

Course Introduction

Advanced Placement Psychology

Wood River High School 2019-2020

Room A102
Tel: 208-578-5020 x 2257
Cell: 208.309.1119
Email:

Textbook

Myers' Psychology for AP, David G. Myers 2nd Edition

Purpose of the Course

It is my hope that you will enjoy AP Psychology. It is a challenge and a source of pride that you have accomplished a college level class while still in high school. AP Psychology will allow you to become better acquainted with human and animal behavior and why we act the way we do. This class is the foundation for many other psychology classes that will be offered at the university level. Take the time to immerse yourself in the subject of psychology and walk away with a greater knowledge of human interaction.

The purpose of the Advanced Placement Psychology course is to introduce students to the systematic and scientific study of behaviors and mental processes of human beings and other animals. Students are presented with psychological facts, principles and phenomena associated with the major sub-fields within psychology. Students will also learn about the methods psychologists use in their science and practice (refer to Advanced Placement Course Description Book).

Classroom Materials

A three ringed binder with 14 dividers is required for AP Psy. You will receive many handouts and can easily add them to your collection of study material in each respective unit section. It is essential that you manage the vast amount of documents needed for success on the AP Exam in May. You will need a pen and pencil to take each unit test. All other class work must be completed in pen, or in a Word document, if it is to be graded. You will need to purchase at least a pack or two of lined note cards that will be used on various assignments during the semester.

Teaching Methodology:

Students will be presented with information on psychological terms, figures, scientific approaches, research, schools of thought, perspectives, fields of psychology current approaches, and how the mind and body work by the following methods:

- Lectures via PowerPoint and supplemental material (handed out at the beginning of each unit)
- Group work with round robin discussions, presentations from groups and labs developed by groups
- Required daily readings of the *Myers' Psychology for AP* (this will be posted on my website for each unit)
- *Discovering Psychology*, the Annenberg Collection narrated by Phillip Zimbardo (videos presented at the start of each new unit)
- Various short video clips of current approaches in psychology which correlate with each unit
- Weekly quizzes to demonstrate knowledge of material
- Myer's AP Psychology online quizzes and psychology material
- Cornell notes are required for each daily reading assignment (to be turned the day of each unit test)
- Notebooks – students are to keep a notebook of all material presented during the year. Notebooks will be graded the day of each unit test. Required material will be posted on my website
- Expect to spend between 3-5 hours per week outside of class to prepare for AP Psychology

College Board's Access and Equity Statement

- The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP.
- College Board encourages educators to:
 - Eliminate barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved.

- Make every effort to ensure their AP classes reflect the diversity of their student population.
- Provide all students with access to academically challenging coursework before they enroll in AP classes.
- Only through a commitment to equitable preparation and access can true equity and excellence be achieved.
 - In order to achieve access and equity, students may self-select to participate in AP courses. All level of prior experience is accepted and welcomed in AP Psychology. However, students and their parents should be aware of the increased academic responsibility and workload as well as the positive benefits of an AP course.

Course Objectives and Important Things to Consider Before Taking Advanced Placement Psychology

Course Objectives

Students will be prepared to do acceptable work on the AP Psychology Exam.
 Students will study the major core concepts and theories of the science of psychology.
 Students will learn the basic methods and skills of psychological research.
 Students will develop critical thinking skills.
 Students will build their reading, writing and discussion skills.
 Students will accept academic responsibility.
 Students will learn about psychology as a profession.

To the student

Why are you taking this class? Do you want to learn about psychology? Do you just need to take an Advanced Placement class? Are you serious about taking the AP Exam in May? If not, this may not be the correct placement for you.

What are your priorities? Are academics near the top of your list? Do you have many other demands on your time? You can do many other things in addition to AP Psychology, but if your ultimate goal is to get credit for a college level class and develop skills to enhance success in higher education, sacrifices must be made. Time management skills should be developed.

How much time do you have to dedicate to this class? It will depend on your strengths and weaknesses, but this class will require several hours per week to devote to classroom preparation and study. Are you willing to make the commitment?

Are you a strong reader? In terms of course assignments, nothing will occupy your time more than reading and studying the textbook. Research has shown that the strongest correlation of success in high school AP courses is reading ability. If you are not a strong reader, you can compensate (and I can assist with your needs) but you must be aware of the reading requirements.

Keep in mind

Motivation is of much greater importance to your success than your current level of ability. If you want to succeed in this class and are willing to put in the effort, you will succeed. Attitude, study skills, determination, and discipline count for more than current level of ability.

What you can do to help yourself:

Don't miss class!

Your number one goal should be to learn psychology.

Don't be afraid to ask for help.

Keep up! Set a schedule and keep to it.

Half the battle is vocabulary! Learn the terms.

Take notes in class every day. Put them in your own words.

Learn to read a textbook more efficiently (Try Cornell note-taking method and/or any of the other methods that will be introduced in class.)

Grading Policy

Primary Purpose of grades

The primary purpose of grades is to provide a snapshot of student progress toward mastery of learning goals. Grades are tools to guide discussions as students and parents partner with the school for students' success.

Academic Grades

Formative Assessment

Formative assessment is used during learning to provide information to teachers and students about student learning progress. It helps to identify and remediate individual and class deficiencies in learning and may or may not result in a grade. It is used at a time when adjustments may be made to teaching and learning activities to ensure students achieve learning goals based on the curriculum, therefore, formative reassessment happens as a regular part of the process. Formative assessment must be academic in nature and support the learning objective.

Formative assessment includes a variety of formats such as, but not limited to:

- Daily practice
- Class discussions
- Teacher observations
- Classroom assignments
- Classroom presentations
- Homework
- Quizzes
- For each unit, students will demonstrate learning, and be graded, in the following areas
 - One pagers
 - Modules for each unit which follow the text book
 - Notes in the form of I Can modules for each unit.

Summative Assessment

Summative assessment is used after instruction to measure student growth related to standards and is given at a particular point to determine if a student has mastered the learning objective.

Summative assessment includes a variety of formats such as, but not limited to:

- Tests
- Projects
- Major presentations
- Major papers
- Students will perform labs in the areas of:
 - learning, cognition, motivation, the CNS, and states of consciousness
- Students will use the book, *Forty Studies that Changed Psychology* by Roger R. Hock, to develop research skills and analyze at least three studies
- Students will research major figures in psychology and write a paper on the significance of the person, the theories this person developed and the fields and perspectives this person demonstrates.

Grade Calculations

Formative grades represent 40% of the grade

Summative grades represent 60% of the grade

Grading Scale

A – 90-100 4 points (Excellent)

B – 80-89 3 points (Above Average)

C – 70-79 2 points (Average)

D – 60-69 1 Point (Below Average)

F 0 Points (Fail)

10% - Quizzes

40% - Tests

20% - Notebook

20% - Projects (second semester 10% with the final project being 10%)

10% - Final Exams

Notebooks (three-ring binder) - graded each Monday

14 Units

80 Modules

"I Can" notes for each module

Vocabulary for each Unit

Point totals are accumulated over the course of the semester.

Late Work

Late work is defined as any assignment that is not turned in at the time and date designated by the teacher. A grade of zero will be assigned if the student is present in class and does not turn in the assignment when due. Students may turn in an assignment late, and the grade will be averaged with the zero. Late assignments will be accepted by the unit exam date and no later

Retesting

No retesting will be allowed for in AP and dual credit courses (BCSD Policy code 602.7)

Extra Credit

Students will have the opportunity to earn extra credit twice during the semester. These dates will be announced during the year.

Classroom Rules

Please refer to the Wood River High School Student Planner Book for classroom rules.

	AP Psychology	Fall Semester 2019	Syllabus
Week	Unit	Topic	
Aug 19	1	History and Approaches	
Aug 26	6	Learning	
Sept 2	6	Learning	
Sept 9	7	Cognition: Memory	
Sept 16	7	Cognition continued	
Sept 23	2	Research Methods in Psychology	
Sept 30	2	Research and Statistics	
Oct 7	3	Biological Basis of Behavior	
Oct 14	3	Biology of Behavior	
Oct 21	3	Biology of Behavior	
Oct 28	5	States of Consciousness	
Nov 11	4	Sensation and Perception	
Nov 18	4	Sensation and Perception	
<u>Thanksgiving Break 11/23-11/27</u>			
Dec 2	8	Motivation and Emotion	
Dec 9	8	Motivation and Emotion	
Dec 16		Finals Week	

This syllabus is subject to change as needed.

AP PSYCHOLOGY SPRING SEMSTER 2020 MR. ZELLERS

Week	Unit	Topic
Jan 8	9	Developmental Psychology
Jan 13	9	Developmental Psychology
Jan 20	10	Personality: Theory
Jan 27	11	Testing and Differences
Feb 3	12	Abnormal Psychology
Feb 10	12	Abnormal Psychology
Feb 17		Practice activities
Feb 24		Review FRQ practice
Mar 2	13	Treatment of Psych. Disorders
Mar 9	13	Treatment of Psych. Disorders
Mar 16	13	Treatment of Psych. Disorders
		<u>March 23-27 -- Spring Break</u>
Mar 30	14	Social Psychology
Apr 6	14	Social Psychology
Apr 13	14	Social Psychology
Apr 20		Review and Practice of Free Response Multiple Choice Practice and Cumulative Test
April 27		Review and Practice of Free Response Multiple Choice Practice and Cumulative Test
May 4		Review week
		<u>May 12, 2020 AP Psychology Exam Day 12:00 PM</u>
May 11		Culminating Activities in Psychology
May 18		Culminating Activities in Psychology
May 25		Culminating Activities in Psychology

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