Psychology Syllabus

Ms. Curtis

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**Introduction**

Welcome to Psychology!

This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphases will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders.

Note: This is an advanced elective course and requires critical reading and thinking skills.

**Course Objectives**

Upon the successful completion of this course, students will be able to:

* Identify major contributors to the field of Psychology.
* Explain basic methods of psychological research.
* Apply major theories and stages of development (from infancy through adulthood) to their own lives as well as those around them.
* State, label, and describe basic parts and functions of the human brain.
* Describe the research related to sleep and dreams.
* Outline the principles involved in sensation and perception.
* Break down and illustrate the principles and techniques surrounding classical and operant conditioning.
* Recall and explain the cognitive theorists’ approach to the study of emotions.
* Identify ways of measuring test standardization, reliability, and validity.
* Explain the various views of intelligence.
* Describe and evaluate the major schools of personality theory.
* Summarize the major causes, symptoms, treatment, and prognoses of various psychological disorders.
* Explain and differentiate between the various forms of psychotherapy ranging from psychoanalysis to cutting edge biological approaches to treatment.
* Demonstrate a mastery of the various theories pertaining to Social Psychology.

**Materials**

For this class you will need the following: 2” three ring binder, lined notebook paper, file dividers, earbuds or headphones (universal jack), highlighter, pencils, blue/black pen, scissors, glue stick, basic box of colored pencils, and an agenda/planner.

The book for this class is as follows: Myers, D. G., & DeWall, C. N. (2017). *Psychology in everyday life (4th ed.).* New York, NY: Worth, Macmillan Learning.

The student is expected to bring all materials, including textbook, laptop, and charger, to class every day that the class meets. In order to ensure students are able to access laptops and school issued Gmail accounts, students are asked to include their email account and email password below:

Student email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email password hint: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grading Scale & Policies**

The grading scale in this class is the same as that used by Richmond County Public Schools.

A = 93-100%

B = 87-92%

C = 78-86%

D = 70-77%

F = 69-0%

There are six categories of graded work in this class, which are weighted accordingly: Individual Performance Assessments (10%), Team Performance Assessments (10%), Peer Evaluation (10%), Classwork (20%), Application Exercises (25%), and Tests/Projects (25%).

Group performance is a major component of the course grade, so students will be accountable for preparing for and participating fully in the team assignments.

Any team has the opportunity to submit appeals on the Team Performance Assessments; but if they *choose* not to appeal, they will be held responsible for their choice (i.e., an appeal granted for one team will not improve the scores of other teams). Only appeals on the questions the teams have missed will be accepted, and scores can only improve from there.

*Special Note on Plagiarism*

Plagiarism is defined as “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author.”

Plagiarism is a serious academic offense that bears real-world consequences. **If any student is caught plagiarizing, they will receive a zero** for the assignment and may face further action from the administration.

**Attendance & Late Work**

Attendance to this class is essential. The information is delivered in class through lectures, discussion groups, and other activities, and is best received first hand from the teacher and among classmates. Missing class can create problems for students. If the student will be absent the day an assignment is due, you must notify the teacher as soon as possible. If the student is in school for any amount of time the day an assignment is due, the student’s responsible for coming to the teacher and delivering said assignment.

***Completing your missed work is your responsibility as a student.***

In general, students are given the same number of days to make up work as the number of days they were out of school for approved reasons. This does not apply to students who are absent for unapproved reasons or who were present and turn in work late.

If you are absent, missed work may be completed and turned in to the “late work” bin beside the Absent Student Work binder (on the table in the rear of the room).

All students are eligible for full credit upon turning work in on time. If students choose to turn work in later they may receive…

o Up to 90% credit if turned in by end of day;

o Up to 80% credit (but no lower) if turned in beyond this;

o Late work will not be accepted once the current grading period closes.

**Expectations**

*My expectations for the classroom simply come down to this:*

*BE MINDFUL*

What does this mean? Being mindful means paying attention to what is happening in-the-moment and doing so with kindness and curiosity. If this is unfamiliar to you, that’s OK. We will practice mindfulness in a variety of ways, which will help you develop skills that will prove useful in any situation, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Being mindful will help us maintain an enjoyable and positive class atmosphere.

**Rules**

The following five classroom rules are based on both mindfulness practice and the Rappahannock High School Code of Student Conduct:

1. Use Kind & Courteous Language

2. Listen and Follow Directions

3. Practice Cooperation

4. Be Safe and Act Responsibly

5. Respect Each Other's Property

Disruptive student behavior is subject to disciplinary action by the teacher, assistant principal, and/or principal. Disciplinary actions include, but are not limited to, the following: a verbal reprimand; a formal written reprimand (log entry); a referral to the office; detention; a conference, with or without a parent.

Students are to obey all school rules as presented in the student handbook/code of conduct. In addition to this, the classroom will have its own set of procedures and expectations. I believe in being balanced, so my expectations of you also extend to me, as your teacher.

**Procedures**

Procedures are a part of life. We follow procedures using our phones, boarding a boat, approaching a traffic light, and attending a wedding. The reason we have procedures in life is so that people can function in society knowing the acceptable and efficient ways people do things.

There are also procedures in this classroom. These procedures will be taught and rehearsed until they become routine. These procedures establish our classroom culture and make it easier for us to learn and complete activities in class throughout the year.

Procedures for this class are also mindfulness-based. Every procedure included with this syllabus, as well as others that may be introduced in the course of the year, is intended to create and sustain a positive and productive learning environment for everyone.

***Procedures are covered in detail in an attachment at the end of this document.***

**Course Outline**

Students will be able to find a loose outline of the class unit schedule on the following pages. ***This outline is subject to change at any time at the teacher’s discretion*.** For each unit, the student should expect to take quizzes and other informal assessments, as well as culminating tests and/or projects at pivotal points in the unit. Test and project expectations and due dates will be announced ahead of time and students will be given adequate time to prepare and turn in assignments.

**Unit 1** **– Research Methods, Measurement, and Statistics**

Domain: Scientific Inquiry

Chapter 1: Psychology’s Roots, Big Ideas, and Critical Thinking Tools

**Unit 2 – Life Span Development**

Domain: Development and Learning

Chapter 3: Developing Through the Life Span

Chapter 4: Sex, Gender, and Sexuality

**Unit 3 – Learning**

Domain: Development and Learning

Chapter 6: Learning

**Unit 4 – Consciousness**

Domain: Biopsychology

Chapter 2: The Biology of Mind and Consciousness

Chapter 5: Sensation and Perception

**Unit 5 – Biological Bases of Behavior**

Domain: Biopsychology

Chapter 9: Motivation and Emotion

Chapter 10: Stress, Health, and Human Flourishing

**Unit 6** – **Memory**

Domain: Cognition

Chapter 7: Memory

Chapter 8: Thinking, Language, and Intelligence

**Unit 7** – **Psychological Disorders**

Domain: Individual Variations

Chapter 13: Psychological Disorders

**Unit 8** – **Treatment of Psychological Disorders**

Domain: Applications of Psychological Science

Chapter 14: Therapy

**Unit 9 – Social Interactions**

Domain: Sociocultural Context

Chapter 11: Social Psychology

Chapter 12: Personality

**Closing Notes**

Thank you for joining me in the study of Psychology this year. I am excited to be working with you and look forward to having an exciting and challenging school year.

*Please take this syllabus home, and read through the content with your parents/guardian. Once*

*that has been completed, please tear off this sheet and return it to Mrs. Guardino on September 7, 2018.*

*Both the student and parent/guardian will need to sign this sheet at the bottom to show that:*

**“I verify that I have read and understood the information in this syllabus.”**

Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian(s) signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_