

AP Psychology
Spring 2012
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Course Goal and Description:

Psychology is the scientific study of behavioral and mental processes, and it is an intriguing diverse discipline covering a broad range of questions and issues. The goal of this course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each major subfield in psychology. They will also learn about the ethics and methods psychologists use in their science and practice. (C3, C4)

Course Characteristics

1. This is a college-level course. College level attitudes, work habits and products are expected of all students.
2. This class requires more reading than the typical high school honors class. Students who want to do well must complete all assignments on time.
3. Class time is important. Students who want to do well must attend and participate in class regularly.
4. Evaluations (grades) are based on the mastery of the material.
5. Learning is ultimately the responsibility of the student. In an AP course, students are expected to be interested in their own learning and willing to devote the time necessary to explore the course content as fully as possible.

AP Psychology is a fun, exciting and intriguing class. Be prepared to think and be challenged each day. Your success and the success of this class depend on your attitude. There is no limit to the knowledge we can learn together.

Textbook: Myers, David G. Psychology. 6th/8th ed. New York: Worth, 2001/2007.

Class Schedule: Students meet 50 minutes five days a week.

Supplies

- Notebook- 2" 3-ring binder with dividers
- Colored pencils
- Blue/black pen, pencils, highlighters
- Additional outside reading/or review books required at teacher discretion

Grading Policy:

The grading policy of AP courses in the Social Studies Department is as follows:

Major grades: 70% of average, three grades as the minimum

Minor grades: 30% of average, six grades as the minimum

Reassessments/Test Corrections: Per District and State Guidelines, I offer the students an opportunity to show that they have mastered objectives that they previously fail. These MUST be completed within the guidelines outlined below after receiving the failed assignment (when it is handed back).

Daily/Minor Grades: (Homework, Quizzes, In-class, etc) For an assignment that receives an F (69 or lower), the student should pick up a "Correction Form" from me. This form MUST be stapled to the front of the original assignment and be COMPLETELY filled out for each question that was missed. It must be turned in within 2 days after receiving the failed assignment. The highest grade a student can receive for a corrected assignment is a 70.

Tests/Major Grades: (1) Students will have to complete and turn in a "Correction Form" to review the test they failed. The student has to correct all questions missed in order to receive credit for the review. (2) Once the student has completed the "Correction Form" for the test he or she has failed, the student must take the reassessment in class on the Thursday or Friday of the following week at 7:45 in my classroom. The grade on the reassessment will take the place of the failed test grade.

HOMEWORK POLICY: Homework assignments are expected to be completed by the due date.

Students who are in school on the day that homework is due and need to leave prior to class should turn in the assignment prior to leaving possible.

Late policy: One day late is minus 20 points; two days late is minus 50 points; anything after two days is a zero.

If you are absent:

1. You should email me to find out what you have missed, then come in and see me before school when you get back to get your work.
2. A student is required to make up all assignments missed while absent. It is the **responsibility** of the student to ask the teacher what work has been missed when returning from an absence. A grace period equal to the number of days missed, plus one, is allowed for make-up work.
3. There are no make-up quizzes...if you are absent on the day of a quiz, whatever you make on your test will replace the missing grade. The quiz grade will remain a zero until the day of the test.
4. If you are absent on the day a daily assignment is due, but you were in class when it was assigned, it is due the day you come back to school.
5. If you are absent on the day of a test, you will take the test during class on the day you get back. After that, all make up tests will be taken to the Ranger Success Center. You will have three days to make up the test. Any test not completed during that time will receive a grade of zero.

I am available to students before school on Tuesdays (cafeteria), Thursdays (classroom) and Fridays (classroom). I would ask that you communicate with me ahead of time whenever possible to ensure my availability due to other possible obligations.

AP Exam

The national AP Psychology exam consists of 2 sections. Section I is 1 hour and 10 minutes for 100 multiple-choice questions. Section II is 50 minutes for 2 free response questions. Class exams will replicate the national AP exam which is given in May. All students signed up for AP Psychology should be taking the AP test.

Academic Dishonesty

This applies to both written work and oral presentations. Examples of academic dishonesty include, but are not limited to, the following: the willful giving or receiving of an unauthorized text, unfair, dishonest, or unscrupulous advantage in academic work over other students using fraud, duress, deception, theft, trickery, talking, signs, gestures, copying, or any other methodology. Assignments deemed academically dishonest will receive a grade of 0.

PLAGIARISM: Submitting or presenting another person's work as your own without proper documentation, including downloaded information from the Internet and lab data.

CHEATING: Giving or receiving information during a test, quiz, and/or class work assignment without teacher authorization, using hand signals, gestures, and the like during tests or quizzes to obtain/give information, using unauthorized materials during a test or quiz.

Reading and Writing

It is vital for success in this course to complete all assigned readings. Both outside reading (including novels, journals and articles) and extensive writing are required as part of the course. We will read at least one novel and many primary source documents. In addition, as part of the course requirements, frequent writing, in various formats including document-based essays, journals and comparative essays, will occur.

Tips for Doing Well in AP Psychology

- **Take complete class notes and date them.** Put them in your own words. Don't write down something you don't understand without asking about it. Leave some blank space on each page to make additions and clarifications. It is very important to review your class notes each day while they are still fresh in your mind. Expand them, clarify them, and add examples so that they will make sense when you go back to study from them later. We will be using the Cornell Notes format in this class this semester.
- **Learn to read more effectively.** You can read more effectively by doing the following:
 1. 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, the time has been wasted.
 2. Preview a chapter quickly before you begin, and review the material frequently. Pause at the end of each paragraph and summarize mentally, in your own words, what you just read. Ask yourself, "What do I believe the main ideas of this chapter are going to be?"
 3. Do not try to read an entire chapter at once. Each chapter of your text is divided into several major sections. These sections are presented in bold print in the summary outline on the chapter's first page. Limit your reading to one of these sections at a sitting. You will soon start to see a connection between these sections and our daily classroom objectives.
 4. Do not ignore pictures, diagrams, tables, and sidebars in your textbook. These features serve to make the text more interesting and may include important information.
 5. 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 when it comes time to study. Be sure to keep a list of questions about the reading. **Your study guide will assist you in organizing your notes.**
- **Half the battle is vocabulary.** Please be sure the key terms and their definition/meaning are incorporated into your notes.
- **Pick a "study buddy" or form a study group.** This person or member of your group should be contacted when you are absent from class so that you can determine what material you missed and what the homework was.

Course Outline:

AP Test Breakdown:

I. History and Approaches	2-4%	VIII. Motivation and Emotion	7-9%
II. Research Methods	6-8%	IX. Developmental Psychology	7-9%
III. Biological Bases of Behavior	8-10%	X. Personality	6-8%
IV. Sensation and Perception	7-9%	XI. Testing and Individual Performance	5-7%
V. States of Consciousness	2-4%	XII. Abnormal Psychology	7-9%
VI. Learning	7-9%	XIII. Treatment of Psychological Disorders	5-7%
VII. Cognition	8-10%	XIV. Social Psychology (C2 AN)	7-9%

Sample Work:

AP Psychology Movie Paper (Multiple Assignments)

*The purpose of this assignment is to show you that you do not have to be a psychologist to run into psychology in your everyday life.

*We will watch *A Beautiful Mind* in class one week.

*Your paper should be typed (1 pg min.) and include a copy of the articles. Papers turned in not typed will have 20 points deducted from the grade.

Steps to Follow to Ensure Completion:

1. Watch the movie. (Feel free to take notes as you watch)

2. Write a reaction paper; do not give a summary about the movie. I want you to respond to what the movie made you feel. What emotions did the movie make you feel? Write about them. Think about how the movie affects or did not affect your impression of psychology. What information do you think those who do not understand psychology might learn about psychology from watching the movie? Is this information false or accurate?

3. Find two journal articles that support the ideas similar to those ideas found in the film. Write a paragraph on how the articles correlate with the movie. For example, if the movie is about a person with claustrophobia, find an article about claustrophobia, read it, and relate it to the movie. You should hopefully learn something here.

4. Draw your own conclusions.

The following items should be turned in to me by the due date:

1. Section One: Reaction Paper (Typed)

2. Section Two: Copy of the Articles (Or at least first pages)

3. Section Three: Write up about how the articles relate to the movie (Typed)

4. Section Four: Your conclusions

AP Dream Journal Worth 1 Major grade Folder

•Both front and back of folder needs a cover with artwork (name on front)—and no white space!

•Can be any type of folder

Dream Journal

•Record your dreams for two weeks on the top half of a page. Each new night should be on a separate page, but you may have more than one dream a night that you remember.

•Every morning record any images, colors, music, or words and phrases you remember – even if you only partially remember.

•At the bottom half of each page, you will record the symbolic meaning for the elements in your dreams.

You can make these colorful pages with decorations, as long as they are legible

Grading

•Meeting requirements

•Product Professionalism

•Symbol Interpretation

•Creativity

AP Rap Song Review 1 Major Grade

AP Trading Cards 3 Major Grades

Classroom Procedures:

1. Take care of all restroom needs before entering the classroom, you have **five minutes** to get class and will not be allowed to leave after the bell rings.
2. Enter the classroom; put your belongings under or on the side of your desk. The only thing that should be on your desk is what you are currently working on.
3. If you want to be successful in this class, you should copy the assignments on the board in your **planner**. If you don't have a planner ask me; I will help you get one.
4. Cell phones/Ipods/Electronic Devices will not be visible...if I see one; I will take it up or call security to deal with it. There is a \$15 fine to retrieve your electronics.
5. All class work that is going to be turned in to me is to be done in **black, blue or grey** unless otherwise directed.
6. When you have a question about anything (getting up, need to sharpen pencil, homework, etc.), raise your hand and sit quietly until you are called upon.

Classroom Rules:

1. Be empathetic before you make any judgments.
 - **Definition of Empathy:**
 - **How do we empathize?**
 - 1.
 - 2.
 - 3.
2. Be proactive.
3. I strictly enforce all B.F. Terry High School rules.

Penalties:

1. Warning
2. Call parent
3. Office referral

* All policies, procedures, rules and penalties are subject to change at my discretion.

Student's Name (Print): _____ Student's Signature: _____.

Parent's Name (Print): _____ Parent's Signature: _____.

Parent's Email (Please write clearly ☺): _____

The easiest way for me to get your email address is if you email it to me at rlazarou@lcisd.org