



Instructor: Emily Hinman
E-Mail: emily-hinman@qsi.org
Skype: hinmanemily

QSI Psychology *Psychology Syllabus*

A. Course Description

Psychology is the study of human behavior and mental processes. This course will provide you with an introduction to the field of psychology. We will explore the past, present, and future of this ever-expanding discipline. Key areas of study include: the history of the development of psychology, research method, biological and neurological bases of behavior, sensation and perception, states of consciousness, cognition, memory, learning, motivation, emotion, development across the lifespan, personality, abnormal psychology, treatment of psychological disorders and social psychology. The course meets the US National Standards for High School Psychology Curricula as written by the American Psychological Association (<http://www.apa.org/education/k12/national-standards.aspx>).

The course is comprised of 10 Essential Units. The course is designed with less breadth and depth than AP Psychology making it accessible to all secondary students. Within the 10 units of psychology, students are expected to write frequently as well as express their opinions and knowledge in a variety of ways, including, but not limited to: writing, group discussion, speech, and other forms of demonstration. Also within each of the 10 units, students are expected to show mastery on all of the listed “Essential Outcomes.” This online version of

the course is equivalent to five class periods per week. A class period is a minimum of 45 minutes.

B. Course Goals

1. **Mastery of psychology's core concepts:** Students will study the major core concepts and theories of psychology. They will be able to define key terms and use them in their everyday vocabulary.
2. **Develop the ability to think like a psychologist:** "restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding" (Sternberg, 1997).
3. **Develop the ability to apply Psychology to your life:** The concepts that we study shape our existence. You will learn how to use the concepts and principles here to guided your life.
4. **Students will learn the basic skills of psychological research**
5. Literacy skills necessary for success in today's world:
 - a. **Read** real psychological research
 - b. **Write** about psychology for your peers and for the general public
 - c. Use databases and the internet to **research** new psychological studies
 - d. Use **problem solving techniques** to solve real world problems
 - e. Use **technology** to leverage the power of social media
 - f. **Collaborate** with your peers
 - g. **Orally present** and **debate** a complex argument based on psychological research

C. Course Expectations

1. **We will learn from each other:** You will not be able to take a passive role in this course as you will need to complete all activities, lessons, discussions, and assignments online. In a way taking this course online will force you to participate in ways that you might not have had to if you were a quiet student sitting in class. You must take an active part in your own learning. Online discussions and demonstrations will dominate over lectures so that you can learn from each other. Please be ready to participate daily in the online classroom. You will not be able to keep up with this course if you do not work on a daily basis.
2. **Knowledge is for you to apply:** There is a considerable amount of terms and concepts that must be memorized. However, you must do more than memorize the information provided to you. You will be asked to apply this information in real life situations through online discussions, presentations, and concisely on written essay questions.
3. **Psychologists read:** You will need to do a considerable amount of reading each day. This will be in the textbook as well as other assigned readings. I also encourage you to actively seek out information on your own and share it with the group. The presentations and other activities that I post online will not necessarily cover what your textbook covers so please take the time to read your textbook.
4. **Psychologists are organized:** You will receive a large amount of material for this course. Each lesson you are expected to synthesize what you have learned from the activities, videos and readings into a concept map. Please keep all of your concept maps and projects organized in a small binder or a digital folder.

D. Resources

1. Primary Textbook: Rathus, S. A. (2018). *Psychology: Principles in practice*. Austin, TX: Holt McDougal, online version.
2. For each unit, online learning resources will be posted on Moodle including videos such as Crash Course Psychology, online learning activities, notes, PowerPoints, SoftChalk Lessons, learning guides, etc.
3. Follett Online Shelf

E. Course Outline

E01 – The Science of Psychology (Ch 1 - 2)

E02 – Biology and Behavior (Ch 3)

E03 – Sensation, Perception, and Consciousness (Ch 4 - 5)

E04 – Learning Theories (Ch 6)

E05 – Cognition and Intelligence (Ch 7 - 9)

E06 – Motivation, Emotion, and Stress (Ch 13, 17)

E07 – Developmental Psychology (Ch 10 - 12)

E08 – Personality and Gender Roles(Ch 14 - 16)

E09 – Abnormal Behavior and Treatment of Abnormal Behavior (Ch 18 - 19)

E010 – Social Psychology (Ch 20 - 21)

F. Course Assessment

Students will be provided with a rubric at the beginning of each unit to help determine if a student has reached 'A' level mastery or 'B' level mastery. **Mastery means** that the student has learned the facts and/or concepts to such an extent that they are usable tools in future endeavors. The grade of 'A' not only indicates that the student has mastered the

material well, but is able to consistently demonstrate higher order thinking and performance skills such as problem solving, analysis, creativity, etc. In more practical terms, students will be given specific assignments with each unit that will be labeled “A” assignments. Students will also have specific questions on tests that are labeled “A” questions. Students will receive a “P” if they are currently working on a unit and/or need more time and practice to attain mastery. Students will be assigned an H if they have worked very hard to master a unit but haven’t been able to master the content. Students will be assigned a D if they do not work consistently on the course or otherwise fail to make sufficient effort towards mastery.

I will use two different types of assessments, formative and summative. Formative assessments simply tell me what the students need more practice on. There is NO concept of averaging quiz and lesson grades into a final unit grade. The final unit grade will be assessed using an end of the unit summative projects or grading assignments

Upgrading from a P to a B or from a B to an A

If you have a P and need to earn a B, I’ll let you know what assignments you need to fix or complete. If you want to earn an A, then you’ll need to complete the A level projects until you meet the criteria set forth in those projects.

Cheating or Plagiarism

Plagiarism and cheating follows the QSI rule, if a student is caught cheating, mastery of all prior units will be removed.

Formative Assessments: Assessments that help me guide your learning

Concept Maps

Students will be asked to create concept maps for most lessons.. These will serve as a way for the teacher to assess whether or not the students are completing all of the online learning activities as well as reading the primary text. I will let you know what you need to add to your concept maps when you turn them in. Concept maps will be used rather than asking you to answer questions about what you have read. They should be detailed enough that I know you have read the material and/or watched videos that I have posted. However, not too detailed that you can’t fit the information on one page.

Learning Activities/Discussions/Flip Grid Postings

For each online lesson students will be given a chance to demonstrate understanding of the content, similar to informal assessments that take place during classroom activities.. There are labs, discussion questions, and other practice activities where I

will be looking to see that you are mastering the TSWs. It is also a time for me to provide correct any misunderstandings that you may have about concepts or terms.

Summative Assessments: Assessments for a Grade

Tests/Assessments

For the most part, I will not use tests in this class. It isn't very meaningful in Psychology to be able to answer multiple choice questions. If you do not show mastery on concept maps and projects, I may ask you to answer essay questions to demonstrate mastery as a relearning activity.

Projects, Presentations, Activities, and/or Graded Assignments

Projects, activities, and graded assignments are a major part of determining mastery of the course. Students will always be given a grading rubric for the projects.