

**Psychology  
Syllabus**

**Mary G. Montgomery High School  
For Mr. Rose**

**Fall, 2012**

**Course Description:**

Psychology is perhaps the most relevant class you will take in High School. That is why I enjoy teaching it so much. The study of behavior is fascinating. To have the chance to study at your age is a real privilege and I look forward with great anticipation to sharing it with you.

This class is designed to give the average to above average student the chance to explore the world of social science. It will give the student a basic working vocabulary about the history, practice and methodology used in the study of human and animal behavior. It will allow the student the opportunity to explore the biological, perceptual, and social influence that we humans face in our daily lives.

**Course Purpose:**

The purpose of the course is simple. Some of the students in the class will only experience the study of human behavior once, and some will take other courses in psychology in college. A few will take advanced placement psychology next year. My purpose is to provide as entertaining an experience for each student so that it meets each of the need of my students at what ever level of study they may be.

**Course Goals:**

Students should have a basic understanding and working vocabulary of the following arenas in the study of human and animal behavior:

1. The history, systems and methodology of the social sciences.
2. The biological influence on human behavior.
3. The limits to the perceptual and sensational systems.
4. The meaning and issues associated with the consciousness.
5. The ways in which humans learn, memorize, think, speak, understand, and maintain information.
6. The developmental process from conception to death.
7. The meanings and issues related to the theories of personality.
8. The problems associated with mental disorder.
9. The methods used in psychotherapy.

## **Our Schedule for the Fall**

Psychology acquaints students with psychological theories, principles, and practices associated with the five major sub fields or domains of this field of study: methods, biopsychological, developmental, cognitive, and sociocultural. In addition to addressing these sub fields, this course also includes a study of the history of psychological inquiry, methods of scientific research, and topics common to the field of psychology such as human development, sensation, and perception, motivation and emotion, states of consciousness, social psychology, cognition, intelligence and assessment, personality theories, stress, and a study of mental disorders and their treatments.

Week 1 - Topic Number 1: What is Psychology?

Chapter 1, "Introducing Psychology" - Pages 2 - 33

COS Number 1

Discuss the origin of psychology relative to the fields of philosophy and natural science.

- 1.1. Describing the early psychological and biological inquiries that led to contemporary approaches and methods of experimentation
- 1.2. Comparing current biological, behavioral, cognitive, and sociocultural perspectives.
- 1.3. Identifying major sub fields and career opportunities related to psychology

Week 2 - Topic Number 2: How is it studied?

Chapter 2, "Psychological Research Methods and Statistics" - Pages 34 - 57

COS Number 2

Describe the research strategies used by psychologists to explore the mind and behavior.

- 2.1. Designing an experiment in which all elements are identified
- 2.2. Explaining characteristics of surveys, naturalistic observations, case studies, longitudinal studies, and cross-sectional studies
- 2.3. Describing the use of descriptive statistics in evaluating research

Week 3 - Topic Number 3: Biology and Behavior

Chapter 6, "Body and Behavior" - Pages 154 - 181

COS Number 3

Explain how research and technology have provided methods for analyzing the brain and behavior.

- 3.1. Discussing the role of neurotransmitters in behavior
- 3.2. Comparing the effect of drugs and toxins on the brain and neurotransmitters
- 3.3. Describing how heredity influences behavior
- 3.4. Describing effects of the environment on increased survival rate

Week 4 - Topic Number 4: What is Consciousness?

Chapter 7, "Altered States of Consciousness" - Pages 182 - 205

COS Number 10

Compare the various states of consciousness evident in human behavior.

- 10.1. Comparing theories about the use and meaning of dreams
- 10.2. Characterizing major categories of psychoactive drugs and their effects
- 10.3. Exploring possible uses for hypnosis

Week 5 - Topic Number 5: Sensation and Perception

Chapter 8, "Sensation and Perception" - Pages 206 - 237

COS Number 4

Describe the influence of environmental variables, motivation, experience, and expectations on perception.

- 4.1. Explaining the role of sensory systems in human behavior
- 4.2. Describing the role of Gestalt principles and concepts in perception
- 4.3. Comparing attention needed for demanding and simple tasks

Week 6 - Topic Number 6: Learning

Chapter 9, "Learning: Principles and Applications" - Pages 240 - 271

COS Number 8

Identify significant contributors and contributions to current understanding of the process of learning.

- 8.1. Identifying biological limitations on learning
- 8.2. Describing cultural and environmental constraints on learning opportunities
- 8.3. Discussing the effects of conditioned response

Week 7 - Topic Number 7: Memory and Thinking

Chapter 10, "Memory and Thought" - Pages 272 - 293

COS Number 7

Describe the impact of memory on human behavior, including the role of imagery in encoding, the importance of retrieval cues, and difficulties created by reconstructive memory processes.

- 7.1. Distinguishing between surface and deep processing
- 7.2. Identifying problems related to incomplete retrieval
- 7.3. Comparing the processes of short-and-long term memory
- 7.4. Identifying strategies used for improving memory

Week 8 - Topic Number 8: Child Development

Chapter 3, "Infancy and Childhood" - Pages 60 - 91

Chapter 4, "Adolescence" - Pages 92 - 127

COS Number 6

Describe the roles of culture, gender, age, ethnicity, and religion on physical, cognitive, and social development across the life span.

- 6.1. Discussing physical, cognitive, and social changes in prenatal, infant, child, and adolescent development
- 6.2. Describing the role of the caregiver in promoting child development
- 6.3. Outlining the stage theories of Jean Piaget, Erik Erikson, Sigmund Freud, Carol Gilligan, and Lawrence Kohlberg
- 6.4. Describing the impact of technology on the development process

Week 9 - Topic Number 9: Old Age

Chapter 5, "Adulthood and Old Age" - Pages 128 - 151

COS Number 6

Describe the roles of culture, gender, age, ethnicity, and religion on physical, cognitive, and social development across the life span.

- 6.1. Discussing physical, cognitive, and social changes in prenatal, infant, child, and adolescent development
- 6.2. Describing the role of the caregiver in promoting child development
- 6.3. Outlining the stage theories of Jean Piaget, Erik Erikson, Sigmund Freud, Carol Gilligan, and Lawrence Kohlberg
- 6.4. Describing the impact of technology on the development process

Week 10 - Topic Number 10: Motivation and Emotion

Chapter 12, "Motivation and Emotion" - Pages 312 - 339

COS Number 11

Describe the role of motivation and emotion in human behavior.

- 11.1. Describing situational cues that cause emotions such as fear, anger, curiosity, and anxiety.
- 11.2. Identifying theories that explain motivational processes
- 11.3. Discussing the role of biological and cultural factors in the development of motives.
- 11.4. Describing theories of emotion and cognitive theories
- 11.5. Describing universal aspects of emotion

COS Number 5

Identify common sources of stress.

- 5.1. Identifying approach-approach, approach-avoidance, and avoidance-avoidance conflicts.
- 5.2. Describing possible physiological and psychological reactions to stress
- 5.3. Identifying positive and negative strategies for coping with stress

Week 11 - Topic Number 11: Testing and Intelligence

Chapter 11, "Psychological Testing" - Pages 342 - 373

COS Number 12

Describe methods of assessing individual differences.

- 12.1. Describing how personality and intelligence may be influenced by differences in heredity and environment.
- 12.2. Linking intelligence to cognitive skills and strategies
- 12.3. Describing theories of intelligence including Howard Gardner's theory of multiple intelligences, Sternberg's triarchic theory, and the traditional psychometric theory.
- 12.4. Describing limitations of using conventional intelligence tests to predict performance based on capability

COS Number 9

Describe the interrelationship and importance of thought and language on human behavior.

- 9.1. Identifying mental images and verbal symbols as elements that comprise thought
- 9.2. Discussing the effect of culture on language acquisition
- 9.3. Identifying the basic unit of language

Week 12 - Topic Number 12: Theories of Personality

Chapter 14, "Theories of Personality" - Pages 374 - 398

COS Number 13

Explain the role of personality development in human behavior.

- 13.1. Identifying environmental influences on personality development
- 13.2. Describing characteristics of the psychoanalytic, cognitive-behavioral, humanistic, and trait approaches to describing human behavior
- 13.3. Identifying important contributors and their theories of personality
- 13.4. Distinguishing between objective and projective techniques in personality assessment.

Week 13 - Topic Number 13: Psychopathology

Chapter 16, "Psychological Disorders" - Pages 446 - 483

COS Number 14

Describe major psychological disorders and their treatments.

- 14.1. Identifying patterns of behavior that distinguish normal from abnormal behavior
- 14.2. Describing abnormal behavior in terms of observable or reportable symptoms that can be classified as nonpsychotic or psychotic
- 14.3. Describing the biological, psychological, and sociocultural approaches to explaining mental illness.

Week 14 and 15 - Topic Number 14: Therapy

Chapter 17, "Therapy and Change" - Pages 484 - 515

COS Number 14

Describe major psychological disorders and their treatments.

- 14.1. Identifying patterns of behavior that distinguish normal from abnormal behavior
- 14.2. Describing abnormal behavior in terms of observable or reportable symptoms that can be classified as nonpsychotic or psychotic
- 14.3. Describing the biological, psychological, and sociocultural approaches to explaining mental illness.

Week 16 - Topic Number 15: Social Cognition

Chapter 19, "Group Interaction" - Pages 544 - 575

COS Number 15

Identify the underlying social influences that shape human behavior.

- 15.1. Identifying the role of social schemas in perception
- 15.2. Identifying methods of changing attitudes
- 15.3. Describing the effects of the presence of others on individual behavior
- 15.4. Describing biomedical, psychoanalytical, and social-learning explanations for aggression.
- 15.5. Describing internal and external attributes and their effects on human behavior

Week 17 - December 4th - Topic Number 16: Social Control

Chapter 20, "Attitudes and Social Influence" - Pages 576 - 601

COS Number 15

Identify the underlying social influences that shape human behavior.

15.1. Identifying the role of social schemas in perception

15.2. Identifying methods of changing attitudes

15.3. Describing the effects of the presence of others on individual behavior

15.4. Describing biomedical, psychoanalytical, and social-learning explanations for aggression.

15.5. Describing internal and external attributes and their effects on human behavior

## Course Policies and Procedures:

Obviously these are not all of the policies, procedures and subtle nuances that exist in my classes but these are a fair example of what I expect to happen in my classes. The bottom line is that I expect you to take your educational experiences seriously. You are your responsibility, not mine, not your parent's, not this school's, not the government's. Do your best. High quality is a given.

1. Attendance is a serious matter. It is your responsibility to attend class. There will be some type of activity that will require your attendance every single day that the class meets. In addition, credit for this class will be given according to the school's attendance policy.

2. In the event that you are absent, find out what you missed by looking in the file at the back of the room. It is your responsibility to find out about any other missed work. Complete any of the assignments and get them back to me as soon as possible.

3. Tardies will be recorded daily and will be dealt with according to the school's policy. Please read it and be aware that it is being followed to the letter.

4. ALWAYS SIT IN YOUR ASSIGNED SEAT. I take attendance using the seating chart in my computer. As a result, it is very important that you sit in the correct seat.

5. If you are planning on spending time in retract, you should be aware of my feelings regarding retract. Retractable is not study hall! It is not a place to catch up on your home work! It is supposed to be place of incarceration. Since there is some type of meaningful activity happening everyday in psychology, if you miss it, you are truly missing out!

6. I do not like early dismissals. Again remember that if you are gone for more than half of my class period, I will mark you absent.

7. Your attitude in class is important to me. I expect that you will have a great attitude while in my classroom. An attitude of apathy or disrespect will not be tolerated.

8. Come to class with your materials everyday. Your materials include the following things: The courses text book... well when we get them, A three ring binder, A number two pencil, plenty of three ring binder style paper, your homework assignment, your assignment calendar, your uniform, etc.

9. I have a learning disability when it comes to names and faces... NO REALLY! Please be patient with me if I call you by the wrong name. I will be taking a significant amount of time at the beginning of the semester to learn your names. This is very important to me and will help you as well.

10. Assignments are to be turned in on the day that they are due. However, the completion of every assignment is simply expected. Since I will be hounding you to complete all of the assignments with great quality, my advice is that you simply complete them in a timely manner.

### Evaluation

Your grade will be based on your performance. During the term, if you earn 90% of the total points possible, you will be given an A for the term.

100%	-	90%	=	A
89%	-	80%	=	B
79%	-	70%	=	C
69%	-	60%	=	D
59%	-	0%	=	F

## The Grading System:

### Tests are worth 60% of your grade.

Chapter tests in psychology are administered weekly, usually on Fridays. For most students, the tests are taken on a computer system. We'll talk more about that later. Tests are figured at 60 percent of the final grade before the midterm or the final exam.

### Other scores are worth 40% of your grade.

Other grades for the class make up 40 percent of the final grade before the midterm or the final exam. These assignments are as follows:

Terms and Jargon assignments are worth 50 points. Crossword review assignments are worth 40 points. Film study guides are worth 10 points. Pre-Lecture Assignments are worth 20 points.

## Determining Your Grade

Tests (60%)	Earned	Possible
Test 1	97	100
Test 2	82	100
Test 3	57	100
Test 4	80	100
Test 5	<u>75</u>	<u>100</u>
Totals	391	500

To get your test average, add up all of your earned points and divide by the possible points.

$$391 \text{ points} \div 500 \text{ points} = 78.2\%$$

Other Grades (40%)	Earned	Possible
Terms 1	50	50
Review 1	40	40
Film 1	10	10
Terms 2	40	50
Review 2	<u>36</u>	<u>40</u>
Totals	176	190

To get your "other" average, add up all of your earned points and divide by the possible points.

$$176 \text{ points} \div 190 \text{ points} = 93\%$$

To get your class average, take your test average and multiply by 0.6. Then take your other average and multiply by 0.4. Lastly add those two numbers together. This is your class average.

$$78.2 \times 0.6 = 46.9$$

$$93 \times 0.4 = 37.2$$

### Class Average = 84.1 (Quarter Net Average)

This is your average going into the CRT (also called QNA). To get your grade after the CRT you take your QNA and multiply it by 4. Then you add your CRT grade. Finally, you divide that number by 5. This is your final quarter average.

For example, you have an 84.1 going into the CRT and you make a 65 on the CRT.

$$(84.1 \times 4) + 65 = 401.4$$

Now divide by 5...

$$401.4 \div 5 = 80.28$$

This is your final quarter average.

Final Quarter Grade = 80%

I strongly suggest that you keep accurate records. For those of you who do not keep good records, I will be giving you a progress report at mid-term whether you are failing or not, so you can see where your average is.

Tests in the class will make up 60 percent of the grade and assignments will make up 40 percent of the grade.

#### Materials

1. You will need the following things to succeed in this class:

A 1 or 1.5 inch three ring binder

A bunch of lined paper

A pencil and or pen

Access to internet is suggested

A good attitude is required.

#### Final Note

From time to time, I hear people say that the psychology class changed their lives. I hear my students say that they now see the world in a new way and that they have hope for the future. It is my sincere hope that you have a great semester and that at the end of the course you say the same things. Best wishes