

Bainbridge High School
AP PSYCHOLOGY

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Texts: Myers, David G. *Psychology for AP*, 2nd ed. New York: Worth Publishers, 2014.

Articles provided from various journals, publications, handouts, and online readings.

Online: Google classroom (*join code*):

Period 1 (cqtgawi)

Period 2 (do4wodz)

Period 5 (ziyqnya)

“If we wish to know about a man, we ask 'what is his story--his real, inmost story?'--for each of us is a biography, a story. Each of us is a singular narrative, which is constructed, continually, unconsciously, by, through, and in us--through our perceptions, our feelings, our thoughts, our actions; and, not least, our discourse, our spoken narrations. Biologically, physiologically, we are not so different from each other; historically, as narratives--we are each of us unique.”

--Oliver Sacks, *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*

Course Overview

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Psychological facts, principles, and phenomena associated with the major subfields within psychology are examined within this course. All of the material in this class is relevant to human lives in some way. Many topics relate directly to our personal efforts to make sense out of life.

AP Psychology is a one-year introductory course, designed to provide students with a learning experience equivalent to that of a college level Psychology course, and to prepare students for the A.P. Psychology exam in May. This course is designed to allow students to experience an in-depth exploration of human thought processes and behavior through various psychological perspectives, including the psychoanalytic, biological, cognitive, behavioral, sociocultural, humanistic, sociocultural and evolutionary schools of thought. Key terms, concepts, leaders, and principles of psychology are introduced, as well as contradicting viewpoints as to how these basic factors can be interpreted. Topics such as history of the study, research methods, behavior, psychobiology, consciousness, sensation, perception, emotion, learning, memory, language, personality, psychological disorders, and psychological treatments are studied through lecture, discussion, research, observation, case studies, books, movies, introspection, journal-writing, and a variety of student assessments and exams. Students enrolled in this course must commit to engaging in a strong amount of coursework and homework, including reading, outlining, research, discussion, and essay writing. Major goals of the course are to expand students' knowledge of Psychology, allow students to apply course concepts to themselves and the surrounding world, and to fully prepare students for the A.P. Psychology exam administered in May.

Course Goals and Objectives

This course implements the AP Psychology Course Framework as designed by the College Board and published in the most recent Course and Exam Description (Fall 2020). The course skills, content, and

learning targets are all aligned to this specific course framework. In sum, the course examines psychological explanations of human behavior as well as the methods by which these explanations are derived. The student who has fully participated should be able to:

1. Identify the major concepts, principles and research findings in the science of psychology.
2. Critically analyze and evaluate psychological information from a variety of sources.
3. Apply psychological constructs to understand life experiences.
4. Be fully prepared to successfully pass the AP Psychology exam.

Coursework and Grades

The course will use the textbook, supplementary readings from various journals and publications, online information, and handouts that will help illustrate the application of psychology. Most of the units will include quizzes on readings, computer simulations, application for further research, and a unit that addresses the salient points of the unit. Finally, there will be several experiments and papers assigned throughout the semester to promote a more critical application of concepts learned in this course.

This year might differ in how “exams” and “quizzes” actually are conducted and recorded, unless or until we return to the classroom and meet in person. Nonetheless, we will conclude each unit and each semester with a summative assessment of some sort.

80% = Formal assessments: exams, quizzes, papers, projects, experiments, submitted coursework
20% = Final Exam

Late Work

Assuming we remain in a virtual online classroom for a while, late work should not be much of an issue. Obviously, you will greatly enhance your ability to master this course if you keep up-to-date on the readings and coursework. However, if or when we return to the classroom in person, the following guidelines will be used for any late work:

Excused Absence: Any student who misses a scored assessment, such as a quiz or exam, due to an excused absence must make-up that missed assessment on the first day the student is present in class after misses the scheduled assessment. All missed quizzes and exams will be made up during class time immediately upon return of the student to class.

Unexcused Absence: No exam or quiz can be made-up if you missed class due to an **unexcused absence**.

End of Semester Opportunity for Adjustment

If we are able to return to the classroom and meet in person, we will hopefully have plenty of opportunities to take a number of exams. If that is the case, the bullet points below outline the various steps I take to provide opportunities to improve your performance. At the end of each semester adjustments can be made to your grade. The terms and conditions of these adjustments are as follows:

- Semester Final – your final exam percentage score can replace your worst unit exam for the semester. In essence, your final may be worth more than 20% of your grade... but only if your performance on the final exam helps your overall grade (as in, it is a better score than your worst unit exam score).
- Any quiz or exam that was missed due to an unexcused absence will be recorded as a zero. You will not be able to “make-up” an exam due to an unexcused absence.
- Should any cheating occur on any quiz or exam, the resulting score will be recorded as a zero and you forfeit your opportunity to replace your lowest unit exam score with the final, if your lowest unit exam score was recorded as a “0” due to being caught cheating. In addition, proper notification will be made to administration and counseling as per BHS guidelines.

Reading Schedule and Unit Exam Schedules

The reading schedule for the year is set. It will not change. The references to exams and timing will only apply if we return to our traditional in-person classroom. If we are forced to adjust our schedule due to school closure or delay, follow this basic guideline:

- The reading schedule and pace will ALWAYS stay the same throughout the year... whether we are closed for a day or for weeks, you should keep up with the pace and dates as specified on the schedule.
- If a scheduled unit exam happens to fall on a date that school is canceled for some reason, we will take that exam on the very next scheduled class time that we meet.
- If BHS is closed for weeks, and we miss two scheduled unit exams, then the very next time our class finally meets we will take those two exams and keep moving forward with our schedule. No adjustments will be made. You have an excellent textbook. You will be receiving plenty of handouts, guidelines, and have access to lots of resources on the internet to continue a steady pace on your own. It isn't ideal, but it is better than cramming our schedule and continually adjusting our calendar.

Class Expectations

- Every person ought to be treated with courtesy and respect. Be thoughtful and considerate when you listen and respond to each other's comments, viewpoints, and work. Needless to say, expressions of contempt, hatred, or hostility (both verbal and nonverbal) towards anyone due to gender, race, ethnicity, sexual orientation, religion, or disability, will not be tolerated. That said, let us work together to sincerely and thoughtfully attend to any problem that may arise, respectfully address any offense, and collectively create a more welcoming environment to live and learn.
- Scholarship and mindfulness: All student work is expected to be original; plagiarism will not be tolerated on quizzes, exams, or papers. Out of respect for your fellow classmates and the learning process, students ought to be fully present during lecture and discussion. Electronic devices should be put away during these times. Please use the classroom cell phone cubby to store your device. (NOTE: if you have an emergency, or are expecting an urgent contact or communication, let me know at the beginning of class.) Finally, as the class often delves into personal and complex topics, students ought to be respectful and open-minded about diverse perspectives and the views and experiences of others.
- Attendance to class is required. Your attendance and participation is also essential to absorb, understand, and contribute to the overall learning that we will pursue in this course.
- Eating and drinking food and beverages in my class is cautiously permissible. First and foremost, numerous students have potentially life-threatening allergies to specific foods – peanuts and tree nuts are the usual suspects. Furthermore, considering the communal space we share, I ask that you avoid foods that might be exceedingly odiferous (smelly). Finally, please inform me if anything spills on the carpet. We have excellent custodians and they will keep the room clean and healthy if we do our best to help them out.

Cell Phones, Mobile devices, Chromebooks, so called "smartphones" and "smartwatches", tablets, wearables, etc.

Here are the guidelines for using various mobile or digital devices:

- **Phones** go directly into the class cubby on my counter. You will never need these in my class. The exception would be if you have a potential emergency and/or urgent situation/contact/communication that is pending. Please let me know at the beginning of class. In most cases, if you need to be reached, a parent, coach, sibling, recruiter, spiritual guru, or whoever, can call (206) 842-2634, the main office, and a message will soon be hand-delivered to you.

- **Chromebooks** (tablets, BYODs, laptops) will ONLY be used on very specific occasions that we utilize the new AP assessment center and testing website. You cannot use them for “notetaking” or any other activity unless you have a formal IEP or 504 Plan that has been submitted to the high school that specifies the use of a Chromebook as a helpful tool for you.

AP PSYCHOLOGY EXAM – Tuesday Afternoon, May 11, 2021 (starting at Noon)

Section I – 100 Multiple Choice Questions, 1 hour and 10 minutes, 66.7% of exam score

Section II – 2 Free Response Questions, 50 minutes, 33.3% of exam score

Question 1: Concept Application (7 points)

Question 2: Research Design (7 points)