrases connected by lines and arrows. I assign two to three chapters per night, quickly grade them, and return them to the students to use for studying.

Before the semester exams, I assign each chapter to two or three students to review extensively. Over the next few classes, each small group makes a 10- to 15-minute presentation on its assigned topic. Later in the term, three or four presentations occur simultaneously in a series of "gallery walks," where students walk around the classroom and listen to different presentations and ask questions. I have found these techniques aid in promoting yearlong studying for the AP Exam.

—James "Tack" Chace, Shrewsbury High School,
Shrewsbury, Massachusetts

Reviewing for the Multiple-Choice Section

Study Materials

Reviewing for the multiple-choice section of the exam needs to be a yearlong process. Studying is, of course, the best test preparation. Reading the textbook, attending class, and frequently reviewing concepts will also help your students succeed on the exam. Chapter 2 describes ways to get students to read their textbooks. Any one strategy, or a combination of several, can be effective. In addition to using the study guides that came with my text and extra-credit reading quizzes, I also give my students a list of key concepts to define for each chapter. I do not require them to treat the list as an assignment; instead, I encourage them to use it as a study sheet for the semester final exams and the AP Exam.

A great resource for reviewing vocabulary in preparation for the AP Exam is Alan Boneau's list of the 100 most important terms in psychology.[32] I distribute his article with the list about a month before the administration of the AP Exam. I encourage my students to read each term and review their textbooks and study guides when they find terms they do not know.

Consider also the review resources available to you through your textbook. Many publishers have materials online, such as quizzes or flashcards, that may be helpful to your students. Such publications include summaries of the chapters typically included in college-level introductory psychology textbooks.

32. Alan Boneau, "100 Most Important Terms in Psychology," *American Psychologist* (July 1990): 891–900.

They also tend to have one or more complete exams that students can take on their own time and score by themselves. I have purchased a set of review books that my students may check out from my classroom at the beginning of March to start reviewing for the AP Exam. It is a good idea to obtain several different titles if you are interested in having your students use them. When they use these books, they should keep in mind the requirements for the course as outlined in the *AP Psychology Course Description*.

I photocopy the Course Description's content outline and percentages of content included on the AP Exam and hand them out during our review time. I ask my students to go over the outline to see if they are comfortable with the information; do they know the concepts listed? I also want them to see how many multiple-choice questions relate to each content area (e.g., 8–10 percent of the exam covers biological bases of behavior, which means 8 to 10 questions out of 100). This helps my students identify the areas on which they need to focus their studying.

Review Quizzes

About the end of the third term in March and during the fourth term, I administer in-class review quizzes consisting of 10 to 15 multiple-choice questions. Students pick up a quiz on their way into class and have about 5 to 10 minutes to complete it. They then score their own quizzes. I encourage them to take notes on the concepts they missed and ask questions not only about the correct answers but also about any incorrect answer choices they did not recognize. I give these quizzes for participation points only, meaning they do not affect the students' final grades unless they are not completed. Since students are not worried about their scores affecting their grades, they can focus on what they need to review for the exam.

Section II. Free-Response Questions

While the multiple-choice questions on the AP Exam address a wide range of general psychological knowledge, the free-response questions tend to require more specialized knowledge of a given topic. These questions typically include concepts from a number of chapters in the textbook and require students to apply what they know in nontraditional ways, including demonstrating higher-order thinking skills.

Writing Your Own Free-Response Questions

The purpose of the free-response section is to allow students to demonstrate their understanding of concepts and their ability to apply them in different contexts. The College Board and the Development Committee want students to use their higher-order thinking skills on the AP Exam. Writing your own exams to reflect this demand will better prepare your students to succeed at this task.

Since writing free-response questions can be a challenge for new AP teachers, I recommend going to the AP Psychology Exam Page on AP Central and reviewing the free-response questions and accompanying scoring guidelines that are available there. You will find that most of the questions assess a number of concepts from different chapters in your textbook. Where appropriate, you can use the questions in their entirety on your tests or for review sessions. You can also adapt them for the specific unit you are testing, adding your own terms and concepts and rewriting the scoring guidelines to reflect your changes. It is always a good idea to grade your essay tests with scoring guidelines, the way Section II on the AP Exam is scored. Doing so will give your students a much better idea of what the Readers will be looking for in their essay responses.

As you read the free-response questions from past AP Exams, you will notice that many of them provide students with a scenario and then ask them to apply it to a number of psychological concepts. When preparing your own exams, write questions that follow this format. Since the key is to require

your students to stretch their knowledge, you should try to avoid questions that require simple rote memorization. Instead, ask your students to apply terms to unique situations they have not necessarily read about in their text.

Test banks are another resource to consider when creating free-response questions. You can adapt the suggested essay or short-answer questions to fit your needs, always being mindful of how the skill and knowledge the test bank's questions require of students compares with what the AP Exam expects from them. Read through the test bank's multiple-choice questions as well because sometimes a multiple-choice question will give you a great idea for a free-response question.

Provide plenty of opportunities throughout the school year for your students to practice writing short, timed essays in response to the types of free-response questions they will encounter on the exam. Experience answering free-response questions will improve the quality of their writing on this section of the exam and on other essay tests. I have given an example of one approach you can take, the practice free-response question assignment, in chapter 2.

The AP Psychology Course Home Page on AP Central offers several informative articles on ways to incorporate writing practice into your course. "Easy-to-Grade Writing Assignments for AP Psychology" by Jeanne A. Blakeslee has some excellent ideas for getting students writing.[33] Amy Fineburg's article, "Rubrics and Writing: Demystifying Essays in AP Psychology," provides excellent pointers for teachers who are preparing their students to write for the free-response section.[34]

Strategies for Constructing Essay Responses

I suggest you discuss with your students some basic strategies for constructing essay responses before they do any kind of practice writing. If they work on following these guidelines from the very beginning of the school year, by the time they take the AP Exam they will be in the habit of writing well-constructed essays and making efficient use of their time.

- **Read before answering.** Carefully read both of the questions before you start to write anything. Decide which question you are more comfortable with and answer that one first. Watch your time carefully because you have only 50 minutes to answer both questions.
- **Determine the question's intent.** Contrary to what you may have read, the free-response section does not always include a question on experimentation. So, do not try to turn every question into a methodology question and set up an experiment.
- **Follow the directions within the question.** It may be helpful to underline key verbs or phrases in the questions that identify what exactly the question is directing you to do. Note that if a question asks you to *explain* or *apply* a specific psychological concept to an understanding of a person's behavior but does not ask you to define the term, you should *not* waste your time defining the term. For example, one of the free-response questions on the 2006 AP Exam asked students to explain how the foot-in-the-door technique may influence someone's decision to buy a car. Those students who defined *foot-in-the-door* lost valuable writing time because the question did not ask them to define this term.
- **Make a list.** Spending a few minutes on prewriting is beneficial. Immediately after reading the question, jot down the key definitions, ideas, examples, terms, researchers, or experiments that will be part of your answer. Organizing your thoughts first will lead to a much more coherent and structured response later.

33. Jeanne A. Blakeslee, "Easy-to-Grade Writing Assignments for AP Psychology," AP Central (see list of articles on the AP Psychology Course Home Page).
34. Amy Fineburg, "Rubrics and Writing: Demystifying Essays in AP Psychology," AP Central (see list of articles on the AP Psychology Course Home Page).

- **Check it off the list.** Cross off the bullet points or different parts of the question as you answer them. This will ensure that you do not forget to address any of the tasks the question has given you.
- **Maintain order.** You should answer each of the components of a free-response question in the order in which it appears within the question. Resist the temptation to begin your essay with your most salient point or the point you know best. Instead, begin by writing on the first concept that appears in the question and then move on to the next. By following the order of the components in the question you are less likely to overlook one. Using this strategy to organize your response makes it Reader-friendly by providing needed context for what you have written.
- **Write to the points.** Read each question carefully to determine its point value and then focus on writing to these points. The free-response questions are evaluated with very specific scoring guidelines. Readers award points only for what is correct; points are not deducted for incorrect information. However, this does not mean you should write down anything and everything that comes to mind. The information you provide must relate to the question. Figure out how many points the essay will be worth and then write to each of those points.
- **Avoid contradictions.** Although points are not deducted for incorrect information, you will not be awarded points for directly contradictory information. For example, you will not receive credit for defining negative reinforcement as both "taking away a negative stimulus to increase an animal's behavior" and "imposing a negative consequence to decrease behavior" in the same essay.
- **Write legibly.** If an essay cannot be read, it cannot be scored. Do not scribble out a mistake, but rather draw a single line through it. Readers do not read and score any writing that is crossed out with a single line.
- **Write an essay.** Use complete sentences and paragraphs to respond to the question. Readers do not score any information that is in outline form or answers that are presented solely as lists.
- **Skip the introduction and the conclusion.** A formal introduction and conclusion are not necessary because your essay is scored only for its ability to respond to the specific points in the question. An introduction and conclusion rarely hit on any of the key points of the question and thus waste valuable writing time.
- **Demonstrate your knowledge.** Use psychological language and concepts in your answers.
- **Be specific.** Avoid making vague statements. For example, when asked to indicate the value of diagnostic labeling, you might be tempted to write, "They are helpful to psychologists," an answer that is insufficient. Instead, you should fully explain each point and use specific examples to illustrate them. A correct response would be, "Diagnostic labels can be useful to psychologists because they help mental health professionals communicate with each other about specific disorders." It is a good idea to assume that the Reader is *not* an expert on the topic and, therefore, everything must be explained thoroughly.[35]
- **Use your time.** Use all of the available time for the free-response section. If any time remains after you have finished writing, reread your answers and make sure they are legible, clear, and actually answer the question that has been asked. If you discover there is something you need to add, do it. Sometimes these last-minute revisions can earn you points. If you need to add a substantial amount of information, you can simply draw an arrow off to the side of the page, or insert an asterisk and refer the Reader to the end of the essay.

35. Amy Fineburg's article "How Much Detail Is Enough? An Example from the 2002 AP Psychology Exam" on AP Central (see the list of articles on the AP Psychology Course Home Page) examines the kinds of details that earn points for responses.

Preparing Students for the Free-Response Section

Free-response questions emphasize critical thinking and test students' abilities to apply psychological concepts to novel but everyday situations. Give students practice in applying concepts to new situations by:

- Including on quizzes some short-answer questions that ask them to apply a concept.
- Extending daily lessons with requests for student-generated examples of applications of concepts in different situations (e.g., school, work, home).
- Assigning and reviewing free-response questions from the Released Exams to familiarize students with test expectations and appropriate response construction.

—Marissa Sarabando, Lamar Academy, McAllen, Texas

Using a Psychology Bowl to Review for the Exam

A few years ago the six AP Psychology teachers in my school district (Pamala Coburn of Davis High School in Kaysville; Cynthia Davis of Northridge High School in Layton; Marilyn Greer of Layton High School in Layton; Annette Jordan of Woods Cross High School in Woods Cross; Amy Jones of Bountiful High School in Bountiful; and I) got together to discuss organizing a Psychology Bowl, a type of quiz game, to help our students prepare for the AP Psychology Exam. We met a number of times to plan the event and create the questions. The bowl has become a fun and successful annual event.

Each school decides how to select its players and then sends a team of 10 (8 team members and 2 alternates) to compete in the bowl. Generally, the students volunteer to participate on their school's team. The teams meet outside of school hours to prepare and review. I let my team decide when they want to get together, which some years is during lunch for a few weeks before the bowl.

Each school provides $150 to finance the bowl. Every member of the first place team wins $25, second place wins $15, and third place wins $10. The funds also pay for the rental of the hosting school's auditorium, any necessary equipment, and the people who facilitate the bowl: the master of ceremonies who hosts the event, the judge who reads the questions and decides which team earns the point, two scorekeepers, and a time keeper. The hosting school provides the chairs, tables, microphones, sports clock, and buzzers. Four parent volunteers serve as stage monitors for the teams.

The Psychology Bowl is held at Davis High School from 10 a.m. to 12 p.m. on a Saturday in the last week of April or the first week of May. We have chosen this school to host the event because of its central location and the size of its auditorium. The number of spectators varies, but usually about 200 come. The noncompeting AP Psychology students from all of the schools are invited to be spectators. Some of the teachers give extra credit for attendance, some require their students to come as a graded class assignment, and some require either participation in the Psychology Bowl or another review activity as an assignment. Future AP Psychology students may also attend.

In the auditorium two long tables are set with eight microphones, eight whiteboards with markers and erasers, and eight chairs. Wooden dividers separate the team members at the tables so they cannot see what the others are writing on their whiteboards. A scoreboard placed between the two long tables is

updated between rounds. On the day of the competition, the teams come dressed in their school colors or in psychology club T-shirts. They also bring a poster with their school's name to hang on the table at which they will sit. At the beginning of the bowl, the team captain sits behind the microphone to introduce the team members. The other team members sit behind the captain.

The Psychology Bowl is divided into two rounds. The judge reads aloud the questions for each round, and the questions are simultaneously projected behind the teams so that the audience may follow along. The answers to the questions are revealed to the audience after the teams have answered them. Spectators may not yell out answers. If they do, teams lose points. The audience and team members may not use cell phones or pagers.

The first round lasts 60 minutes and consists of questions that require more than one-word answers (e.g., "Name three of the five categories of psychoactive drugs"). In this round, the questions are addressed to all of the teams, and the team members take turns answering them, rotating after each question. They have 30 seconds to write their answers on their whiteboards, and they have only one chance to answer each question. When the 30 seconds have expired, they hold up their whiteboards to display their answers, and the master of ceremonies reads them to the judge. Only legible answers are counted (two points are awarded for each correct answer). In this round, every team is able to earn points on the same question.

The second round is a 60-minute lightening round with questions that require one-word answers (e.g., "Which brain area is most closely related to regulating heart rate and breathing?"). The seating remains the same, but instead of whiteboards, each team has a buzzer. Team members rotate after five questions, with the stage monitors keeping track of the necessary rotations. Team members have 15 seconds after buzzing in to answer the question. A correct answer is worth one point. Teams can attempt to answer the question multiple times, but one point is deducted for each wrong answer. Play resumes if a team member has an incorrect answer.

In the event of a tie, the teams who are tied continue to play the second round until the tie is broken. Points for the two rounds are totaled, the winning teams are announced, the prizes are distributed, and a traveling trophy is bestowed on the first-place team. On the base of the trophy is a place for an engraved plate with the school's name and the names of team members.

The play is exciting, and it is amazing how the student spectators and parents get into the game! It is apparent by watching the spectators that they are trying to figure out the answers right along with the competing teams. This is exactly the result we were hoping for when we first met to design this event.

As we look forward to future Psychology Bowls we have thought about increasing the amount of time given to each round to make it an even better review for the AP Exam. Students have commented that they would like more time to go over more questions. Overall, we rate the Psychology Bowl a huge success, and the work of putting together and running the bowl has been worth it. We feel we have created an engaging activity that helps students prepare for the exam, and it has provided a wonderful opportunity for the psychology teachers in our district to collaborate. I encourage you to consider creating something similar to it in your district or area. Our students have benefited from this activity and we educators have, too.

The Chicago Area Psychology Bowl

Motivating students to review for the AP Psychology Exam has always been a major challenge for me. In the past few years I have found an excellent way to get some of them to review—by competing in a psychology quiz bowl. The bowl my students compete in is in the Chicago area. We start reviewing about a month before the competition. Often my team's drive to Chicago is filled with silence as students do last-minute preparation by reading textbooks. The competition is fun, and my students get the opportunity to socialize with and judge the caliber of students from other schools who will also be taking the AP Exam. The bowl's format is competitive and definitely provides motivation for participating students to review for the AP Exam. It is without a doubt the highlight of the year for many of my students.

—Chuck Schira, Portage Central High School, Portage, Michigan

What to Do with Students After the Exam

Some teachers have many class sessions left after the AP Exam has been administered. At this point in the school year the question becomes, what do I do now? The period between the exam and the end of the school year is a good time to do enrichment activities you have not had time for during the year. For example, I like to show the film *Tootsie*, which wonderfully illustrates concepts related to traditional gender roles and androgyny. My students evaluate the film and write a paper on it for extra credit.

I also take my students on field trips. One of the most popular was our trip to the University of Utah Testing Center where my students took the Myers-Briggs Type® Indicator (MBTI®) assessment. Since the textbook I use examines this assessment, and since we had had class discussions on personality and the issues surrounding such testing, this was an excellent enrichment activity for my students. A few days after our visit, a counseling psychologist delivered the results, discussed the students' assessments, and told them how to understand and use the results. I think my students really enjoyed the experience and found their results interesting.

The time after the exam is also ideal for inviting guest speakers to your classroom. Over the years I have had a woman talk with my students about her personal experience with eating disorders, after we have viewed "Dying to Be Thin," a program in the *NOVA* series. The students have many questions and are very interested in learning from someone who has had this disorder. After students watch the documentary *Sound and Fury*, which looks at the debate over cochlear implants, a sign language teacher in my district comes to further discuss issues raised in the film, introduce other issues surrounding deaf culture, and teach the students some sign language.

Other activities that engage students after the AP Exam include:

- Learning about an aspect of psychology not covered in the AP curriculum, such as sports psychology or industrial/organizational psychology.
- Holding a Psychology Fair or Psychology Awareness Week (see the section on Promoting Your Course in chapter 2).
- Conducting labs or activities that were too time-consuming to perform earlier in the year (some labs require a full class period or longer).

Be sure to check the syllabi in this Teacher's Guide for other great activities to use with your students after the AP Exam or throughout the year.

Chapter 5
Resources for Teachers

Useful Information Sources

This chapter names a number of resources you will find useful when you are designing and teaching your AP Psychology course. The materials are organized by format—books, multimedia, and Web sites:

- **Books.** Books on critical thinking, case studies, approaches to teaching psychology, and classroom activities appear in this section. They are a few of the resources with which new AP Psychology teachers should become familiar. The four volumes of *Activities Handbook for the Teaching of Psychology*, for example, are a "must have." *Teaching Introductory Psychology: Survival Tips from the Experts*, a fascinating collection of essays about teaching written by some of the best psychology teachers in the nation, offers concrete suggestions for how to improve your teaching skills and will leave you feeling inspired and energized as you enter the classroom.
- **Multimedia.** CD-ROMs are a good way to engage students in active, hands-on learning. Those listed in this chapter have been successfully used in many AP Psychology classrooms. The videos and DVDs on this list are some of the best available for illustrating the various concepts you will address during the school year. A number of them can be streamed online for free. For example, on Annenberg Media's Web site you can watch segments from *The Brain: Teaching Modules*; one of my favorites is "Frontal Lobes and Behavior: The Story of Phineas Gage," which shows a reenactment of Phineas Gage's accident.
- **Web sites.** Web sites devoted to psychological issues and content are many and diverse; thus, the list in this chapter is nowhere near exhaustive. You will, however, discover sites listed that will be useful for clarifying difficult concepts or locating examples to use during lectures. Some of the sites are devoted to a number of topics ranging from biological to social psychology. Others focus on a particular content area. Many can be used to design student activities or demonstrations.

It is impossible for this chapter to be an all-inclusive list of the thousands of resources that are available to AP Psychology teachers, but what I have compiled here will give you an idea of the scope of materials that exists. Professional development events also provide opportunities to visit with publishers and distributors, peruse display copies of textbooks, and try out demonstrations. Each of the sample syllabi in chapter 3 contains a list of the resources the contributing teachers use for their courses as well. Also, be sure to visit the Teachers' Resources section on AP Central. This collection of reviews is continually growing, and many of them contain helpful suggestions for ways to use the resources in the classroom.

Despite my effort to include the most up-to-date information in this chapter, it is likely that some of the resources will experience changes in publication and contact information or become unavailable during the life of this publication. You should also understand that no one resource in this Teacher's Guide is favored over another and that inclusion of particular publications, multimedia, software, Web sites, or other types of resources does not constitute endorsement by the AP Psychology Development Committee or the College Board.

Books

Teaching Psychology

Benjamin, Ludy T. Jr., Barbara F. Nodine, Randy M. Ernst, and Charles Blair Broeker, eds. *Activities Handbook for the Teaching of Psychology*. Vol. 4. Washington, D.C.: American Psychological Association, 1999.

Benjamin, Ludy T. Jr., and Kathleen D. Lowman, eds. *Activities Handbook for the Teaching of Psychology*. Vol. 1. Washington, D.C.: American Psychological Association, 1981.

Benson, Trisha A., Caroline Burke, Ana Amstadter, Ryan Siney, Vincent Hevern, Barney Beins, and William Buskist, eds. *The Teaching of Psychology in Autobiography: Perspectives from Exemplary Psychology Teachers*. [Washington, D.C.]: Society for the Teaching of Psychology, 2005. http://teachpsych.org/resources/e-books/tia2005/tia2005.php.

Brannigan, Gary G. *Experiencing Psychology: Active Learning Adventures*. Upper Saddle River, N.J.: Prentice Hall, 2000.

Davis, Stephen F., and William Buskist, eds. *The Teaching of Psychology: Essays in Honor of Wilbert J. McKeachie and Charles L. Brewer*. Mahwah, N.J.: Erlbaum Associates Publishers, 2002.

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Psychology and Critical Thinking Resources

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Multimedia

CD-ROMs

Alloway, Tom, Greg Wilson, and Jeff Graham. *Sniffy the Virtual Rat Lite, Version 2.0*. 2nd ed. [Belmont, Calif.]: Thomson/Wadsworth, 2005.
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To see a brief online demo, go to:
www.wadsworth.com/psychology_d/special_features/ext/demos/psychodyssey/sld001.htm.
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www.thomsonedu.com/thomsonedu/discipline.do?disciplinenumber=24, and type *Psych Odyssey* in the search box.

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Videos and DVDs

All of the titles in this section are available in either VHS or DVD format, or both. Be sure to review your school, district, or state's policies before showing any type of film to your students. Chapter 2, chapter 4, and several of the sample syllabi discuss ways to use films to enhance the course.

American Experience: A Brilliant Madness. Directed by Mark Samels. Produced by Randall MacLowry, 2002. Distributed by Public Broadcasting Service. 60 minutes.
Go to the related Web site, www.pbs.org/wgbh/amex/nash, for a transcript, teacher's guide, and reading list. The item number for ordering this program is AMER6409.

The Brain: Teaching Modules. 2nd ed. Produced by Colorado State University for the Annenberg/CPB Project, 1997. Distributed by Annenberg Media.
The 32 modules range from 5 to 20 minutes. This series is no longer available, but the episodes can be watched as streaming online video on the Annenberg Media Web site, www.learner.org/resources/series142.html.

Candid Camera Classics for Introductory Psychology. Produced by Allen Funt Productions and McGraw-Hill Films, 1993. Distributed by Insight Media. 54 minutes.
For more information about this resource, visit the "Candid Camera in the Classroom" Web page, www.candidcamera.com/cc6/cc6.html. The item number when ordering from Insight Media is 43AP5623.

Candid Camera Classics for Social Psychology. Produced by Allen Funt Productions and McGraw-Hill Films, 1993. Distributed by Insight Media. 54 minutes.
For more information about this resource, visit the "Candid Camera in the Classroom" Web page, www.candidcamera.com/cc6/cc6.html. The item number when ordering from Insight Media is 43AP5624.

Discovering Psychology. Updated ed. Produced by WGBH Boston with the American Psychological Association, 2001. Distributed by Annenberg Media.
The 26 programs are 30 minutes each. The ISBN for ordering is 1-57680-414-3.

Everybody Rides the Carousel. Directed by John Hubley. Storyboard Studios, 1975. Distributed by Social Studies School Service. 72 minutes.
The item number for ordering the video is PYR101V-WEB; the item number for the DVD is PYR101DV-WEB.

Frontline: A Class Divided. Directed by William Peters. Produced by Yale University Films for Frontline/WGBH Boston, 1985. Distributed by Public Broadcasting Service. 46 minutes.
Go to the related Web site, www.pbs.org/wgbh/pages/frontline/shows/divided, to watch this program online in five segments. The item number for ordering this program is FRON399.

Frontline: Inside the Teenage Brain. Directed and produced by Sarah Spinles for Frontline/WGBH Boston, 2001. Distributed by Public Broadcasting Service. 60 minutes.
Go to the related Web site, www.pbs.org/wgbh/pages/frontline/shows/teenbrain, to watch this program online in six segments. The item number for ordering this program is FRL92012.

Frontline: Mind of a Murderer. Directed by Michael Barnes. Produced by BBC for Frontline/WBGH Boston, 1984. Distributed by Films Media Group. 120 minutes.
More information about this two-part series can be found at the Films Media Group Web site, www.films.com/id/9375. The first part is titled *The Case of the Hillside Strangler*, the second is *The Mask of Madness*.

The Many Faces of Psychology. Produced by the Office of Instructional Services, Colorado State University, 2003. Distributed by Worth Publishers. 22 minutes.
For more information about this film, go to the Worth Publishers Web site, www.worthpublishers.com/mediaroom/many_faces.html.

The Mind: Teaching Modules. Produced by Colorado State University, 1999. Distributed by Annenberg Media.
The 35 modules range from 5 to 20 minutes. The ISBN for ordering is 1-57680-180-2. This series can be watched as streaming online video on the distributor's Web site, www.learner.org/resources/series150.html#.

NOVA: Dying to Be Thin. Produced by WGBH Boston Video, 2000. Distributed by Public Broadcasting Service. 60 minutes.
Go to the related Web site, www.pbs.org/wgbh/nova/thin, to watch this program online in eight segments. The Web site for teachers, www.pbs.org/wgbh/nova/teachers/activities/2715_thin.html, has classroom activities, viewing ideas, and more. The item number for ordering the video is WB2707; the item number for the DVD is WG29049.

NOVA: Mystery of the Senses. Produced by WGBH Boston Video, 1995. Distributed by Public Broadcasting Service. 300 minutes.
The item number for ordering the boxed set of five DVDs is NOVA480.

NOVA: Secret of the Wild Child. Produced by WGBH Boston Video, 1994. Distributed by Public Broadcasting Service. 60 minutes.
Visit the related PBS Web site for teachers, www.pbs.org/wgbh/nova/teachers/programs/2112_wildchil.html. The item number for ordering this program is NOVA478.

NOVA: Secrets of the Mind. Produced by WGBH Boston Video, 2001. Distributed by Public Broadcasting Service. 60 minutes.
Visit the related PBS Web site for teachers, www.pbs.org/wgbh/nova/teachers/programs/2812_mind.html. The item number for ordering this program is NOVA479.

*NOVA: Secrets of the Psychic*s. Produced by WGBH Boston Video, 1993. Distributed by Public Broadcasting Service. 60 minutes.
Visit the related PBS Web site for teachers, www.pbs.org/wgbh/nova/teachers/programs/2012_psychics.html.

NOVA: Stranger in the Mirror. Produced by WGBH Boston Video, 1993. Distributed by Public Broadcasting Service. 60 minutes.
Visit the related PBS Web site for teachers, www.pbs.org/wgbh/nova/teachers/programs/2020_mirror.html.

Primetime: Basic Instincts. Produced by ABC, 2007. Distributed by the ABC News Store.
Part 5 in this five-part series, "The Milgram Experiment Revisited," shows *Primetime* conducting the experiment again and comparing the results against those of the original experiment in 1961. It aired on January 3, 2007. The product code is P070103 01.

Psychology: The Human Experience Teaching Modules. Produced by Coast Learning Systems with Worth Publishers, 2002.
The 26 teaching modules contain over three hours of material from the telecourse by the same name. For more information, visit the Coast Learning Systems Web site, www.coastlearning.org/courses/videocourse.php?cid=27. The ISBN for the DVDs is 0-7167-5468-1; the ISBN for the videos is 0-7167-5469-X.

Scientific American Frontiers. Produced by Chadd-Angier Production Company, 1991–. Distributed by Public Broadcasting Service.
This long-running series is a companion to *Scientific American* magazine.

Scientific American Frontiers Video Collection. 3rd ed. N.p., n.d. Distributed by Worth Publishers.
This collection supplements the sixth edition of David G. Myers's textbook, *Psychology: Myers in Modules* (New York: Worth Publishers, 2002). The 33 segments range from 8 to 12 minutes. The ISBN for the DVDs is 0-7167-5498-3; the ISBN for the videos is 1-57259-902-2.

The Secret Life of the Brain. Produced by Thirteen/WNET and David Grubin Productions, 2002. Distributed by PBS Home Video. 300 minutes.
The related Web site, www.pbs.org/wnet/brain, features a three-dimensional brain, mind illusions, information about each episode, and more. The item number for ordering the video set is SELB600; the item number for the DVD set is SELB900.

Sound and Fury. Produced by Aronson Film Associates and Public Policy Productions in association with Thirteen/WNET New York and Channel 4 (UK), 2000. Distributed by Public Broadcasting Service and New Video®.
The related PBS Web site, www.pbs.org/wnet/soundandfury/index.html, provides information about deaf culture, has lesson plans and resources, and allows users to watch selected clips from the film. For information on obtaining a copy of *Sound and Fury: Six Years Later* (2006), send an e-mail to Josh Aronson at Aronsonfilms@aol.com.

The World of Abnormal Psychology. Produced by Alvin H. Perlmutter and Toby Levine Communications, 1992. Distributed by Annenberg Media.
The 13 programs are 60 minutes each. The ISBN is 1-55946-679-0.

Multimedia Distributors

ABC News Store
Web site: www.abcnews.go.com/GMA/Shopping (click on *Series and Specials*)

Annenberg Media
Phone: 800 532-7637, 802 862-8881
Web site: www.learner.org

Candid Camera
Web site: www.candidcamera.com

Coast Learning Systems
Phone: 800 547-4748
Web site: www.coastlearning.org

Films Media Group
Phone: 800 257-5126
Web site: www.films.com

Insight Media
Phone: 800 233-9910, 212 721-6316
Web site: www.insight-media.com/IMGroupDispl.asp

McGraw-Hill Higher Education
Phone: 800 338-3987
Web site: www.mhhe.com/catalogs

New Video
Phone: 800 314-8822
Web site: www.newvideo.com

Public Broadcasting Service/PBS Home Video
Phone: 800 645-4727
Web site: www.shoppbs.org

Social Studies School Service
Phone: 800 421-4246, 310 839-2436
Web site: www.socialstudies.com

Worth Publishers
Phone: 888 330-8477
Web site: www.worthpublishers.com

Web Sites

This section is divided into eight categories:

1. Content Resources
2. Electronic Discussion Groups/Listservs
3. Exam Review
4. General Information
5. Periodicals
6. Professional Associations
7. Teaching Resources
8. Textbook Web sites

Content Resources

Content Resources is the largest category in the Web sites section. It is arranged by topic:

- Biopsychology/Neuroscience
- Cognition: Language and Thinking
- Cognition: Memory
- Consciousness
- Development
- Famous People and Their Works
- History of Psychology
- Intelligence
- Learning
- Motivation and Emotion
- Personality
- Psychological Disorders and Treatment
- Sensation and Perception
- Social Psychology
- Statistics and Research

Biopsychology/Neuroscience

Alzheimer's Association
www.alz.org/brain/01.asp
This site has colorful displays showing how the brain works and how Alzheimer's affects brain functioning.

Brain.com
www.brain.com
Here you will find numerous links to other brain sites, including cognition labs and brain games.

The Brain Connection
www.brainconnection.com
This site has links to articles, news, interviews, brain teasers, and more.

The Brain: The World Inside Your Head
www.pfizer.com/brain/etour.html
This site has terrific virtual tours of the brain with clear and useful information.

Harvard University: MCMB–HHMI Outreach
http://outreach.mcb.harvard.edu/animations/actionpotential.swf
This site has wonderful animations of neural firing.

Hemispheric Dominance Inventory Test
www.web-us.com/brain/braindominance.htm
Students will enjoy taking this short test.

How Your Brain Works
http://health.howstuffworks.com/brain8.htm
This is a great site to review how the neuron works.

An Introduction to Neuroanatomy
http://epsych.msstate.edu/biological/neuroanatomy/
This site provides a great tutorial on the function of the nervous system.

Neuroscience for Kids
http://faculty.washington.edu/chudler/neurok.html
Created for all students and teachers who want to learn more about neuroscience, this site provides interesting facts about the functioning of the nervous system, accompanied by clear illustrations. You will find many activities, such as games, coloring pages, creative writing assignments, and things to do during Brain Awareness Week. Sign up for the free monthly newsletter.

Science & Nature: Human Body and Mind
www.bbc.co.uk/science/humanbody/mind/index_surveys.shtml
The site has surveys and psychology tests.

The Split Brain Experiments
http://nobelprize.org/educational_games/medicine/split-brain/
If students would like to play a game and learn about split-brain patients, this is the site!

Virtual Talks on Neuroscience
http://members.tripod.com/rsabbatini/phineas5.htm
Listen to this online discussion about Phineas Gage.

Washington University School of Medicine: Neuroscience Tutorial
http://thalamus.wustl.edu/course/
This illustrated guide was created for first-year medical students.

Cognition: Language and Thinking

The Gorilla Foundation
www.koko.org
Learn about Koko and her trainers, as well as find information about saving gorillas from extinction.

Handspeak.com
http://handspeak.com
The purchase of a short-term or a long-term subscription to this service provides access to online dictionaries of American Sign Language and International Sign Language, as well as some signs from other countries.

Inside the Animal Mind
http://www.pbs.org/wnet/nature/animalmind/index.html
The site has information from the *Nature* miniseries.

"Laddle Rat Rotten Hut"
www.exploratorium.edu/exhibits/ladle
This takeoff on the classic fairy tale "Little Red Riding Hood" shows the importance of intonation (the melody of language) as an integral part of meaning. At this San Francisco Exploratorium Web page you can listen to, as well as read, the story.

The Prisoner's Dilemma
http://serendip.brynmawr.edu/playground/pd.html
Play the "Prisoner's Dilemma" game and learn the principles behind it. Bryn Mawr College supports this site.

The Think Tank at the National Zoo
http://nationalzoo.si.edu/Animals/ThinkTank/
This site has information on the zoo's ongoing research projects on animal cognition.

Cognition: Memory

Elizabeth F. Loftus's Home Page
http://faculty.washington.edu/eloftus
Dr. Loftus's site has numerous links to the articles she has written on memory. Dr. Loftus is a professor at the University of Washington in Seattle and the University of California, Irvine.

Memory
www.exploratorium.edu/memory
This San Francisco Exploratorium Web page features memory games, numerous articles, a sheep-brain dissection for studying the physiological basis of memory, and some great memory links.

Consciousness

Al-Anon/Alateen
www.al-anon.alateen.org
Both the Web site and the mailing list provide a set of resources for people affected by alcohol abuse. You can download the "Fact Sheet for Professionals" for free.

Mind Over Matter
http://teens.drugabuse.gov/mom/tg_intro.asp
This National Institute on Drug Abuse/NIDA for Teens Web page provides information on how drugs affect the brain. An accompanying teacher's guide can be downloaded for free.

Moyers on Addiction: Close to Home
www.pbs.org/wnet/closetohome/science
The companion Web site to the PBS series looks at the stories of alcoholics, treatment for alcoholism, and ways to prevent it. The site uses animation effectively to show how alcoholism affects the brain.

University of Utah Genetics Science Learning Center: The New Science of Addiction: Genetics and the Brain
http://learn.genetics.utah.edu/units/addiction/
This terrific site has a lot of information about the brain, especially the pleasure centers. Check out the information on neural firing. There is also an explanation of how drugs like heroin affect the brain—watch the "Mouse Party." Supporting teacher materials and resources for students are available.

Development

American Academy of Child and Adolescent Psychiatry
www.aacap.org
An excellent resource for teachers and parents, this site promotes the understanding of children's mental health issues.

DevPsy.Org
www.devpsy.org
You will find online lesson plans, activities, and additional links at this site for developmental psychology.

Famous People and Their Works

Charles Darwin
www.literature.org/authors/darwin-charles
Literature.org provides free access to unabridged copies of Darwin's *The Voyage of the Beagle, The Origin of Species*, and *The Descent of Man*.

Classics in the History of Psychology
http://psychclassics.yorku.ca
Read original articles by men and women who changed the way we see ourselves. The site can be searched by author or topic. Christopher D. Green, a psychology professor at York University in Toronto, developed this site.

Erik Erikson, 1902–1994
www.ship.edu/~cgboeree/erikson.html
Dr. C. George Boeree's essay on Erikson includes a detailed chart related to the psychosocial theory of personality development.

Freud: Conflict and Culture
www.loc.gov/exhibits/freud
The Library of Congress online exhibit of Freud focuses on the controversy his work still creates. The many photographs and a detailed biography of Freud's life and work come from the exhibit that toured the country from 1999 to 2002.

The Interpretation of Dreams (3rd edition) by Sigmund Freud
www.psychwww.com/books/interp/toc.html
The 1911 A. A. Brill translation appears in its entirety on this Psych Web page.

Jean Piaget
www.time.com/time/time100/scientist/profile/piaget.html
The *Time* magazine list of the 100 most important people of the twentieth century profiles the contributions of Jean Piaget.

Jean Piaget, 1896–1980
www.ship.edu/~cgboeree/piaget.html
Dr. C. George Boeree has put together a detailed essay on Piaget's cognitive theory, with excellent explanations of the concepts related to the stages of cognitive development and the critical attributes of each stage.

A Short Biography of Jean Piaget
www.piaget.org/biography/biog.html
The Piaget Society's site features a short biography, a timeline, and a bibliography of Piaget's works.

Sigmund Freud
www.time.com/time/time100/scientist/profile/freud.html
The *Time* magazine list of the 100 most important people of the twentieth century profiles Sigmund Freud.

William James
www.des.emory.edu/mfp/james.html
Emory University psychology professor Frank Pajares has put together a megasite about William James that includes some very interesting links.

William James: *The Varieties of Religious Experiences*
www.psychwww.com/psyrelig/james/toc.htm
The full online text for the first publication of this book is accompanied by detailed notes.

History of Psychology

The Archives of the History of American Psychology
www3.uakron.edu/ahap
The purpose of these archives is to collect, catalogue, and preserve the historical record of psychology. Browse through the collections of manuscripts and apparatus, and order posters for your classroom. The actual archives are housed at the University of Akron, Ohio.

History of Psychology Links
http://people.tamu.edu/~l-benjamin
Dr. Ludy T. Benjamin Jr., a psychology professor at Texas A&M University, has collected a number of very interesting links that investigate the history of psychology.

Museum of the History of Psychological Instrumentation
http://chss.montclair.edu/psychology/museum/museum.html
Enhance your lessons with these downloadable illustrations of research apparatus from various historical psychological labs. The site is maintained by Thomas B. Perera, a retired professor emeritus of psychology at Montclair State University in New Jersey.

Today in the History of Psychology
www.cwu.edu/%7Ewarren/today.html
The American Psychological Association historical database can be searched by date or keyword for brief descriptions of over 3,100 events in the history of psychology.

Intelligence

FAQ/Finding Information about Psychological Tests
www.apa.org/science/faq-findtests.html
The APA answers frequently asked questions about psychological tests.

Human Intelligence
www.indiana.edu/~intell
A team of Ph.D. students and professors in Indiana University's Psychology Department put together this site of teaching resources, controversies in the field, and biographical profiles of prominent individuals associated with intelligence testing.

Mensa International
www.mensa.org
Mensa's site provides general information about the organization as well as the "Mensa Workout," an online test that takes about 30 minutes to complete.

Online Tests
www.vanguard.edu/faculty/ddegelman/amoebaweb/index.aspx?doc_id=850
The AmoebaWeb's page for online tests features the Big Five Personality Test and a link to Majon's Online IQ Test Center. Douglas Degelman, a psychology professor at Vanguard University in Costa Mesa, California, maintains this site.

Testing and Assessment
www.psywww.com/resource/bytopic/testing.html
This Psych Web page for testing and assessment has information about tests and numerous links to online tests and test publishers.

Testing Issues
www.apa.org/topics/topictest.html
The press releases, books, videos, *Monitor on Psychology* articles, and articles from other journals and news sources on this APA page all focus on testing issues.

Learning

A Glossary of Some Terms Used in the Objective Science of Behavior
http://web.utk.edu/~wverplan/gt57/glayout.html
This University of Tennessee Knoxville site features a very helpful glossary of conditioning terminology.

Motivation and Emotion

"Controlling Anger Before It Controls You"
www.apa.org/pubinfo/anger.html
This APA article investigates definitions of anger and strategies for controlling it.

The Entrepreneur Test
www.liraz.com/webquiz.htm
It will take your students just a few minutes to complete this online test that measures achievement motivation.

NOVA: Dying to Be Thin
www.pbs.org/wgbh/nova/thin
The companion site to the NOVA program has numerous links and a teacher's guide with suggested student activities. You can also watch the episode online.

Personality

Dr. C. George Boeree's Home Page
www.ship.edu/~cgboeree
Dr. Boeree, a psychology professor at Shippensburg University in Pennsylvania, provides links to a number of personality tests, including Fromm's Orientation Test, the Big Five Mini Test, the Sheldon Test, and a Jungian Type Test. From this site you can also access his publications and course syllabi, which have helpful embedded links.

Humanmetrics: Jung Typology Test
www.humanmetrics.com/cgi-win/JTypes1.htm
Your students will be able to take this online questionnaire, which is similar to the Myers-Briggs Type Indicator test, in less than 10 minutes.

The IPIP-NEO (International Personality Item Pool Representation of the NEO PI-R™)
www.personal.psu.edu/faculty/j/5/j5j/IPIP
You can elect to take a short version (120 questions) or the original version (300 questions) of this online personality test based on the Big Five and print out detailed results.

Personality Theories
http://webspace.ship.edu/cgboer/perscontents.html
Dr. C. George Boeree's site has links to biographies in the electronic textbook he has created for his personality theories courses.

Queendom: The Land of Tests
www.queendom.com/tests
This site offers a variety of informal personality, IQ, relationship, career, and health tests.

Psychological Disorders and Treatment

American Psychiatric Association
www.psych.org
Nonmembers may access the association's site, which features news on current legislation and links to research.

National Institute of Mental Health
www.nimh.nih.gov
This site is packed with information about mental health issues, resources, and research.

Online DSM-IV-TR
www.psychologynet.org/dsm.html
Online Psychological Services provides online access to the DSM-IV-TR, listing not only diagnostic criteria and differential diagnoses but also Amazon.com links to related books.

Phobia List
www.phobia-fear-release.com/phobia-list.html
You will find this list of phobias helpful. Also included are statistics, information on medications and anxiety, and an annotated list of the top 10 phobias. Jan Heering, founder and president of Morpheus Institute in Amsterdam, created and maintains this site.

Psych Central®
http://psychcentral.com
Established in 1995 as Psych Central: John Grohol's Mental Health Page, this site is still maintained by Dr. Grohol and has links to mental health and psychological resources.

Sensation and Perception

Amazing Animal Senses
http://faculty.washington.edu/chudler/amaze.html
Neuroscience for Kids presents some pretty amazing facts about the sensory abilities of different animals.

Animated Necker Cube
http://dogfeathers.com/java/necker.html
Try this engaging demonstration of perceptual set. Is there a cube on the screen? We have a desire to unite stimuli into meaningful wholes (Gestalt).

Colors, Colors
http://faculty.washington.edu/chudler/words.html
The Stroop effect demonstrations and explanations on this Neuroscience for Kids page will amuse and frustrate your students while teaching them about this phenomenon.

Counter-Rotating Spirals Illusion
http://dogfeathers.com/java/spirals.html
Mark Newbold created this great demonstration for motion perception.

eyetricks.com
www.eyetricks.com
Students will enjoy this fun Web site of optical illusions.

Grand Illusions
www.grand-illusions.com
Check out the "amazing dots" under the *Optical Illusions* tab. It is just one of the many wonderful illusions on this Web site.

Our Chemical Senses: 2. Taste
http://faculty.washington.edu/chudler/taste.html
There are some terrific articles on this Neuroscience for Kids page, along with explanations of this chemical sense. The experiment investigating the relationship between taste and smell comes with teacher and student guides that may be downloaded for free.

Pain and Why It Hurts
http://faculty.washington.edu/chudler/pain.html
This Neuroscience for Kids page has an excellent visual explanation of gate control theory, as well as information on pain and related links.

Sandlot Science.com
www.sandlotscience.com
Different optical illusions are the main feature of this Web site, but you will also find games, puzzles, and brain teasers.

Seeing, Hearing, and Smelling the World
www.hhmi.org/senses
The Howard Hughes Medical Institute Web site has created useful graphics and articles for studying sensation.

Visual Cognition Lab
http://viscog.beckman.uiuc.edu/djs_lab/demos.html
The Visual Cognition Lab, based at the University of Illinois, Urbana–Champaign, has an online demonstration for selective attention, as well as video examples of change blindness and inattentional blindness.

Social Psychology

Nonverbal Behavior, Nonverbal Communication Links
www3.usal.es/~nonverbal/introduction.htm
Click on *Online Nonverbal Behavior Experiments* to participate in experiments involving expressions, emotions, and more.

"The Perils of Obedience"
http://home.swbell.net/revscat/perilsOfObedience.html
This is an article by Stanley Milgram on his obedience studies.

Resources for the Teaching of Social Psychology
http://jonathan.mueller.faculty.noctrl.edu/crow
You will find wonderful links and ideas here. The Web site includes class assignments, activities, demonstrations, and more. Jon Mueller, a psychology professor at North Central College in Pella, Iowa, created this site.

Social Psychology Network
www.socialpsychology.org
The numerous links on this site include those for general psychology, teaching tips, visual aids, student activities, assignments, projects, exams, and student study aids, as well as information on careers, conferences, academic programs, and journals. Scott Plous, a psychology professor at Wesleyan University in Middleton, Connecticut, maintains this site.

Stanford Prison Experiment
www.prisonexp.org
Philip G. Zimbardo's classic experiment on role-playing is presented through the use of slides. You will also find additional links and a connection to Phil Zimbardo's Web site.

Statistics and Research

APA Style Resources
www.psywww.com/resource/apacrib.htm
This Psych Web page has links to resources that will help students learn how to use APA style.

Howell'ing at Statistics
www.psych.utoronto.ca/courses/c1/c1.html
You will find some terrific resources at this companion site to the fourth edition of *Statistical Methods for Psychology* (Belmont, Calif.: Duxbury Press, 1997) by Dr. David C. Howell, a professor emeritus at the University of Toronto at Scarborough.

Rice Virtual Lab in Statistics: Simulations and Demonstrations
http://onlinestatbook.com/stat_sim/index.html
This site provides interactive demonstrations and simulations of statistical concepts. David Lane, a psychology and statistics professor at Rice University in Houston, Texas, maintains this site.

Statistical Home Page
www.uvm.edu/~dhowell/StatPages/StatHomePage.html
Dr. David C. Howell designed this Web site to complement his two textbooks, the sixth edition of *Statistical Methods for Psychology* (Belmont, Calif.: Thomson/Wadsworth, 2007) and the sixth edition of *Fundamental Statistics for the Behavioral Sciences* (Belmont, Calif.: Thomson/Wadsworth, 2008).

Statistics for Psychologists
www.psywww.com/resource/bytopic/stats.html
This Psych Web page provides links to statistics Web sites.

Statistics Glossary
www.cas.lancs.ac.uk/glossary_v1.1/main.html
Consult this site for help with statistical terms that give you trouble.

StatSci.org: Teaching Resources
www.statsci.org/teaching.html
Here you will find links for a variety of teaching resources, including online textbooks, tutorials, interactive demonstrations, videos, journals, glossaries, dictionaries, and statistics information.

Electronic Discussion Groups/Listservs

AP Psychology Electronic Discussion Group
apcentral.collegeboard.com
AP Psychology teachers and college and university psychology professors provide each other with support and ideas through this online community. To join, click on *Registration for Electronic Discussion Groups* on the Psychology Course Home Page on AP Central.

Psych Community
http://communities.ncss.org/communities/psychology
This group is hosted by NCSS (the National Council for the Social Studies).

Psych-News listserv
www.lsoft.com/SCRIPTS/WL.EXE?SL1=PSYCH-NEWS&H=LISTSERV.UH.EDU
Psych-News is an active and useful discussion group for psychology instructors, primarily those teaching high school psychology courses. Discussions include teaching activities, the AP Psychology course and exam, textbooks, grading, and much more. To join, send the message *SUBSCRIBE PSYCH-NEWS* to listserv@listserv.uh.edu.

PsychTeacher Listserv
http://teachpsych.org/news/psychteacher.php
This Society for the Teaching of Psychology (STP) listserv is for instructors at universities, two-year colleges, and high schools. Instructions for joining can be found on the site.

Exam Review

AP Review Site
http://home.mindspring.com/~j-squared/apreviewsite/index.html
Jacson Lowe, an AP Psychology teacher at Cedar Ridge High School in Hillsborough, North Carolina, created this review page for his students. It has general information, definitions, and an online quiz.

General Information

AP Central
apcentral.collegeboard.com
The College Board's Web site for AP teachers will guide you to information about teaching resources, summer institutes and workshops, being an AP Reader, and more. It is described in more detail in chapter 2.

College Board Store
store.collegeboard.com
Order College Board publications for the AP Psychology course here. Teacher's Guides, the current Course Description, and Released Exams and their corresponding "Packets of 10" are available for purchase.

Encyclopedia of Psychology
www.psychology.org
This is not an encyclopedia per se but rather an annotated list of links to Web sites for studies, articles, self-tests, and more. William Palya, a psychology professor at Jacksonville State University in Alabama, manages this site.

Psychology
http://academics.tjhsst.edu/psych
When planning your course, be sure to explore these links to a wide range of topics, including women in psychology, textbook publishers, quizzes, university psychology departments all over the world, lecture notes, *PowerPoint* presentations, templates, and research methods.

Psychology World Wide Web Virtual Library
www.dialogical.net/psychology
The library contains links to journals, publishers, the history of psychology, mental health resources, university psychology departments, and more.

Psych Web
www.psywww.com
This megasite of psychological resources includes links to APA style crib sheets, test publishers, self-help resources, career information, books online, and more. Russ Dewey, a psychology professor at Georgia Southern University in Statesboro, maintains this site.

Recommended Popular Books on Psychology
www-personal.umich.edu/~tmorris/goodbook.html
Although this list was last updated in 1999, the titles on it are still of interest and relevance today.

Periodicals

APA Journals
www.apa.org/journals/by_title.html
The American Psychological Association publishes over 50 journals for practitioners and educators. Links to all journals are listed alphabetically on the APA Web page.

Monitor on Psychology
www.apa.org/monitor
Print out current and archived articles from this monthly APA publication's site.

Online Journals
www.psychwatch.com/journalpage.htm
Click on the links to access the hundreds of online psychological, psychiatric, mental health, and related journals that are listed here by discipline.

PsycCRITIQUES
www.apa.org/psyccritiques/
This is an online journal from the APA.

Psychology in the News
http://psycport.apa.org
This is the APA's daily news headlines publication.

Scientific American
www.sciam.com
You can read synopses of many of the current and archived articles from this monthly magazine on the site, but the full article must be purchased as a reprint. Extra features are video news clips, "Ask the Experts" questions and answers, and free podcasts.

Teaching of Psychology
www.ithaca.edu/beins/top/top.htm
Subscription information for this STP quarterly periodical is available on its Web site.

Professional Associations

I encourage you to join professional organizations like Teachers of Psychology in Secondary Schools or the Society for the Teaching of Psychology. Both provide multiple benefits at small cost to teachers. They are a way to keep up with developments and theories in the discipline, find out about resources and workshops, and learn new skills. The Web sites for the following associations all feature press releases, teaching resources, ordering information for their print and multimedia materials, access to articles in the journals they publish, and career, conference, and workshop information.

American Psychological Association (APA)
www.apa.org
APA offers two organizations for high school psychology teachers, Society for the Teaching of Psychology and Teachers of Psychology in Secondary Schools (see separate listings for both below).

Association for Psychological Science
www.psychologicalscience.org
Formerly known as the American Psychological Society, this organization has information on teaching psychology on its Web site. High school teachers can subscribe to the free journal *Current Directions in Psychological Science*.

The Society for the Teaching of Psychology (STP)
www.teachpsych.org
The members of this APA Division 2 association include educators and staff at high schools and colleges and universities. Your annual membership entitles you to receive *Teaching of Psychology*, one of the best journals for research on psychology education. The organization sponsors regional and national teaching workshops and programs at the APA Convention. Learn more about membership and apply online by going to www.teachpsych.org/members/howjoin.php.

Teachers of Psychology in Secondary Schools (TOPSS)
www.apa.org/ed/topss/homepage.html
This is a *must* join organization for high school teachers. Your annual membership entitles you to teaching resources, lesson plans, subscriptions to *Psychology Teacher Network* and *Monitor on Psychology*, discounts on APA books and journals, and more. This association sponsors teacher workshops and programs for high school teachers at the yearly APA Convention. Some states have a local chapter; in my state, for example, we have U-TOPSS (Utah Teachers of Psychology in Secondary Schools). Go to www.apa.org/membership/teachers.html to join and to find out if your state has a local chapter. You can also call 800 374-2721 or 202 336-5580.

Teaching Resources

AllPsych Online: The Virtual Psychology Classroom
www.allpsych.com
This comprehensive site is packed with games, links to news and online resources, psychological dictionaries, an index of disorders, online tests and quizzes, and more.

AmoebaWeb
www.vanguard.edu/faculty/ddegelman/amoebaweb
An APA "Web site of the Month," this megasite covers a wide variety of psychological topics. It has links to resources, studies, articles, style and writing guides, online tests, career information, and much more. Douglas Degelman, a psychology professor at Vanguard University, maintains this site.

Common Sense Psychology Quiz
www.psychcourse.com/commonsensequiz.htm
Part of the course Web site of Payam Heidary, a psychology professor at Antelope Valley College in Lancaster, California, this page illustrates some of the more prevalent misconceptions about psychology and human behavior.

The Educator's Reference Desk℠ Psychology Lesson Plans
www.eduref.org/cgi-bin/lessons.cgi/Social_Studies/Psychology
Each lesson plan specifies its purpose, objectives, procedure, assessment, and target grades. You will also find general suggestions for writing a successful lesson plan of your own. The creators of AskERIC developed this site.

Linda Walsh's Home Page
www.uni.edu/walsh
Linda Walsh is a psychology professor at the University of Northern Iowa in Cedar Falls. Her site features the home pages for the courses she teaches and their syllabi, assessments, and study tips. The syllabi have embedded links to articles, tests, and readings, making them a terrific online resource.

Movies Are Us
http://faculty.washington.edu/chudler/videos.html
This Neuroscience for Kids page lists questions for students to answer after viewing one of several movies. The questions were developed by Linda Leyva of Mendocino Middle School in Mendocino, California.

Mrs. Whitlock, AP Psychology
www.davis.k12.ut.us/staff/kwhitlock
This page for my course at Viewmont High School in Bountiful, Utah, features a course disclosure, calendar, information for students and parents, and news about the school's Psychology Club. The student section links to sites that will enrich and expand the knowledge students are gaining in class. Many of these sites provide tutorials or additional information that will help students struggling with certain psychological concepts. A number of sites include graphics or pictures that illustrate difficult concepts for students who are more visual learners.

National Standards for High School Psychology Curricula, August 2005
www.apa.org/ed/natlstandards.html
While curriculum for the AP Psychology course must be based on the Course Description, the national standards may provide helpful supporting materials, and no high school psychology teacher should be without a copy of them. The standards contain content standards and specific suggestions

for how each standard can be met, which may give you ideas for how to teach the concepts described in the Course Description's content outline. They offer new teachers planning ideas related to the scope and sequence of an introductory course. In addition, they have a list of resource materials, including popular books, multimedia, and Internet sites. The standards can be downloaded for free from this Web site.

POSbase: Presentations of Science Base
http://posbase.uib.no/posbase
Search this database of 100 *PowerPoint* presentations for teachers to download free of charge for their own use.

PsychKits
www.psychkits.com
PsychKits offers classroom demonstrations and games for purchase. My favorites include the stress cards in the self-soothing unit and the perception goggles.

Psychology Demonstrations, Tutorials, and Other Neat Stuff
www.uni.edu/walsh/tutor.html
Links for the demonstrations and tutorials are organized by topic. The "other neat stuff" includes online research projects, help for writing and researching, and a variety of teaching resources. Linda Walsh maintains this site.

Scientific American Frontiers
www.pbs.org/saf
All previously aired episodes are available online here. The educators' page allows free downloading and printing of related classroom activities for each episode.

Teachers' Resources
apcentral.collegeboard.com
Click on the link on the Psychology Course Home Page to search for reviews of hundreds of teaching resources.

Teaching Resources
http://psych.hanover.edu/APS/teaching.html
The Association for Psychological Science offers some excellent resources, including links to teaching materials organized by topic, online tutorials, college course syllabi, studies, historical perspectives, images, and experiments.

Textbook Web sites

Exploring Psychology
www.worthpublishers.com/exploring/content/instructor/index.htm
The instructor site for *Exploring Psychology*, published by Worth, has downloadable illustration-based, text-based, and enhanced *PowerPoint* slides and a collection of images from Bedford, Freeman, and Worth publications for teachers to use free of charge in their own *PowerPoint* presentations.

Houghton Mifflin: Psychology Home Page
http://college.hmco.com/psychology/students
This is the publisher's portal to the Web sites it provides for its different psychology textbooks.

Meyers Textbooks
www.worthpublishers.com/myers
Worth Publishers' companion site to David G. Myers's textbooks provides students and teachers with unrestricted access to certain areas of the E-study center.

Morris Study Guide
http://cwx.prenhall.com/bookbind/pubbooks/morris
Prentice Hall's online study guide to accompany the 1999 edition of the Charles G. Morris textbook *Psychology: An Introduction* includes objectives, chapter quizzes, related Web sites, a message board, and an i-Chat feature.

OTRP Online: A Compendium of Introductory Psychology Texts (2003–2006)
http://teachpsych.org/otrp/resources/resources.php?category=Introductory%20Psychology
Cynthia S. Koenig, a psychology professor at St. Mary's College of Maryland, and some of her colleagues produce this comprehensive and comparative textbook list every three years, a schedule that keeps pace with the three-year revision cycle of most introductory psychology textbooks. It is an invaluable resource to consult when selecting a textbook for your course.

Psychology, 7th Edition Home Page
http://college.hmco.com/psychology/bernstein/psychology/7e/instructors/index.html
Nonmembers may use some of the areas within this Houghton Mifflin companion site to the Douglas Bernstein textbook.

Textbook Publishers and Resource Distributors

All of the publishers' Web sites in this section have information about psychology textbooks and their supplementary materials and supporting Web sites. Purchasing information is also included. The distributor's Web site describes the print and nonprint teaching materials it makes available for purchase.

Houghton Mifflin College Division
http://college.hmco.com/psychology

Pearson Higher Education Psychology Textbooks
http://vig.prenhall.com/catalog/academic/discipline/1,4094,2973,00.html

Social Studies School Service
http://socialstudies.com

Wadsworth Cengage Psychology Textbooks
www.thomsonedu.com/thomsonedu/discipline.do?disciplinenumber=24

How to Address Limited Resources

Many AP Psychology teachers face the problem of limited budgets and resources. While such constraints can be frustrating, it is possible to deal with shortcomings and still provide a challenging and exciting course for students. The key is to be creative and think outside the box. This section describes several approaches for stretching a limited budget.

Textbooks

Textbooks may well be your biggest expense. It is not unusual for new AP Psychology teachers to find that they have inherited a classroom set of outdated or high school-level texts and are without the funding necessary for replacing them with current college-level editions. In this circumstance, it is always possible to supplement your lectures and textbook readings with the most recent research and information. But by asking around, you may be able to replace your old textbooks with those you want without spending much.

- **Contact other AP Psychology teachers in your state.** Other teachers, especially those at larger schools in larger school districts, may have recently adopted new textbooks and can sell or give you their older, but still current, texts for a bargain price. You can also send out a call for help on one of the psychology community listservs. This larger community of educators may be able to help you find or piece together a complete classroom set of affordable and usable textbooks.
- **Contact the psychology departments of the colleges and universities in your area.** Often college faculty receive complimentary textbooks and other instructional materials from publishers. They may be willing to donate these materials for use in your classroom.
- **Contact individual publishers.** They are always happy to send teachers review copies of textbooks and their supplementary materials.

Periodicals

You can easily compile a reading list of periodical articles that deal with psychological issues. The journals and magazines identified earlier in this chapter are good sources for articles to supplement the textbook readings you assign. Most of these periodicals offer current and archived articles online for free.

Instructional Videos and DVDs

Instructional videos and DVDs are a wonderful way to supplement your curriculum. They can, however, also be expensive to purchase. One way to provide your students with many viewing experiences without spending money is to use the Web sites that stream video online for free. With a classroom computer, a high-speed Internet connection, and a projector, you can show your students programs from any number of series that are pertinent to the AP Psychology curriculum. I think you will find that the series available on the Annenberg Media and PBS Web sites will especially enhance the information your students are reading in their textbooks and are well worth the class time devoted to showing them.

- **Annenberg Media.** Go to www.learner.org, scroll down to *Social Studies and History* in the *Browse Teacher Resources* bar under the top row of menu tabs, select *9–12* in the next bar, and click on the *Go* button. You will see a list of series titles available for viewing on demand, including *The Mind: Teaching Modules, Discovering Psychology*, and *The World of Abnormal Psychology*. Click on the desired series and then on the boxed *VoD* icon. You can find *The Brain: Teaching Modules* by selecting *Science* and *9–12*.

- **PBS.** You can view selected episodes from the *Frontline*, *NOVA*, and *Scientific American Frontiers* series shown on the PBS Web site. For *Frontline*, go to www.pbs.org/wgbh/pages/frontline; for *NOVA*, go to www.pbs.org/wgbh/nova; for *Scientific American Frontiers*, go to www.pbs.org/saf. *Scientific American Frontiers* is one of my favorite series, and its Web site offers free teacher's guides for many of the episodes.

AP Electronic Discussion Groups

When you join the AP Psychology Electronic Discussion Group, you will discover that the conversation often focuses on teaching strategies that are easy to implement with limited funds. The AP Small Schools Electronic Discussion Group also offers suggestions for teachers with modest budgets. To sign up for both, go to AP Central, click on *AP Community*, and follow the directions for registering.

Images

If you are looking for images to use in *PowerPoint* presentations, go to Google's Web site at www.google.com and click on *Images*. The search box will allow you to scan the Web for images that correspond to the topics you are covering in class. When I searched for *the brain*, I quickly received 158,000,000 possible images for this content area. Another valuable resource for images is the Worth Publishing Image Gallery, found at http://worth.sohonet.com. Scroll to the bottom of the page and click on *Worth Publishing Image and Lecture Gallery for Psychology*. From this site you can access any image found in psychology textbooks published by Bedford, Freeman, and Worth. If you click on *Browse* you can look for images sorted by discipline and course, while *Search* allows you to search by keywords.

Online Teaching Materials

While having a limited budget can be difficult, there are plenty of online resources to help you meet the challenge. The most obvious are independent Web sites, but do not overlook the Web sites of professional associations.

- **Independent Web sites.** In this chapter you have found many references to Web sites with free teacher's guides, streaming online video, graphics, interactive demonstrations, tests, lesson plans, and college-level course syllabi. Some of the materials can be downloaded as PDFs, while others must be used on the computer. The general and specific content Web sites identified earlier in this chapter will help you enhance your AP Psychology curriculum.
- **Professional Association Web sites.** Joining a professional association entitles you to online access to lesson plans and other teaching materials, as well as the association's journal. TOPSS is a must-join organization for those with limited budgets because it has so many wonderful teaching resources and materials for its members.

Professional Development

In this section, the College Board outlines its professional development opportunities in support of AP educators.

The teachers, administrators, and AP Coordinators involved in the AP and Pre-AP Programs compose a dedicated, engaged, vibrant community of educational professionals. Welcome!

We invite you to become an active participant in the community. The College Board offers a variety of professional development opportunities designed to educate, support, and invigorate both new and experienced AP teachers and educational professionals. These year-round offerings range from half-day workshops to intensive weeklong summer institutes, from the AP Annual Conference to AP Central, and from participation in an AP Reading to Development Committee membership.

Workshops and Summer Institutes

At the heart of the College Board's professional development offerings are workshops and summer institutes. Participating in an AP workshop is generally one of the first steps to becoming a successful AP teacher. Workshops range in length from half-day to weeklong events and are focused on all 37 AP courses and a range of supplemental topics. Workshop consultants are innovative, successful, and experienced AP teachers; teachers trained in Pre-AP skills and strategies; college faculty members; and other qualified educational professionals who have been trained and endorsed by the College Board. For new and experienced teachers, these course-specific training opportunities encompass all aspects of AP course content, organization, evaluation, and methodology. For administrators, counselors, and AP Coordinators, workshops address critical issues faced in introducing, developing, supporting, and expanding Pre-AP and AP programs in secondary schools. They also serve as a forum for exchanging ideas about AP.

While the AP Program does not have a set of formal requirements that teachers must satisfy prior to teaching an AP course, the College Board suggests that AP teachers have considerable experience and an advanced degree in the discipline before undertaking an AP course.

AP Summer Institutes provide teachers with in-depth training in AP courses and teaching strategies. Participants engage in at least 30 hours of training led by College Board–endorsed consultants and receive printed materials, including excerpts from AP Course Descriptions, AP Exam information, and other course-specific teaching resources. Many locations offer guest speakers, field trips, and other hands-on activities. Each institute is managed individually by staff at the sponsoring institution under the guidelines provided by the College Board.

Participants in College Board professional development workshops and summer institutes are eligible for continuing education units (CEUs). The College Board is authorized by the International Association for Continuing Education and Training (IACET) to offer CEUs. IACET is an internationally recognized organization that provides standards and authorization for continuing education and training.

Workshop and institute offerings for the AP Psychology teacher (or potential teacher) range from introductory to topic-specific events and include offerings tailored to teachers in the pre-AP years. To learn more about scheduled workshops and summer institutes near you, visit the Institutes & Workshops area on AP Central: apcentral.collegeboard.com/events.

Online Events

The College Board offers a wide variety of online events, which are presented by College Board–endorsed consultants and recognized subject-matter experts to participants via a Web-based, real-time interface. Online events range from one hour to several days and are interactive, allowing for exchanges between the presenter and participants and between participants. Like face-to-face workshops, online events vary in focus from introductory themes to specific topics, and many offer CEUs for participants. For a complete list of upcoming and archived online events, visit apcentral.collegeboard.com/onlineevents/schedule.

Archives of past online events are available for free. Archived events can be viewed on your computer at your convenience.

AP Central

AP Central is the College Board's online home for AP professionals and Pre-AP. The site offers a wealth of resources, including Course Descriptions, sample syllabi, exam questions, a vast database of teaching resource reviews, lesson plans, course-specific feature articles, and much more. Bookmark the AP Psychology Course Home Page on AP Central to gain quick access to updated resources and information about AP Psychology.

AP Program information is also available on the site, including exam calendars, fee and fee-reduction policies, student performance data, participation forms, research reports, college and university AP grade acceptance policies, and more.

AP professionals are encouraged to contribute to the resources on AP Central by submitting articles, adding comments to Teachers' Resources reviews, and serving as an AP Central Content Advisor.

Electronic Discussion Groups

The AP Electronic Discussion Groups (EDGs) were created to provide a moderated forum for the exchange of ideas, insights, and practices among AP teachers, AP Coordinators, consultants, AP Exam Readers, administrators, and college faculty. EDGs are Web-based threaded discussion groups focused on specific AP courses or roles, giving participants the ability to ask and answer questions online for viewing by other members of the EDG. To join an EDG, visit apcentral.collegeboard.com/community/edg.

AP Annual Conference

The AP Annual Conference (APAC) is a gathering of the AP and Pre-AP communities, including teachers, secondary school administrators, and college faculty. The APAC is the only national conference that focuses on providing complete strategies for middle and high school teachers and administrators involved in the AP Program. Conference events include presentations by each course's Development Committee, course- and topic-specific sessions, guest speakers, and pre- and postconference workshops for new and experienced teachers. To learn more about the event, please visit collegeboard.com/apac.

AP professionals are encouraged to lead workshops and presentations at the conference. Proposals are due in the fall of each year prior to the event (visit AP Central for specific deadlines and requirements).

Professional Opportunities

College Board Consultants and Contributors

Experienced AP teachers and educational professionals share their techniques, best practices, materials, and expertise with other educators by serving as College Board consultants and contributors. They may lead workshops and summer institutes, sharing their proven techniques and best practices with new and experienced AP teachers, AP Coordinators, and administrators. They may also contribute to AP course and exam development (writing exam questions or serving on a Development Committee) or evaluate AP Exams at the annual AP Reading. Consultants and contributors may be teachers, postsecondary faculty, counselors, administrators, and retired educators. They receive an honorarium for their work and are reimbursed for expenses. To learn more about becoming a workshop consultant, visit apcentral.collegeboard.com/consultant.

AP Exam Readers

High school and college faculty members from around the world gather in the United States each June to evaluate and score the free-response sections of the AP Exams at the annual AP Reading. AP Exam Readers are led by a Chief Reader, a college professor who has the responsibility of ensuring that students receive grades that accurately reflect college-level achievement. Readers describe the experience as providing unparalleled insight into the exam evaluation process and as an opportunity for intensive collegial exchange between high school and college faculty. (More than 9,500 Readers participated in the 2007 Reading.) High school Readers receive certificates awarding professional development hours and CEUs for their participation in the AP Reading. To apply to become an AP Reader, go to apcentral.collegeboard.com/readers.

Development Committee Members

The dedicated members of each course's Development Committee play a critical role in the preparation of the Course Description and exam. They represent a diverse spectrum of knowledge and points of view in their fields and, as a group, are the authority when it comes to making subject-matter decisions in the exam-construction process. The AP Development Committees represent a unique collaboration between high school and college educators.

AP Grants

The College Board offers a suite of competitive grants that provide financial and technical assistance to schools and teachers interested in expanding access to AP. The suite consists of three grant programs: College Board AP Fellows, College Board Pre-AP Fellows, and the AP Start-Up Grant, totaling over $600,000 in annual support for professional development and classroom resources. The programs provide stipends for teachers and schools that want to start an AP program or expand their current program. Schools and teachers that serve minority and/or low-income students who have been traditionally underrepresented in AP courses are given preference. To learn more, visit apcentral.collegeboard.com/apgrants.

Our Commitment to Professional Development

The College Board is committed to supporting and educating AP teachers, AP Coordinators, and administrators. We encourage you to attend professional development events and workshops to expand your knowledge of and familiarity with the AP course(s) you teach or that your school offers, and then to share that knowledge with other members of the AP community. In addition, we recommend that

you join professional associations, attend meetings, and read journals to help support your involvement in the community of educational professionals in your discipline. By working with other educational professionals, you will strengthen that community and increase the variety of teaching resources you use.

Your work in the classroom and your contributions to professional development help the AP Program continue to grow, providing students worldwide with the opportunity to engage in college-level learning while still in high school.