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| **Ms. Wolf** |
| Psychology Syllabus  Fall 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*.

***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.*

***Text***

Kasschau, Richard A., Ph.D. *Understanding Psyhcology*. 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

***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.

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 achieved a satisfactory score, yet want to improve their score, must fill out the Assessment Retake Form.  Below is a copy of the Assessment Retake Form.  Assessment Retake Forms will be found in a folder by my open lab sign in sheet.  Not all retake requests may be granted.

**Scoring Breakdown**

Grades will be broken down on a points system.

* **Formative Assessment Learning Goals** consists of homework, open lab work, quiz’s, and day to day activities/assignments.
* **Summative Assessment Essential Questions** consists of tests and projects.
* **Final Exam** will be worth **15%** of the total points for 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.  You never know. It really depends on our schedule.

***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 You Tube, 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.
6. Students may use headphones while they work in open lab, if desired, as long as the volume is low enough so that **no sound** is emitting from the headphones.
   * If people around you can hear sound from your headphones, it is distracting and potentially dangerous to your hearing and to your ability to hear well in the future.

**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 Ms. Wolf,***

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

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

***Thank you,***

***Sally***

**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

***Incarnate Word Academy Late Work Policy***

***– In revision 12/30/2013***

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 Assessments**

These assessments 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**

These 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:**

1. During the course of a semester a student will have one NLP (No Late Penalty) assignment per quarter.
2. 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.**
3. If work is turned in late, 50% is the only grade a student can receive.
4. 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:**

1. **If all the summative assessments are not completed, the student will not earn credit for the course.**
2. 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.
3. 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.
4. **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.** 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.

1. Once a summative is missed the student will be required to be at school, in the library, 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 library, every Wednesday at 8:00 am until she no longer has any INCOMPLETES for missing summative assessments.
2. Failure to be in the library will result in a 1 – D for a missed appointment. The student will know if she is expected in the library because she will have missed a summative assessment in a class.
3. **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 goes in the grade book as absent and the teacher and student set up a new deadline.

***IWA Grading Information***

1. **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.)
2. **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.)
3. **Excused**: This means that the student has been excused from completing this assignment.  (This has no effect on the grade.)
4. **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.

**Ms. Wolf’s Summative Assessment Retake Contract**

**All parts of the contract must be filled out for your request to be processed. You must complete this form on your own. Just because you filled a form out doesn’t automatically mean you may retake an assessment.  You have until 3:15 the day you receive your rubric or test back to determine if you want to begin the retake process. You notify me of your intent to begin the retake process by completing and submitting this form. I will let you know within 24 hours if you can begin the retake process via email.**

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Class**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You would like to make up the following **summative** **assessment**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Date** **taken** **listed** on PowerSchool: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Your **current** score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

To be **eligible** to re-take the summative assessment you **must agree** to do the following and submit this form to Ms. Wolf **no later than today’s date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**. All open lab dates below need be **within one cycle** from today.

1. Write a **5-6 sentence paragraph** on why you did not master the assignment. Be prepared to discuss with Ms. Wolf your thoughts and reasons.  This should be turned into Ms. Wolf in an open lab on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Complete the **supplemental materials** that Ms. Wolf will give you on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Complete the **re-assessment in Ms. Wolf’s open lab on:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**New** score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**By signing below:**

* You are committing to the above open labs **and accept the 1-D consequence if you miss**.
* You understand the **highest grade you are able to earn is a 90%.**
* You understand that your grade from the reassessment will become your new grade **even if your new score is lower than the original.**

**Signature**:

***X***

***Ms. Wolf***

***Fall Semester 2017***

[***lwolf@iwacademy.org***](mailto:lwolf@iwacademy.org)

***Syllabus***

**Student Agreement**

I have read and understand the expectations Ms. Wolf has set forth for my class.  I agree to abide by these expectations.  If I chose not to do so, I willingly accept the consequences of my decisions.

**Student Name (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Agreement**

I have read and understand the expectations set forth in Ms. Wolf’s syllabus.  I will support my daughter in her endeavors to meet these expectations.  Likewise, I understand the consequences if she fails to meet the expectations.

**Parent/Guardian Name (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Optional:**

**Contact Information**

Parents/Guardians –

Please fill out the bottom portion of this sheet so that I know the way you prefer me to contact you.  This is not required, but it is appreciated.  I look forward to working with you to help your daughter be successful in my class.

Thank you,

Lauren Wolf

**Email Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**