



AP Psychology

Mr. Brown

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Conference Period: 2nd Period (10-10:50 A.M)

Tutoring Opportunities: Monday's (4:20-5:20)

Class Materials:

- Myers, David (2007) Psychology (2nd Edition) New York, NY; Worth Publishers.
- 1-Wide ruled notebook (for the purpose of taking notes)
- Pens/Pencils (Black or Blue) (#2 Pencils-wood preferred)
- Digital Tools- Canvas, OneNote

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Description:

Psychology AP introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Social Studies Research Methods must be taken the fall semester prior to Psychology AP. Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take Psychology AP are expected to take the Advanced Placement Exam in the spring.

Course Goals:

Students who complete this course successfully will be able to:

1. Students will prepare to do acceptable work on the Advanced Placement Examination in Psychology.
2. Students will study the major core concepts and theories of psychology. They will be able to define key terms and use these terms in their everyday vocabulary.
3. Students will learn the basic skills of psychological research. They will be able to devise simple research projects, interpret and generalize from results and evaluate the validity of research reports.
4. Students will be able to apply psychological concepts to their own lives. They should be able to recognize psychological principles when they are encountered in everyday situations.
5. Students will develop critical thinking skills. They will become aware of the danger of blindly accepting or rejecting any psychological theory without careful, objective evaluation.
6. Students will build their reading, writing, and discussion skills.

7. Students will learn about psychology as a profession, and become aware of the educational requirements which must be met to pursue such careers. They will learn about the ethical standards governing the work of psychologists.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student's conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), "The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

Assignments, exams, expectations outside of the classroom:

Assignments

All written work for the class should be word processed or written legibly. Anything written which is unable to be read will be marked wrong. Written work should be an attempt to communicate one's thoughts, ideas or feelings. Sloppy work, one word answers, and poor spelling/grammar fail in their goal of communicating.

Tests and Quizzes

Unit Tests: At the conclusion of each unit a test will be given. If a student misses the day of the test, they will be allowed to make it up the following day. If it is an extended absence, students will be allowed to make it up within a week after their return.

District Common Assessments: Once a 6 weeks, students will take a District Common Assessment test. These tests are given to AP Psych students throughout the district to evaluate subject material comprehension, as well as compare student's scores for data purposes with others in the school/district. These will be taken as a test grade.

Semester Final Exams: Students will be given a semester final at the end of each semester, which will cover all material learned up to that point. The questions will be taken from previous unit and cumulative tests from that semester. The second semester final exam will be cumulative for the complete school year.

Quizzes: Announced or unannounced quizzes may be given at any time during the year. Usually quizzes are based on the activities of the previous day or the assigned reading for the day.

Attendance/Tardy Policy/Make-Up Work:

All students will be accounted for each class. If you are absent, upon your return to school, please get an excuse slip from the attendance office. It is the student's responsibility to see that their absences are excused and to turn in any assignments due that day. Unexcused absences will result in not being able to make up the work for the day and prevent a student from receiving the day's discussion/participation points.

Late Work- In almost all cases students are given more than adequate time, to finish assignments so there should be few possible reasons for late assignments. Assignments are due at the beginning of class. If you know you are going to be absent on the day an assignment is due please make an effort to hand in the assignment early. Since I realize emergencies or problems do come up, please communicate with me the best you can. This will allow us to both work out any issues that may arise.

Classroom Expectations:

Keep hands and feet to yourself.

Sit in assigned seat when the bell rings.

Be courteous and respectful to teachers, staff, and other students.

Respectful language is expected at all times. Cursing in any form will result in discipline.

When teacher is talking, you are ACTIVELY listening.

Bring required materials and assignments to class with you.

Be ready to work every day.

No food, candy, soda is allowed in classrooms.

Water bottles, or containers with a lid are permitted

Notebooks

Each student is to have a notebook and bring it to class each day. Notebooks may be collected at any point in the year so please keep them as neat as possible. Along with reading the textbook, taking notes is the primary way you will learn psychology. The points below may help you in your note taking.

1. Take complete, dated class notes.
2. Your notes should be more than just what items are listed on the blackboard or screen.
3. Put the notes in your own words. Don't write down something you don't understand without asking about it.
4. Leave some blank spaces on each page to make additions and/or clarifications.
5. Review your class notes each day while they are fresh in your mind. Expand them, clarify them, and add examples so they will make sense when you go back to study them later. Note anything that doesn't make sense and ask questions in class the following day.
6. Before class look over the notes from the proceeding class. This is especially important if a topic is presented over multiple days.
7. If you are absent on class note days, you are responsible for obtaining the notes from other students.

Some helpful hints in reading the text include:

1. Keep up with the reading assignments! Don't fall behind! Set a schedule for yourself and be disciplined enough to stick to it. Be prepared in class to discuss the reading assigned for that day and/or take a quiz on the material.
2. Learn to read more effectively.

a. Read actively; don't just look at the words. If you spend a half hour "reading" but are unable to recall anything when you are done, you have wasted your time. Reading a college level text requires a great deal more effort and concentration than the latest novel does.

b. Do not try to read the entire chapter at once. Each chapter of your text is divided into several major sections. Limit your reading to one of these sections at a sitting.

c. Do NOT ignore pictures, diagrams, tables, sidebars, etc. in your textbook. These features were added to your text for a reason. They make the text more interesting and usually provide important information.

d. Preview the chapter before you start reading. Read the chapter summary when you finish.

e. Take notes as you read. If you can condense a 30 page chapter to a few pages of good notes, it's going to be much easier to review.

Getting Help

Please don't be afraid to get help if you do not understand something. The ultimate responsibility to learn psychology is yours but I am willing to help you in any way I can.

To get help you can:

1. Ask questions before, during and/or after class.
2. See me before or after school. On most days, I am in the school building around 7:30 am and usually leave about 5-5:30 pm. If possible, try to coordinate a time with me so I can make sure I'm available.
3. Arrange to meet with me during my conference period.
4. If you have access to email or the Internet you can email me any time. (Email is above)

Other Helpful Hints to Succeed in AP Psychology

These are ideas to help you succeed in the course other than those already stated.

1. A large portion of psychology is learning various terms and concepts. One way to help learn the items is to create vocabulary flashcards on 3X5 index cards. On one side is the term, name or concept, on the other is a definition or an explanation. The flashcards will help you in the following ways:

- a. Making the cards helps you learn the vocabulary.
- b. You can easily separate the terms you know from those you need to work on. This makes for efficient studying.
- c. You can look at the terms and practice the definitions, or you can look at the definitions and practice the terms.
- d. The cards provide an excellent review which will be very useful for the cumulative tests and the AP Exam in May.
- e. Quizlet is a great tool to use for review as well.

2. Form a study group with other students. This is an excellent way to help each other. Beware that working in groups does have some disadvantages. Before forming a group make sure each member is willing to put in their fair share of the work. I'd be happy to meet with any group that wants to discuss ways they can work together.

3. If you have Internet access, there are various sites which are designed to help students who are learning psychology. Some sites include explanations of concepts and even practice tests you may take. I will be happy to help you find additional resources if you need some help.

4. In your reading, studying for tests, taking notes, etc. always remember you will be tested on the material not only in the test at the end of that particular unit, but the district common assessments at the end of each 6 weeks and the AP Exam in May. At the end of each unit look over the material and organize it for later review.

Preliminary Schedule of Topics, Readings, and Assignments

**Students will be given a "Course Calendar & Reading Schedule" for the year, as well as a "Unit Outline" each unit.

Academic Integrity:

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.

It is my sincere hope that years from now, you will remember this course as one of the best you ever took; a course that challenged you and encouraged you to learn all you could about a most fascinating subject - psychology. I look forward to working with you this year. Good Luck!!!

AP PSYCHOLOGY SYLLABUS

STUDENT NAME: _____

PARENT SIGNATURE: _____