

Name of Viewing Selection: *Type the Name of the Viewing here.*

Date of Assignment: *Type the date here.*

Key Words/Ideas/Concepts	Relevant Notes/Examples/Explanations from Viewing Selection
<p>In this column, write the name of either the main heading, the main term, or the main concept that is seen in the viewing selection. Most, if not all, of the viewings assigned will come from teachers who have included a slide deck or PowerPoint as part of their presentation; the text on screen will give an idea of a heading. Each new slide or concept generally equates to a new Key Word/Idea or Concept. If it is not expressly shown then students should develop their own heading.</p>	<ul style="list-style-type: none">▪ This space is used to take <u>detailed</u> bullet notes about the content that is seen in the video.▪ A detailed bullet note is always written in a <u>complete sentence</u>.▪ A detailed bullet note always bolds and highlights (in yellow) any terms that are present in the Unit Reading Guide. It is a good idea to make sure that students read through the terms of all Units shown on the guide BEFORE viewing the selection. This ensures that terms are fresh and will stand out more readily as the viewing occurs.▪ A detailed bullet note <u>does not merely reproduce text</u> that is seen on screen. It is not a bad idea to make sure that text shown on screen is written in the notes, but it is important to remember that students need to write the bullet note in complete sentences and in their own words.• A detailed bullet note <u>includes information that is spoken by the viewing's narrator or host</u>. This is generally information that relates to text seen on screen as an elaboration of an idea or concept.• Students must also <u>define terms and concepts that are related</u> to the Key Words/Ideas/Concepts that show up in the slide or are commented on by the narrator.▪ The highest grades on bullet notes tend to be awarded to students who <u>exceed the minimum standards for completion</u>. These students do pay careful attention to the information that is stated, do not rush through viewings just to ensure they are completed.▪ See the example of good notes that are from last year's AP Psychology course. While they are not specifically in this format, a student can see the level of detail and expectations <p>General Requirements and Information:</p> <ul style="list-style-type: none">▪ Must be typed and submitted through TurnItIn in the appropriate Assignment Listing.▪ Use Calibri, Times New Roman, or Arial Font. Font size should be no smaller than 9 point and no larger than 12 point.▪ Bulleted notes must be written in complete sentences. Summaries must be written as paragraphs. Standard paragraph length is typically between 6-8 well-formed sentences.▪ Academic writing rules apply. Spelling needs checked, punctuation needs included, and personal pronouns need avoided.▪ Any key term or word that is listed in the appropriate Unit Reading Guide must be bolded and highlighted.▪ Must use this template (available on the Agenda Page of the AP Psych Website) using either Microsoft Word or Google Docs to complete the assignment. (Apple Pages for Mac or MacBook cannot be used with the TurnItIn platform. See Mr. Van Over if there is an issue using Word or Google Docs).▪ Maximum grades are awarded for work that clearly goes above and beyond expectations. Remember, this is an Advanced Placement course. A higher level of work is expected on any assignment in any Advanced Placement course, and this is not excepted. There is a deliberate educational philosophy in the design and assignment of these notes, so the preparation is not merely for students to take notes in their preferred format; at the same time, they are intended for a student to maximize their educational benefit for completing the assignment.

Summary (Be DETAILED and COMPREHENSIVE)

The word, *comprehensive*, is an adjective meaning “complete; including all or nearly all elements or aspects of something,” or “of large content or scope; wide-ranging.” For this assignment, the student needs take the bulleted information from the viewing selection and provide a narrative paragraph of the content, written in a way that would convey the main ideas to someone who had not viewed the video. An acceptable summary does not begin with “In this video, I learned about the brain.” A good starter, instead, would be, “The brain is, in many ways, the ‘master’ of a human, and its structures provide a localized area dedicated to particular functions that affect the behavior of individuals.” In general, two questions can be used to guide your Summary: “What did this video teach about psychology and the unit being studied?” and “In what way does the information included in this video further the understanding of psychology as the study of human behavior?” The summary can extend into the second page of the document and does not have to be confined to just one page. Heck, knowing that detail is always rewarded, moving into the second page isn’t discouraged at all. However, the summary should not be made “long” simply for the sake of making it long.