

# Advanced Placement Psychology

Mr. Bez, Psychology, Bartlett High School: 2011-2012

School Work Phone: 630.372.4700 (x4696)	Web Site Information: WWW.BotherBez.com
E-mail Address: Home (may take me weeks to respond) <a href="mailto:BotherBez@hotmail.com">B otherbez@H otmail.com</a>	E-mail Address: Work (Preferred) <a href="mailto:joelbez@u-46.org">joelbez@u-46.org</a>

Welcome to A.P. Psychology. This course has a vast amount of reading involved in it. If you prefer not to read, you should rethink your decision to take this course. The course will analyze several different aspects of psychology, including history, ways to study behavior, sleep, personality, and abnormal behavior. The nature of the course requires students to memorize the information, analyze it and apply it. We will have fun, in a geeky-psychology, sort of way... but we will be working hard.

## Advanced Placement Psychology Units

<u><b>Semester One</b></u>	9. Consciousness
1. History, Research, and Approaches	<u><b>Semester Two</b></u>
2. Biological Basis of behavior	10. Motivation and Emotion
3. Sensation	11. Human Development
4. Perception	12. Intelligence/ Testing and the Individual
5. Learning	13. Abnormal/Clinical Psychology
6. Cognition and Language	14. Treatment of Psychological Disorders
7. Memory	15. Social Psychology
8. Personality	

Students who expect to succeed in the class and pass the examinations must *read the textbook*.

Students will be given daily reading assignments followed by daily quizzes. Multiple-choice examinations based upon textbook readings, and essay assignments based upon class discussions and activities will be given approximately twice per month. Grading will be based upon a point system. **NO LATE WORK** will be accepted without an excused absence

Grades will be updated and posted on mygradebook.com once every week (approximately). Grades and online resources for students are available through the class website, <http://www.BotherBez.com>. The website also includes a personal email link; students who are going to miss school on the day of a test or assignment deadline are strongly encouraged to email the teacher *prior to* their absence.

**Primary text: Zimbardo, Psychology \*AP Edition 2010** If you were taking this course in college and had to purchase the current edition of this book it would cost you **\$110!** Use the book and milk all the knowledge you can from it, but treat it as if it were a frail, fragile, old man. College books, unlike those manufactured for high school courses, are made with weak bindings because they generally have to last for only one semester. These will show lots of wear and I really need your cooperation to keep them in useable shape. Please put a book cover on the text and keep it there throughout the year. Unless I specifically tell you, you never have to bring your book to class. In fact, you might find it easier to just keep it at home.

### **Course Requirements:**

To each class you will need to bring

- A notebook/folder for essays (you will keep it in class)
- A notebook or loose leaf paper
- A writing utensil: IF YOU NEED TO TIE A PEN TO YOUR NECK IN ORDER TO REMEMBER IT, DO IT!
- Any homework and/or in class assignments

### **Class Expectations**

- 1) Respect: You may not like other students in the class, you may not like the teacher instructing the course, but in order for everyone to succeed you need to respect both. **DO NOT** try and take advantage of another student or me, this is the quickest way to demonstrate lack of respect and create a difficult learning environment.
- 2) All homework is expected to be turned in on time. Consequences will be reflected in the homework, test, and quiz grades.
- 3) Class participation, contribution, and daily attendance are necessary for successful completion of this course.
- 4) Don't miss a class
- 5) Your number one goal in this course should be to learn psychology. If you are determined to learn psychology, everything else will fall into place.
- 6) Don't be afraid to ask for help if you do not understand something. How can you get help?
  - a. Ask a classmate or former student.

- b. See me before or after school. I am usually in my cubicle (A300) or my room (C321) by 6:30am.
  - c. Arrange to meet me during my prep period or lunch (4<sup>th</sup>/8<sup>th</sup>)
  - d. E-mail or call me.
- 7) **Keep up! Don't fall behind!** Set a schedule and be disciplined enough to stick to it. Complete assignments and finish reading on time. Be prepared for class every day. Review each week.
- 8) Take complete, dated notes. Put them in your own words. Don't write down something you don't understand without asking about it. Leave some blank space on each page to make additions and clarifications. It is important to review your class notes each day while they are still fresh in your mind. Expand them, clarify them, and add examples so they will make sense when you go back to study later. Note anything that doesn't make sense and ask questions in class the following day.
- 9) Learn to read effectively.
- a. Read actively. Don't just look at the words. If you spend a half hour "reading," but are unable to recall anything when you are done, you have wasted ALL that time. Effectively reading college-level text requires a great deal more effort and concentration than the latest JK Rowling novel.
  - b. Preview a chapter before you begin. Review frequently as you read. Pause at the end of each paragraph and summarize mentally, in your own words, what you just read.
  - c. Do not ignore pictures, diagrams, tables, and sidebars in your book. These features serve to make the text more interesting and often contain important information.
  - d. Take notes as you read. If you can condense a 30 page chapter to a few pages of good notes, it's going to be much easier to review.
- 10) Form a study group. This is an excellent way to help one another and have a good time as well.
- 11) Half the battle is vocabulary. I suggest you make a set of vocabulary flashcards on 3" x 5' index cards. Flashcards offer all of the following advantages:
- a. The process of making the cards, if you think about what you are doing, can help you learn the vocabulary.
  - b. You can separate the terms you know from those you need to work on more. This makes for efficient studying.
  - c. They're reversible! You can look at the terms and practice the definitions, or you can look at the definitions and practice terms.

\*These are in addition to the guidelines and rules located in the school handbook.

### **Grading**

You will be graded on homework assignments, quizzes, and tests. It is important that you keep track of your grades on a regular basis. You are always welcome to come in before or after school to check on your progress.

Grading Policy- Homework, quizzes and tests will be assigned a numeric value equal to the "letter grade" attained. An "A" will = 10-9pts (100-88%), B = 8-7.5pts (87-75%), C = 7.4-6pts (74-60%), D = 5.9-4.8 (59-48%), and an E = 4.7-2.6pts (47-26%). Less than 26% will be recorded as a zero. Grades will be weighted as follows:

Topic	Weight	Explanation
Vocab/Hmwk	10%	Every unit there is a vocabulary list assigned on the web page, and the first test day of the unit, the vocabulary is due.
Quizzes	20%	Every unit will have a series of text readings (approximately 10 readings at 15 pages a reading). The beginning of the day following the assigned reading, the class will take approximately 8 minutes to answer a reading quiz and then go over the quiz. If one would ask me what is the topic that makes or destroys grades it is this one. So much is contingent on the reading, including discussion, the multiple choice test, the free response test, and the AP Exam. DO NOT fall behind on the readings.
Multiple Choice Test	35%	At the end of each unit there is a "scan tron" multiple choice test. The questions are based upon what different authorities argue may be or have been on the Psychology AP EXAM. It is recommended that the student purchases an AP Psychology Review book and use it for every test.
Free Response	35%	Usually following a "scan tron" test, we will engage in a timed writing of an essay. We will start with a full 50 minutes for the essay at the beginning of the year and dwindle 10 minutes from it by the fourth test. The goal is to write a lucid, well-thought, accurate, analytical, and efficient essay based on the nature of the question.

Student Printed Name: \_\_\_\_\_ Parent Printed Name: \_\_\_\_\_

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