

Psychology I

Ms. Jennifer Slone

Bldg. 6 Room 212

Office Hours: Monday, Tuesday, Thursday & Friday second half lunch

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You MUST use your Volusia County School Student email to communicate.

Purpose Statement:

The purpose of the Psychology course is to help students understand the systematic and scientific study of humans and other animals. Students will obtain an introductory understanding of facts and principles associated within the major subfields of psychology. Students will also gain an understanding of the ethics and research methods implemented by modern psychologists. Students will develop habits of mind and academic practices that will contribute to their success in this class as well as other college level courses.

Resources:

Textbook: Kasschau, R. A. (2008). *Glencoe understanding psychology*. New York: McGraw-Hill/Glencoe.

Textbook: Weiten, Wayne. *Psychology: Themes and Variations*, 9th edition. Belmont, CA: Wadsworth, 2013. Assorted articles from the American Psychological Association Supplemental

More readings will be made available on Canvas and given throughout the year.

Supplemental Readings:

Additional articles and readings will be posted online and discussed in class throughout the year

Materials:

Three ring binder

Composition notebook for journal

Dividers

Notebook paper (ample supply)

Writing utensils (pens and pencils)

Highlighter

Index cards

Post-it notes

Additional for the class: Not required but appreciated

-Hand Sanitizer

-Tissues

-Dry erase markers

- Ream of computer/copy paper

-Colored paper

Grading:

Formative Assessments (class work, homework, quizzes) - 40% Summative Assessments (exams, mini- summatives, projects)- 60%

100-90= A 89-80= B 79-70= C 69-60= D 59-bellow= F

Cheating, including plagiarism, will result in a zero on the assignment without the opportunity to make-up the assignment. Students will have an academic consultation with the teacher. If the student persists in dishonest academic behavior a parent/teacher conference will be scheduled.

Course Outline:**Unit 1: Introduction to Psychology Historical Foundations**

- Explain logic, philosophy, and history of the science: structuralism vs. functionalism Gestalt, psychoanalytic, humanism evolutionary, biopsychosocial
- Explain approaches to psychology: Biological Behavioral Cognitive Humanistic - Psychodynamic Sociocultural Sociobiological (Evolutionary)
- Become familiar with major contributors to early psychology: Darwin, Freud, Hall, James, Jung, Maslow, Pavlov, Piaget, Rogers, Skinner, Watson, Wundt

Unit 2: Research Methods

- Explain purposes, structures, strengths, and weaknesses of method types: experiments correlational studies surveys naturalistic observations (clinical observation) case studies
- Analyze methods and data to determine validity of results: descriptive and inferential statistics
- Analyze ethical and legal issues in research

Unit 3: Biological Basis for Behavior

- Explain function and structure of neuroanatomical components neurons synapses, GABA, endorphins, medulla, pons, cerebellum, thalamus, hypothalamus, limbic system, cerebral cortex.
- Become familiar with methods of brain function investigation EEG ESB lesioning
- Explain how evolution plays a role in the biological basis for behavior
- Explain the importance and function of neuroplasticity
- Become familiar with key contributors: Darwin, Broca, Gazzaniga, Sperry, Wernicke

Unit 4: States of Consciousness

- Explain and describe various states of consciousness sleeping and dreaming hypnosis psychoactive drug effects
- Become familiar with major contributors to consciousness research
- Freud James Hilgard

Unit 5: Sensation and Perception

- Describe sensory transduction including absolute threshold difference threshold signal detection sensory adaptation Describe and understand sensory pathways vision taste hearing touch smell --
- Become familiar with and explain common sensory disorders
- Explain how culture and experiences can influence sensory perceptions Become familiar with major contributors to sensory experience and perception Fechner, Weber, Hubel, Wiesel

Unit 6: Developmental Psychology

- Describe the stages and impacting forces of development nature vs. nurture importance of health on fetal development, development of motor skills temperament and its effect on socialization development of cognitive abilities
- Compare and contrast models of moral development
- Explain the influence of parenting styles and family structure on development
- Outline physical and psychological changes experienced during adolescence
- Become familiar with major contributors Bandura Erikson Freud Kohlberg Lorenz Piaget Vygotsky

Unit 7: Learning

- Describe structure and results of various forms of conditioning: classical -acquisition, extinction, spontaneous recovery, generalization, discrimination, higher-order; learning operant - positive reinforcement, negative reinforcement, punishment observational learning -effect of schedules of reinforcement Describe characteristics of each learning type insight latent social emotional taste aversion learned helplessness
- Describe how behavior modification can address behavioral problems biofeedback coping strategies self-control
- Become familiar with key contributors to psychology of learning Pavlov Bandura Garcia Skinner Thorndike Tolman Watson

This schedule is subject to change by the teacher.

OTHER:

CELLPHONE AND HEADPHONE POLICY

- NO HEADPHONES will be a loud in class unless instructed otherwise
- Students are not to have cellphones out in class unless instructed otherwise. They will be in “cellphone jail” or in the charging station.

X _____ Date: _____
Student Signature

X _____ Date: _____
Parent/Guardian

By signing this I acknowledge that I and/or my student will have to follow Ms. Slone’s cellphone policy so that each student remains engaged in the lesson. If there is an emergency where the student needs their phone on them, please communicate with Ms. Slone and she will allow it.

- Students will not cheat/Copy/or plagiarize anyone’s work on any assignment or task
- If you need any accommodations, please communicate with me and I will try my best to meet them. I am happy to help with any ESE, ESOL or additional needs.
- Participation and attendance is mandatory. If tardiness or unexcused absents becomes a habit, this teacher reserves the right to reflect students grades in class participation.
- Only students with documented excused absences or tardiness will be a loud to make up work, which will be due no more than 2 schools after the return of the student for everyone day they have missed. THIS WILL BE STRICTLY INFORCED.

Social Studies Fair: EXTRA CREDIT/ TEST GRADE REPLACEMENT

Students will research, present, and submit a social studies fair project with a relevant topic. This project will serve as the student’s midterm. If the student cannot complete the project by the assigned due date, they will take a written midterm.

Please complete the following section by both parent/guardian and student

I, _____ have read the syllabus above and agree to the course requirements.
(student)

I, _____ have read the syllabus above and agree to the course requirements.
(parent/guardian)

I, _____ parent/guardian of _____, permit my student to watch movies with a range of PG-13 or under.

Student Name: _____

Parent Name: _____

Parent Phone Number: _____

Parent Email: _____

Best Day/Time to reach parent: _____

Parent Preferred Method of contact (Please Circle One) : Call or Email

Accommodations:

Student learns best: (example: near the front of class, visual activities, hands on activities, independent work, group work) _____

