

Name: _____

Date: _____ Period: _____

AP Psychology Summer Assignment 2021

Read & outline [Chapter 1 The Evolution of Psychology](#) (assignment will be posted on Google Classroom in June, and can also be obtained via the district website over the summer).

- Notes* **MUST** be *handwritten* and written in your own words or quoted appropriately
- Notes are NOT just bolded vocabulary!
- Must include vocabulary, ALL psychologists, and any other important terms/ideas. Follow the Cornell note taking template (see attached).
- Notes must be extremely detailed and will be graded accordingly. For formatting, adhere to Cornell note taking template (attached).

Prepare for a Chapter 1 test Friday, September 10th by creating a TERM/PERSON/STUDY table like the one below. Include *all* key information from Chapter 1.

Term/ Person/ Study	Definition/Contribution	Real World Example/Applications
1. Deindividuation	Is a sense of anonymity and loss of individuality in a large group making people especially likely to engage in antisocial behaviors	UK fans set fire to cars and furniture after beating Louisville in the NCAA tournament, behavior which most people would not engage in on their own.
2. Social psychology	The branch of psychology that deals with social interactions, including their origins and their effects on the individual.	A social psychologist might study why people obey an authority figure sometimes, but not always. What factors change how we interact with others in terms of obedience?
3. Social facilitation	The tendency for people to do better on simple tasks and tasks in which they are skilled when in the presence of other people.	A skilled pool player performs well with an audience, but a novice pool player does even worse in front of a crowd.

*Notes will be collected and graded on the first day of school (September 2, 2021). See the attached rubric for outline and note taking standards.

If you have questions during the summer please email your teachers or contact them via Google Classroom:

thomasz@stratk12.org (SHS, Mr. Thomas)

jockled@stratk12.org (BHS, Mr. Jockle)

bosquesj@stratk12.org (BHS, Mrs. Bosques)

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AP Psychology Note Taking Requirements

Adapted from: Cornell Notes Reference Sheet

We take notes on readings and in class in order to remember the information that is covered long after we read or hear it. Cornell Notes is a process that helps you organize your notes as well as learn the information you wrote down. The process you should take while writing your Cornell Notes is below:

1. **Set-up** – draw two columns (left is smaller than the right), write the title of the reading and the date
2. **Record** – write down facts and ideas in phrases, define important words
3. **Reduce** – group and summarize those facts and ideas in key concepts
4. **Recite** – cover up the notes and questions, use the key words to recite the fact or idea recorded in the notes
5. **Review** – re-read all your notes and think about what you have learned
6. **Reflect** – consider your notes as a whole, write a summary connecting all the concepts in your notes
7. **Recapitulate** – summarize the main ideas studied from your notes without looking at them

These steps will help you go beyond just writing down the information. They will allow you to learn the information. The following is another description of the Cornell Notes set-up and process.

Title of the Reading/Assignment		Step 1 Set-up	Date
<div data-bbox="115 1178 302 1276"><p>Step 3 Reduce</p></div> <div data-bbox="115 1314 339 1352"><p>Key Concepts:</p></div> <ul style="list-style-type: none">• After you have read and taken notes in the left column, summarize the main ideas of the notes into a word or statement.• Try to use less than 5 words to summarize each main idea.• When the topic of the reading changes, write a new "key concept"	<div data-bbox="472 1136 659 1234"><p>Step 2 Record</p></div> <div data-bbox="472 1266 1505 1335"><p>• As you read, write down important information in your own words. Here are some ideas about what to write down:</p></div> <ul style="list-style-type: none">○ Important facts or information○ Phrases that summarize the major ideas – IN YOUR OWN WORDS○ Define important words○ Define words that you do not know <div data-bbox="472 1545 691 1682"><p>Step 4&5 Recite & Review</p></div> <div data-bbox="711 1486 1505 1629"><p>• As you read, you should be asking questions. Write down those questions as they come up. Try to make your questions require higher order thinking skills.</p></div>	<div data-bbox="924 1173 1260 1211"><p>Notes and Questions:</p></div> <div data-bbox="943 1650 1619 1759"><p>When you are done with your notes, cover up the "Notes and Questions" section, restate the information you wrote down based on the "Key Concepts." After you Recite, uncover the "Notes and Questions" section, re-read all of the information and think about what you have learned.</p></div>	

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Summary:

Think about everything that you have read/heard. Write a summary of the information. Connect all of the concepts in the reading to each other and to what you are learning in class.

Step 7
Recapitulate

Try to summarize all of the main ideas from your notes without looking at them. This will show that you have learned the information.

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Cornell Notes Rubric

Criteria	1 – Unsatisfactory	2 – Satisfactory	3 – Good	4 – Excellent (Extra Points)	Score
Set-up and Neatness	<ul style="list-style-type: none"> Notes are not in Cornell format Paper appears to have been scrunched, put through a blender, or used as a napkin 	<ul style="list-style-type: none"> Title or date is missing. Columns are not neatly drawn. Sections are not properly set-up. Handwriting is hard to read. 	<ul style="list-style-type: none"> Title and date are present. Two columns are neatly drawn. Notes and questions are in the right column. Key concepts are in the left column. Summary is at the bottom. 	All of 3, and includes: <ul style="list-style-type: none"> Exceptional organization or neatness. Clear that extra time was spent on the notes. 	_____
Notes (right column)	<ul style="list-style-type: none"> Notes only cover a part of the selection. Notes are a word for word reporting of materials. 	<ul style="list-style-type: none"> Notes cover most of the selection, but are missing a part. Some essential information or concepts are missing. Important and/or unknown words are not defined. Notes are NOT a word for word reporting of materials. 	<ul style="list-style-type: none"> Notes cover the entire selection. Essential information and concepts are clearly captured. Important and/or unknown words are clearly defined. Notes are NOT a word for word reporting of materials. 	All of 3, and includes: <ul style="list-style-type: none"> Notes are notably thorough. Everything is written in student's own words based on his/her complete understanding. 	_____
Questions (right column)	<ul style="list-style-type: none"> Notes contain at least 2-4 relevant questions. 	<ul style="list-style-type: none"> Notes contain at least 5 relevant questions, none of which require higher level thinking skills. 	<ul style="list-style-type: none"> Notes contain at least 5 relevant questions addressing the selection. 3 of the questions require higher level thinking skills. 	All of 3, and includes: <ul style="list-style-type: none"> Notes contain noticeably more relevant questions. Questions are unique. All questions require higher level thinking 	_____
Key Concepts (left column)	<ul style="list-style-type: none"> Key concepts are missing Key concepts do not relate to the main ideas of the notes. Only section headings or bold words are used. 	<ul style="list-style-type: none"> Key concepts capture some ideas from the notes. Key concepts are copied out of the book (section headings or bold words) 	<ul style="list-style-type: none"> Key concepts accurately capture the main idea of the notes. Key concepts are less than 5 words and are written students own words. 	All of 3, and includes: <ul style="list-style-type: none"> Key concepts that are noticeably more thoughtful. 	_____
Summary (bottom)	<ul style="list-style-type: none"> Summary re-states the notes. 	<ul style="list-style-type: none"> Summary demonstrates some learning by identifying some 	<ul style="list-style-type: none"> Summary shows learning by connecting main ideas. 	All of 3, and includes: <ul style="list-style-type: none"> Additional research 	_____

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	<ul style="list-style-type: none">• Summary is not connected to learning.	main ideas.	<ul style="list-style-type: none">• Summary connects selection to broader learning from class.	or understanding is incorporated. <ul style="list-style-type: none">• Additional thoughtful questions are included.	_____
Total Score					/ 15