Course Purpose & Goals
As articulated on pages 7 of the College Board AP Psychology Course Description manual, the purpose of the course is to “introduce students to the systematic and scientific study of human behavior and mental processes.” The goal of the course is to offer students “the equivalent of the Introduction to Psychology course usually taken during the first college year.”

Advanced Placement Units with Exam Weight & Textbook Chapter Correlation
Below the primary “content areas covered in the AP Psychology Exam, approximate percentages of the multiple-choice section devoted to each area,” as correlated with the textbook.

<table>
<thead>
<tr>
<th>Advanced Placement Units with Exam Weight</th>
<th>Textbook Chapters: King, Science of Psych</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scientific Foundations of Psych 10-14%</td>
<td>Ch.1-2 - What is Psych &amp; Scientific Method</td>
</tr>
<tr>
<td>2. Biological Bases of Behavior 8-10%</td>
<td>Ch.3,11,17- Biological Found, Gender and Sex, &amp; Health</td>
</tr>
<tr>
<td>3. Sensation &amp; Perception 6-8%</td>
<td>Ch.4 - Sensation &amp; Perception</td>
</tr>
<tr>
<td>4. Learning 7-9%</td>
<td>Ch.6 - Learning</td>
</tr>
<tr>
<td>5. Cognitive Psychology 13-17%</td>
<td>Ch.5,7-8 - Consciousness, Memory, Think-Int-Lang</td>
</tr>
<tr>
<td>6. Developmental Psychology 7-9%</td>
<td>Ch.9, 11 - Human Development &amp; Gender &amp; Sex</td>
</tr>
<tr>
<td>7. Motivation, Emotion, Personality 11-15%</td>
<td>Ch.10, 12 - Motivation and Emotion &amp; Personality</td>
</tr>
<tr>
<td>8. Clinical Psychology 12-16%</td>
<td>Ch15-16 - Psych Disorders &amp; Therapies</td>
</tr>
<tr>
<td>9. Social Psychology 8-10%</td>
<td>Ch.13 - Social Psychology</td>
</tr>
</tbody>
</table>

AP Exam & Scoring
AP Exams are taken the first two weeks of May. There are two sections of the exam, with each section sub-divided into parts. Each part is measured as a percentage of the total raw score. Raw scores are converted into a composite AP Exam score of 5, 4, 3, 2, or 1. Below are tables indicating the exam breakdown and college equivalent of each AP score with a descriptive qualifier:

<table>
<thead>
<tr>
<th>Section</th>
<th>Question Type</th>
<th>Number of Questions</th>
<th>Exam Weighting</th>
<th>Timing</th>
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<tbody>
<tr>
<td>I</td>
<td>Multiple-choice questions</td>
<td>100</td>
<td>66.7%</td>
<td>70 minutes</td>
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<tr>
<td>II</td>
<td>Free-response questions</td>
<td>2</td>
<td>33.3%</td>
<td>50 minutes</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>AP Score</th>
<th>Qualification</th>
<th>College Equivalency</th>
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<tbody>
<tr>
<td>5</td>
<td>Extremely well qualified</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>Well qualified</td>
<td>A- to B</td>
</tr>
<tr>
<td>3</td>
<td>Qualified</td>
<td>B- to C</td>
</tr>
<tr>
<td>2</td>
<td>Possibly Qualified</td>
<td>C- to D+</td>
</tr>
<tr>
<td>1</td>
<td>No recommendation</td>
<td>D- to F</td>
</tr>
</tbody>
</table>

More information may be found at apcentral.collegeboard.org.
AP Student Accounts & Scores
All students electing to enroll in an Advanced Placement course and/or take the/an exam are required to have an online account. New accounts can be made and current accounts accessed by login in at https://apstudents.collegeboard.org/ If you elect to take an exam, once scores are released they may be viewed at https://apscore.collegeboard.org/scores/##
Course Structure & Policy  
As They Are For Mr. Pipes' Course at University City High School

Textbook

**Summative - 70%**
Summative Assessments include the following:

**Full Exams – 100 points**
A full exam consists of multiple sections; multiple choice, and written responses. Each will cover at least one chapter/unit but can cover multiples. There will also be a final exam [which may or may not be comprehensive] that will impact student’s final average; sometimes, but not always, the term paper is substituted in the place of a final exam. These are the highest waited assessments because they most closely simulate the AP requirements, specifications, testing environment, and assigned weight of each section. They are performed in class, hand-written, timed, and must be completed within the given time constraints. Any full length exam will include a combination of the following:

  - **Multiple Choice** - 50 points
    The purpose of these question types are to assess student's basic recall of general information and factual knowledge. They are designed to mirror the content, level-of-difficulty, level-of-rigor, time-constraints, and format of the multiple choice portion of the AP Psychology Exam.

  - **Free-Response Questions** - 50 point each
    There are two type of written responses: *Concept Application* and *Research Design*. Each of these two types are designed to assess a student's strength in an area of content knowledge and an associated skill. They are also intended to mirror the content, level-of-difficulty, level-of-rigor, time-constraints, and format of the free-response portion of the AP Psychology Exam.

**Take-Home FRQs - 50 points**
Sometimes Free-Response Questions (FRQs) are assigned independent of multiple choice and/or full exams. In such cases they are to be done at home, typed, double-space, 12-point font, any standard script, even margins, citations and work cited page in MLA format AP Psychology Exam. Any type may be assigned, sometimes providing students with a choice.

**Quick View & Essential Description of Free Response Question Types**

**AP FRQs**
- In AP Psychology there is only one type of *Free Response Question*. They all involve applying vocabulary and concepts to a scenario using their psychological imagination.

**Non-AP FRQ Types**
- *Book/Article/Film Analysis* ask students to evaluate the credibility of a published piece by assessing it for validity and accuracy. Such is useful when looking to understand how the general public acquires psychological knowledge or in anticipation of a literature review.
- *Literature Reviews* assess student’s ability to identify gaps in contemporary research. Although not a part of the AP program they are essential to the psychological research process.
- *Research Design* papers are the last step before actually conducting scientific research. They describe how the process will unfold.
Syllabus – AP Psychology

Book/Article/Film Analysis - 50 points
Book and film analysis, or “dissection,” as it is referred to in some settings, is a required skill in the profession of academic history. It is also necessary for learning how to vet information as a functioning citizen of a modern society. Students may be assigned multiple book/articles/film analyses throughout a semester. The final product will either be a formal paper or presentation. Typically, more simple texts are dissected individually and more advanced texts are given to students as groups, upon which they must present in a professional presentation.

Literature Review & Research Design Papers - 100 points each
There will never be more than one literature review or research design paper per semester. Typically, the first semester is dedicated to the literature review and the second semester designing a research project. Both consist of a protracted deep inquiry into a particular topic and specific research question(s). These papers include formal elements not typically associated with lesser assignments or full exams but are standard specifications common to most disciplines. The final product is an in-depth plan describing how answers to the stated research question(s) will be acquired. The paper should be written in 12-point font, even margins, double-spaced, with in-text citations and a work cited page in MLA format.

Fall Semester
Unit 2 Take-Home FRQ = 50  A+ = 400 - 388  A = 388 - 376  A- = 375 - 360
Unit 2-3 Full Exam = 100  B+ = 359 – 348  B = 347 – 336  B- = 335 - 320
Unit 4 Take-Home FRQ = 50  C+ = 319 – 308  C = 307 – 296  C- = 295 - 280
Unit 2-5 Full Exam = 100  D+ = 279 – 268  D = 267 – 256  D- = 255 - 240
Literature Review = 100  F = 239 – 0
Total Points = 400

Spring Semester
Unit 6 Take-Home FRQ = 50  A+ = 300 - 291  A = 290 - 282  A- = 281 - 270
Unit 6-8 Mod-Term Exam = 100  B+ = 269 – 261  B = 260 – 252  B- = 251 - 240
Unit 9 Take-Home FRQ = 50  C+ = 239 – 231  C = 230 – 222  C- = 221 - 210
Research Design = 100  D+ = 209 – 201  D = 200 – 192  D- = 191 - 180
Total Points = 300

Formative - 30%
Formative Assessments are designed to upload and process the necessary information on which students will be assessed summatively. Because formative assessments involve combinations of each category, the amount points for each portion may increase or decrease depending of the variables at play. There is a degree of subjectivity in attaching values. If you are curious, simply ask and I will gladly explain the reasoning. Formative assessments include the following:

Homework - 20 points each
Students will have weekly homework that consists mostly of reading, annotations, taking notes, vocabulary, and/or answering questions. This is a college course, and in college homework is often not graded, students are expected to be diligent and committed to the process of being successful academically, they are to study on their own. However, history has shown that unless homework is graded, students by-in-large will not do them. This is why they are the largest portion of formative assessments.

Presentation - 20 points each
Presenting is a required skill for many professions, social studies included. They are also a means by which students can grapple with difficult high-level texts while demonstrating their understanding. These are most often done in groups regarding an assigned book or film analysis. Here elevated value is a function of prevalence. The value is a function of necessity. Presentation cannot suck, if they do, fellow students are harmed, therefore it is necessary that they be well-performed. Thus, their point value is elevated.
Quizzes - 20 points each
Quizzes are of the "pop" type and will be conducted individually and/or as a group depending on their purpose. The purpose are as follows: memory recall, review, information processing. There are also regularly scheduled multiple choice quizzes for the purpose of assessing whether or not students are retaining information from the required readings.

Discussion - 20 points each
Discussions are had on a regular basis for a variety of reasons. One means by which student learning can be observed is through question and answering regarding notes, film, text, anything. Sometimes they can be used to ascertain whether or not students are doing their homework.

Assignment Due Dates & Credit Opportunity
An assignment submitted upon entry to class on the day of the assigned due-date is considered on-time, and will be given full credit opportunity; any time after but still that day is considered late or missing and will only receive 85% credit opportunity. An assignment submitted the next day will be reduced to 70%; two days late will be 50%; students then have one week to submit otherwise credit opportunity will be reduced to 25%. No late work will be taken the last week of a grading period.

Extenuating Circumstances apply and must be communicated before submission.

An assignment missed due to an excused absence is classified as make-up work. Everything else is late and/or missing. Make-up assignments may be completed only during office hours. Students have one week from the submission date to make-up an assignment for full credit, otherwise a zero is incurred.

Academic Dishonesty
In the School District of University City Student Expectations Guide is the policy concerning cheating and plagiarism. It states, "Cheating/Plagiarism is using, submitting, or attempting to obtain or give data or answers dishonestly, by deceit, or by means other than those authorized by the teacher. Plagiarism is taking someone else’s ideas, words or thoughts and passing them off as one’s own. Copying from another student’s work is a form of plagiarism." Consequences are as follows:

<table>
<thead>
<tr>
<th>High School Range</th>
<th>First Occurrence</th>
<th>Repeated Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum:</td>
<td>Parent Involvement</td>
<td>Parent Involvement</td>
</tr>
<tr>
<td></td>
<td>Score of zero on assignment</td>
<td>Score of zero on assignment with no make-up</td>
</tr>
<tr>
<td>Maximum:</td>
<td>In-school Suspension</td>
<td>Short-term Suspension</td>
</tr>
<tr>
<td></td>
<td>Score of zero on assignment with no make-up</td>
<td>Score of zero on assignment with no make-up</td>
</tr>
</tbody>
</table>

Electronics
In the School District of University City Student Expectations Guide is the policy concerning Possession or Use of Electronic Devices. Part 1 states, "students are not allowed to use personal electronic devices, laser pointers, video games, toys or other such items unrelated to instruction unless so authorized by school personnel. These items should not be displayed during school hours and must be kept in a locker or backpack." Part 2 states, "Students are not allowed to use cell phones during instructional time unless given direct permission by a teacher or administrator. This rule applies to all school environments including field trips. Cell phones should be turned off and not displayed during classroom periods. This prohibition includes text messaging, e-mailing and actual phone calling." It goes on to say that "Unauthorized electronic devices or electronic devices used in violation of Board policy will be confiscated. CONFISCATED PHONES MUST BE RETRIEVED BY A PARENT OR GUARDIAN." After confiscation, if a referral is submitted, consequences are as follows:
<table>
<thead>
<tr>
<th>High School Range</th>
<th>First Occurrence</th>
<th>Repeated Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum:</td>
<td>Administrative Conference</td>
<td>In-school Suspension</td>
</tr>
<tr>
<td>Maximum:</td>
<td>Short-term Suspension</td>
<td>Short-term Suspension</td>
</tr>
</tbody>
</table>

**Instructor**  
Nathan Pipes, M.A.  
Classroom 234  
Phone: 290-4100 ext.4113  
Email: napipes@ucityschools.org / npipes@stlcc.edu

**University City High School**  
7401 Balson Avenue  
University City, 63130
Fall 2020 Course Schedule

1. **Aug. 24-28: Greetings, Introductions, & Summer Assignment**
   Required Reading:
   Suggested Reading:

2. **Aug. 31 – Sept. 4: What is Psychology: History & Approaches**
   Ch.1 – *The Conjecturers*, p.11-35
   Ch.2 – *The Scholars*, p.36-64
   Ch.3 – *The Protopsychologists*, p.65-103
   Ch.4 – *The Physicalists*, p.107-139
   Ch.5 – *First Among Equals* – Wundt, p.141-158
   Ch.6 – *The Psychologists Malgre Lui*, William James, p.159-182

   **Suggested Reading:**
   Formative Assessment: MC Quiz (20 pts)

3. **Sept. 8-11: Psychology’s Scientific Method**
   Required Reading: King, *The Science of Psychology*, Ch.2 – *Psychology’s Scientific Method*, p.24-59
   Krause, “Psychology of the ‘Psychology Isn’t a Science’ Argument,” *Psychology Today*
   Feldman, “Is Psychology Really a Science,” *Psychology Today*

   **Suggested Reading:**
   Formative Assessment: MC Quiz (20 pts)

4. **Sept. 14-18: Unit 2 Summative**

   **End of Unit 2 – Methods**

5. **Sept. 21-25: Dynamic Psychology (Psychoanalysis)**
   Required Reading: King, *Science of Psychology*, Ch.1 p.12, Ch.5 p.146-147, Ch.12 p.394-401, Ch.16 p.537
   Hock, *Forty Studies Changed Psych*, Ch.VIII, Rd.30 - *Getting Defensive Again*, p.235-242
   Freud, *On Dreams*, p.5-17

   **Suggested Reading:**
   Formative Assessment: MC Quiz (20 pts)

6. **Sept. 28-Oct.2: Behavior & Learning**
   Required Reading: King, *The Science of Psychology*, Ch.6, p.178-211, Ch.16, p.540-543
   Hock, *Forty Studies Changed Psych*, Ch.III, Rd.9 - *Not Just About...Dogs!* p.65-72
   Rd.10 – *Little Emotional Albert*, p.72-78;
Syllabus – AP Psychology

Rd.11 – Knock Wood! p.78-85
Ch.VIII, Rd.31 – Learning to Be Depressed, p.242-249
Suggested Reading: Hunt, The Story of Psychology, Ch.9 - The Behaviorists, p.274-311
Formative Assessment: MC Quiz (20 pts)

7. **Oct. 5-8: Unit 2-3 Summative: Midterm & Set-Up Literature Review**
   Full Exam: MCs & FRQ. Students must choose two, one from each unit, but it cannot be one on which they have already written in the take-home free response question. Choose one from Unit 2: Crime, Television, & Teenage Arrests (2000); Advantages & Disadvantages of Various Research Methods (2006); Massed v. Distributed Study Time, A Research Model (2013); Living Large - The Powerful Overestimate Their Height (2014); Observing Hyperactivity in Children (2015); Children Who Take More Candy Trick-or-Treating on Halloween (2019); and one from Unit 3: Psychoanalysis of a Client’s Relationship Problem (by Pipes); Psychoanalysis of a Friend’s Relationship Problem (by Pipes); Behavioral Bases of Addiction (year unknown).
   **100 points. In Class on _____.**

   Required Reading for Literature Review: Lit Review Abstract

   8. **Oct. 12-16: Biological Foundations of Behavior**
      Required Reading: King, The Science of Psychology, Ch.3 – Biological Foundations of Behavior, p.60-99
      Hock, Forty Studies that Changed Psych, Ch.I, Rd.1 – One Brain or Two? p.1-11
      Rd.2 – More Experience = Bigger Brain, p.11-18
      Rd.3 – Are You a “Natural?” p.19-27
      Rd.4 – Watch Out for the Visual Cliff! P.27-34
      Lovgren, “Chimps, Humans 96 Percent Same,” National Geographic News, August 2005
      **Suggested Reading:**
      Formative Assessment: MC Quiz (20 pts)

      Required Reading: King, The Science of Psychology, Ch.4 – Sensation and Perception, p.100-139
      Hunt, The Story of Psychology, Ch.10 – The Gestalists, p.318-339
      Ch.14 – The Perception Psychologists, p.505-552
      Hock, Forty Studies that Changed Psychology, Ch.II, Rd.5 – Take A Long Look, p.35-41
      Sacks, The Man Who Mistook His Wife for a Hat, Ch.2 – The Lost Mariner, p.23-42
      **Suggested Reading:**
      Formative Assessment: MC Quiz (20 pts)

       Required Reading: King, The Science of Psychology, Ch.5 – States of Consciousness, p.140-177
       Hock, Forty Studies Changed Psych, Ch.II, Rd.6 – To Sleep, No Doubt to Dream, p.42-49
       Rd.7 – Unromancing the Dream, p.49-56
       Rd.8 – Acting As If You Are Hypnotized, p.56-64
       **Suggested Reading:**
       Formative Assessment: MC Quiz (20 pts)
11. **Nov. 2-6: Unit 4 Summative**
   Take-Home FRQ: Students must choose one Biological & Learning Mechanisms & Body Weight (1999); Perception & Interpretation of Photographs (1999); Effects of Feedback on Perception of Incomplete Figures (2011). **50 points. DUE _____ in Google Classroom at 12:00 am.**

12. **Nov. 9-13: Memory**
   Required Reading: King, *The Science of Psychology*, Ch.7 – Memory, p.212-247
   Hock, *Forty Studies Changed Psych*, Ch.IV, Rd. 16 – *Thanks for the Memories!* p.117-125
   Loftus, *Eyewitness Testimony*, Preface to the Original, p.xi-xiv
   Ch.2 – *A Strange Time*. P.3-7
   Ch.3 – *A Question of Heaven and Hell*, p.164-169
   Suggested Reading: Hunt, *The Story of Psychology*, Ch.16 – *The Cognitivists, Memory*, p.606-617
   Formative Assessment: MC Quiz (20 pts)

13. **Nov. 16-20: Thinking, Intelligence, & Language**
   Required Reading: King, *The Science of Psychology*; Ch.8 – *Thinking, Intelligence, & Language*, p.248-285
   Rd.14 – *Just How Are You Intelligent*, p.100-110
   Rd.15 – *Maps in Your Mind*, p.110-117
   Ch.16 – *The Cognitivists, Language, Reasoning*, p.618-637
   Formative Assessment: MC Quiz (20 pts)

14. **Nov. 23-24: Literature Review**
   Return Preliminary Bibliography

15. **Nov. 30-Dec. 4: Human Development**
   Required Reading: King, *The Science of Psychology*, Ch.9 – *Human Development*, p.286-323
   Hock, *Forty Studies that Changed Psych*, Ch.V, Rd.17 – *Discovering Love*, p.126-134
   Rd.18 – *Out of Sight, But Not Out of Mind*, p.134-142
   Rd.19 – *How Moral Are You*, p.143-150
   Rd.20 – *In Control and Glad of It!* P.150-157
   Shattuck, *The Forbidden Experiment*, Introduction by Candland, p.xiii-xx

   Suggested Reading: Hunt, *The Story of Psychology*, Ch.12 – *The Developmentalists*, p.401-458
   Formative Assessment: MC Quiz (20 pts)
16. **Dec. 7-11: Unit 2-5 Summative: Final**
   Full Exam: MCs & FRQ. Students must choose two, each unit set, but it cannot be one on which they have already written in the take-home free response question. Choose one from Units 2-3: *Crime, Television, & Teenage Arrests* (2000); *Advantages & Disadvantages of Various Research Methods* (2006); *Massed v. Distributed Study Time, A Research Model* (2013); *Living Large - The Powerful Overestimate Their Height* (2014); *Observing Hyperactivity in Children* (2015); *Children Who Take More Candy Trick-or-Treating on Halloween* (2019); *Psychoanalysis of a Client’s Relationship Problem* (by Pipes); *Psychoanalysis of a Friend’s Relationship Problem* (by Pipes); *Behavioral Bases of Addiction* (year unknown) and one from Units 4-5: *Behavior is Adaptive* (1994); *Biological & Learning Mechanisms & Body Weight* (1999); *Perception & Interpretation of Photographs* (1999); *The Influence of Development Stages on Story Telling* (2002); *Intelligence Testing* (2003); *Effects of Feedback on Perception of Incomplete Figures* (2011); *Language Acquisition & Development* (year unknown). **100 points. In Class on _____**.

17. **Dec. 14-18: Literature Review Formative:**
   Students will submit their first draft of their literature review in MLA format: see syllabus and abstract for details. **DUE Dec. _____ In GCR, 12 am**

18. **Jan. 5-8: Film Analysis - Jacob’s Ladder**
   Required Reading: *Mind Over Pop Culture: Jacob’s Ladder*

19. **Jan. 11-15: Exam Week & Lit Review Summative**
   Final Draft of Semester Research Paper Due. **100 points DUE Dec. _____ In GCR, 12 am**

-------------------------------------------------------------------------------------------------------------------End of Fall Semester
Spring 2021 Course Schedule

   Hock, *Forty Studies Change Psych*, Ch.VI, Rd.22 – *All Over Your Face*, p.168-175
   Rd.24 – *Thoughts Out of Tune*, p.183-190
   Suggested Reading: Hunt, *Story of Psych*, Ch.15 – *Emotion & Motivational Psychologists*, p.553-570
   Formative Assessment: MC Quiz (20 pts)

   Required Reading: King, *The Science of Psychology*, Ch.12 – *Personality*, p.392-427
   Hock, *Forty Studies Changed Psych*, Ch.VII, Rd.25 – *Are You Master of Fate?*, p.191-199
   Rd.27 – *Racing Against Your Heart*, p.210-217
   Rd.28 – *The One, The Many*, p.217-226
   Suggested Reading: Hunt, *The Story of Psychology*, Ch.11 – *Personality Psychologists*, p.354-400
   Formative Assessment: MC Quiz (20 pts)

22. Feb. 1-5: Gender, Sex, and Sexuality
   Required Reading: King, *The Science of Psychology*, Ch.11 – *Gender, Sex, & Sexuality*, p.354-391
   Hock, *Forty Studies that Changed Psychology*, Ch.VI, Rd.21 – *A Sexual Motivation*, p.158-168
   Ch.VII, Rd.26 – *Masculine or Feminine...Or Both?*, p.199-210
   Suggested Reading:
   Formative Assessment: MC Quiz (20 pts)

23. Feb. 8-12: Social Psych
   Hock *Forty Studies that Changed Psych*, Ch.X, Rd.37 – *A Prison by Any Other Name*, p.286-295
   Rd.38 – *The Power of Conformity*, p.295-300
   Rd.39 – *To Help Or Not to Help*, p.300-308
   Rd.40 – *Obey at Any Cost*, p.308-317
   Formative Assessment: MC Quiz (20 pts)

24. Feb. 16-19: Unit 6 Summative & Research Design
   Take-Home FRQ. Students must choose two, one from each set. First set: *Motivation Based Student Evaluation System* (2000); *The Effects of Expectancy or Set* (2001). Second set: Solomon Asch’s *Conformity Study* (2008); Milgram’s Obedience to Authority (by Pipes); Zimbardo’s Stanford Prison (by Pipes). 50 points. DUE _____ in Google Classroom at 12:00 am.
   Required Reading for Research Design:

   ---------------------------------------------------------------------------------------------------End of Unit 6 – Drivers of Interaction
25. **Feb. 22-26: Psychological Disorders**
   Required Reading: King, *The Science of Psychology*, Ch.15 – *Psychological Disorders*, p.496-529
   Hock, *Forty Studies Changed Psych*, Ch.VIII, Rd. 29 – *Who’s Crazy... Anyway*, p.227-235
   Durkheim, *On Suicide* – Introduction, p.15-29
   Toppo, “10 Years later, the real story behind Columbine,” *USA Today*.
   **Suggested Reading:**
   Formative Assessment: MC Quiz (20 pts)

26. **March 1-4: Therapy**
   Required Reading: King, *The Science of Psychology*, Ch.16 – *Therapy*, p.530-557
   Hock, *Forty Studies Changed Psych*, Ch.IX, Rd. 33 – *Choosing Your Therapist*, p.258-264
   Rd.34 – *Relaxing Your Fears Away*, p.264-271
   Rd.35 – *Projections of Who You Are*, p.271-278
   Rd.36 – *Picture This!* p.278-285
   **Suggested Reading:** Hunt, *The Story of Psychology*, Ch.17, p.651-702
   Formative Assessment: MC Quiz (20 pts)

27. **March 8-12: Health Psychology**
   Required Reading: King, *The Science of Psychology*, Ch.17 – *Health*, p.560-584
   Hock, *Forty Studies Changed Psych*, Ch.VI, Rd.23 – *Life, Change, and Stress*, p.175-183
   Evans, “The Cycle of Stress.”
   Cambria, “Solutions that Work.”
   **Suggested Reading:**
   Formative Assessment: MC Quiz (20 pts)

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**End of Unit 7 – Abnormal, Health, & Therapy**

28. **March 15-19: Industrial & Organizational Psychology**
   Required Reading: King, *Science of Psychology*, Ch.14 – *Industrial & Organizational Psychology*, p.466-495
   **Suggested Reading:**
   Formative Assessment: MC Quiz (20 pts)

29. **March 29-April 2: Unit 6-8 Summative: Midterm & Research Design**
   **Full Exam: MCs & FRQS. Students must pick two, one from each unit, but it cannot be one previously completed.**
   **Unit 6: Motivation Based Student Evaluation System (2000); The Effects of Expectancy or Set (2001); Solomon Asch’s Conformity Study (2008); Milgram’s Obedience to Authority (by Pipes); Zimbardo’s Stanford Prison (by Pipes).**
   **Unit 7: Perspectives on Anxiety (2001); A Research Model for Stress & Physical Illness (2004); Factors Influencing an Anxious Decision (2006); Schizophrenia (2007); An Experiment in Treating OCD (2019); 100 points. In class on _____.**

   **Required Reading for Research Design**

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**End of Unit 8 – Industrial & Organizational Psych**
30. April 5-9: Inequality & Poverty
   Required Reading: Michael Schwalbe, *Rigging the Game*, “Thinking Sociologically About Inequality,” p.1-4
   Oishi & Koo, Sociological Psych Upward Mobility, *JoAPA*, v.74 n.7 2019, p.751-763
   Thompson & Dahling, Employment & Poverty…, *JAPA*, v.74 n.6, 2019, p. 673-684
   Bullock, “Psych Contribute…Poverty & Econ Inequal,” *JAPA*, v.74 n.6, 2019, p.635-640

   **Suggested Reading:**
   Formative Assessment: MC Quiz (20 pts)

31. April 12-16: Race & Ethnic Discrimination
   Required Reading: Allport, *The Nature of Prejudice*, Ch.1 - What is the Problem, p.3-16
   Causadias, Do We Overemphasize Role of Culture, *APA*, v.73 n.3, April 2018, p.243-255
   Oosterhoff, Youth Victim, Beliefs & Pol Participate, *APA*, v.73 n.3, April 2018, p.230-242

   **Suggested Reading:**
   Formative Assessment: MC Quiz (20 pts)

32. April 19-23: The Justice System
   Required Reading: Redlich, Bibas, “Psych Defendant Plea Decision…,” *JoAPA*, v.72 n.4, 2017, p.339-352

   **Suggested Reading:**
   Formative Assessment: MC Quiz (20 pts)

33. April 26-30: Unit 9 Summative
   **Take-Home FRQ. Students must choose one. 50 points DUE _____ In Google Classroom at 12:00 am.**

34. May 3-7: AP Exam Review & Submit Research Design
   Prep Materials [for AP Exam]
   Required Reading [for Term Paper]

35. May 10-14: AP Exam on May 11th 12:00 noon
   Research Design Paper: **100 points DUE _____ In Google Classroom at 12:00 am**