

Beaufort Academy – AP Psychology – Summer Assignment 2014

To: AP Psychology Students for 2014-2015
From: Mrs. Melville
Re: Summer Assignments
Date: May 2014

Congratulations on your course selection of AP Psychology; **you have made a wise yet demanding choice!** You will have the opportunity to find out what makes people tick and have a better understanding of yourself as well. I know you are all anxious to get started on this wonderful endeavor, so I came up with a *'Lil Summer Fun* that you will be expected to complete (much more positive than assignment - Hey – positive psychology at work! ☺)

AP Psychology should help you understand yourself, your peers, and the world in which you live in new ways. We will cover topics including: The History of Psychology; Research Methods in Psychology; The Brain and Nervous System; How Our Senses Work; Consciousness, Sleep and Drugs; The Psychology of Learning; How We Think; How Emotions and Motivation Work; Personality Types; Abnormal Behavior; Social Psychology.

I have high expectations for this class and expect students to put in the required effort necessary to succeed. My goal is for every student to pass the AP Psychology exam in May and earn college credit. That requires dedication, enthusiasm, and hard work on both our parts. I will do my job, and I expect you to do yours.

We will begin, though, with you. This 'Lil Summer fun should give you an opportunity to begin analyzing what makes you who you are while you get to know psychological terminology.

The assignment has two parts and should be handled as separate documents:

1. Complete the vocabulary section per the directions. Using any source, **define** each of the bolded terms below *and* give an **original** example of each term. Do not use the examples from the resource you are using! The internet can be very resourceful but be cautious and select credible sites.

You will also need to turn in a completed work-cited page using the APA format. The work cited page must include the resources used to complete the vocabulary assignment. Please click on the link (<http://owl.english.purdue.edu/owl/resource/560/01/>) to see examples of how to document your resources. (great bookmark for APA!)

2. Write a 1000-1500 word autobiography (in APA format) that includes at least 30 of the psychology terms listed on pages two and three of this handout. Correctly use each term. **Bold and underline** each term. Include the following sections in your autobiography (use APA format for section headings – see Purdue owl once again – it will become your friend this year!)
 - Early Childhood, Childhood, and Adolescence up to this point (include at least 2 anecdotes)
 - Family Members and Experiences
 - Mentors/Individuals of Influence in Your Life
 - Academic Background and Personal Goals
 - Personal Philosophy
 - Three Pivotal (life changing) Experiences in Your Life
 - Key Aspects of Your Personality that a Teacher Should Know About You
 - Why you want to take AP Psychology and what you hope to achieve.

This assignment will allow me to evaluate your writing skills and examine the way you perceive and process information which we will then apply throughout the course.

Submission: The document can be printed out and handed in on the first day of class or be submitted via dropbox if you have accepted an invitation already.

If you have any questions, please e-mail me at amelville@beaufortacademy.org.

In addition to the text, you may want to consider purchasing the **optional** study aide that could be helpful for you: *5 Steps to a 5: AP Psychology* by Laura Lincoln Maitland (2013-2014 edition) and/ or *Any other aides would be helpful!*

You are NOT required to purchase them, but will be very useful in preparing you to take the AP Exam.

Beaufort Academy AP Psychology Summer Assignment

(Please detach and return to Mrs. Melville before the last day of school.)

Name (please print) _____

E-Mail Address (please print) _____

By signing below, I verify that I have received and read the AP Psychology Summer Assignment for 2014. I am aware that AP Psychology is considered a college-level course which will require my dedication, enthusiasm and hard work.

Student's Signature

Parent's Signature

Beaufort Academy AP Psychology Summer Assignment

You must be **intrinsically motivated** to be in this class for there are very few **extrinsic motivators**. Hopefully you'll get in the flow even before class begins. I'm certain that all of you did not miss the **critical period**, therefore you should be able to use both **fluid intelligence** and **crystallized intelligence** to find answers. Additionally, you will be using your **Broca's area** and **Wernicke's area** to communicate with everyone in our class while using correct grammar, proper syntax, **morphemes**, and **phonemes**.

There will be all sorts of **transduction** and **parallel processing** happening in our brains as we journey into the world of **Psychology**. Our **hippocampus** will be very busy as we **encode** and find **memory storage** for information. You'll be asked for the **retrieval** of information on unit tests without the use of artificial intelligence or other assistance. Instead you can use **mnemonics**, **chunking**, **imagery**, and acronyms.

Even though your **hormones** may be raging, hopefully no one in our class will be suffering from **narcolepsy**, **sleep apnea**, **insomnia**, **night terrors**, **split brain**, or a **lobotomy**, as that will make **learning** very difficult to say the least!

I can guarantee that this class will test your ideas of what is and is not a **norm**. I can also guarantee that this class will at times upset you, forcing you into **critical thinking**, self disclosure, and into **belief perseverance**.

At the same time, this class will enlighten you about those of us who may have **psychological disorders**, **autism**, or **mental retardation**, and help to remove our **fixations** (non-Freudian definition here please), **functional fixedness**, **prejudices**, and **stereotypes**. But fear not, even though we enter the world of the abnormal, we head right into **therapy** to help us solve some problems and may inspire us to be more **altruistic**.

Your **creativity** will be valued in this class. Your **attitude** is critical for success and **social loafing**, slacking, procrastinating, copying or cheating are never good ideas. Working together to pass the AP Exam is one of our **superordinate goals**. So, have a wonderful summer. Keep your **neural networks** going and be certain to protect your **brainstem**, **limbic system**, and **cerebral cortex** as our brains have only so much **plasticity**.

Beaufort Academy AP Psychology Summer Assignment

AP Psychology Terms for Summer Assignment

Include at least 30 of the terms listed below in your autobiography

Biology	Personality	Learning
Action potential	Allport's personality trait theory	Bandura, Albert
Afferent	Antisocial personality disorder	Conditioned stimulus
All-or-none response	Cattell's personality assessment	Conditioned taste aversion
Amygdala	Displacement	Conditioned/Unconditioned Response
Broca's area	Dream analysis	Discrimination
CAT	Eysenck's personality assessment	Extinction
Corpus Callosum	Freud, Anna	Generalization
EEG	Freud, Sigmund	John Locke's tabula rasa
Efferent	Histrionic personality disorder	Latent learning
Endocrine system	Id, ego and superego	Negative reinforcement
Endorphins	Jung's anima and animus	Pavlov, Ivan
Frontal lobe	MMPI	primary and secondary reinforcers
Hippocampus	Myers-Briggs Personality test	Rescorla, Robert
Hormones	Narcissitic personality disorder	Shaping
Lateral hypothalamus	Nomothetic v. idiographic	Skinner, B.F.
Left brain vs. Right brain	Oedipus Complex	Spontaneous recovery
Monozygotal vs. Dizygotal twins	Projection	Structuralism
MRI	Psychometrics	Systematic desensitization
Myelin sheath	Reaction formation	Tolman, Edward
Neurotransmitters	Rorschach inkblot test	Unconditioned stimulus
Occipital lobe	Sublimation	
Parasympathetic Nervous System	The Big Five personality theory	
Parietal lobe	Thematic Apperception Test	
PET	Transference	Disorders
Recessive gene	Type-A v. Type-B personality	Agoraphobia
Reticular Activating System		Anxiety disorders
Reuptake		Dissociative disorders
Sperry, Roger		Hans-Selye (GAS)
Sympathetic Nervous System		Mood disorders
Temporal lobe		OCD
Terminal buttons		Schizophrenia
Thalamus		Somatoform disorder
Ventromedial hypothalamus		
Werncke's Area		
Research	Developmental	Social Psych/Humanistic
APA ethical guidelines	Accommodation	Asch's conformity study
Central tendency (the 3 Ms)	Ainsworth, Mary	Cognitive dissonance
Correlation coefficient	Assimilation	Diffusion of responsibility
Cross-sectional	Erikson, Erik	Egocentrism
Dependent variable	Gibson's visual cliff	Gilligan, Carol
Double blind	Harlow's terrycloth monkeys	Group polarization
Experiment	Imprinting	Groupthink
Fixed interval schedule	Kohlberg, Lawrence	Intrinsic vs. Extrinsic
Hawthorne effect	Lorenz, Konrad	Learned Helplessness
Illusory correlation	Object permanence	Locus of Control theory
Independent variable	Parenting styles	Maslow, Abraham
Informed consent	Piaget, Jean	Milgrim's obedience study
Longitudinal	Stranger anxiety	Rogers, Carl
Negative correlation		Self actualization
Placebo effect		Self efficacy
Positive correlation		Self-fulfilling prophecy
Reliability		Seligmans, Martin
Standard deviation		Sherif, Muzafer
Validity		
Variance		

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Sensation/Perception

Absolute threshold
Aphasia
Color blindness
Gestalt perception theory
Habituation
Homeostatic
Hubel and Wiesel
JND (just noticeable difference)
Law of Prägnanz (relation to Gestalt)
Middle and inner ear functions
Monocular depth cues
Motion parallax
Phi phenomenon
Rods and Cones
Selective attention
Semicircular Canals
Sensory adaptation
Signal Detection Theory
Transduction
Vestibular System
Weber's Law

Memory

Anterograde amnesia
Atkinson and Schiffrin
Ebbinghaus, Herman
Echoic
Explicit
Iconic
Implicit
Loftus, Elizabeth
LTM
Proactive memory interference
Recognition vs. Recall
Sensory

Serial position effect (primacy/recency)

STM

Thinking/Language

Achievement vs. Aptitude
Availability heuristic
Beck, Aaron
Broca's area
Chomsky, Noam
Divergent thinking
Fluid vs. Crystallized Intelligence
Functional fixedness
IQ and distribution scales
Kohler's insight study (chimps)
Morpheme
Overgeneralization
Phoneme
Prototype
Representative Heuristic
Schema/Schemata
Stanford-Binet test
Wernicke's Area
Wechsler IQ tests
Whorf's theory of language acquisition
Zone of proximal development

Consciousness

Alpha/delta sleep waves
Effects of drugs and alcohol
Hilgard's hypnosis theory
Parapsychology
REM sleep
Reuptake

Therapies
Avoidance approach Client-centered
therapy Conditioned taste aversion
Electroconvulsive therapy
Ellis' Rational Emotive Theory
Free association
Gestalt therapy
Group/family therapy
Librium
Lithium bicarbonate
Psychometrics
Systematic desensitization
Thorazin
Emotion/Motivation Aggression
Cannon-Bard theory Drive
reduction theory James-Lange
theory Kagan, Jerome
Lateral hypothalamus
rational-emotive theory
Schachter and Singer study
Secondary drive
Ventromedial hypothalamus

