**Somerset Academy of Las Vegas, Sky Pointe**

**College Prep Middle / High School**

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Principal: Lee Esplin

**Honors Psychology Syllabus**

**2017-2018 School Year**

Teacher: Ms. Ricroft Email: Marcy.Ricroft@somersetnv.org

 website: [www.RicroftSocialStudiesRocks.weebly.com](http://www.RicroftSocialStudiesRocks.weebly.com)

**Purpose:** The purpose of the honors course in Psychology is to introduce students to the systematic and scientific study of the behavioral ad mental processes of human beings and other animals. Students are exposed to the psychological facts, principals, and phenomena associated with each of the major fields of psychology (behavioral, cognitive, psychodynamic, neurobiological, evolutionary, humanistic and sociocultural). Students also learn about the methods psychologists use to explore the processes of development, motivation, emotion and those involved in normal and abnormal perception, thoughts, feelings, and actions.

**Course Description:** This Honors Psychology Course is designed to give students a college-level for class each day. The course will include nightly reading assignments as critical thinking questions, vocabulary and unit exams. In addition there will be frequent reading correlated assignments and unit exams involving both Multiple Choice and free-response components. A variety of methods will be implemented in order to convey information and encourage student participation. Many class demonstrations; examples and activities should help to make psychology relevant for all students.

The course will cover those topics generally discussed in a college level introductory psychology course. These topics include: social psychology, history, careers, theories, research methods, biological bases of behavior, sensation/perception, consciousness, learning, memory, cognition, development, personality, stress, disorders and treatment.

**Course Objectives:**

At the completion of this course students should be able to:

1. Understand scientific methodology.
2. Increase knowledge of physiological psychology and increase student understanding of the relationship between biology and behavior.
3. Increase student’s knowledge and understanding of the various states of consciousness.
4. Gain an understanding of the complexity of developmental psychology through the study of physical, intellectual, emotion, moral, and social growth over the life span.
5. Students should understand the major core concepts and theories of psychology.
6. Increase knowledge about the variety of treatment theories and classification system for the psychological research. They should be able to initiate a full-scale research project.
7. Students should be able to apply psychological concepts to their own lives. They should recognize psychological principles when they are encountered in everyday life.
8. Students should develop critical thinking skills.

**Required Text:**

Rathus, Spencer A. Psychology: Principles in Practice. Holt McDougal. Texas: 2010

**Course Evaluation:**

***Grading Scale***

The +/- scale has been eliminated.

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| --- | --- |
| 89.5-100 | A |
| 79.5-89.4 | B |
| 69.5-79.4 | C |
| 59.5-69.4 | D |
| 59.8 and below  | F |

***Semester Grade***

* Quarter 1- 45%
* Quarter 2- 45%
* Exam -10%

**Grading:**

***MS/HS Grading Expectation***

* + 40% - Tests/Quizzes (Summative/Formative Assessments)
	+ 30%- Projects/In Class Work
	+ 20%- Class Participation/Other
	+ 10%- Practice/Homework

**Exams:** There will be chapter exams. Typically these will occur every two to three weeks. Each exam will consist of multiple-choice section and free response portions. First semester tests consist of 40 multiple-choice questions and two free responses. Second semester exams will consist of 50 multiple-choice (10 of which will be cumulative review questions) and 1 AP style free response. Lecture/discussion, articles and textbook reading will all appear on the tests. Students are responsible for any material that has been assigned regardless of whether it was specifically discussed class.

**Quizzes:** Quizzes may be given at any time**; the most essential element to success in Honors Psychology is completion of assigned reading.**  For in-class quizzes students will be able to use one notecard of reading notes, which they have taken independently.

**Cheating:** DON’T! The key to an individual’s success is to take responsibility for one’s own actions. This means accepting the consequences for not completing reading or other work assignments. Anyone caught cheating at any time, on any assignment will receive a score of 0 for that assignment regardless of its point value with no option to make up the points.

As it is understandable that occasionally unexpected events will prevent a student from completing a required assignment, students will receive one free homework pass per semester worth up to 10 points. If a student is caught cheating on any assignment, they will lose the homework pass for the duration of the year.

**Homework:** There will be fair amount of outside reading. Unit packets will be given out at the start of every unit. Module (chapter) assignments will be assigned with each reading assignment. Reading quizzes may occur at any point which reading is due.

**Electronic resources:** Extra practice and resources as well as video clips and review materials, notebook table of contents and other materials will be available at:

<http://ricroftsocialstudiesrocks.weebly.com/resources-and-materials.html>

**Late Assignments:** Late assignments are subject to penalty. Must see teacher in person in the case of missing/late work. In case of illness, students will be permitted a day extension for every day missed.

Attendance: Work will be made up for each day that a student is absent. If you are absent the day before a test or quiz, you will be expected to take the exam with the class. Any vacations or extended absences should be arranged in advance whenever possible. Remember that attendance is an essential part of your learning experience and each day missed will be reflected in your grade. It is your responsibility to check planbook and class folder to see what you have missed while you were gone and make-up the work accordingly.

Courtesy/Participation: Every student in class contributes to the success of the entire class. This means attention during class, participation, and attention when either the instructor or other students are speaking or presenting and giving every student in class the opportunity to freely express their opinions and ideas.

Success for each student is obtainable, through hard work. Cooperation between student and teacher is a large step towards this success. If you have any questions, concerns or comments feel free to see me at anytime. You may also come for extra help before or after school. To come before school you must make an appointment with me. I can be reached by email at any time at Marcy.Ricroft@somersetNV.org.

Course Schedule:

**Social Psychology (3weeks)**

 Social Influence

 Cooperation vs. Competition

 Obedience

 Conformity

 Group processes

 Social Cognition

 Attitudes

 Social Perception

 Interpersonal Attraction

**History/Careers/Theories (2 weeks)**

 Relation to other Social Sciences

 Foundations of Psychology

 Historical Theories of Psychology

 Evolution of Psychology

 Fields within Psychology

**Research and Statistics (2 weeks)**

 Methods of research (Application/Advantages/Disadvantages)

 Conducting Experiments

 Descriptive and Inferential Statistics

 Reliability and Validity

 Ethical guidelines to conducting good research

**Biological Basis of Behavior (3 Weeks)**

 Division of the nervous system

 Structure and communication of neurons

 Endocrine system

 Midbrain/Hindbrain/Forebrain

 Plasticity

 Functions of the brain

**Sensations/Perception (3 weeks)**

 Structure of the eye

 Theories of color vision

 Structure of the ear

 Olfaction and Gustation

 Absolute and Difference thresholds

 Gestalt Principles

 Depth Perception

 Visual Illusions

 Bottom-Up vs. Top-Down processing

 Attention

**Consciousness (1 week)**

 Stages of sleep

 Sleep disorders

 Classification of drugs

 Long and short-term effects of drugs

**Learning (1.5 weeks)**

 Classical Conditioning

 Operant Conditioning

 Cognitive learning

 Observational Learning

**Memory (1.5 weeks)**

 Encoding/Storage/Retrieval

 Recall vs. Recognition

 Forgetting

 Sensory/Short-term and long-term memory

 Retrieval cues

 Interference

**2nd Semester**

**Cognition (1.5 weeks)**

 Heuristics vs. Algorithms

 Schemas

 Problem-Solving

 History of Intelligence testing

 Good test construction

 Theories of Intelligence

 Advantages and disadvantages of I.Q. testing

 Multiple Intelligences

**Development and Language (4weeks)**

 Components of Language

 Grammar and Syntax

 Acquisition of Language

 Prenatal development

 Piaget

 Kohlberg

 Erikson

 Gender roles

 Attachment

 Adulthood and Aging

**Motivation/Emotion (2.5 weeks)**

 Theories of Emotion

 Hunger motivation

 Maslow’s hierarchy

 Achievement motivation

 Theories of Emotion

 Cultural standards of emotion

 Physical attributes of emotion

**Personality and Stress (3 weeks)**

 Psychodynamic Theory

 Trait Theory

 Social-Cognitive Theory

 Humanistic theory

 Projective tests

 Physiological stressors

 Personality types

 Measuring stress

 Coping with stress

**Disorders and Treatment (3 weeks)**

 Identifying illness

 Anxiety Disorders

 Somatoform Disorders

 Mood Disorders

 Personality Disorders

 Dissociative Disorders

 Psychotic Disorders

 DSM-IV

 Psychodynamic Therapy

 Behavioral Therapy

 Humanistic Theory

 Group Therapy Cognitive Therapy

 Biological Treatments

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I have read and understand the Honors Psychology 2017-2018 course syllabus. I understand if I have any questions or concerns I can email Ms. Ricroft or schedule an appointment. In addition I understand that a Psychology text book was signed out to my student. If it is not returned at the end of the year we will be responsible for paying for the book or records such as report cards and/or transcripts may be withheld.

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

Print Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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