

# Psychology / James Etheridge

## Course Syllabus

*www.Jetheridge.com*

### Course Objectives

This course aims to answer the question: “how do psychologists think?” A psychologist, David Myers, wrote that to think as a psychologist, one must learn to “restrain intuition with critical thinking, judgment with compassion, and illusion with understanding” (Sternberg, 1997). Whether you choose to pursue a career related to psychology or one in some entirely different field, this habit of mind will be of great value.

*This class will encourage you to...*

- ✓ *explore discoveries made by psychologists over the past century*
- ✓ *assess the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, evolutionary, and socio-cultural perspectives*
- ✓ *appreciate the kind of critical analysis that psychologists take on and model in their words and actions*
- ✓ *develop a unique understanding of yourself and others*

### Recipe for Success!

1. Read and take notes on assigned sections/chapters from the textbook. Be ready for reading quizzes.
2. Learn and continuously review vocabulary words.  
*--“If you can read, learn, and think, you’ll pass!”*
3. Complete online/written assignments.
4. Participate in discussions and demonstrations.
5. Maintain a comprehensive and organized notebook.
6. Take pride in projects.
7. Study and succeed on chapter tests.
8. In class and on time.
9. Think positively.

### The “Nuts & Bolts” of Class

- Expect to complete all reading assignments at home. You do NOT need to bring your textbook to class as long as your notes remain up-to-date. Class time is for activities, demonstrations, drills, lectures, and learning exercises.
- Attendance is a must! *There is a direct correlation between poor attendance and poor grades. (Causation?)*
- Tardies will NOT be tolerated. *Expect to miss grade opportunities if you’re late.*
- Late work will NOT be accepted. Call or e-mail if a major life stressor occurs. Otherwise, deal with it. Ninety-percent of life is showing up. Just do it.

### Necessary Materials

- ❑ A notebook (3-ring binder. Expect random checks!)
- ❑ A set of colored pens (at least 6) or highlighters
- ❑ A textbook: Myers, D. G. (2011). *Myers’ psychology for AP*. New York: Worth Publishers.
- ❑ Recommended but not required: Barron’s *How to Prepare for the AP Psychology Exam* or any other ap review book or app!

## What Will Make for an Optimal Learning Environment?

### A Safe Place

1. *No put downs or disrespectful remarks.*
2. *Speak up if your boundaries are violated.*

### A Work Place

3. *You are here to learn and I am here to teach. Don't waste our time.*
4. *Avoid disruptive talk or expect to be reseated.*

### A Great Place

5. *Challenge your comfort zone. Let's have some fun and risk trust. Great things happen when we let them happen. You never know you might grow.*

## Approximate Grading Policy

Notebook & Reading Quizzes	50%
Class Work & Participation	30%
Independent Practice	20%

## On-line Learning

### Before the class meeting:

- Find a comfortable place, Not in bed or bathroom
- It is best to keep your device on a steady surface if possible.
- Make sure your background is school friendly.

### When the class starts:

- Mute your device by clicking the microphone button. During the meeting:
- Be patient, this is a learning experience for everyone.
- Be engaged. Nod or give thumbs up when others are speaking.
- Unmute your microphone when your teacher asks you to talk.
- Mute your device again when you are done speaking.
- Even though we are not in our school building, our school rules and expectations still apply.

### *Attendance during Distance Learning is based on three input options:*

**Distance Learning Engaged:** The student is present, fully engaged, completes all the classwork, participates in synchronous and/or asynchronous.

**Distance Learning Not Engaged:** The student is present but does not participate in class, and does not complete any work. Attended synchronous group sessions AND completed few or no asynchronous assignments.

**Unverified Absent:** If the student does not attend the mandatory scheduled period, the student should be marked absent.

*Based on these input options, teachers have the discretion to use a student's level of participation to determine the applicable attendance code for each class period.*

## *Privacy*

During this first quarter you will be participating in distance learning. Teachers will be working with students through both synchronous and asynchronous learning. At times there may be a need for any of the following activities, although this is not an exhaustive list, these are examples of what may happen in the virtual classroom:

- Use of camera for attendance
- Use of breakout rooms
- Record sessions so that they are available asynchronously for students
- Ability for students to upload video to demonstrate mastery