

# AICE Psychology 2018-2019

## AS-Level Core Studies

**Instructors:** Seth Alper, Ph.D.

**Email:** [seth.alper@palmbeachschools.org](mailto:seth.alper@palmbeachschools.org)

**Web site:** Please bookmark <http://aicepsych.com> as this class website will be used extensively.

**Remind101:** Send “aslevelpsy” to 81010

### Nature of the Subject

The purpose of AICE Psychology is to provide students with an in-depth view of the field of psychology through the examination of selected research studies. Students will be exposed to the psychological principles and phenomena associated with each of the major sub-fields within psychology. It is similar in nature to the introductory courses offered at colleges and universities around the country. Consequently, as the course is fundamentally researched-based, students who successfully pass the given AICE exam have the potential to earn college credit.

### Resources

The main focus of the course will be based on the twelve (12) studies selected by Cambridge. In keeping with AICE standards, these studies will examine psychological concepts in a more in-depth fashion than the AP Psychology course. These studies will be provided for each student in a hardcopy as well as electronic versions available on <http://aicepsych.com>. Additional resources will be provided in similar formats. You will also receive a copy of the text by Craig Roberts

### Content

Deciding on what to focus and how to approach such a broad field can be tricky. The growth of psychology has continually widened the areas of interest and the body of knowledge associated with these areas. This means that we must either specialize before we have an overview of the subject, or deal with all the areas superficially. In other words, do we go broad or deep? This class tackles that question by covering all the major areas of psychology, and sampling the research rather than skimming over it. This allows us to study psychology in-depth while maintaining breadth. Twelve (12) Core Studies have been selected by Cambridge to reflect four (4) important perspectives of psychology. We will examine studies in each of the following areas:

- Social Psychology
- Biological Psychology
- Learning Psychology
- Cognitive Psychology

The AICE AS Psychology course aims to:

- provide an introduction to psychological concepts, theories and research findings
- create an understanding of the range and limitations of psychological theory and practice
- encourage candidates to explore and understand the relationship between psychological findings and everyday life
- develop skills of analysis, interpretation, application and evaluation
- develop an understanding of ethical issues in psychology, including the moral and ethical implications of psychological research
- promote an appreciation and understanding of individual, social and cultural diversity
- study psychological approaches, issues and debates and research methods
- improve communication skills.

### Required Readings and Online Content

As with any advanced course, not all material will be covered in class. For each study, students will be required to view online content, including (but not limited to) online lectures, videos, and similar resources. Thus, it is the student's responsibility to keep up with all assigned reading. It is imperative that student read and view this content (both printed and electronic) and keep them organized in a course-specific binder.

## “Required” Student Materials

- Course-specific 3-ring binder (1-2”) and accompanying dividers
- 3-4 packs of 3×5 note cards- these will be utilized for key vocabulary terms and review material
- Blue pens and several different colors of highlighters – these will be needed in order to complete required mark-ups of the studies and supplemental resources
- Several packs of sticky notes to be used for reviewing the studies

## Coursework & Homework

Will consist of readings, notes, activities, and various ‘projects’

## Evaluation

Students will be evaluated using a ‘total points’ system in which the grade will be derived from the points earned by the student divided by the total points possible for the marking period. All tests will be in the short answer/essay format whereas quizzes may be in short answer and/or multiple-choice format. Class participation will also be factored into the final grade. Essays and quizzes will be worth approximately 70% of the class grade while class work, homework, class participation, and projects will make up the remainder. Makeup work will be arranged between the teachers and the student based upon district guidelines (see below).

## Grading Scale

For the ‘AICE-style’ tests given, grades will be based upon the AICE scoring rubric

A+ 90-100      A 89-80      B 79-70      C 69-60      D 59-50      F below 50

All other assignments and the course grade will be based upon the District standards

A 89.5–100      B 79.5–89      C 69.5–79      D 59.5–69      F below 59.5

## Class Rules

- Be prompt and be prepared- come to class prepared to learn by having all necessary materials with you and any readings accomplished *beforehand*.
- Be respectful to others, the classroom, and to yourself.
- All school rules apply- the Bronco Trail of Excellence will guide all disciplinary action.

## Attendance and Make-up Work

This class moves very quickly. It is therefore *very important that you attend school regularly*. You are responsible for seeing your teachers about missed work. Absences do not excuse missing your notes. You will be given a syllabus to follow and a daily calendar will be posted on the webpage. You are expected to keep up if you are in class or not. For excused absences, you will have the same amount of time to make-up any missed assignments (such as 2 excused absences = 2 days to make up the work). If you miss a test/quiz day, be prepared to take the test/quiz on the day you return. If you miss a review for an announced test, you will still be required to take the test on the announced date. Instructors reserve the right to provide an alternative test/quiz for each class hour and for students who are absent on the day of the original test/quiz. If you need to miss class for a school sponsored activity or for another class (for instance to make up an exam) this must be done **IN ADVANCE**. We will not excuse you without prior consent.

## Violation of the Palm Beach Central Honor Code will not be tolerated in any way, shape, or form.

Consequences for academic dishonesty are an automatic zero, parental notification, and the notification of the sponsor of any club you belong to or any coach that you might have. Do not cheat. Do not “work together” unless directed to do so.

## Course Donations

If possible, donations of the following are appreciated: tissues, printer paper (white and colored), paper towels, binder clips (various sizes), hand sanitizer, and/or all-purpose cleaning solutions (such as Clorox wipes & Formula 409).

## The AS-Psychology Exam

With regards to psychological themes, theories, terminology, concepts (ideas and processes), methods, studies and practical applications, candidates should be able to:

### **AO1 Knowledge and understanding**

Demonstrate their knowledge and understanding

### **AO2 Applying knowledge and understanding**

Apply their knowledge to familiar and unfamiliar situations and real life and theoretical contexts

### **AO3 Analysis and evaluation**

Analyse, interpret and evaluate psychological information, ideas and evidence.

### **Paper 1: 1 hour 30 minutes**

The 1<sup>st</sup> paper focuses on the approaches, issues, and debates of the course. Students will answer ALL questions that are presented. This paper is worth 60 marks.

### **Paper 2: 1 hour 30 minutes**

The 2<sup>nd</sup> paper focuses on the research methodology of the course. Students will answer ALL questions that are presented. This paper is worth 60 marks as well.

Section A: Short answer questions, some based on the core studies (22 marks)

Section B: Scenario-based questions (24 marks)

Section C: A design-based question divided into two parts (14 marks)

## The AS Level Core Studies

### **Social Psychology:**

1. Milgram, S., (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*. 67 (4), 371-378.
2. Piliavin, I.M., Rodin, J., & Piliavin, J (1969). Good Samaritanism: an underground phenomenon? *Journal of Personality and Social Psychology*. 13 (4), 289-299.
3. Yamamoto, S., Humle, T. and Tanaka, M. (2012) Chimpanzees' flexible targeted helping based on an understanding of conspecifics' goals. *Proceedings of the National Academy of Sciences*, 109(9): 3588–3592

### **Learning Psychology:**

1. Bandura, A., Ross, D., & Ross, S.A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*. 63 (3), 575-582.
2. Saavedra, L.M. and Silverman, W.K. (2002), Case Study: Disgust and a Specific Phobia of Buttons. *Journal of the American Academy and Adolescent Psychiatry*, 41(11): 1376–1379
3. Pepperberg, I.M. (1987), Acquisition of the same/different concept by an African Grey parrot (*Psittacus erithacus*): Learning with respect to categories of color, shape, and material. *Animal Learning & Behavior*, 15(4): 423–432

### **Biological Psychology:**

1. Schachter, S. & Singer, J.E. (1962). Cognitive, social and physiological determinants of emotional state. *Psychological Review*. 69 (5), 379-399.
2. Dement, W. & Kleitman, N. (1957). The relation of eye movements during sleep to dream activity. *Journal of Experimental Psychology*. 53 (3), 339-346.
3. Canli, T., Zhao, Z., Brewer, J., Gabrieli, J.D.E. and Cahill, L. (2000). Event-Related Activation in the Human Amygdala Associates with Later Memory for Individual Emotional Experience. *The Journal of Neuroscience*. 20, RC99

### **Cognitive Psychology:**

1. Baron-Cohen, S., Wheelwright, S., Hill, J., Raste, Y., & Plumb, I. (2001). The 'Reading the Mind in the Eyes' test revised version: A study with normal adults, and adults with Asperger Syndrome of High Functioning Autism. *Journal of child Psychology and Psychiatry*. 42 (2), 241-251.
2. Andrade, J. (2010), What Does Doodling do? *Applied Cognitive Psychology*, 24: 100–106
3. Laney, C., Morris, E.K., Bernstein, D.M., Wakefield, B.M., and Loftus, E.F. (2008), Asparagus, a Love Story. Healthier Eating Could Be Just a False Memory Away. *Experimental Psychology*, 55(5): 291–300