



# Psychology 1 & 2

## 2022-2023

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## Course Information

*"If... psychology teaches us anything, it is that all of us are a mixture of strengths and weaknesses. No one has it all, and no one lacks it all."*

– Christopher Peterson

A lot of people share romantic attachments with and show romantic interest in their mom or dad... Most mass murderers have severe mental illness... Vaccines definitely cause autism... Bipolar means you change emotions a lot... ADHD can be beaten out of you... electrocuting someone is a good way to fix mental disorders...

People have a lot of assumptions about the human mind, brain, and behavior. But most people are ill-equipped to determine (1) if these assumptions have been tested with research and (2) if this research is solid, accurate, and true. None of the claims above are factual, and - yet - most of you will have heard at least one of them, maybe even accepted one of them or seen someone else accept it. Here's the thing: Accepting any of the aforementioned claims can have dangerous consequences for others. That's why understanding science, reason, and logic is key in existing in a world that we share with others.

Psychology 1 & 2 are each semester-long classes meant to give students a general overview of the major subjects and subfields of psychological sciences. Psychology 1 will focus on developing your knowledge base of the theories and principles in each of the major fields of psychological science: (1) research methods, (2) neuroscience, (3) cognitive, (4) developmental, (5) social, and (6) clinical. Psychology 2 will focus on applying this knowledge base of the theories and principles in psychological science to advanced and real-world concepts, such as film/movies/TV, crime, sports, literature, and social life. If permitted (in accordance with Covid guidelines), Psychology 2 will also involve three field trips: (1) the Missouri State Penitentiary in Jefferson City, (2) The University of Missouri's departments of psychology and psychiatry in Columbia, and (3) the Holocaust Museum and Learning Center in St. Louis.

**Department:** Social Studies

**Designated Grade Levels:** 10, 11 & 12

**Prerequisite:** Psychology 2 requires completion of Psychology 1 (you can't apply the knowledge base of psychological theory to real-world concepts unless you first have the knowledge base). There are no exceptions to this rule.

**Course Duration:** Psychology 1 = 1 semester; Psychology 2 = 1 semester

**Credits:** Psychology 1 = ½ unit; Psychology 2 = ½ unit

**Priority Standards:**

1. Define psychology as a discipline and identify its goals as a science.
2. Describe perspectives employed to understand behavior and mental processes.
3. Identify the important role psychology plays in benefiting society and improving people's lives.
4. Describe the scientific method and its role in psychology.
5. Differentiate between the structures and functions of the various parts of the central nervous system.
6. Describe the interactive effects of heredity and environment.
7. Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).
8. Discuss theories of moral development.
9. Describe the development of attachment and the role of the caregiver.
10. Discuss social, cultural, and emotional issues in aging.
11. Describe the process of learning through conditioning and social facilitation.
12. Describe effects of others' presence on individuals' behavior.
13. Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
14. Discuss the relationship between culture and conceptions of self and identity.
15. Define cognitive processes involved in understanding information.
16. Define processes involved in problem solving and decision making.
17. Explain the biological and cognitive components of emotion.
18. Define psychologically abnormal behavior.
19. Discuss the impact of psychological disorders on the individual, family, and society.
20. Describe symptoms and causes of major categories of psychological disorders

**Unit Topics:****Semester 1 (Theory)**

Unit 1: Scientific Foundations of Psychology  
 Unit 2: Biological Psychology  
 Unit 3: Cognitive Psychology  
 Unit 4: Developmental Psychology  
 Unit 5: Social Psychology  
 Unit 6: Clinical Psychology

**Semester 2 (Practice)**

Unit 1: Psych in Crime  
 Unit 2: Psych at the Movies  
 Unit 3: Psych and Wellness  
 Unit 5: Psych in the World

## Grade Breakdown

*60% of Final Grade*

Summative Scores

- Tests & Projects -

*40% of Final Grade*

Formative Scores

- Quizzes & Miscellaneous Assignments -

- Can be redone as many times as needed to attain a wanted grade -

## Point Values

<b>A</b> 100-90	<b>B</b> 89-80	<b>C</b> 79-70	<b>D</b> 69-60	<b>F</b> 59-0 ( Let's make sure this doesn't happen... Ever!)
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## Course Policies/Procedures

Please keep the following in mind:

- **Late Work:** Please turn your work in on time, or make arrangements with me to discuss alternative due dates if you're worried you won't be able to make the due date. Life happens to all of us; we can work it out. However, work will NOT be accepted after the summative unit test or project for which that work is meant to prepare you.

- **Communication:** Every effort should be made to communicate directly, in-person, with the instructor when possible, as opposed to email. My email inbox tends to grow unruly, and emails are hard to keep up with; more than that, if you are a seated student, who sees me everyday in class, I want you to feel comfortable coming and talking with me with questions or concerns about classroom performance. Please NEVER USE CANVAS AS A MESSAGING TOOL. In the past, I have encountered issues with Canvas not delivering messages or not alerting me via email of new messages, meaning students have missed out on a timely reply. Always try to approach me in-person first; if further digital communication is needed, please use email. Let me summarize this (since I'm not sure everyone's read it: **Do NOT send me emails if you are a seated student. Questions and concerns should be brought to me in-person. If you are virtual, homebound, quarantined, sick, etc. please feel free to email me at any point** (though, to be fair, if you're sick, you should probably take the time to heal before jumping back into school work).
- **Schedule:** Please be attentive to course due dates and manage your schedule accordingly.
- **Attendance:** Attendance and punctuality are mandatory. If you arrive late, you miss material and will receive a tardy for the lesson. In the event of an absence, it is the student's responsibility to communicate with me to determine what they have missed and what (if anything) needs to be turned in for the missing day/s. Students will receive the number of days they are absent to complete missing work.
- **Chromebook:** Laptop use is encouraged in this course for the purposes of in-class assignments; however, I would ask that you try not to use them during lecture or in-class activities, as numerous psychological studies have found that the use of a laptop for note-taking has a poor correlation to retention and memory. Chromebook use will remain a constant part of this course. This means that students are expected to be present every day with a chromebook that is charged and ready for the full hour of class. Failure to bring your Chromebook, or to have it properly charged, does not excuse you from any activity, assignment, or test that is completed in class on that day, and failure to bring a charged Chromebook will result in those activities and assignments needing to be completed on the student's time.
- **Plagiarism:** Plagiarism will not be tolerated in my class. Work that is found to be plagiarized falls under the category of academic dishonesty in the Waynesville Student Handbook and will receive an immediate disciplinary referral. The student will also receive a zero for the assignment, with no chance to make up the grade.
- **Disruptions:** Disrupting the class indicates a lack of respect for your fellow students and their educational endeavors. To that end, disrupting class in any fashion makes the student subject to immediate removal from the classroom, up to and including a disciplinary referral, parent contact, reflection essays, and after school detention.
- **Cell Phones:** Cell phones are awesome tools... really! I want you to use them. Just not in my class. Cell phones (and other electronic devices outside of the school-issued chromebook) are not to be used in my classroom *at any time* (unless I've specifically told you that you can use them)! This includes before and after the bell rings, and includes NO EXCEPTIONS. Parents hoping to make contact with their children should do so through the office. Phones should be put away in a bag or pocket where they are not accessible at any time during the instructional hour.
- **Headphones:** Keep your headphones put away unless given explicit permission for use.
- **When You're Tired, Remember:** You can only sleep if I'm sleeping.

- **Above All:** Enjoy yourself!!!

# Syllabus Acknowledgement

I have read Mr. Quick's syllabus and understand the expectations set forth in this class. By signing I also offer my consent to be a part of any and all scientific experiments that Mr. Quick may conduct as part of classroom lessons 😊...

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Student Signature

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Date

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Guardian Signature

\_\_\_\_\_  
Date

