LHS AP Psychology ~ Strategies for Success

Course #: 4445/4446

2017-2018

**Contact Information:**

Jennifer Paige Carey

Room 239

**Class Meeting Times:**

Monday-Friday ~ Periods 1, 2, and 7

**Email:**

[jcarey@lowell.k12.ma.us](mailto:jcarey@lowell.k12.ma.us)

**Twitter:**

@MCCpsychLHS

**Google Classroom class code:**

**g5m5x0**

**COURSE DESCRIPTION**

*What this course is about.*

***WELCOME*** to the AP Psychology course! “The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the 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 practice.” ~College Board, 2013, *AP Psychology Course Description* (New York: College Board, 2013), 4.

This is a fascinating class that will give you the opportunity to understand why humans think, feel, and behave as we do. It is, however, also a **demanding** course, as is the case with all **college-level** AP courses. As a result, you will be required to complete reading and writing assignments outside of class and take notes in class on lectures and discussions. *Failure to complete reading assignments and poor note taking will have a negative impact on your ability to be successful in the course.* This AP course is demanding and you can expect exams in traditional AP format, quizzes, in-class essays, research papers, projects, and group work. You are required to bring a notebook or binder to class every day, along with a pen or pencil, in order to take notes and complete any in-class assignments. A folder would also be beneficial since you will receive handouts, quizzes, and tests that may serve as invaluable review resources in the weeks leading up to the national College Board AP Psychology Exam!

Speaking of the exam – the College Board AP Psychology Exam is on Monday, May 7, 2018, at noon. Every student enrolled in AP Psychology at LHS is *expected* to take the exam. The exam is approximately 2 hours long and consists of 100 multiple-choice questions and two free response questions (FRQs). It is important to note that the actual time you are testing is two- hours; however, since this is the first of all College Board AP Exams, it may take longer for it to be administered so expect to be in the testing room until approximately 3:15 PM. There is a fee of $94 to take the exam (financial assistance is available to those who qualify for a reduced testing fee). Exam registration and due dates for the fees will be announced in January 2018 through the LHS College and Career Center. Any student who does not take the College Board exam may lose the AP-weight on their transcript and colleges may be notified that the course was not completed in good standing.

**The AP Exam**

*What you will be able to do by the end of the course*

**COURSE GOALS AND OBJECTIVES**

The major objective of the AP Psychology course is to provide high school students with a challenging learning experience designed to be equivalent of a one-semester, college-level introductory psychology course. The AP Psychology course will incorporate the same concepts and materials that are typically explored in a college level class, but in an alternative high school environment. The course is demanding by design and you are required to be an active participant in the class rather than simply memorizing isolated facts. We will be addressing psychology from many different perspectives, and in many different ways, this year. Aside from lectures, you can expect to participate in flipping (watching videos at night and following up in class with activities and demonstrations to apply the information), reading the textbook, reviewing journal articles/case studies, and group work. The AP Psychology course is designed to:

1. Provide students with a working knowledge of the theories and key concepts of each of the major subfields within psychology;
2. Expose students to many of the contributing psychologists and significant research studies, both historical and current, that have shaped our understanding of behavior and mental processes;
3. Train students to apply psychological principles and understand connections between ideas and theories;
4. Leave students with an appreciation of the scientific methods and ethical procedures that produce such knowledge;
5. Apply psychological principles learned in class to case studies, in addition to better understand yourself, others, and situations and events in your own life;
6. Develop critical thinking skills by becoming aware of the danger of blindly accepting or rejecting any psychological theory or principle without careful, objective evaluation.
7. Build on organizational, reading, writing, discussion, and test taking skills.
8. Prepare students to do acceptable work on the College Board AP Psychology Exam on Monday, May 7, 2018.

C:\Documents and Settings\jcarey\Local Settings\Temporary Internet Files\Content.IE5\UX4XKJYN\MC900436077[1].wmfI do have a classroom in the old building of LHS, room 239, where the course is being held. I am usually available by 7:25 AM in case you need to see me before class. I will be teaching in room 239 during periods 1, 2, 4B, 6B, and 7 on Mondays-Fridays. I am also in my classroom during Advisory and some days after school, if pre-arranged.

**HOW TO REACH ME**

**By Phone:** Using a classroom phone from the old building, you can call 2390 to reach me on my classroom phone. From the 1980 building you will need to call 92390. I do sign in at E-House and a message can be left for me there at 978-446-7311.

**By Email:** [jcarey@lowell.k12.ma.us](mailto:jcarey@lowell.k12.ma.us) This is the best way to reach me! I typically check my email multiple times a day!!! If you email me, you can generally expect to get a response within 24-hours.

**By Twitter:** @MCCpsychLHS you can message me on Twitter and I will get back in touch with you as soon as I can. Just know that while in school tweets may not load due to the networking limitations.

David G. Myers. **Psychology (Ninth Edition in Modules),** Worth Publishers, 2011; combined with supplementary materials to explore the newly released DSM-5 for categorizing psychological disorders.

**TEXT BOOK**

C:\Documents and Settings\jcarey\Local Settings\Temporary Internet Files\Content.IE5\K2O7DAZB\MC900188131[1].wmf This text is required and will be provided to you during the course. You will be required to return the issued textbook at the end of the school year (If you lose the textbook, you will be required to pay the replacement cost per the policies of Lowell High School). Besides the textbook, additional readings will be distributed in class throughout the school year, along with links to a variety of companion textbook websites that may further your understanding of the material explored throughout the school year.

***Do not bring the book with you to class…I will let you know if you need to bring it!***

**COURSE EXPECTATIONS**

**Class Supplies**

**Required:**

Designated notebook or binder

Writing utensils

Folder for handouts, quizzes, and tests

Textbook, but please leave it at home

**Optional:**

Index cards for vocabulary

Post-it notes (for class lectures)

Highlighters

1. **Active learning:** This course is not one in which you will play a passive role. Instead, you are expected to take an active part in your own learning and that of the class as well. In the AP classroom, discussion will be combined with lectures so that we can learn from one another. Each of you brings something special to the course, something special that our team needs if we are to be successful. Come each day ready to contribute.
2. **Knowledge for application’s sake:** In AP Psychology there is a considerable amount of content you must master. However, you must do more than memorize information provided by myself or other sources. You will be asked to apply this information to real life situations via class discussions or through concisely written free response questions (FRQs).
3. **Psychologists read and watch:** As AP students, you will be expected to do a considerable amount of daily reading in the text. In addition, you will be required to watch videos at home prior to class. You must show evidence of daily preparation by participating in class discussions, asking critical questions, making text-to-world connections, and completing a cheat sheet at the end of each unit.
4. **Active note taking:** The amount of material distributed in this course is substantially higher than in a regular class. Each period you are expected to take notes on our class lecture, video clips, discussion, and/or activities. As you will need access to this material in order to study for the unit exams and the College Board AP exam, you must have either a three-ring binder or a notebook and file folder.
5. **This is not a self-paced class:** It is critical you do not fall behind in the course work. I will not accept late work on a regular basis. What you need to do at the start of each unit is survey the contents, review the learning outcomes and plan your time so you can complete reading assignments then actively and meaningfully complete the written work for the week.
6. **Sign-up and take the College Board Exam on Monday, May 7, 2018:** Students MUST take the College Board AP Psychology Exam in May – the fee is $94 per exam; unless the student qualifies for a waiver. If the college you attend recognizes AP exam scores, you could be saving up to $2800! If a student does not to take the College Board AP Psychology Exam in May, the weight of the class may be dropped to the college-level on the final transcript and the college you are attending in the fall will be notified that you did not complete the course in good standing. If you miss the AP Psychology Exam on the scheduled day, you will be expected to pay an additional $45 to take the exam on the designated make-up day.

**INSTRUCTIONAL METHODS**

*What happens during class meetings?*

During our scheduled class meetings you can expect to listen to lectures, watch TED Talks, use iPads when available, work in small-groups, engage in class discussions, and view relevant audio-visual materials. I know that you are a current LHS student, but this course will take on more of a college/university approach. College courses are different from secondary education courses in that they require more independent student learning. Class lectures and activities highlight, supplement, reinforce and clarify knowledge you have acquired from a thorough and careful reading of the textbook. Lectures are not a substitute for reading and studying the course material on your own. ***There will be days you will not receive a grade for completing the required reading/note taking…it is something you are expected to do without being compensated for by a grade…it is your responsibility that you will be held accountable for.***

**IN THE CLASSROOM**

*What is expected of me as a student in the class?*

***You are expected to abide by the policies in the Lowell High School 2017-2018 Parent and Student Handbook. In addition, I have included some other areas that I hope to see on a daily basis.***

**ABSENCES**

Attendance is **crucial** to your success in this class. A majority of this class is based on lecture, discussion, and in-class activities. All assignments will be posted on the Google Classroom page. If you do not have Internet access at home, use the computers in the LHS Library, check with a classmate, or ask Ms. Carey to see what you missed. It is **your responsibility** to find out what you need to make up after an absence.

**Prearranged absences (such as sports, choir, band, ROTC, field trips, LHS activities, etc.):** You must ask for work before leaving. The assignment(s) will be due at the same time as everyone else unless otherwise agreed upon with the teacher in advance.

**Missed Quizzes:**

Due to the rigorous pacing of the course, any missed **quizzes should be made up within 2 school days when possible**.

**Missed Tests:**

It is your responsibility to reschedule any unit test missed because of an absence. Due to the rigorous pacing of the course, **Unit Tests should be made up within 3 school days when possible.**

Make-up times must be arranged in advance with Ms. Carey. Due to the amount of material that must be explored during class, **quizzes and tests should be made up outside of class time when possible.**

**\*\*Please refer to the Course Syllabus for grading categories and policies regarding second-chance learning opportunities**

**STUDENT BEHAVIOR**

Let’s start with the “undesirable” behavior…your behavior must be respectful of others and allow for an atmosphere conducive to learning. Disrespectful or disruptive behavior or engaging in non-course related activities during class will not be tolerated. This includes cheating on written assignments (plagiarism) or during quizzes and tests. **At times, you will be using your cell phones for class activities. When we are not using electronic devices, it is expected that they are stored away or face down on your desk…this is a great opportunity to begin preparing for college and learn when it is appropriate to use your devices and when it is not.** Please talk to me if you have some extenuating circumstance that requires you to have access to your phone.

How about “desirable” behavior? There are many things you can do that will help you succeed in this class. Here are my top recommendations:

* Come to class.
* Come to class prepared by reading the assigned material or watching the assigned videos.
* Write down course due dates from your syllabus into your agenda book or into your calendar app and check it out frequently.
* Set up a schedule for yourself where you regularly devote at least 4 hours a week to working on class assignments and studying (understand that some weeks will require more than four hours).
* Email me when you have problems or questions about the class.
* Find a classmate who you can contact for help if you need to miss a class and who you can study with before exams.
* Get all assignments done and done well before the due date.

**ACADEMIC INTEGRITY**

I’m deeply convinced that integrity is an essential part of any true educational experience, integrity on my part as a faculty member and integrity on your part as a student.

To take an easy example, would you want to be operated on by a doctor who cheated his way through medical school? Or would you feel comfortable on a bridge designed by an engineer who cheated her way through engineering school?

Those are easy examples, but what difference does it make if you, as a student, or I, as a faculty member, violate the principles of academic integrity in a psychology course, especially if it is not something you plan to major in?

For me, the answer is that integrity is important in this course precisely because integrity is important in all areas of life. If we don’t have integrity in the small things, if we find it possible to justify plagiarism or cheating or shoddy work in things that don’t seem important, how will we resist doing the same in areas that really do matter, in areas where money might be at stake, or the possibility of advancement, or our esteem in the eyes of others?

Personal integrity is not a quality that occurs naturally. It’s a quality of character we need to nurture, and this requires practice in both meanings of that word (as in practice the piano and practice a profession). We can only be a person of integrity if we practice it every day.

Academic integrity basically requires the same things of you as a student as it requires me as a teacher

1. **Preparation for Class**

With regard to coming prepared for class, the principles of academic integrity suggest that you have a responsibility to yourself, to me, and to the other students to do the things necessary to put yourself in a position to make rich contributions to class discussion. This will require you to:

* 1. Read the text and/or watch assigned videos before coming to class
  2. Clarifying anything you are unsure of (including looking up words you don’t understand)
  3. Formulate questions you might have so you can ask them in class
  4. Think about the issues raised in readings or videos

1. **In Class**

With regard to class sessions, the principles of academic integrity require you to take both your fellow students and me seriously and to treat us with respect. This requires that you:

* 1. Show up for all class sessions, unless you are simply unable to do so
  2. Come to class on time and not leave early
  3. Make good use of class time by being engaged in what’s going on
  4. Ask questions about anything you don’t understand, and not just for your own sake but because other students might not realize that they also don’t understand
  5. Participate in class discussions so as to contribute your thinking to the shared effort to develop understanding and insight (remember that even something that’s clearly wrong can contribute to the discussion by stimulating an idea in another students that s/he might not otherwise have had)
  6. Monitor your own participation as to allow for and encourage the participation of others
  7. Respect the other students by not making fun of them or their ideas, and by not holding side-conversations that distract them (and me) from the class discussion.

1. **With Regard to Exams**

With regard to exams, the principles of academic integrity require you to:

* 1. Come to class having done your best to prepare for the exam, including seeking my help if you need it
  2. Make full use of the time available to write the best answers you can
  3. Accept your limitations and not to try to get around them by using cheat sheets, copying, texting, using the internet on your phone, Tweeting, posting on Facebook, or seeking help from another student
  4. Not giving help to other students, or making it easy for them to copy off of you.

**Academic Dishonesty**

Any assignments on which a student cheated or plagiarized will not receive a score. The student will be subject to the disciplinary consequences detailed in the LHS Student Handbook and will be provided with an alternate opportunity to demonstrate understanding of the assignment. The alternate assignment must be completed within he time frame specified by the teacher.

AP Psychology course content reflects the content of college Introductory Psychology courses. The AP Psychology Exam reflects these distributions through multiple-choice questions and free response questions:

**COURSE CONTENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **AP Psychology Unit** | | **% of AP Exam** | **Unit Test Date**  **(subject to change)** |
| **Unit 1** | Cognition | 8-10% |  |
| **Unit 2A/2B** | History, Approaches, and Research Methods | History: 2-4%  Methods: 6-8% |  |
| **Unit 3** | Biological Bases of Behavior | 8-10% |  |
| **Unit 4** | Sensation and Perception | 7-9% |  |
| **Unit 5** | States of Consciousness | 2-4% |  |
| **Unit 6** | Learning | 7-9% |  |
| **Unit 7** | Motivation, Emotion, and Stress | 7-9% |  |
| **Semester Exam** |  |  | Week of January 16, 2018 |
| **Unit 8** | Developmental Psychology | 7-9% |  |
| **Unit 9** | Personality | 6-8% |  |
| **Unit 10** | Testing and Individual Differences | 5-7% |  |
| **Unit 11/12** | Abnormal Behavior and Treatment | Abnormal: 7-9%  Treatment: 5-7% |  |
| **Unit 13** | Social Psychology | 7-9% |  |
| **Insanity Weeks** | Testing of all material explored throughout the year to prepare for the College Board Exam | 100% | Monday, April 10, 2018 –  Friday, April 28, 2018 |
| **College Board Exam** | Time to see what you knowledge you held onto throughout the year |  | Monday, May 7, 2018 |

These are ideas to help you succeed in the course other than those already stated…many come from former students’ feedback:

**Other Helpful Hints to Succeed in AP Psychology**

1. ***Half the battle is vocabulary and key people!*** A large portion of psychology is learning various terms and concepts. One way to help learn the items is to create vocabulary flashcards. On one side is the term, name, or concept; and on the other is a definition or an explanation. The flashcards will help you in the following ways:
   1. Making the cards helps you learn the vocabulary.
   2. You can easily separate the terms you know from those you need to work on. This makes for efficient studying. Just write down the unit the term comes from on each card.
   3. You can look at the terms and practice the definitions, or you can look at the definitions and practice the terms.
   4. The cards provide an excellent review, which will be very useful for the cumulative tests and the AP Exam on May 7, 2018.
2. ***Pick a study buddy or form a study group!*** This is an excellent way to help each other. Beware that working in groups does have some disadvantages. Before forming a group, make sure each member is willing to put their fair share of the work.
3. ***Use the textbook companion website!*** Your Myer’s textbook has a companion website that is a MUST to visit regularly…it has chapter summaries, vocabulary flashcards, practice quizzes, simulations, etc.…if you don’t visit this website you are just making more work for yourself…this is a great study tool…please use it from the start of the course: [www.bcs.worthpublishers.com/myers9e](http://www.bcs.worthpublishers.com/myers9e) ~ this is the companion website for the most recent version of Myer’s textbook and it offers all that our edition does and more!
4. ***Check out*** [***www.quizlet.com***](http://www.quizlet.com) ~ it has every subject imaginable with lists of vocabulary terms by subject, topic, etc.…you can print out vocabulary cards, quizzes, etc.…many students found this a great way to review before unit tests! Try searching for “Mrs. Carey Psychology” for pre-made cards by former students.
5. ***Other online resources:***
   1. @MCCpsychLHS ~ Ms. Carey’s Twitter page ~ I post links to articles, TED Talks, videos, questions, reminders, and more!
   2. The LHS Google Classroom account that is linked to the AP Psychology course, where you will find relevant course documents, PowerPoint, assignments, readings, and a calendar of our year. In addition, you will also receive the Google Classroom code for the AP Psychology Review Classroom where you can access many practice tests, supplementary materials, and so much more!
   3. There is also a Google Classroom page dedicated to the College Board Exam: **May 7, 2018**. You can sign into this page using classroom code: **57wkzr**
   4. [www.teachinghighschoolpsychology.blogspot.com](http://www.teachinghighschoolpsychology.blogspot.com) includes helpful tips, hints, and resources to prepare for your AP Exam.
   5. [www.appsychology.com](http://www.appsychology.com) is a website I get a lot of information from…power points, videos, vocabulary lists, and more
   6. <http://www.learningscientists.org> is a website that offers the newest study strategies that may assist in preparing for both AP Psychology and all of your courses this academic year. Not every strategy will work for you; however, I am sure you can find one that may support your learning.
6. ***Visit the College Board website!*** This website has links to all AP subject areas, test dates, and offers tips on taking the AP Exams in May ~ [www.collegeboard.org](http://www.collegeboard.org)
7. ***Review!*** In your reading, studying for tests, taking notes, etc. always remember you will be tested on the material not only in the test at the end of that particular unit, but the cumulative tests at the end of each quarter and the College Board AP Exam on May 7, 2018. At the end of each unit, look over the material and organize it for later review.

It is my sincere hope that in years from now, you will remember this course as one of your favorite; a course that challenged you, encouraged you to learn, and offered you strategies to become organized! I look forward to working with you this year. Good Luck!!

~Ms. Jennifer Paige Carey

**Student *Strategies for Success* and Course Syllabus Acknowledgement Statement**

**Return this page to Ms. Carey by Tuesday, September 12, 2017**

* I acknowledge that I have read and understand the contents of the AP Psychology Strategies of Success, the Course Syllabus, and the AP Pacing Guide.
* I understand that AP Psychology is a demanding, college-level course and I will be expected to challenge myself academically and complete many assignments, as well as homework, and studying on my own time outside of class.
* I understand that I am expected to follow all LHS policies while in the AP Psychology class, including the attendance, tardy, academic honesty, and electronics policies.
* I understand that I am expected to come to class each day with the required supplies, materials, and resources.
* I understand that the majority of my grade in AP Psychology will be made up of test and quiz scores, in order to be prepared for the national College Board AP Exam on May 7, 2018.
* I understand that I have the ability to improve my scores on some quizzes and tests only after completing corrections and having a conference with Ms. Carey to outline a plan to relearn and re-take the assessment.
* I understand that it is my responsibility to obtain any missed assignments and schedule any make-up quizzes or tests, due to absences, both excused and unexcused. I also understand that if I am absent due to a field trip or a scheduled school activity/appointment, it is my responsibility to turn all assignments into Ms. Carey on the due date.
* I understand that I should access the course’s Google Classroom page on a daily basis. In addition, I should access my grade in AP Psychology through the Aspen website.

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian *Strategies for Success* and Course Syllabus Acknowledgement Statement**

* I acknowledge that I have read and understand the contents of the AP Psychology Strategies of Success, the Course Syllabus, and the AP Pacing Guide.
* I understand that AP Psychology is a demanding, college-level course and my child will be expected to challenge him/herself academically and complete many assignments, as well as homework, and studying on his/her own time outside of class.
* I understand that my child is expected to follow all LHS policies while in the AP Psychology class, including the attendance, tardy, academic honesty, and electronics policies.
* I understand that my child is expected to come to class each day with the required supplies, materials, and resources.
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* I understand that I can receive updates from the course’s Google Classroom page and my child should access the course’s Google Classroom page on a daily basis. In addition, I can and my child should access my grade in AP Psychology through the Aspen website.

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**