|  |  |
| --- | --- |
| **Course:**  **Year:**  **Instructor:**  **Availability:**    **Contact Information:** | **[http://jacketupload.macmillanusa.com/jackets/high_res/jpgs/9781464163500.jpghttp://jacketupload.macmillanusa.com/jackets/high_res/jpgs/9781464163500.jpg](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=Ms_3hnXGZ-jWZM&tbnid=r4GccdSOg7VlyM:&ved=0CAUQjRw&url=http://www.worthpublishers.com/Catalog/product/introducingpsychologywithdsm5update-secondedition-schacter&ei=Dk8TUvDSGI_YyQHl64CgBw&bvm=bv.50952593,d.b2I&psig=AFQjCNGUF0HmjA8kvxxyaR2ZRSvY7wcnew&ust=1377083521316466) Psychology 101**  **2016 - 2017**  **Mrs. Sharon Bowman**  **After school when available—schedule an appt!**    **E-mail:** [**sbowman@atafordpas.org**](mailto:sbowman@atafordpas.org)  **Website: bowmanata.weebly.com**  **ATA phone: 313-625-4808** |

**Course Description**

This course provides an overview of psychological principles. Students learn basic theories and concepts to understand the dynamics of human behavior in a variety of settings.

**Learning Outcomes**

After successfully completing this course, the student will be able to:

1. Identify and discuss early and contemporary theories of psychology
2. Articulate an understanding of the major principles of sensation and perception
3. Demonstrate an understanding of the relationship between psychological factors and physical health
4. Evaluate and apply the theories of development across the lifespan
5. Articulate the basic principles and major theories concerning learning, memory and cognition
6. Discuss the symptomatology, etiology and treatment of psychological disorders
7. Identify and discuss the major theories related to social psychology
8. Demonstrate an understanding of the states of consciousness such as sleep, attention, dreaming and drug use
9. Discuss and apply the major theories of motivation and emotion
10. Identify and discuss the biological bases of behavior
11. Identify the steps of the scientific method and explain how this method applies to psychology
12. Demonstrate the ability to think critically and analytically in relation to psychological findings
13. Demonstrate an understanding of the relationship between cultural/social factors on individual behavior

**Required Textbooks and Additional Materials**

**978-1-4292-4230-1**

*Introducing Psychology*

Schacter, Daniel L.

*2ND* / Worth Publishers, Inc.

**Textbook Policy:**

Textbooks and supplemental works are the property of ATA. Books are signed out to students. It is the student’s responsibility to return the book in good condition upon completion of use or purchase a replacement.

**Additional Materials**: Students should own or have access to these necessary course materials and resources:

* A 1 ½” -2” binder with 5 tabs to keep work organized throughout the course. **Tab Labels:**

Section Notes CCR   
Activities Qtr Work  
Quiz / Test

* **Blue or black ink pens ONLY** (Do **NOT** use green, purple, or other colors). Do not write in pencil unless directed to do so for a particular kind of assignment.
* Notebook or loose-leaf paper for class notes and various assignments. One notebook will be given to each student at the beginning of the year, if the student would like one.
* Computer access for various homework assignments.

**The information above can be accessed on my website.**

**ATA Policies**

Students are expected to read and abide by all policies found in the ATA Student Handbook.

Students are expected to be prepared for each class session. Binders are checked after each test. No notice of collection time is given.

If you are having difficulties with any aspect of the course, arrange a time to meet with the instructor.

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Therefore, free discussion, inquiry, and expression are encouraged. Behavior that interferes with the instructor’s ability to conduct the class or the ability of students to benefit from that instruction is not acceptable.

**Technology Access:** Students are expected to complete all on-line assignments. A parent/guardian-signed and dated written note must be provided to this instructor if computer access is not available at home.

**Classroom Policies:**

* Attendance: Students are expected to attend each class session and be ON TIME. Work missed when absent is the responsibility of the student. Meet with the instructor as soon as possible for due dates.
* Missed tests: A student must come **after school** to make up a missed test. Tests must be made up within one week or at the discretion of the instructor.
* Late work: It is expected that work will be turned in ON TIME. If you are absent when work is due, it can be emailed to the instructor. If it is not an assignment that can be emailed, it is due upon return to class. School business of any kind (field trip, meeting with counselor, etc.) is not an excuse for missing work. Due dates are given well in advance and must be heeded. Work **COMPLETED**, but turned in one day late will receive **50%** credit. Work will not be accepted more than two days after the due date with individual exception at the discretion of the instructor.
* Extra Credit: No extra credit is given in this class.

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| --- | --- | --- | --- |
| A | 100 – 93% | C+ | 79 – 77% |
| A- | 92 – 90% | C | 76 – 73% |
| B+ | 89 – 87% | C- | 72 – 70% |
| B | 86 – 83% | D+ | 69 – 67% |
| B- | 82 – 80% | D | 66 – 63% |
|  | | F | 62 – 0 |

**Standardized Grade Scale**

**Grade Determination:**

The quarter grade is determined by percentage earned per category as follows:

**Formative 40%**

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work and help faculty recognize where students are struggling and address problems immediately.  
  
 Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments include asking students to: draw a diagram and label parts, submit one or two sentences identifying the main point of a lecture, take notes and summarize work, or answer questions.

**Summative 60%**

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include: end of unit testing, projects, and presentations.

**Semester Exam and Grade**

Each semester will end with an exam covering all material studied over the course of the semester.

**Semester Grade = 40% Quarter 1(3) + 40% Quarter 2(4) + 20% Semester Exam**

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**Psychology**

**Tentative\* Course Schedule**

\*Changes may be made at the discretion of the instructor

**Quarter 1**

|  |  |
| --- | --- |
| ***Topic*** | ***Learning Outcomes*** |
| Ch. 1: Psychology: The Evolution of a Science Weeks 1-3 | LO 1 |
| Ch. 2: Methods in Psychology Weeks 4-5 | LO 11, 12, 13 |
| Ch. 3: Neuroscience and Behavior Weeks 6-7 | LO 10, 12 |
| Ch. 6: Memory Weeks 8-9 | LO 5, 12 |

**Quarter 2**

|  |  |
| --- | --- |
| ***Topic*** | ***Learning Outcomes*** |
| Ch. 4: Sensation and Perception Weeks 1-3 | LO 2, 12 |
| Ch. 5: Consciousness Weeks 4-5 | LO 8, 12, 13 |
| Ch. 7: Learning Weeks 6-7 | LO 5, 12 |
| Ch. 8: Emotion and Motivation Weeks 8-9 | LO 9, 12, 13 |
| **SEMESTER I EXAM** | |

**Quarter 3**

|  |  |
| --- | --- |
| ***Topic*** | ***Learning Outcomes*** |
| Ch. 9: Language, Thought, and Intelligence Weeks 1-2 | LO 5, 12 |
| Ch. 10: Development Weeks 3-5 | LO 4, 12 |
| Ch. 11: Personality Weeks 6-7 | LO 1, 12 |
| Ch. 12: Social Psychology Weeks 8-10 | LO 7, 12, 13 |

**Quarter 4**

|  |  |
| --- | --- |
| ***Topic*** | ***Learning Outcomes*** |
| Ch. 13: Psychological Disorders Weeks 1-3 | LO 6, 12, 13 |
| Ch. 14: Treatment of Psychological Disorders Weeks 4-6 | LO 6, 12 |
| Ch. 15: Stress and Health Weeks 7-8 | LO 3, 12, 13 |
| **SEMESTER II EXAM** | |