



# Reynolds High School

## Introduction to Psychology

*"Building Relationships for Academic Success"*

**Instructor Name** – Barry Miles

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**Required Textbooks/Materials:** Understanding Psychology. Glencoe, McGraw-Hill, 2019.

### Course Description:

Psychology is a two semester, introductory course in the studies of human behavior and mental processes. This course is designed for students who want to discover more about their world, and how people, thoughts, and behaviors “fit” into it. As part of this course, we will be discussing and incorporating the ideas of biology and anatomy, as well as examining the social and cultural elements of today’s society to better understand who we are, how we relate to others, and why we “tick” the way we do.

To assist in the process of attaining and reinforcing new and previously learned information, students will have the opportunity to be involved in simulations, perform experiments, and complete research and other projects. **Participation** is a *key component*, and each student is expected to follow all guidelines and instructions. Our studies are aligned with the current Social Studies common core curriculum for Psychology in the State of Oregon and reflect the Reynolds School District goals and standards.

The following are some of the State of Oregon “standards” associated with the typical psychology course:

- HS57. Define, research and explain an event, issue, problem or phenomenon and its significance to society.
- HS58. Gather, analyze, use and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes and persuasive appeals.
- HS60. Analyze an event, issue, problem or phenomenon from varied or opposing perspectives or points of view.
- HS.62. Propose, compare and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.
- HS.63. Engage in informed and respectful deliberation and discussion of issues, events and ideas.

**Grading Policy Description** — Your grade will be determined by both formative and summative assessments. Most assignments will be given with a due date and stages for completion. You need to understand that assignments are due when they are due (not 5 minutes later, or later in the day, or the next morning, etc.). Work turned in after the due date/time, except for excused absences or other emergencies, is **late (worth ½- ¾ credit maximum)**. Not all formative assignments will be graded, but completion of all assigned work will be critical for you to demonstrate proficiency in our class material, as well as with state standards.

- **EVERY** daily assignment should have recorded legibly in the **top, right hand side** of the paper the following C.A.N.s (Common Academic Norms):
  - \* **Complete first and last name** (ex – “Barry Miles”);
  - \* **Month, day, and year of the assignment** (ex – “Sept. 10, 2024” or 9/10/24);
  - \* **Name of Class and Period number** (ex – “Economics, period 1” or “Econ, P.1”)

- Your final grade will be reported on a traditional A-F scale. Progress grade reports will be sent out at the end of weeks 9 and 27, while *final semester grades* will be sent out at the end of weeks 18 and 36.
- Please don't ask about **extra credit**. My first thought is that if you didn't feel it was important or necessary to hand in your original assignment, project, writing or test at the time it was due, or to complete it to the best of your ability, why should I allow you extra points? Additionally, to allow this is to negatively reinforce your behavior.
- Having stated this, it should be pointed out that **I DO reward outstanding work** for those who go the "extra mile" on the original assignment. This will serve to inspire you to perform your best all the time, and to be more consistent in your efforts as a student at Reynolds High School and in this class.

• **Mr. Miles' grading scale is a bit different than the District grading scale:**

• **Percentage / Grade**

94% = A	90% = A-	87% = B+	83% = B
80% = B-	77% = C+	73% = C	70% = C-
67% = D+	60% = D	59% or below = F	

**Overall Class grade will be determined as follows:**

**Formative 30% = In-class assignments**

**30% = Homework**

**Summative 35% = Quizzes and/or Tests**

**5% = P.O.W.E.R. (Attendance, participation, timeliness, following Common Academic Norms [C.A.N.], etc.)**

- **Retakes** – The need for retakes is minimal as you will be given a review for almost every test/quiz, as well as allowed to use notes and/or other materials on each quiz/test. However, your teacher will discuss the options on an individual basis.
- Any assignment **not made up within two class periods of the original due date** will be counted toward your accumulated semester total as a "0" (an "F" in letter grade terminology). **Most** missed lecture material will be available to students on Schoology. To avoid problems and hassles down the road, hand in your assignments on time.

## **Additional Information:**

- **Plagiarism Policy** – I will have more on this policy later. Just remember that writing demands accuracy. AVOIDING PLAGIARISM STARTS with accurately taking notes and writing using your OWN VOICE! Plagiarizing will be subject to the consequences laid out in the RHS Student Conduct Code handbook.
- **Please use your planner** to keep track of assignment due dates, project updates and quizzes/tests.
- **Bullying/Hazing/Intimidation/Harassment, etc.** – **WILL NOT BE TOLERATED** and will be dealt with as outlined in the student handbook. Respect yourself and others!

## Course Schedule/Outline of Units

The following outlines the typical core curriculum in a year-long Psychology course:

- I. Introduction to Psychology
  - Focus on the “roots,” issues, basic concepts and fields of psychology, viewing psychology as a science.
- II. Neuroscience and Behavior
  - Students will examine the nervous system as it relates to communications and transmission.
  - Students will study the brain and its components, makeup, functions, and associated problems.
- III. Development
  - Students will examine the stages of development from infancy to adulthood, focusing on the teen years.
  - Relationships between physical, social and cognitive development, paying attention to individual change.
- IV. Sensation and Perception
  - Students will discuss the five senses and how they influence sleep patterns, memory, learning, thought processes, emotions, motivations, and language skills.
- V. Intelligence
  - Students will define and examine the area of genetics as it relates to the brain and psychology, and they will analyze some environmental influences that cause changes.
- VI. Personality
  - The four major perspectives of personality (Psychoanalysis, Trait, Humanism and Social-Cognitive) will be discussed and scrutinized.
- VII. Psychological Disorders
  - Students will examine the human psyche to determine how and why abnormalities in behavior take place.
  - Students will be exposed to many different types of disorders, as well as the therapies and treatments for these disorders.

## Class Expectations (classroom rules, procedures, POWER, etc.)

<u>Letter</u>	<u>Stands for</u>	<u>What does this look like in our classroom?</u>
<b>P</b>	Prepared & Punctual	Being in the classroom door <b><i>before</i></b> the bell rings; Having all food and drink <b><i>put away before</i></b> we enter the classroom; Having <b><i>ALL</i></b> electronics off and away (including headphones, earbuds and other listening devices); Having required homework or materials at your fingertips so we can begin the learning process as soon as we can!
<b>O</b>	Organized	Your class notebook and binder include all past assignments by date; your “My Grown-up Life” project is up-to-date, and you are <b><i>ACTIVELY</i></b> efforting to complete it on time to the best of your abilities.
<b>W</b>	Writers	All final assignments completed in teacher-acceptable manner (no doodles, art, erasure marks, graffiti, etc.); all assignments have been spell, and grammar-checked. You have used your original voice and have NOT plagiarized; you have cited sources when using facts, figures, ideas or quotes that are not yours or common to the writing of your assignment.
<b>E</b>	Engaged	You are listening to the instructor when directions are being given; you ask questions in a reasonable tone and manner; you follow all classroom policies.
<b>R</b>	Respectful	Be understanding of one another and treat others as you would like to be treated. Use class materials in an appropriate and gentle manner. Ask permission if you need to use class textbooks and/or materials.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_