

AP PSYCHOLOGY – SYLLABUS – 2019-20

MR. HAGEWOOD HKHS ROOM C201 jhagewood@rsd17.org

Welcome to *AP Psychology*, a full-year elective devoted to the study of mental functions and behaviors. This college-level course will introduce you to how psychology seeks to understand individuals and groups by establishing general principles and examining case studies that can ultimately benefit society. This class will address not just what people do, but also their thoughts, feelings, perceptions, reasoning processes, memories, and even the biological activities that maintain bodily functioning. Throughout the course, students will be engaged with reading and note-taking, presentations, writing, class discussions, film analysis, and research-oriented endeavors.

COURSE OUTLINE

Topic		Textbook Readings	Unit Tests
1	Intro/History of Psychology	Ch. 1 (Pgs. 1-35)	Unit 1 Test
2	Research Methods	Ch. 2 (Pgs. 36-71)	
3	Learning	Ch. 6 (Pgs. 214-257)	
4	Cognition <i>Memory, Language & Thought</i>	Ch. 7 (Pgs. 258-297) Ch. 8 (Pgs. 298-333)	Unit 2 Test
5	Testing & Individual Differences <i>Intelligence & Testing</i>	Ch. 9 (Pgs. 334-373)	
6	Biological Bases of Behavior <i>The Nervous System and the Brain</i>	Ch. 3 (Pgs. 72-117)	Unit 3 Test
7	States of Consciousness	Ch. 5 (Pgs. 172-213)	Unit 4 Midterm Exam
8	Developmental Psychology	Ch. 11 (Pgs. 416-467)	
9	Motivation & Emotion	Ch. 10 (Pgs. 374-415)	
10	Social Psychology	Ch. 16 (Pgs. 632-675)	Unit 5 Test
11	Personality	Ch. 12 (Pgs. 468-509)	
12	Abnormal Behavior (Disorders)	Ch. 14 (Pgs. 550-593)	Unit 6 Test
13	Treatment of Disorders	Ch. 15 (Pgs. 594-631)	
14	Sensation & Perception	Ch. 4 (Pgs. 118-171)	N/A
15	<i>Review Time / The Ultimate Hustle</i> AP Psychology Exam: May 12, 2020		

ESSENTIAL COURSE MATERIALS

- 1.) **Textbook:** *Psychology: Themes and Variations* by Wayne Weiten (7th Ed). We will rely heavily on this college-level textbook. You will regularly read and take notes on the chapters as they correspond to what we're doing in class.
- 2.) **Notebook:** Psychology is the rare subject that allows you to immediately supplement the things you've learned into your actual academic efforts. Countless psychological studies have corroborated what teachers have said for perhaps centuries: that there's no substitute for good note-taking. This notebook will have a dual purpose:
 - a. To take *outside-of-class* notes on each of the textbook chapters. These notes will help you on the frequent **unannounced quizzes** that you'll encounter in this course. Since these reading quizzes have been designed to reward hard-working students for their honest effort, they will be open-note. The notes **MUST** be handwritten, in your own handwriting style. Studies, after all, have shown that handwriting engages unique neural pathways in the brain that enhance processing and memory.
 - b. To take in-class notes. In your notebook, use a different color to differentiate what we've done in class and what you've done at home.
- 3.) **Folder:** Have a system to contain/organize the many handouts/activities that you'll accumulate this year.
- 4.) **Writing Instrument:** As I eluded to before, color-coding will be especially useful in this course. To prepare yourself for battle, bring an arsenal of pens and pencils.

GRADING DISTRIBUTION

40%: Major Assignments (Tests, Projects, Papers)

40%: Regular Assignments (Reading Quizzes, Writing Assignments)

20%: Homework / Classwork

<i>Homework/Classwork Grade Rubric</i>		
Grade	Numerical Value	Grade Explanation
√+	100	The student's work is <i>exemplary</i> .
√	80	The student's work is <i>adequate</i> .
√-	70	The student's work is <i>insufficient</i> .
0	0	The student's work is <i>incomplete</i> or <i>nonexistent</i> .

CLASSROOM EXPECTATIONS

In an effort to maintain a positive classroom atmosphere, where learning is a reality, certain things must fall into place. The classroom can be a safe and fun place to learn if we work together to keep it distraction free.

As per this hope, I have the following expectations of the class:

Students' actions will be guided by a code of respect. Learning in C201 is a team effort and there's no reason why one student's behavior should get in the way of another student's learning. Be *fair* and *respectful* to your fellow classmates. Bullying of any kind is absolutely unacceptable.

An awareness of time is essential. Due dates are incredibly important because they allow for the smooth movement of the course and demonstrate a dedication to greatness. I have been known to spend an extreme amount of time—both during and after school—helping students to build the skills and confidence necessary for real-world success. Be prepared to do your part; hard work requires time and unfortunately there are no shortcuts. For every day that an assignment is late, it will lose a full letter grade.

Students will learn in a classroom free of technological distraction. There will be many times when technology is used to the collective benefit of the class, but sending selfies on Snapchat or posting on Instagram will not be tolerated.

Students will be honest. I will strictly enforce a policy of honesty. Reference the school handbook for issues regarding plagiarism and cheating in general; these are policies that I take very seriously. Honesty, of course, is more than not cheating; be honest with yourself and make a conscientious effort to do well in this class. The only way to reach new heights is to have goals and expectations that exceed the norm.

Engagement is everything. Half the battle in life is just *showing up*. But showing up means that you must be in your seat and ready to learn when the bell rings. If you must leave the room for some reason, ask me, and I'll give you a pass. Check the handbook for the full policy on attendance, but be aware that absences hinder your ability to keep up with the class. If you're absent, it's **your** responsibility to get the notes from a classmate. Don't ask me if we did something while you were out. You will *always* do something in this class. Ask me how you can make it up, and I will be glad to help.

Students will demand that they learn something from the course. If you feel as though you are not learning, come see me. This course is about *you* as a student, and it is my job to ensure that you learn. If I have anything to do with it, you will enjoy the process! If you ever feel like you need help with something, don't hesitate to ask for it. I will do everything I can to help you have a positive experience in this class.

By signing below, I am indicating that I have read and understood Mr. Hagewood's class contract—a policy devoted to the student's quest to learn.

STUDENT NAME (PRINTED): _____

STUDENT SIGNATURE: _____ **DATE** _____

PARENT SIGNATURE: _____ **DATE** _____