

SYLLABUS

AP 559.200 Preparing Students for the AP Examination: Psychology for Experienced Teachers
June 25 to 29, 2018
Monday through Thursday 8:30 AM to 4:00 PM; Friday 8:30 AM to 1:00 PM

INSTRUCTOR: Alan Feldman
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AP 559.200 Course Description:

This course will focus on the teaching of psychology as a science, including an intensive review of the content of the AP Psychology examination and all of the released multiple-choice and essay questions. Additional topics will include teaching strategies and resources, using a rubric to write and score essay questions, test-taking techniques, and demonstrations for teaching psychology and important experiments and studies in psychology. Approximately 200 of the most important terms for the AP Psychology course will be reviewed, as well as 75 influential psychologists. *Teaching Introductory Psychology: Survival Tips from the Experts*, edited by Robert Sternberg, will be discussed in detail. Participants are urged, but not required, to bring a few of their favorite lesson plans to share in class.

College Board Advanced Placement Teacher Standards:

1. Content Knowledge
2. Pedagogy and Student Learning
3. Analysis and Reflection
4. Ongoing Professional Development

Graduate Programs in Education Outcomes:

1. Knowledge – Theory: Apply knowledge of educational theory research, and/or philosophy related to the area of specialization or certification.
2. Knowledge – Assessment: Demonstrate understanding and use of types of assessments appropriate to the area of specialization or certification/
3. Knowledge – Diversity: demonstrate knowledge of concepts related to diversity, and the interaction between concepts related to diversity in the area of specialization or certification.
4. Skills – Theory: demonstrate the ability to incorporate theory and research into practice related to the area of specialization.
5. Skills – Problem-Solving: Use problem solving/critical thinking strategies appropriate to the area of specialization.
6. Skills – Reflection: Use reflective practice within the area of specialization.
7. Skills – Communication: Demonstrate effective communication and presentation skills related to the area of specialization.

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8. Skills – Technology: Use a variety of technologies appropriate for working in the area of specialization.
9. Dispositions – Diversity: Demonstrate positive disposition toward diversity and equity.
10. Disposition – Professionalism: Demonstrate professionalism in one's demeanor, behavior, conduct, decision-making and interaction with colleagues.

TEXTS AND MATERIALS

The major college introductory texts will be reviewed.

Other reference materials related to AP Psychology will be discussed in detail.

Major video series will be discussed. Some will be viewed.

The Acorn Book and Teachers Guide will be examined and discussed.

AP Central and other web sites will be examined and evaluated

List of terms (Boneau, APS and others) will be used.

Lists of influential psychologists will be reviewed.

In depth discussion of major psychology experiments.

List of Psychology Goodies will be reviewed.

A variety of other instructional DVD's and CD's will be examined.

SCHEDULE FOR THE WEEK

DAY 1

Participant introductions. Generate list of topics they want to stress.

1. Discuss syllabus for week and expectations for class. Do fun psychologist quiz. As a group, generate a list of important experiments and psychologists -give out list of influential psychologists. Discuss 70 most important psychologists. Expectations include giving a lesson to the class for feedback and evaluation. Describe how the lessons should be structured and the nature of psychological science. Participants can present lesson, describe an experiment or discuss a well-known psychologist or activity. These will commence Thursday.

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2. Discuss nature of AP test, scoring procedures, how class should be structured to maximize student success on AP test. Describe how AP test has changed over the years in terms of MC and essays. Score the 2018 and earlier released tests with rubrics and student samples. Read info from AP Central about course.
3. Examine in detail the released multiple-choice tests and discuss how the test has changed. Discuss many of the questions and discuss distracters. Give assignment for Tuesday. What makes a good test item and distracter? Students in pairs will make up 3 MC questions on 3 different concepts or terms. What are higher ordered MC questions?
4. Examine and discuss all essay questions on AP test from 2001-2018 (essay questions-continue on Tuesday) Students will be assigned to develop own essays and rubrics. Describe strategies for writing own essay questions; do some in class as group. Plus own mechanism for writing essays that cross content areas. Discuss Oxford books AS and A level England that contain essays.

DAY 2

1. Finish discussing the essay questions from 2001-2018. Students will be given essay question from instructor to answer on research methods and to write a rubric for. Review how to write an AP Psychology essay. Describe how committee members write essay questions. Do other demos for research method section.
2. Discuss how vocabulary should be used when answering essay questions. Give out list of important terms in psychology and discuss. Also, discuss the 95 important names for the AP Psychology test. (Give out Boneau list and terms from APS)

Describe how to make vocabulary triggers and linkages. Discuss how to answer the AP essay with completion in regards to action words. (Cognitive dissonance and schema)

Participants will be given handouts for social psychology and these will be completed together in class Use of video clips for these sections especially the Zimbardo Candid Camera tapes (social psychology), Social Connections, Quiet Rage, Obedience, Conformity and Independence and Primetime series. Distinguish between conformity and obedience. Resources specific to these sections will be discussed.

3. Describe organizations to join and their benefits-TOPSS, Division Two, APA and APS. Describe major texts and resources to use-discuss Psychology Goodie list. Show the Genie tape and tape on feral children and read 2 articles about her. Discuss her art. Describe the new research on feral children.
4. Discuss student presentations for tomorrow. Participants will be given handouts for the first three content areas (14 in total) according to the Acorn Book. Each handout will be discussed in detail. (Approximately 20-30 handouts). Participants will discuss their own teaching strategies for these sections and content of these areas will be discussed. Show Phineas gage and do activities for the intro, brain, development chapters.

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DAY 3

1. Participants will be given handouts for the section on learning. Discussion dealing with all aspects of learning with an emphasis on the new research on Pavlov by Rescorla and Plomin. Watch classic film footage from 1904 and 1920 plus from DVD, "Patients Like Chipmunks". Describe research updating Pavlov and the work of Daniel Todes of Johns Hopkins.
2. Continue the discussion of learning. Do Scotty application and practice Programmed Learning guide. Discuss two factor theory and schedules of reinforcement. Complete chart comparing classical and operant conditioning. Do 3 learning demonstrations; balloons, spray bottle, shaping. Discuss the research of Robert Sternberg in the teaching of psychology. Do APC activities and describe how they would be answered. Do demo on aggression from Activities handbook and on déjà vu by Dr. Hakala.
3. First some group feedback as to how the seminar is proceeding. Discuss how their activities are going for the demo lessons tomorrow. Participants will watch a variety of video clips from the Brain and Mind series. Participants should share others they are aware of.
4. Describe sensation and perception section of AP course. Do table illusion and describe the Ames room and Stroop test. Go over the important terms in this section and do 5 other major demonstrations here. Ben goggles, Pulfrich, spiral, threshold 1 and 2 (envelopes), Janus Illusion, Wundt Jastrow and signal detection theory. Describe the research of Gibson and Walk and show related video. Discuss the videos series by Diane Ackerman, VIS COG and FHS here. Review the depth perception cues and web site of Jeremy Wolfe.

DAY 4

1. Discuss statistics and research methods part of course. Show section from Against All Odds. Discuss normal curve in greater detail, different formulas for standard deviation, and statistical significance. Discuss research methods including longitudinal and cross sectional studies. Watch parts of Secrets of the Psychics and Against All Odds.
2. Describe activities for the sleep and states of consciousness chapter. Do Freud/Fields demo. Discuss other demonstrations including subliminal persuasion. Show Korek Wisconsin DVD with activities. Show DVD on blind sight briefly and discuss. Discuss addiction demonstration.
3. Discussion of Sperling's research on sensory storage memory plus other classic memory research. Discuss aspects of memory research including some important demonstrations. Ben 107, déjà vu demonstration, eyewitness testimony simulation, Participants will discuss the research study that they read about for homework from yesterday and will present the study to the class. Discuss its relevance, procedures and why it was influential. Critique the research. Participants should include an assessment for the study. Discuss the other 8 books in print that are a collection of studies.
4. Half of the participants will present their lessons to the class for feedback and evaluation. Discuss confusing terms in psychology from first half of course-time permitting.

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DAY 5

1. The rest of the participants will present their lessons with relevant background research to the class for feedback and evaluation. Discuss confusing terms in psychology from second half of course-time permitting.
2. Discuss final AP strategies, organizations to join and networking with other AP Psychology teachers. Drawing for prizes-overheads, videos, etc.
(If necessary, continue your summary on an attached sheet.)

Grading of participants will be based on attendance, class participation for all sessions, their written evaluation of three web sites and their own presentation to the class of a lesson plan. A written copy must be turned in.

STATEMENT OF ATTENDANCE:

If you are taking the course for credit, no absences are permitted. You must attend all five days all day to receive graduate credit.

DESCRIPTION OF REQUIREMENTS FOR GRADUATE CREDIT

AP 559.200 Preparing Students for the AP Examination: Psychology

1. Students will be required to write one integrative essay question similar to those on the AP Psychology examination. The question must be based on important concepts from numerous chapters; should be an application type of question (not just define or identify a term) and should have a rubric for scoring purposes. These questions will be worked on in class in small groups with instructor feedback. The instructor will provide numerous examples of potential questions. (Due in class)
2. Students will be required to write five multiple choice questions similar to those on the AP Psychology examination. The questions must be based on important concepts from different chapters. These questions will be worked on in class in small groups with instructor feedback. The instructor will provide numerous examples of how to write multiple-choice questions. (Due in class)
3. Each student should present an empirically based lesson plan to the class with teaching instructions and an assessment. These activities will be worked on in class in small groups with instructor feedback. The instructor will provide numerous examples of activities or students can email the instructor prior to class to get the activity approved. (Due in class)
4. Each student should read one of the chapters from the Sternberg book Teaching Psychology: Survival Tips from the Experts other than the chapter written by Sternberg and write a 2 typed page summary of the chapter. Due within two weeks after completion of class.
5. All students should contribute to class discussion.

Instructions to receive a transcript of credits earned after the completion of the course:

Goucher College does not issue grade reports. You can obtain your grade approximately 3 weeks after concluding the course by going to the myGoucher website (myGoucher) and following the prompts to receive your grade. If you have misplaced your password, please contact the help desk (helpdesk@goucher.edu) and they will help you through this procedure.

If you need a paper copy of grades for tuition reimbursement, you will need to request a transcript in writing. You can fax your request to Student Administrative Services (SAS) at 410-337-6504 or mail to SAS at:

Goucher College, SAS
1021 Dulaney Valley Road
Baltimore, MD 21204

There is no charge for this request. Please allow 3-5 working days to process. To access the transcript request form, please go to <http://www.goucher.edu/x1891.xml>

Questions? Please call Shelley Johnson or Barbara Bisset at 410-337-6200.

BIBLIOGRAPHY

AP 559.200 Preparing Students for the AP Examination: Psychology

- Sternberg, R.J. (Editor) (1997) *Teaching Introductory Psychology Survival Tips From The Experts*. The American Psychological Association 1997
- Benjamin, L. (2008) *Favorite Activities for the Teaching of Psychology*. The American Psychological Association

Recommended:

- Brannigan, G. (1999) *Experiencing Psychology: Active Learning Adventures*. Prentice Hall
- Stafford, T (2004) *Mind Hacks: Tips & Tools for Using Your Brain*, O'Reilly Media