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| **Mr. Bambenek**  |
| Psychology Syllabus – Spring 2017 |
| Incarnate Word Academy |

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***The Importance of History in our own Lives***

*History well told is beautiful. Many of the historians who most appeal to the general reading public know the importance of dramatic and skillful writing—as well as of accuracy. Biography and military history appeal in part because of the tales they contain. History as art and entertainment serves a real purpose, on aesthetic grounds but also on the level of human understanding. Stories well done are stories that reveal how people and societies have actually functioned, and they prompt thoughts about the human experience in other times and places. The same aesthetic and humanistic goals inspire people to immerse themselves in efforts to reconstruct quite remote pasts, far removed from immediate, present-day utility. Exploring what historians sometimes call the "pastness of the past"—the ways people in distant ages constructed their lives—involves a sense of beauty and excitement, and ultimately another perspective on human life and society*.[[1]](#footnote-1)

***Studying History is Essential for Good Citizenship***

*A study of history is essential for good citizenship. This is the most common justification for the place of history in school curricula. Sometimes advocates of citizenship history hope merely to promote national identity and loyalty through a history spiced by vivid stories and lessons in individual success and morality. But the importance of history for citizenship goes beyond this narrow goal and can even challenge it at some points.*

*History that lays the foundation for genuine citizenship returns, in one sense, to the essential uses of the study of the past. History provides data about the emergence of national institutions, problems, and values—it's the only significant storehouse of such data available. It offers evidence also about how nations have interacted with other societies, providing international and comparative perspectives essential for responsible citizenship. Further, studying history helps us understand how recent, current, and prospective changes that affect the lives of citizens are emerging or may emerge and what causes are involved. More important, studying history encourages habits of mind that are vital for responsible public behavior, whether as a national or community leader, an informed voter, a petitioner, or a simple observer.*[[2]](#footnote-2)

***Text***

Kasschau, Richard A., Ph.D. *Understanding Psychology*. New York, NY: Glencoe, 2008.

***Course Description***

 This general psychology course will cover five major subfields. We will investigate general ideas about psychology and its history. We will also examine the stages of development and theories of learning. Another subfield we will consider is psychological theories and testing. Here, they will study selected theories, schools of thoughts, and methods of analyzing personality. The last area we cover is the area of abnormal psychology. Here, students will examine the ideas of what is normal and abnormal, how does abnormal behavior evolve, and the treatment of abnormality.

***Overall Objectives***

1. Evaluate the factors that impact personality and behavioral development including the cognitive, developmental, and environmental influences.
2. Analyze the theories on personality development as part of a scientific understanding of behavior and personality.
3. Examine what constitutes abnormality and how to treat abnormal personality.
4. Explore the research strategies used by psychologists to explore behavior and mental processes
5. Examine the contemporary perspectives used by psychologists to understand behavior and mental processes in context

***Laps***

Each Lap will be roughly a cycle in length and consist of an assortment of different activities, discussions, and open labs.

1. General Psychology and Research Methods
2. Stress and Abnormal Psychology
3. Learning and Memory
4. Personality Theories and Testing
5. Our Interests

***What are Essential Questions and Learning Goals?***

**Essential Question**

An essential question is – well, essential: important, vital, at the heart of the matter – the essence of the issue. Think of questions in your life that fit this definition – but don’t just yet think about it like a teacher; consider the question as a thoughtful adult. What kinds of questions come to mind? What is a question that any thoughtful and intellectually-alive person ponders and should keep pondering?

One meaning of “essential” involves important questions that recur throughout one’s life. Such questions are broad in scope and timeless by nature. They are perpetually arguable – What is justice? Is art a matter of taste or principles? How far should we tamper with our own biology and chemistry? Is science compatible with religion? Is an author’s view privileged in determining the meaning of a text? We may arrive at or be helped to grasp understandings for these questions, but we soon learn that answers to them are invariably provisional. In other words, we are liable to change our minds in response to reflection and experience concerning such questions as we go through life, and that such changes of mind are not only expected but beneficial. A good education is grounded in such life-long questions, even if we sometimes lose sight of them while focusing on content mastery. The big-idea questions signal that education is not just about learning “the answer” but about learning how to learn.[[3]](#footnote-3)

Essential questions are the key to opening doors of understanding.

**Learning Goals**

Learning goals are those important formative assessments that help us gain more information which allows us to answer and ponder our essential question. Learning goals are the building blocks to successfully answering and debating the essential questions.

***Assessments, Scoring, and Open Labs***

**Assessment**

Each Lap will have a series of formative assessments known as learning goals. Each of the Learning Goals will have their own unique assessment. Assessments are designed for the student to show me what they have learned and how the students can communicate to me their knowledge of the goals. No classroom learns exactly the same way so assessments per Lap will undoubtedly vary. Students who have failed to achieved a satisfactory score of 65% will be required to complete the retake process. Failure to complete the retake process will result in disciplinary measures.

**Scoring Breakdown**

Grades will be broken down on a percentage system.

* **Formative Assessment Learning Goals** will be worth **20%** of the total semester grade.
* **Summative Assessment Essential Questions** will be worth **70%** of the total semester grade.
* **Final Exam** will be worth **10%** of the total score of the semester.

**Structured Open Lab**

I reserve the right to structure any student who I believe is struggling. This structuring could last a cycle, Lap, or longer. The purpose of structured open lab time is for the student to get more individual assistance in the areas in which they are struggling (homework, quizzes, concepts, in class readings, etc). This is not a tutoring session. Students will be expected to work and put forth a solid effort while structured. Once their grade rises or their effort increases structuring will be lifted. This is not a punishment! This is to aid the student. However, if you miss a structured open lab you will receive a 1-D.

**Open Lab Policies**

1. **Arrive promptly** in appropriate uniform and prepared with materials.
2. **Sign in** to every open lab and indicate what you intend to accomplish.
3. **Open lab is for learning activities, such as LAP activities, conferencing, or group projects.**
4. Work alone silently or quietly and respectfully in small groups.
5. Purses, pencil cases, book bags, or any other kind of bag must be on the floor at all times – no exceptions.
6. Open lab assignments are due on the date and time according to the Lap. Some assignments may be handed in at 3:00, by midnight, or before break.

***Bring Your Own Device policy***

1. Devices are a privilege to use in my class and open labs.
2. Devices **may not be used for note taking in class**.
3. When class starts, all devices should be on your desk ready to use – if the color on the board says so.
	* If you have a laptop, please keep it closed until asked to use the device.
	* If you have an iPad, cell phone, or tablet, please put the device face down until asked to use the device.
4. If you are caught using your device in any way not instructed you will lose your privilege to use your device in class or open lab for one cycle.
	* All assignments or in class activities during that cycle, will be completed on your own time
5. All IWA BYOD policies will be enforced: no texting or social media, no YouTube, no photography without permission, and no recording of video. If a phone rings or buzzes during class, or you are found to be violating any of the above policy restrictions, your device will be taken away, and you will pay a fine to have it returned.

**Stoplight for BYOD**

1. If you see a **Green** piece of paper on the board that signals devices will be used as soon as class starts so have them out, face down or screen down, and ready to be used as soon as we begin.
2. A **Yellow** piece of paper means that devices will be used, but not quite yet. So keep them in your bag until I instruct you to take them out.
3. A **Red** piece signals that devices will not be used that day at all so do not take them out.

***Expectations***

1. According to school policy, any **phones** that ring during class or open lab will be confiscated
2. No **purses or bags** will be allowed on the desk tops during class or open lab.
3. **Respect** your instructor, your fellow students, and yourself at all times
4. I require **maturity**, responsibility and time management skills in my class.
5. I expect all students to **come** **prepared** to class with their book, paper and pen/pencil every day.
6. I expect all students to **arrive promptly** to class and be ready to begin in a timely manner.
7. I expect all students to **behave** in a responsible and mature manner for the entire class period.
8. I expect all students to **participate** appropriately in class discussions.
9. I expect all students to be in **proper uniform**.
10. I expect all students to complete written assignments using **complete sentences and proper grammar**.
11. Students may be given a **required** **outside** **reading** assignment to enrich the lesson. This will be listed in the lap where appropriate.

***Cheating/Plagiarism***

Cheating will not be tolerated. **Any student caught cheating will receive a zero and parents will be contacted – no exceptions whatsoever**. Cheating may also bring about demerits, detention, or other administrative action. Plagiarism is taking credit for someone else’s work and/or ideas.

Plagiarism will result in a zero, parent contact and possibly other administrative action – no exceptions whatsoever. **Copying work from another student is cheating**. Both students will receive a zero, parents contacted, etc. - the student copying the work and the student who gave work to be copied. Be responsible and mature – do your own work and do not enable another’s irresponsible behavior.

***Student Responsibility***

1. I emphasize **responsibility**, **maturity**, and **college preparation** skills in my class.
2. All students are given a **lap** which covers what we are doing for the entire unit.
3. **Every** Practice Assessment, quiz, Learning Goal, project, EQ, etc. is listed in the lap.
4. **Every** due date is listed in the lap.
5. There is **no excuse for not turning in assignments or being unprepared for tests, Learning Goals, or EQ projects/papers**. Time management is a very important skill and it is stressed in my class.

***Email Policy***

If you need to email me with questions, assignments, or other concerns, please note that you must use your school email account IWA is no longer communicating with outside student emails and you will not have access to your personal email accounts during the school day.  In addition, you must **check your student email account daily**. I will often send reminders, updates, or other emails with important information.  You are responsible for checking your email to receive these updates. Please make sure that your Edline account is up and running.

Additionally, it is important when emailing a teacher to note appropriate etiquette.  Emails that are not written respectfully and professionally will not be answered.Emails should look something like this:

***Dear Mr. Bambenek,***

***I have a question about the homework.***

 ***How do I do the questions on page 3?***

***Thank you,***

***Mel***

**Remember, you are addressing a teacher when you email and it is a great skill to learn how to write concise and professional emails.**

***Enrichment***

1. Enrichment is exactly what it sounds like, enriching your understanding and knowledge of the material covered in the Lap.
2. Enrichment is designed to further your understanding of the material and not bail you out if you are struggling in class. **Enrichment activities will never be worth more than 5 points**.
3. Enrichment activities will vary. On some Laps, depending on the material that we are examining, students may be required to visit certain local museum exhibits, watch educational television programs or movies, write short papers over a primary documents, etc.
4. If you are struggling in class concentrate on the assignments and not the enrichment because the assignments are worth more and are more important than the enrichment activities.
5. Enrichment will be added at the end of Lap.

***Absences***

1. If you miss classes consult your Lap for information regarding what you missed. **It is up to you, the student, to figure out what you need to get caught up.** I will certainly help you, but you must take the responsibility in getting caught up. I will not seek you out if you missed a class or did not turn in assignment in.
2. **For all extended absences a timeline for the completion of your work will have to be agreed upon by the teacher and administration.** Contact me if you know that you will be missing school or my class for more than three days.
3. While you were absent, if an assignment has been turned in, **you must turn it in the next calendar day**.
4. Write “**Absent**” on all work

**IWA Late Work Policy – Spring 2017**

To ensure accurate reporting in grades, all teachers at IWA will categorize assignments and assessments into two categories: Formative and Summative. You will distinguish between the two because all Summative Assessments will be designated as so in the teacher’s grade books.

* ***Formative a*s*sessments*** are on-going assessments in a classroom and can include homework, open lab activities, quizzes, and class work. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process.
* ***Summative assessments*** are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time, such as at the end of each LAP. Summative assessments would be considered LAP tests, culminating projects, presentations, tests, and exams. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional work. On Summative assignments no student can earn lower than 50%.
* **All Formative assessments will be treated with the following policy:**
	+ During the course of each QUARTER, a student will have one NLP (No Late Penalty) assignment. When the late assignment is turned in, no late points will be deducted. If multiple assignments are missing and then turned in late, the NLP will be given to the assignment worth the most points.
	+ Any **formative** assignment not turned in will always be due by the end of next LAP for partial credit. **THIS WILL BE LISTED ON THE FOLLOWING LAP.**
	+ If work is turned in late, 50% is the only grade a student can receive.
	+ After “2nd” LAP ends, assignments not turned in will be given a zero and will no longer be able to be turned in for credit.
* **All Summative assessments will be treated with the following policy:**
	+ **If all the summative assessments are not completed, the student will FAIL the course.**
	+ Completed is defined as took every summative offered in the course.
	+ If a student misses a summative assessment (it will be identified on each LAP), it is the student’s responsibility to contact the teacher to make arrangements to reschedule.
	+ However, once the Summative Assessment is missed, the grade will become a “LATE” or “ABSENT” which are tied to a zero, and the cumulative grade will become an “I” for Incomplete. **THE “I” WILL NOT BE REMOVED UNTIL THE STUDENT TAKES THE ASSESSMENT.**
	+ **If a student does not COMPLETE A SUMMATIVE ASSESSMENT by the due date, she will receive a demerit from the teacher of the missing assessment.( If absent on the due date no demerit will be issued.)**
	+ **Examples include:**
* **Not taking a test**
* **Not turning in an essay**
* **Not having a class presentation or speech ready on the assigned day**
* **Not turning in a project**
* **Not completing a yearbook spread by the deadline day**
* **Etc.**
	+ Once a summative is missed the student will be required to be at school, in the Silent Study/Testing Center, the following Wednesday morning at 8:00 am. If the missing assessment is a test the student should come prepared to take the test. If the missing assessment is a project or a performance the student must have set up a time to make up the assessment with the teacher. The student will be required to be in the SS/TC, every Wednesday at 8:00 am until she no longer has any INCOMPLETES for missing summative assessments.
	+ If a student has an INCOMPLETE in one class with a project or performance that cannot be completed in SS/TC, the student is expected to use the time to complete other academic assignments.
	+ If a student has multiple INCOMPLETES the guidance department will choose one summative to be completed/worked on during the time in SS/TC.
	+ FAILURE TO BE IN SS/TC WILL RESULT IN A 1D FOR A MISSED APPOINTMENT. The student will know if she is expected to be there because she will have missed a summative assessment in a class.

 ***REDOS***

* Once a summative assessment has been taken and a student earns a failing grade (64% or below) the student will be required to redo the assessment.
* Upon failing the summative assessment, first the gradebook will show REDO in the place where the assessment score would be placed. Second, an RD will be placed in the final score column. REDO & RD will remain in place until the assessment has been redone. REDO is tied to a 50% and RD will hold the final grade in place until the failed assessment is completed.
* Upon completing the redo process the student grade will reflect the highest grade earned.
* Any summative assessment needing to be redone will need to be completed within two weeks of appearing on the REDO list. The REDO list will be generated each Monday. An email will be sent to any student required to report to SS/TC on Wednesday morning at 8:00 am.
* A student may appear on the REDO list for two consecutive weeks for the same assessment. If the REDO is not completed by the Friday of the second week a detention will be given by the teacher.
* If a student fails to complete the required REDO, but earned higher than a 50% on the original assessment, the student’s grade will reflect the original score, if the original score was 49% or below, the student grade remains a 50%.
* Once a detention has been given for the failed summative it can no longer be redone.

**IT IS THE STUDENT’S RESPONSIBILITY TO CONTACT THE TEACHER.**

The student must communicate with the teacher by email and set up the assessment. Missing assessments due to absence go in the grade book as absent and the teacher and student set up a new deadline.

**IWA Grading Information**

**Score Codes Used for individual assignments:**

* **ABSENT**: This means that the student was absent the day the activity was due.  (This counts as a zero until the assignment is turned in.)
* **LATE**: This means that the student was in class the day the activity was due, but did not turn in the assignment.  (This counts as a zero until the assignment is turned in.)
* **EXCUSED (EXC)**: This means that the student has been excused from completing this assignment.  (This has no effect on the grade.)
* **REDO**: This means a summative assessment has been taken but failed. This requires a student to retake or redo the assessment according to the class policy. The REDO score code is tied to a 50%.
* **T**urned **I**n **N**ot **G**raded (**TING**): This means the assignment has been received by the teacher and is in the process of being graded. This acronym (TING) will only be used for large term papers or projects that will require a lengthy grading process. It will not be used for daily assignments.

**Score Codes used in the Final Score Column Only:**

* **RD:** This means a summative assessment has been taken but failed. This requires a student to redo the assessment according to the above policy.

* **I (INCOMPLETE):** This means a student has missed a summative assessment and her grade is frozen until the summative is completed.
1. Stearns, Peter N. "Why Study History?" *American Historical Association: The Professional Association for all Historians*. American Historical Association, 11 July 2008. Web. 29 Dec. 2009. [↑](#footnote-ref-1)
2. Stearns, Peter N. "Why Study History?" *American Historical Association: The Professional Association for all Historians*. American Historical Association, 11 July 2008. Web. 29 Dec. 2009. [↑](#footnote-ref-2)
3. Wiggins, Grant P., and Jay McTighe. *The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units*.  [↑](#footnote-ref-3)