Contact Information:

Email: nelsonsaphumangeography@gmail.com
Social Studies department phone (516-488-9631)

Course Website: www.nelsonspsychology.weebly.com

*All materials, videos, class PowerPoints, handouts, and assignments (including this syllabus) are on the website. Should you need to view materials over again, or need extra copies (if you lose or are absent), please download off of the website – do not ask me for more copies!

This course deals with mature subject matter in a college-level, academic manner. If any student or parent is not comfortable with any of the course content it is their sole responsibility to contact me immediately so we may discuss, or their child may speak to guidance to drop the course (if within the appropriate drop/add period).

- You chose this class – take it seriously – if you’re here to hang out please drop the class – you don’t have to be in here.
- Maturity of topics in Psychology
- Purpose of films and video clips – not a waste of time.
- Active participation and engagement in class – this is not a lecture course!
- One of the most common college electives/majors – want people to get good idea of what Psychology is before college/applied psych
Syllabus/Course Outline

Psychology is the study of cognitions, emotions, and behavior. Psychology is not an absolute science and is often referred to as a 'Social Science' because it deals with human thoughts, feelings, and behavior, and as we are all aware, humans are not always predictable and reliable. Instead, we interact with our environment in ways that alter how we behave, how we think, and how we feel. Change one thing and the domino effect can change everything else.

Materials: Pen or Pencil, notebook or binder (please bring everyday), any class handouts.

Class Expectations

This course will have a focus on activities and classroom-based discussions. Students are expected to take an active part in this class on a day-to-day basis, including regular participation. Failure to do so will adversely affect one’s grade! In addition, opinions and free speech are encouraged during class discussions. However, please bear in mind that you are expected to be respectful of both myself and of other students, including opinions you may or may not agree with.

Grading

Your semester grade is a 50/50 combination of class participation (speaking in class during discussions) and the assignments in your Assignment packet. The COURSE grade overall is combination is comprised of the following 3 grades:

1. **Written Assignments:** (50%) Projects, media assignments (films/documentaries), article write-ups, research projects, and/or social experiments will be given regularly. *ALL PROJECTS MUST BE EMMAILED. LATE WORK DOESN'T EXIST!*

2. **Class Participation:** (50%) As previously stated, class participation will weigh heavily on your grade. Participation does not necessarily mean that you have your hand up every 5 minutes in class, but rather that you take an active role in class during discussions, questions asked by myself, and in any group work.

3. **Final Research Project & Presentation:** (20% of your overall course grade AND 20% of your 2nd marking period average) this course has a mandatory in-class presentation as a final exam.
**Grades for this course are calculated on a point system, meaning you will accumulate a certain amount of points throughout the course. Your accumulated points, divided by the total amount of points offered, equals your grade. For example:

Teacher gave: 500 total points (tests, quizzes, projects, etc)  
Student received: 400 of those points  
400/500  
Student Grade= 80%

**Participation Grading Rubric (how I evaluate this grade):**

Participation is graded as a 1 time test grade (per marking period), evaluated out of 100 points. This is equivalent to 2 full project grades – appropriate when we have over 80 classes in which there are daily opportunities to participate. So you can better understand where the grade I gave you came from, please see the following rubric (this is on the website as well, top of page).

*In all cases the range (e.g., 60-70%) is subject to my personal evaluation of BOTH the quality and the frequency of your comments, taken in tandem. To receive the highest grades, both variables should be high.*

- **90-100% Daily, High Quality Contributions**: participation that is thoughtful, insightful, reflects a strong understanding of sociological concepts, is relevant to what we’re discussing, makes a clear contribution to class, and occurs daily (if not several times per class).

- **80-90% Consistent (but not daily) High Contributions**: This accounts for participation that occurs several times a week, shows a good understanding of course content and sociological concepts, and makes a good (not great) overall contribution to the class.

- **70-80% Occasional, Non-Consistent Contributions**: these are comments that are occasional in nature, of varying quality, and make some connection to course content.

- **60-70% Rare Contributions**: these are for the students who speak very sporadically, making little tangible contribution to class discussions. This could be localized to only participating on a single topic that interests you, rather than all (or most) topics.

- **50% Non-Class Contributor**: you have either only participated a handful of times, or never participated whatsoever in class.
Procedure for any missed emails (*to avoid the “What do you mean I got a zero! I emailed it to you, I swear!” moments…)

These are formal instructions for those of you have attempted to email assignments, but they have not gone through. In terms of your grade and missing/late work, this is the only acceptable way to gain credit (in other words, I say that you are missing work, and you say that you emailed me, on time, this is what you do…) You must take screen shots of BOTH of the following (see example below):

1. **The “SENT” email** from your “SENT” folder, which shows your address, my address, time stamp, and that there was an attached file. No one erases sent emails, so if you sent it, it will still be there. Below is an image of this handout emailed to myself

2. The opened Assignment itself with you: name & date clearly visible, to the following email (check you spelling, please):

   nelsonsaphumangeography@gmail.com

This is the **ONLY way to receive credit for missing work before report cards are due** – If you cannot offer evidence that you emailed me, it is too late to submit the work, and you must accept the penalty to your grades, even if it results in a failing marking period grade.
Media Disclaimer:

I use media continuously through this course as a supplement to improve student understanding and learning of the course content. Such media includes films (both entire films and select clips), documentaries, and television programs pertaining to a given lesson or topic. Below is a list of some the media that will be viewed in whole or in part throughout this course. This is not a complete list.

Parents/Guardians must read through and sign the form on the following page acknowledging that they are aware of the material their child will view in class throughout the semester. Parents/Guardians are encouraged to contact me with any questions regarding this matter through email or phone.

Films:
1. Memento (memory/memory disorders *recommended by the College Board for A.P. Psychology curriculum) –Rated R
2. Shutter Island (History of Mental Illness, disorders, psychological therapies and treatments, aggression, dissociative disorders) –Rated R
3. A Beautiful Mind – (Schizophrenia, mental Illness, treatments of mental illness)

Television Shows and Documentaries:
1. Brain Games (national geographic – brain chemistry, behavior)
2. Hoarders (Hoarding Disorders, Anxiety Disorders, Treatment)
3. Obsessed (Obsessive-Compulsive Disorder, Treatments)
4. Beyond Scared Straight (Development, Parenting Styles, Violent & Criminal Behavior, Treatment)
5. Intervention (Drugs, Altered States, Treatment, Impact of Addiction on Families)
6. National Geographic: Stress- Portrait of a Killer (Stress, physiological reactions to stress, animal/human studies, coping mechanism)
7. Thin (Eating Disorders, Body Dysmorphia, Therapeutic strategies and Interventions)
8. ABC – The Milgram Experiment Revisited (Authority, Social Experimentation)
9. 60 Minutes: “Endless Memory” (Memory)
10. 60 Minutes: “Picking Cotton” (Cross-Racial Identification, memory dysfunctions)
***This page must be signed by both parent/guardian and student, and returned to me by Tuesday, September 8th, 2015

Student

I have read and understand the class expectations, guidelines, and course content (including media that will be viewed in class). If I have any questions or problems with anything in this course, it is my responsibility to inform Mr. Nelson at the contact provided in this syllabus immediately.

- Student Name (Print) ________________________________
- Student Signature _________________________________

Parent/Guardian

I am the guardian of the above student. I have read and understand the class rules and guidelines, and give my child permission to view all media used in class, as well as participate in all class content (listed on previous pages and on website: www.nelonspsychology.weebly.com). If I have any questions or problems with anything, it is my responsibility to inform Mr. Nelson at the contact provided in this syllabus immediately.

- Parent/Guardian Name (Please Print) ________________________________
- Parent/Guardian Signature _________________________________