

General Psychology

*Psychology is the study of human behavior and the mental processes.
It covers everything that people think, feel, and do.
From Invitation to Psychology*

Semester Outline

- | | |
|-------------------------------------|-------------------------------|
| 1. Learning & History of Psychology | 5. Altered Consciousness |
| 2. Memory and Intelligence | 6. Human Life Span |
| 3. Perception & Brain Biology | 7. Mental Illness & Disorders |
| 4. Personality | |

Student Responsibilities and Grading

- **Everyday bring a notebook, paper, a folder, pen, and your planner.**
- **Grading Scale: (A = 90 – 100, B = 80 – 89, etc) Formative Assessments can be defined as graded progress of key objectives, like assignments. This will be identified as Coursework category on Skyward. Summative Assessments are essentially quizzes or tests that assess what you have learned in the respective unit. This will be identified as Academic Assessment category on Skyward. As per school policy, your grade will be divided into twenty percent formative assessments and eighty percent summative assessments.**
- **Assignments are due in the basket at the beginning of the hour. Late work will be deducted 50% after the first day and will be worth zero points thereafter. If you are absent when something was assigned or due, please write "absent" on the top of the paper when you submit it. You will not receive any credit for work from/during unexcused absences.**
- **We will have a test and possibly a quiz during each unit. We will have a spelling quiz each quarter based on vocabulary. Field trips are no excuse for delaying taking a test or for missing work.**
- **Tardy Policy: Be in the room when the bell rings. An *unexcused* Tardy results in a 10 minute detention or a 30 minute detention through the office, if not served. After 3 tardies, all are sent to the office. 1st Hour needs to get a slip from the office (they will take care of any obligation).**
- **You are responsible for catching up on notes and making up work on your own. The blue binder by the door has all the lesson outlines in it with the appropriate dates. Check this first when returning from an absence. There should be no excuses to make up work or take a test after you've had a day to catch-up following an excused absence.**

General Rules

1. Respect each other – raise your hand to participate.
2. No food, beverages, hats, jackets, purses, backpacks, or cell phones.
3. Stay in (not on) your desk until the bell.
4. You need your planner to use the restroom.
5. Monitor your language.

→ *Be accountable for yourself and your actions* ←

LHS PRIDE: Personal Responsibility In Developing Excellence

- Ultimately, we want you to be Respectful, Responsible, and Committed individuals in and outside the school setting. The same will be expected of you when you move on to the “real world”

Participation Points

- You will begin the semester with 50 formative points
- Define by:
 1. Being in attendance (an empty desk cannot participate)
 2. Paying attention (does not distract from class)
 - * Not doing outside work, writing letters, etc.
 - * Not talking nor sleeping
 3. Taking part/being involved in class
 4. Taking notes
 5. Being respectful of those participating/sharing

Below, tell me about any issues I may need to know about you (health issues, learning issues, family situation, test-taking, etc).

Print your name here: _____ **Hour:** _____

Share this with your parents/guardians, then sign below.

I have read this and understand my responsibilities in this class:

Student: _____ **Date:** _____

Parent/Guardian: _____ **Date:** _____

- **Parents**, below - please check the best way to contact you (phone, e-mail)

___ Phone

___ e-mail

My e-mail address is bob.gawlitta@wrps.net

Grading Reform at Lincoln High School

1) School-Wide Grading Scale

| <u>Skyward</u> | | <u>Public Scale</u> |
|----------------|----|---------------------|
| 100-92.5 | A | 100-93 |
| 92.49-89.5 | A- | 92-90 |
| 89.49-86.5 | B+ | 89-87 |
| 86.49-82.5 | B | 86-83 |
| 82.49-79.5 | B- | 82-80 |
| 79.49-76.5 | C+ | 79-77 |
| 76.49-72.5 | C | 76-73 |
| 72.49-69.5 | C- | 72-70 |
| 69.49-66.5 | D+ | 69-67 |
| 66.49-62.5 | D | 66-63 |
| 62.49-59.5 | D- | 62-60 |
| 59.49-0 | F | 59-0 |

2) Common School-Wide Weighting of Grades

- **Summative Assessments 80%**

- Assessment OF Learning
- The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.
- Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:
 - a midterm exam
 - a final project
 - unit test
 - a paper
 - a recital
 - quizzes

- **Formative Assessments 20%**

- Assessment FOR Learning
- The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:
 - help students identify their strengths and weaknesses and target areas that need work
 - help faculty recognize where students are struggling and address problems immediately
- Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:
 - draw a concept map in class to represent their understanding of a topic
 - submit one or two sentences identifying the main point of a lecture
 - turn in a research proposal for early feedback
 - journals
 - practice logs
 - project checkpoints
 - drafts of essays
 - some quizzes

The goal of learning is to *master the content* and not be in competition with other students.