

***AP Psychology Course Syllabus***

***Instructor Contact Information Tutorials/Recovery***

Mrs. Rachel Padrick Monday and Tuesdays

Room: A-206 2:30 – 3:30 pm or by appointment

Email: [rachela.padrick@cms.k12.nc.us](mailto:rachela.padrick@cms.k12.nc.us) Room: A-206

Google Classroom: See Information Below

***Course Description***

The AP psychology course is designed to introduce students to the systematic and scientific study of behavior and the mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and their practice. Students should expect a workload similar to what they would have if they were to take this course at the college level. This includes extensive reading, active involvement in class discussions and activities, and taking notes.

The **AP Psychology Exam** will be taken on **May 7th, 2018**. All students are expected to take the exam.

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| --- | --- | --- |
| **Unit** | **% of AP Exam** | **Text Book Page #/ Barron’s** |
| Unit 1: History and Approaches | 2- 4% | Pages 2-17 / 47-52 |
| Unit 2: Research Methods: Thinking Critically With Psychological Science | 8-10% | Pages 18-49 / 57-70 |
| Unit 3: Biological Bases of Behavior | 8-10% | Pages 50-113 / 77-91 |
| Unit 4: Sensation and Perception | 6-8% | Pages 114-173 / 99-115 |
| Unit 5: States of consciousness | 2-4% | Pages 174-213 / 121-129 |
| Unit 6: Learning | 7-9% | Pages 214-253 / 135-146 |
| Unit 7: Cognition | 8-10% | Pages 254-325 / 153-164 |
| Unit 8: Motivation and Emotion | 6-8% | Pages 326-409 / 171-182 |
| Unit 9: Developmental Psychology | 7-9% | Pages 410-477 / 189-204 |
| Unit 10: Personality | 5-7% | Pages 478-521 / 209-220 |
| Unit 11: Testing and Individual Differences | 5-7% | Pages 522- 559 / 225-234 |
| Unit 12: Abnormal Psychology | 7-9% | Pages 560-603 / 241-253 |
| Unit 13: Treatment of Psychological Disorder | 5-7% | Pages 604- 641 / 259-269 |
| Unit 14: Social Psychology | 8-10% | Pages 642-595 / 275-287 |

***Required Texts***

*Psychology for AP,* 2nded., by David Myers (provided by the school)

Website: <http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=787&pageId=6281>

*Barron’s AP Psychology* 6th or 7th Edition by Allyson J Weseley, Ed.D., and Robert McEntarffer, Ph.D (You can find this book on Amazon from $8.99-$20, Barnes and Noble for $10.66 or any bookstore)

Additional readings may be assigned from a variety of sources.

***Materials/Supplies***

One 1-in Notebook Binder with Loose-leaf paper Colored Pencils

Dividers (8) Highlighters

Pens (blue/black)/Pencils (#2) Index Cards

***Classroom Expectations***

* Be Positive
  + Come to class with an open-mind and a positive attitude.
* Be Respectful
  + Treat others with respect (teacher, peers, and yourselves).
* Be Responsible
  + Come to class on time and prepared to participate with your required materials.
* Be Safe
  + Follow all rules and policies of South Mecklenburg High and CMS.

***Consequences***

First Offense: Verbal Warning

Second Offense: Student/Teacher Conference

Third Offense: Parent/Teacher Conference

Fourth Offense: After-School Detention or Lunch Detention

Fifth Offense: Referral\*

\*All steps could be skipped and a referral written if necessary.

***Grading Policies***

In accord with the CMS High School Grading plan, the following distribution and minimum frequency of assessments in each category will be reflected in our school-wide grading practice.

|  |  |
| --- | --- |
| **Informal Assessments** | **Formal Assessments** |
| **30% of Quarter Grade** | **70% of Quarter Grade** |
| Informal assessments must be linked to specific objectives and include a variety of assignments such as warm-ups, notebook checks, quizzes, group work, in-class tasks, class participation, etc. | Formal assessments must be linked to specific objectives and include a variety of assignments such as tests, comprehensive writing assignments, projects, etc. |
| A minimum of **9** informal grades per quarter is required. | A minimum of **4** formal grades per quarter is required. |

**Remediation/Reassessment:** Students who score below a 79% can retest after completing remediation. Students will receive the higher grade for a maximum of 79%. Therefore, students who score a 79-100% on their retest should receive a score of 79%. Any grade below a 79% should be recorded as is. It is the student’s responsibility to initiate and complete the remediation and the retest process within two weeks of receiving the original graded assessment score or make other arrangements, which are agreed to by the teacher.

**Late Work:** Late work, work that is not turned in on time due to an unexcused absence or failure to attempt, applies to both informal and formal assessments:

* Students will receive a maximum 80% grade for work showing a concerted effort, if turned in one day late.
* Students will receive a maximum 70% grade for work showing a concerted effort if turned in two days late.
* After three or more days, late work showing concerted effort will receive a grade of 50% if turned in one week prior to the published exam schedule for each quarter.

**Concerted Effort:** Student work will reflect thoughtful effort towards classwork, homework, and/or assessments. Variations in assignments or individual student needs should be considered in determining the definition of thoughtful effort. It may include but is not limited to the following: attending tutoring, notifying the teacher with questions, or arriving to class early for assistance. PLCs must discuss the idea of thoughtful effort as it applies to all students and circumstances.

**Make-Up Work:**  A student who fails to turn in an assignment due to an absence, whether excused or unexcused, must be allowed to make up the work. The student must initiate contact with the teacher within five school days upon return to school to make arrangements for completing the work. After this time period, the opportunity will no longer be available. These arrangements should include a schedule for completion of the work that is appropriate, mindful of the assignment and length of absence.

***Tests***

Tests will generally consist of identification, multiple-choice, matching, short answer and essay questions. These tests emphasize information from the text and lecture. There are likely to be no more than 10 major grades per nine weeks. This means each major test has a significant impact on the final grade. **\*Make-up tests and quizzes are not the same as the original tests or quizzes given in class and must be taken during tutoring time.\***

***Absenteeism***

If you are absent, it is YOUR responsibility to get the work that you missed.

Note: If a test, quiz, project, or written assignments was announced while you were in class and given to you before your absence and you return on the day of the activity, you are responsible for that assignment.

All assignments are due on the due date. It is your responsibility to get any make-up work assignments due to an absence once you return to school. Failure to make-up work in the given amount of time will result in a zero on any and all assignments.

***Restroom Usage***

There are restroom hall passes. You may not leave class during the first and last 15 minutes. You may not leave during any form of testing. If the privilege is being misused, I reserve the right to change the restroom policy.

***Cell Phones***

Cell Phones are not to be used in this class at any time unless specified. If a student is found using a cell phone in class, the student will be asked to put it way immediately. If the cell phone is seen again, it will be collected until the end of the day. If the student refuses, the student will be sent to an administrator for insubordination. All cell phones must be placed on silent during class time.

***Cheating***

Cheating is not allowed.

* The CMS student Code of Conduct outlines cheating as a behavioral infraction under “Misrepresentation - Honesty” – rule 6 on pg. 11 & 12.
  + - * + As a result:
* A zero will be given for any and all work involved in cheating and cannot be made up.
* A behavioral referral can and will be generated whenever documented or demonstrable instances of cheating have occurred.
* Parent/guardian contact will be made.
* If you are caught cheating you will receive a zero on the assignment.
* If you are helping someone cheat, you will receive the same form of punishment as listed in the previous sentence.
* If you give your work to another student, that is considered cheating.
* If you take work off of a student’s desk and copy it… that too is cheating.
* Plagiarism & Cheating will result in a zero on any and all assignments. No exceptions!

***Remind and Google Classroom***

Remind.com (formerly known as Remind 101) is used to help communicate important reminders and information for this class. Please be sure to get the appropriate code for your class block.

Google Classroom is used for this class. It is your responsibility to check Google Classroom for assignments and other activities. You will be given specific instructions during class regarding your particular class’ code.

***I am looking forward to working with you throughout this year as you study AP Psychology. It is going to be an awesome year!***

***Parents/Legal Guardians, if you have any questions or concerns, please let me know.***

***☺ Mrs. Padrick***

***Mrs. Padrick’s Syllabus and Parent Information Sheet***

***AP Psychology 2017-18***

**I have read and understand the rules and responsibilities outlined in this syllabus and discussed them with my parent/guardian.**

Student Name (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I have read and understand the rules and responsibilities outlined in this syllabus and discussed them with the above students.**

I am also aware that many clips, new stories and movies will be used in this class to foster my child’s understanding of the concepts covered. Clips may include excerpts from news programs including but not limited to 60 Minutes, 20/20, Dateline, MSNBC, Intervention on A&E, etc.

Several movies that may be shown include, but are not limited to, The Zimbardo Prison Study, One Flew Over the Cuckoo’s Nest, Good Will Hunting, A Beautiful Mind, Twelve Angry Men, The Breakfast Club, Sybil, Gil Interrupted, etc.

All clips and movies shown will help your child see psychological concepts in a “real life” setting. These will help foster your child’s understanding of psychological phenomenon.

Parent/Guardian Name (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/Guardian - Please complete the following items below:**

Telephone Number ( ) \_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which is the best method of contacting you: email or phone, best time? \_\_\_\_\_\_\_\_\_\_\_