

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