

SYLLABUS

AP Psychology QSI Virtual School

Semester/Term: 2022/2023

Location: Course Page <https://learn.qvs.qsi.org/course/view.php?id=194>

Instructor Information

Instructor: Emily Hinman

Email: emily-hinman@qsi.org

Working Hours: Grading assignments 5am – 7am GMT+2, answer questions and taking calls 7am – 10am, and again based on student schedules. I turn my computer off between 6-7PM at night and answer what was sent after that the next morning.

Preferred Method of Communication: Microsoft Teams or email

Course Description

AP Psychology is the high school equivalent of a one semester, introductory college Psychology course. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice.

Course Credit Equivalency: 1 Carnegie credit

Approximate length of the course – 32 weeks

Course Goals

- 1. Mastery of psychology's core concepts:** Students will prepare to do acceptable work on the AP Psychology Examination. 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. The ability to graphically represent complex concepts:** You should leave this course with the new ability to arrange your thoughts quickly, cogently, and graphically.
- 3. Develop the ability to think like a psychologist:** “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding” (Sternberg, 1997).
- 4. 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 guide your life.
- 5. Students will learn the basic skills of psychological research**

6. Literacy skills necessary for success in today's world:
 - a. **Read** 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

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 daily.
2. **Knowledge is for you to apply:** In AP Psychology 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 free response 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.
4. **Psychologists are organized:** You will receive a large amount of material for this course. Each lesson you are expected to take notes on our activities and readings. Since you will need access to this material to study for unit exams and for the AP Exam, you must organize your materials.

Prerequisites

- Literature I
- Writing I
- Students with a Lexile reading level below 1200 may have difficulty reading and comprehending the course materials. Dedicated English language learners will need to spend extra time working to improve their vocabulary and comprehension while acquiring course content.

Required Materials

- Primary Textbook1: Exploring Psychology in Modules, 10th Edition, David G Myers
Print text isbn# 9781464154386 - You may have this textbook at school and if you do not, we can use the online book below
- Primary Textbook 2: [Openstax](#) - This is the free textbook that I use for online courses

- Barron's AP Psychology Kindle E-Edition - In April, I'll help students access this for free
- 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.

Technology Information and Requirements

- Computer with internet access
- Microphone
- Camera either on a smartphone or on your computer

Course Grading

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 extremely hard to master a unit but have not 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 mastering the course according to the present schedule. If students are more than one unit behind the course pace, then a "D" will be placed on the status report until students show mastery on the unit. For example, that if the class starts unit 3 and a student hasn't finished unit 1, unit 1 will be marked with a "D" until the student earns mastery grade (B) or above mastery (A).

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

If your main goal is to complete the AP exam in May, you need to work quickly. When I see that you have not mastered something at a B level, I will give you additional practice. You will need to complete this additional practice and work on the next unit. If not, you will fall behind the class pace.

If you earn B level mastery and would like to earn A level mastery, I will first use the unit projects to reassess your mastery level. I will also use cumulative review tests and practice AP tests rather than creating a new assessment. This may mean that you complete the next unit and then we reassess an older unit. I will make sure to communicate this on a case-by-case basis.

Course content

Essential Units

Clicking on each of these links will take you to a document outlining what will be done for each unit.

[E01 – Scientific Foundations of Psychology](#)

[E02 – Biological Basis of Behavior](#)

[E03 – Sensation and Perception](#)

[E04 – Learning](#)

[E05 – Cognitive Psychology](#)

[E06 – Developmental Psychology](#)

[E07 - Motivation, Emotion, and Personality](#)

[E08 – Clinical Psychology](#)

[E09 – Social Psychology](#)

[E10- AP Test Preparation](#)

Tentative Course Schedule

Students complete IOL prior to being enrolled into their main QVS course.

Unit 1 – Weeks 1 - 4

Unit 2 – Weeks 3 – 7

Unit 3 – Weeks 8 – 9

Unit 4 – Weeks 10 – 11

Unit 5 – Weeks 11 – 15

Unit 6 – Weeks 16 – 18

Unit 7 – Weeks 19 – 22

Unit 8 – Weeks 23 – 25

Unit 9 – Weeks 27 – 28

Unit 10 – Weeks 29 – 30

This schedule allows for students to be finished by the time the AP exam happens in mid-May. Students can return to work on A level assignments until the end of the course in June.

A maximum of 2 units can be completed in June.

This is a link to the [course calendar](#) to see the assignments for each day.

Attendance Policy

Students are expected to log in and work for a minimum of 225 minutes a week. The CB recommends that students spend 1.5 - 2 hours a day working on an AP course. Most of my students tell me that they can complete AP Psychology in less time if they work consistently. Students will be successful if they submit work daily. When assignments are submitted in bulk feedback time may increase. At a minimum, I will grade one assignment graded per day.

When students do not login to the course page for three days, their monitors are sent an automatic message from the QVS bot reminding them to work. Deficient effort is monitored by lack of time spent on the course page as measured by the course log of student activity.

That is everything you click on the course page is monitored. I can see what you click on and how long you work on each assignment.

Classroom Behavior expectations

For synchronous (video) communication:

- School appropriate attire and location
- Camera on unless otherwise requested
- Microphone muted on login

For asynchronous (email, texting, discussion boards, etc.) communication:

- Be polite and respectful in responses to forum posts of other students. Bullying and inappropriate language will not be tolerated.
- Upload only appropriate material.
- Write formally in email communication with instructor. Informal writing can be used in texting platforms such as skype and teams

Submit work on time and inform the instructor if you need an extension. Extensions will only be granted on occasion for exceptional circumstances.

Academic honesty

Plagiarism and cheating follow the QSI rule, if a student is caught cheating, mastery of all prior units will be removed. The student must re-demonstrate mastery on all units that have been completed. I will be clear as to which assigned work is meant to be completed independently and which work can be completed collaboratively.

All unit assessments should be completed without looking up information. It is amazingly easy in an online format to look up answers. Each year there are several students who use answer keys to answer test questions. You are preparing for an assessment that you **MUST** do from memory so practice this as you go. If I suspect that you are not answering from memory, I will ask you and will cc your school administrator that I suspect the work is not yours.

Students are required to be always academically honest. Plagiarism can be defined as submitting someone else's ideas, words, images, or data without the proper acknowledgement of the source. Plagiarism is synonymous with stealing and fraud and is not tolerated at QVS.

Here are some common examples of plagiarism if the sources are not clearly cited:

- using words, phrases, or ideas that are not your own.
- paraphrasing the work of another person, even though you may have changed the wording or syntax.
- using facts or data not considered common knowledge.

- submitting a paper from an essay service or agency, even though you may have paid for it.
- submitting any work done by another person, even though he or she may have given you permission to use it.

You should also note that beyond written work, plagiarism may encompass computer data, research, musical scores, video programs, and visual arts.

Plagiarism is a serious offense, especially in an academic environment. QVS teachers must be able to rely on the students' integrity to maintain a climate for successful learning.

If you plagiarize even once, it will put into question all your previous work, so the consequences may go beyond redoing one assignment, and you may need to revisit your previously submitted work to prove mastery of your learning outcomes.

You should diligently avoid any deliberate or inadvertent plagiarism. When you are unsure if the acknowledgement of sources is needed, ask your teacher.

Regardless of whether a student has intentionally or unintentionally borrowed someone else's work without acknowledging it correctly, plagiarism will be dealt with as follows:

First offense: The student must redo the assignment(s) in question. The instructor will make sure the student understands how plagiarism came about and will give strategies to avoid it going forward. If it appears the plagiarism was intentional, parents and the director will be informed.

Second offense: The QVS director and the parent/guardian will be informed. A "D" will be assigned until the student has redone the assignment(s) in question.

Third offense: The instructor will refer the matter to the QVS director for further action.

Other Information

QVS Statement of Purpose

QSI Virtual School is a diverse international, multicultural, online learning community, offering meaningful standards-based education through mastery learning.

We prepare and develop students to have confidence to pursue their dreams and to positively impact the world.

We challenge. We question. We care.