

**Bethesda-Chevy Chase High School**  
**IB Psychology (2011-2012)**  
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## **Course Description**

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

## **Course Outline**

The following major units of study will be covered in IB Psychology:

1. Study of all 3 levels of analysis:
  - A. Biological
  - B. Cognitive
  - C. Sociocultural.
  
2. Study of an optional subject area at the Standard Level from the following:
  - A. Abnormal Psychology
  - B. Developmental Psychology
  - C. Health Psychology
  - D. Psychology of Human Relationships
  - E. Sport Psychology
  
3. Study research methodology including ethics.
  
4. Conduct one simple experimental study.

## Course Objectives

Having followed the psychology course, students will be expected to demonstrate the following.

- **Knowledge and comprehension of specified content**
  - Demonstrate knowledge and comprehension of key terms and concepts in psychology
  - Demonstrate knowledge and comprehension of psychological research methods
  - Demonstrate knowledge and comprehension of a range of appropriately identified psychological theories and research studies
  - Demonstrate knowledge and comprehension of the biological, cognitive and sociocultural levels of analysis
  - Demonstrate knowledge and comprehension of one option at SL or two options at HL
- **Application and analysis**
  - Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question
- **Synthesis and evaluation**
  - Evaluate psychological theories and empirical studies
  - Discuss how biological, cognitive and sociocultural levels of analysis can be used to explain behaviour
  - Evaluate research methods used to investigate behavior
- **Selection and use of skills appropriate to psychology**
  - Demonstrate the acquisition of knowledge and skills required for experimental design, data collection and presentation, data analysis and interpretation.
  - \_ Write an organized response.

## Course Aims

The aims of the IB Psychology course are to:

- Develop an awareness of how psychological research can be applied for the benefit of human beings.
- Ensure that ethical practices are upheld in psychological inquiry
- Develop an understanding of the biological, cognitive and sociocultural influences on human behavior.
- Develop an understanding of alternative explanations of behavior
- Understand and use diverse methods of psychological inquiry.

## Course Characteristics

1. This is a college-level course. College level attitudes, work habits and products are expected of all students.
2. This class requires more reading than the typical high school honors class. Students who want to do well must complete all assignments on time.
3. Class time is important. Students who want to do well must attend and participate in class regularly.
4. Evaluations (grades) are based on the mastery of the material.
5. Learning is ultimately the responsibility of the student. In an International Baccalaureate course, students are expected to be interested in their own learning and willing to devote the time necessary to explore the course content as fully as possible. A reading schedule and calendar are provided, so students can plan and prepare for the classes. Readings, assignments, quizzes and exams are listed on the *date that they are due*.

## Assessments

The IB psychology student will be assessed based on three components:

1. One simple experimental study (Internal Assessment)
2. Paper #1: An essay paper based on the three levels of analysis (External Assessment)
3. Paper #2: An essay paper on the optional subject area. (External Assessment)

The above noted IB assessments are in addition to the regular assessments and assignments conducted on each unit throughout the course of the school year.

**Weekly:** IB style and multiple choice questions relating to text, classroom discussion and supplemental readings.

**Each Unit:** IB style questions (and multiple choice) that allow students to show their mastery of the material in terminology, psychological facts, research findings, associated phenomena, major figures, perspectives and research methods. Depending on the unit being covered, assignments given to students will include class presentations, groups projects and papers.

**Course Final:** Application of major levels of analysis and their associated concepts, theories and major figures in a paper or video sketch analyzing a current event or key figure.

## **Textbooks**

Myers, David G. *Psychology*. 6<sup>th</sup>/8th ed. New York, NY: Worth Publishers, 2001/2007.

Hock, Roger H. *Forty Studies That Changed Psychology*. 6<sup>th</sup> ed. Upper Saddle River, NJ: Pearson/Prentice Hall

These textbooks will be used as a departure point for further reading and investigation. We will also be using a variety of supplementary readings.

## **Supplemental Readings**

Short articles and readings are selected from journals, newspapers, books, and magazines to supplement the textbooks and provide a starting point for class discussion.

## **Materials Needed for Each Class**

Students are expected to bring the following materials to class each day:

- Pen (black or blue ink only) or pencil
- Psychology notebook with dividers
- Notes from assigned readings (to be done prior to class discussion)
- Assignments due on that particular day
- Other supplies as needed

## **Psychology Notebook**

All students are required to maintain an individual notebook for their psychology class. Though each student has their preferred way of organizing class material, I have found that students who organize their notebooks in by unit/topic have a much easier time when it comes to studying and retrieval of information.

The psychology notebook should contain class notes, book notes, handouts, worksheets, exercises, journal articles, homework, assessments, special projects and other material that may help you study and participate in each class session. A suggested format for organizing the notebook is available on your psychology class Edline account.

## Grading Policy

Your overall grade for each grading period will be computed on a point percentage basis. Each assignment will be worth a certain number of points and the letter grade will be based on the following percentages:

A= 90-100  
B= 80-89  
C= 70-79  
D= 60-69  
E= 50-59

**All assessments/classwork**  
(includes quizzes, exams, classwork, presentations and possible major projects) = 90%

**Homework for practice/preparation = 10%**

Evaluations and grades are based on the mastery of the course material through exams, quizzes, papers, and class activities.

Please note that the IB Psychology exams do not count towards your second semester grades.

## Late Work Policy

Assignments are due on the day noted. A maximum of one letter grade will be deducted when students turn in an assignment after the due date. No assignments will be accepted after the deadline date.

Students who are in school on the day that an assignment is due and need to leave prior to class should turn in the assignment prior to leaving the building whenever possible.

## Homework Policy

Homework assignments are expected to be completed by the due date. I will not accept homework after the deadline date. Homework is due at the start of class.

Students who are in school on the day that homework is due and need to leave prior to class should turn in the assignment prior to leaving the building whenever possible.

## Absences/Make-up Work/Assistance

I will distribute to you any assignments you missed when absent upon your return to class via the class file located in the classroom. Assignments will be accepted late as per BCC and MCPS policy with an excused absence. All assignments will be posted on Edline via the class calendar.

I am available to students for help and assistance. I would ask that you please

communicate with me ahead of time whenever possible to ensure my availability due to other possible obligations.

Missed exams and quizzes are to be made up at an available time determined by the teacher based on BCC and MCPS policy unless there is an extended excused absence. Make-up times will be announced in class. Make-ups may be given in a different format than the original assessment.

## **Behavior**

All students are expected to create a positive learning environment for themselves and for others. Respect yourself, your work, your peers and their work, and the instructor at all times. Simply, this means consistently putting forth your best effort, working to be prepared for class and for assessments, taking risks to further your own learning and allowing others to do the same.

A major aspect of putting forth your best effort is coming to class on time. Students who are excessively tardy will be asked to serve detention either at lunch or after school, at a time to be determined by the instructor.

## **Food & Drink**

Food and drinks generally distract students from learning and tend to lead to litter in the classroom. However, it is important for students to hydrate themselves throughout the day, therefore *water* in clear plastic containers will be allowed in class. No other food or beverages are allowed.

## **Going Forward**

*“What you expect is what you get”*

IB Psychology is a fun, exciting and intriguing class. Be prepared to think and be challenged each day. Your success and the success of this class depend on your attitude. There is no limit to the knowledge we can learn together.

## **Tips for Doing Well in IB Psychology**

- ***Take complete class notes and date them.*** Put them in your own words. Don't write down something you don't understand without asking about it. Leave some blank space on each page to make additions and clarifications. It is very important to review your class notes each day while they are still fresh in your mind. Expand them, clarify them, and add examples so that they will make sense when you go back to study from them later.
- ***Learn to read more effectively.*** You can read more effectively by doing the following:
  1. Read actively; don't just look at the words. If you spend a half-hour “reading,” but are unable to recall anything when you are done, the time has been wasted.

2. Preview a chapter quickly before you begin, and review the material frequently. Pause at the end of each paragraph and summarize mentally, in your own words, what you just read. Ask yourself, “What do I believe the main ideas of this chapter are going to be?”
  3. Do not try to read an entire chapter at once. Each chapter of your text is divided into several major sections. These sections are presented in bold print in the summary outline on the chapter’s first page. Limit your reading to one of these sections at a sitting. You will soon start to see a connection between these sections and our daily classroom objectives.
  4. Do not ignore pictures, diagrams, tables, and sidebars in your textbook. These features serve to make the text more interesting and may include important information.
  5. Take notes as you read. If you can condense a 30 page chapter to a few pages of good notes, it’s going to be much easier to review when it comes time to study. Be sure to keep a list of questions about the reading. ***Your study guide will assist you in organizing your notes.***
- ***Half the battle is vocabulary.*** Please be sure the key terms and their definition/meaning are incorporated into your notes.
  - ***Pick a “study buddy” or form a study group.*** I will be asking each member of the class to pick a person or group that will assist them in preparation and review of the material in IB Psychology. This person or member of your group should be contacted when you are absent from class so that you can determine what material you missed and what the homework was.

### **GRADING PROCEDURES (PER MCPS AND BCC POLICY)**

Grading procedures will be applied consistently within and among schools. Local schools will ensure school-level processes, as approved by the school leadership team, for implementing the following procedures\*:

1. Teachers will assess student learning in a variety of ways and grades will reflect what a student knows and is able to do within the curriculum.
2. When using percentages, teachers will assign a grade no lower than 50% to a task/assessment that meets minimum standards.
3. The report card grade will remain a letter grade (Board Policy IKA)
4. Teachers will establish due dates and deadlines.
  - a. work turned in after the due date and prior to the deadline may be dropped no more than one letter grade or 10% of the grade.
  - b. work not attempted and submitted by the deadline will be recorded as a zero.

\* *Unique situation may arise, which will require teacher and administrator discretion.*

### **HOMEWORK**

Homework is an essential part of a rigorous instructional cycle that promotes student learning and prepares students for instruction, previews or practices skills and concepts extends learning and provides students the opportunity to demonstrate skill and knowledge.

There are two categories of homework:

1. Homework checked only for completion may account for a maximum of 10% of the marking period grade.

2. Homework evaluated for learning counts toward the remaining portion of the marking period grade.
  - a. homework checked for completion is usually given for practice or to prepare for instruction and is assigned to build skill and understanding.
  - b. homework evaluated for learning is evaluated to establish learning outcomes.

### **RETEACHING AND REASSESSMENT**

Reteaching and reassessment are an integral part of the instructional cycle and offer additional opportunities for students to learn and demonstrate learning.

1. Assessments or tasks that provide measures of student progress *within* an instructional unit may be reassessed. Reassessment opportunities will be offered in every course as identified by the teacher. When these opportunities occur, the teacher will provide one reassessment opportunity per task/assessment.
2. When tasks/assessments are reassessed, they may be reassessed partially, entirely, or in a different format, as determined by the teacher.
3. The following assessments/tasks that indicate a final measurement of learning *may not* be reassessed:
  - a. end of course or semester exams.
  - b. assessments that end an instructional unit or period of study.
  - c. final research papers, reports or essays.
  - d. Culminating projects or performances.
4. All students may be reassessed, regardless of grade on original task/assessment, if they meet the following requirements:
  - a. complete the original task or assessment.
  - b. complete required assignments.
  - c. complete reteaching/relearning activities, as determined by the teacher.
5. The reassessment grade replaces the original grade.

### **Psychology Team Reteaching and Reassessing Policy**

Students must show evidence, as determined by the teacher/team, that they have made an attempt to relearn the material before taking the reassessment. Examples of that evidence include, but are not limited to:

- Coming to the teacher for extra help
- Attending TAP
- Making corrections on the original assessment/assignment

Students must have completed all homework/classwork assignments related to the assessment in order to be eligible to reassess.

Students may reassess one quiz per unit on a day decided by the teacher/team, which will be announced in advance.

### **ACADEMIC DISHONESTY**

This applies to both written work and oral presentation. Examples of academic dishonesty include, but are not limited to, the following: the willful giving or receiving of an unauthorized text, unfair, dishonest, or unscrupulous advantage in academic work over other students using fraud, duress, deception, theft, trickery, talking signs, gestures, copying, or any other methodology. Assignments deemed academically dishonest will receive a grade of 0.

#### ***Plagiarism:***

Submitting or presenting another person's work as your own without proper documentation, including downloaded information from the Internet and lab data.



***Cheating:***

- Giving or receiving information during a test, quiz and/or class work assignment without teacher authorization.
- Using hand signals, gestures and the like during test or quizzes to obtain/give information.
- Using unauthorized material during a test or quiz.