

ROBERT S. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES
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SYLLABUS

AP 557 Preparing Students for the AP Examination: Psychology for New Teachers
July 11 to 15, 2022
Monday through Thursday 8:30 AM to 4:00 PM; Friday 8:30 AM to 12 30 PM

INSTRUCTOR: Alan Feldman
Contact Information: felpsy@optonline.net

AP 557 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 released multiple-choice and constructed responses. 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. The course will also include the College Board AP required standards, denoted below:

College Board Advanced Placement Teacher Standards:

1. AP Central / AP Potential / CED – 3 hours
2. Focus on Diversity – 1 hour
3. Strategies and Pedagogical Tools – 2 hours
4. AP Classroom / AP Daily Videos / AP Educators – 2 hours
5. Ongoing Professional Development – 1 hour

Goucher 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.

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7. Skills – Communication: Demonstrate effective communication and presentation skills related to the area of specialization.
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 psychology 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.

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

The CED will be examined and discussed.

AP Central and other web sites will be examined and evaluated

List of terms will be given out and discussed.

Lists of influential psychologists will be reviewed.

In depth discussion of major psychology experiments.

List of Psychology Resources will be reviewed.

SCHEDULE FOR THE WEEK

DAY 1

1. Participant introductions. [AP Central / AP Potential / CED – 3 hours]
Generate list of topics they want to stress. Discuss syllabus for week and expectations for class. Discuss CED Guide in detail. Do fun psychologist quiz. As a group, generate a list of important experiments and psychologists -give out list of influential psychologists. Discuss 75 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 2021/2022 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 three different concepts or terms. What are higher ordered MC questions?
4. Examine and discuss all essay questions on AP test from 2001-2022 (essay questions continue 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.

DAY 2

1. [Focus on Diversity – 1 hour] Finish discussing the essay questions from 2001-2022. 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 constructed responses. Give out list of important terms in psychology and discuss. Also, discuss the 75 important psychologists for the AP Psychology test.

Describe how to make vocabulary triggers and linkages. Discuss how to answer the AP essay with completion in regard 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. Do demo on aggression from Activities handbook.

3. Describe organizations to join and their benefits-TOPSS, Division Two, APA and APS. Describe professional development/workshops (APA/TOPSS and NCSS). Describe major texts and resources to use - discuss Psychology Resources. Discuss the two Genie tapes.
4. Discuss student presentations. Participants will be given handouts for the first three content areas according to the CED. Each handout will be discussed in detail. (Approximately 20-30 handouts). Participants may choose to 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. [Further discussion of Strategies and Pedagogical Tools – 2 hours] 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 Garcia. 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. Participants will analyze numerous classical conditioning scenarios, including more advanced concepts.
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 three learning demonstrations: balloons, spray bottle, shaping.
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.
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 other sensation demonstrations including displacement 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/Gestalt principles and web site of Jeremy Wolfe.

DAY 4

1. [AP Classroom/AP Daily Videos/ AP Educators – 2 hours] Discuss statistics and research methods. Show clips from Against All Odds. Discuss normal curve in greater detail, different formulas for standard deviation, and importance of statistical significance. Discuss major research methods (advantages and disadvantages) including longitudinal and cross-sectional studies. Watch parts of Secrets of the Psychics.
2. Describe activities for the sleep and states of consciousness chapter. Do Freud/Fields demo. Discuss other demonstrations including subliminal persuasion. 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. Do two (2) schema/memory demonstrations, discuss eyewitness testimony.

Participants will discuss the research study that they read about 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 eight books in print that are a collection of studies.

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4. Participants will discuss the research study that they read about 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 eight books in print that are a collection of studies.

Discuss confusing terms in psychology from first half of course-time permitting.

DAY 5

1. [Ongoing Professional Development – 1 hour] The remainder 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 the research of Robert Sternberg in the teaching of psychology. Do APC activities and describe how they would be answered. Discuss final AP strategies. 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.

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DESCRIPTION OF REQUIREMENTS FOR GRADUATE CREDIT

AP 557 Preparing Participants to Teach AP Psychology

1. Students will be asked to write one integrative constructed response 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 asked 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 registered for course credit 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 two 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. If you are taking the APSI U.S. History Course for graduate credit, you can obtain your grade approximately 3 weeks after concluding the course by going to the myGoucher website (myGoucher) and following the prompts. 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 410-337-6504 or mail to:

Goucher College
Registrar's Office
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 [Transcript-Request.pdf \(goucher.edu\)](#). Questions? Please call the Welch Center Office at 410-337-6200.

BIBLIOGRAPHY

AP 558.300 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