

Syllabus for: Psych 33	
Semester & Year:	Fall 2012
Course ID and Section Number:	PSYCH-33-E1960-2012F
Number of Credits/Units:	3
Day/Time:	Tues & Thurs 4:30-5:55PM
Location:	CA109
Instructor's Name:	Faith Mason
Contact Information:	Office location and hours: TBA Phone: 707-599-562 Email: faith-mason@redwoods.edu
Course Description (catalog description as described in course outline): This is an interactive course that focuses on human growth and adjustment. We will be examining psychological theories of change and growth. The course will also examine lifestyle choices, communication, gender issues, and reactions to stress. This is a 3 unit course.	
Student Learning Outcomes (as described in course outline) :	
<ol style="list-style-type: none"> 1. Explain concepts in areas of psychological theory and research while representing appropriate breadth and depth of knowledge. 2. Analyze psychological research and apply concepts to self and others in writing. 3. Critically analyze psychological information in the popular press. 	
Special accommodations: College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
Academic Misconduct: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.	
The student code of conduct is available on the College of the Redwoods website at: http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf	
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Psychology 33

E 1960

Personal Growth and Adjustment

Fall 2012

Syllabus

Starts Tuesday August 28, 2012

Meets Tuesdays and Thursdays 4:30-5:55

The last day to withdraw without a W and receive a refund is Sunday, September 9.
Census date is Monday, September 10.

The last day for a student-initiated drop (withdraw *with* a W) Friday, November 2.

Instructor: Faith Mason, MA

Class location: CA109

Office hours: please call to arrange

Email: faith-mason@redwoods.edu

Phone: 707-599-5962

Course Description: This is an interactive course that focuses on human growth and adjustment. We will be examining psychological theories of change and growth. The course will also examine lifestyle choices, communication, gender issues, and reactions to stress. This is a 3 unit course.

Required materials:

Text: *Psychology Applied to Modern Life*, by Weiten, Dunn and Hammer, 10th edition. One copy is on reserve at the library. You can use the reserve copy for 2 hours at a time in the library, but remember: someone else may be using it at the time you plan. The textbook will be for sale in CR's bookstore. There is a companion publisher's website at http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9780495553397 which is for the 9th edition, and where you can find additional study aids. (There may be a similar site for the 10th edition but I am still looking for it).

Journal: Choose a blank book to use as a journal. This can be anything from an inexpensive notebook to a specially made artistic book. Most classes will include a time for journal writing, so bring your journal to class every time. The journal homework assignment is to write in your journal at least 10 minutes per day, every day. This assignment is on an honor-system basis; it will not be read or graded. A journal is one of

the best ways to know yourself better. Keeping a journal offers the opportunity for a conversation with yourself. In your journal, write about your response to what we learn in this course, what affects you in the rest of your life, and the implications for your own growth as a human being.

Electronic memory device: such as a stick drive, to save your work on. You cannot save a paper on a computer in the LRC. Save all your class documents on this memory device so you won't lose them. Create a file on the drive with your name and contact information in case you lose it; the LRC checks lost drives for contact information.

Recommended materials:

3-ring notebook, for notes and handouts

Course Learning Outcomes for Psych 33. We will specifically focus on each one of these:

- 1. Explain concepts in areas of psychological theory and research while representing appropriate breadth and depth of knowledge.**
- 2. Analyze psychological research and apply concepts to self and others in writing.**
- 3. Critically analyze psychological information in the popular press.**

Special accommodations:

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least **one week before the first test** so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Student Programs and Services.

Expectations for this course:

- Read all the chapters and be responsible for learning the material even if we don't cover it in class. Read the chapters **BEFORE** the day of the class where they are listed so you'll be ready for discussion. The purpose of the class is not to just repeat what is in the book. To read a chapter well and to absorb what it says, it can be helpful to make an outline or concept map (we will practice this in class).
- Attend all classes. If an absence is necessary for health reasons, please let me know ahead of time, by email or by phone. You may think that you don't need all the points gained from attendance, but sometimes students need all possible point sources to do well or even to pass. And, you will not learn what is presented in class if you are not present.
- Do all written assignments. None are optional. There are two extra credit opportunities.
- Participate in class discussions. People learn best when they are engaged & interacting with the material and each other. I encourage you to ask questions in class – **no question**

is a dumb question – and offer opinions on the subject matter in class. I often call on people. Also allow space and time for others to speak, and listen to and consider what others say.

- Don't sleep in class. If you sleep I will ask you to leave.
- Please keep your cell phone will off, not just silent, so that you will not have that distraction. Please, no texting during class.
- If at all possible, please take care of your personal needs (bathroom, food, cigarettes, phone calls, texts, cell phone charging, etc.) *before or after class*. Walking out in the middle of class is disruptive and disrespectful of other students. Taking care of these needs before or after class is part of planning ahead.
- Topics covered in the class may stimulate individuals to discuss their own challenges that they have encountered in life as examples of the ideas we read about. While personal experience is a great teacher, I encourage you to be cautious when making self-disclosures to the class. We cannot guarantee, although we encourage, confidentiality with each other. I also insist that individuals be respectful to each other in the classroom.

Calendar of classes and assignments due:

NO class on Thanksgiving, Thursday, November 22. ADD PARTS FOR DEVELOPMENTAL THEORIES PRESENTATIONS

Date	What we are covering	Assignments and activities
Tues Aug 28	Introduction Syllabus Study skills Developmental theory assignments Myer-Briggs assignment MyCR	Outlines Concept maps Time management
Thurs Aug 30	Ch 1 Adjusting to modern life	Read ch 1 before this class.
Tues Sept 4	Ch 2 Theories of personality Devel theory chart day?? Short research project	Read ch 2 before this class Hand in Myers-Briggs assignment: Take the Jung Typology test at www.humanmetrics.com Read about these personality tests at wikipedia.com and elsewhere. Write and hand in a 2-3 page paper on your personal response to the description of your type. Does this type seem to fit you? How and how not? What other ways would you describe your personality? How well do you know yourself? (100 points)
Thurs Sept 6	Presentation by Librarian Ruth Moon on how to do database research for a paper. (This date is tentative)	Turn in topics for personal project paper and research paper. This is the day to consider if you expect to pass the class; Sunday Sept 10 is the drop date.
Tues Sept 11	Ch 3 Stress and its effects	Read ch 3 before this class
Thurs Sept 13	Ch 4 Coping processes	

Tues Sept 18	Ch 5 Psychology and physical health	
Thurs Sept 20	Quiz #1	
Tues Sept 25	Go over quiz Start Ch 6 The Self	Read ch 6 before this class
Thurs Sept 27	Ch 6 &7 Social thinking and social influence	Read ch 7 before this class
Tues Oct 2	Ch 7 & 8 Interpersonal communication	Read ch 8 before this class
Thurs Oct 4	Developmental theories	Developmental theory charts due. Group presentations.
Tues Oct 9	Review for midterm	
Thurs Oct 11	Midterm exam	
Tues Oct 16	Go over midterm & start ch 9	Read ch 9 before this class
Thurs Oct 18	Ch 9 Friendship and love, & 10 Marriage and intimate relationships	Read ch 10 before this class Turn in outline of research paper
Tues Oct 23	Ch 10 & 11 Gender and behavior	Read ch 11 before this class
Thurs Oct 25	Ch 11 & 12 Development and expression of sexuality	Read ch 12 before this class
Tues Oct 30	Ch 12 & 13 Careers and work	Read ch 13 before this class Optional: Come in costume if you want, as an alternate personality
Thurs Nov 1	Quiz #2	If you are not passing the class, now is the time to consider a student-initiated drop, which gives you the grade W. Tomorrow Nov 2

		is the last day for that choice.
Tues Nov 6	Go over quiz Start ch 14 Psychological disorders	Read ch 14 before this class. Short research project due today.
Thurs Nov 8	Ch 14	
Tues Nov 13	Ch 15 Psychotherapy	Read ch 15 before this class
Thurs Nov 15	Ch 16 Positive psychology	Read ch 16 before this class
Tues Nov 20		Personal projects due
Thurs Nov 22	Thanksgiving	<i>No Class</i>
Tues Nov 27	Catch up day	
Thurs Nov 29		Review for final exam
Tues Dec 4		Research presentations
Thurs Dec 6	Last class	Research presentations Research papers due
Tues Dec 11	This is exam week	Take home part of final due. Online part of final exam due. BOTH BY 10PM! NO LATE PAPERS ACCEPTED.

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Class Attendance and Makeups:

To pass this course, you will need to take complete, well-organized lecture notes. Test questions will be taken from EACH lecture and class session. While the readings will help to flesh out concepts covered in the lectures, they do not provide a substitution for class attendance. If you miss a lecture, it is your responsibility to get notes from a classmate – I do not provide notes for absent students. I provide an outline of what we will cover in class – my own class outline, but this is not a substitute for your own notes. Similarly, we will not cover every topic in the text in class and so you will need to read the text to learn that material.

All tests and quizzes must be taken in class and all papers must be turned in by the end of the class period during which they are due. If you have an unexcused absence for any assignment, quiz, or exam, you will receive a zero for that assignment, quiz, or exam, which will be averaged into your final grade. If you have a valid written excuse (family or medical) making "prior arrangements" with me requires hearing back me with a positive response prior to the time that the assignment is due or the exam is to be taken, not just leaving a message.

Quizzes and exams:

Each of these tests will cover specified parts of the course materials, as listed in the course calendar.

Quizzes:

There will be **2 quizzes** given during class, consisting of 40 multiple choice questions worth 2 points each. All quizzes must be taken on or before the date scheduled. No make-up quizzes will be given after they are graded and returned. Quizzes are 80 points each. Each quiz will cover specific chapters, announced beforehand, and the material in those chapters, whether or not we have talked about each topic in class. *Hint:* I try to pick topics that will be useful in your ongoing life. There are practice quizzes on the publisher's website

Exams:

A **midterm and a final exam** will be given on material from the book and class discussions. The **midterm** will consist of 30 multiple-choice questions and 5 essay questions. The essay questions will ask you to reflect your understanding of ideas covered in the course. The multiple choice questions will be worth 5 points each and each essay 10 points each for a total of 200 points for the midterm. No make-up exams will be given after they are graded and returned.

The **final exam** will consist of 2 parts: an online, open-book, multiple choice exam, and two take-home essay questions. All parts are due on Tuesday, Dec. 11. The essay part can be used to assess Course Learning Outcome #2. **NO LATE EXAMS WILL BE ACCEPTED!**

Quiz #1: Thurs Sept 20 80 points
Midterm: Thurs Oct 11 200 points
Quiz #2: Thurs Nov 1 80 points
Final: **Due Tues Dec 11**

Parts: 1) online open-book multiple choice, through our MyCR class
website: 80 points opens Friday Dec 7, closes Tuesday Dec 11, 10PM
2) 2 take-home essay questions to be announced near the end of the
term: 120 points due: Tuesday, Dec 11, 10PM. Better to hand it in, in
person, in class.

I WILL NOT ACCEPT FINALS AFTER 10PM!!! The late deduction of points available for papers is not available for the final! I will not be on campus at 10PM on the 11th, but will be on campus during that day, place TBA.

Grade information: ADJUST THESE NUMBERS

<u>Assignment or grade category</u>	<u>Points and percent of total grade</u>
Participation (10 pts per class, 29 classes)	290 points
Myers-Briggs response paper	100
Devel theory chart or outline & presentation	100
Quizzes (2 with 75 pts each)	160
Midterm	200
Final exam (online and take-home parts)	200
Short research project	50
Personal response paper	150
Long research paper and presentation	200
Total	1448 = 100%

Letter grade point and percentage ranges:

Grade point range	Percentage	Letter grade
1339 or higher	93+	A
1305-1347	90-92	A-
1261-1304	87-89	B+
1203-1260	83-86	B
1160-1202	80-82	B-
1116-1159	77-79	C+
942-1115	65-74	C
870-941	60-64	D
869 and below	59 and below	F

Please note that your final grade is based on your total points, and that I don't give letter grades for individual assignments.

For all assignments handed in, please put your name, our course section number, and the name of the assignment at the top.

Papers. If papers are late, 20 points will be deducted for every day the paper is late, **INCLUDING WEEKEND DAYS!**

1. Myers-Briggs assessment response paper, due Tues, Sept. 4 – 100 points:

The Myers-Briggs assessment is a commonly used personality measure. There are no right or wrong types, just different patterns of living. Understanding this information about yourself can help you to understand how you make choices and live your life. Take the online assessment and write **2-3 pages** about your response to the results. Does this sound like you? What strengths does your type point to? What challenges? How do you see your choices in life as related to your type?

2. Developmental theory chart and presentation, due Thurs Oct 4 – 100 points:

There are several theories of personal growth and development that we will learn about, such as those proposed and described by:

Margaret Mahler
Sigmund Freud
Carl Jung
Jean Piaget
Abraham Maslow
John Bowlby
Erik Erikson
Robert Kegan

Presentations will be made by the team for each theorist. Each student will research one of these and create a **chart or outline**, with copies for all students in the class, and to hand in, which includes:

- Description of the theory
- Description of the characteristics and age ranges of different stages or categories
- Causes of development and how to tell in what stage of development someone is in using that theory
- A short (100-200 words) biography about the background of the theorist that might explain how their theory arose

There are other theories and you may pick one of those after consultation with me. This assignment is due **Thurs Oct 4**. You may use Wikipedia, any encyclopedia of Psychology, any articles from the EBSCO or Proquest databases, or reliable websites found through Google for this assignment. I can make the copies of the charts to hand

out, but for that, I will need the charts or outlines at the previous class, or emailed to me in time for me to make copies.

3. **Short research project – 50 points.** Due Tues, Nov 6. Find a recent article about a psychological topic currently of interest in the world. Good sources include www.apa.org in the section called “APA in the news,” or www.webmd.com but you may use other reliable sources as well, such as newspapers or the EBSCO or Proquest databases. Make an outline or concept map of this article. List the main points of the article. What new information on the topic is included in this article? Give a citation to your article in APA format. This assignment can be used to assess Course Learning Outcome #3.

4. **Personal project – 150 points:**

A personal project will be chosen by each individual. Papers must be 3-5 pages, typed, double-spaced, 750-1250 words. You can choose from the following list of suggested topics, or come up with a topic on your own (to be approved by me). Your choice of topic must be turned in for approval by **Thursday, Sept 6; therefore, begin now to consider your topic.** The paper is due on **Tuesday Nov 20; no papers will be accepted after Wed. Nov 28.** Here are some suggested topics. Others may be possible with my approval. To do a good job, on this assignment, you are likely to need to work on it throughout our course, so begin now.

1. Read one of the books on the suggested reading list, write a summary of the book and write about your response to it; how do you respond to the author’s ideas? What implications do you see for your life? What principles from our course do you see in this book? If a book you want to read is not on the list, see me for special permission. If you choose this option, it would be best if you start reading the book **right away!** If you want to start before the course begins, contact me for approval of your title. I own some of these books, so if you can’t find the one you are interested in at the library, ask me if I have it.
2. Write a personal autobiography, with examples from your life of the ideas and theories presented in this class to describe your personal development. Illustrate your thoughts with specific events and experiences of your life. To write this paper well, you should start early and revise it as the course goes along and you meet new ideas. You could write some of your rough draft after each chapter. This option can be used to assess Course Learning Outcome #2.

5. **Research papers and presentations – 200 points:**

Choose your research topic by **Thursday, Sept 6.** Yes, this is the same day as the topic for the personal project is due. At the end of the semester, each of you will make a short (about 5 minutes) presentation to the class about what you found. Topics must be approved by the instructor, chosen from topics covered in the course, from the list below, or a psychological subject of interest to the student. The research paper must be 5-7 pages, typed, double-spaced, 1250-1750 words. You must cite at least 3 references, found

using the library databases, and a list of your references must be included in **APA format**. An outline of the main points and sections of the paper must be turned in by **Thursday, October 18**. Class time will be used to demonstrate how to use research materials in the CR library, and how to write the references and bibliography (list of sources of citations). Students may work together on a research project and present the topic together, but then the presentation should be longer, and each student still must write an independent paper. This assignment can be used to assess Course Learning Outcome #1

The final paper is due **Thursday, December 6**. The paper and presentation together will be worth 200 points. Presentations will be made on the last two days of class, Tuesday December 5 and Thursday December 7. This is a significant portion of the grade and so the topic should be seriously and thoroughly researched. Be sure to proofread your paper, both with spell-check and by eye, and to keep a copy. If papers are late, **20** points will be deducted for every day the paper is late; however, no papers will be accepted after **Tuesday, December 13**,

Research paper info:

The purposes of writing this paper are:

- To learn about some aspect of human development in greater depth
- To make it possible for you to pursue a particular topic of interest.
- To learn how to do research on a topic, making use of the tools in the LRC, such as the databases and reference books in Psychology, and how to find recent research information.
- To learn to think critically about published information
- To practice writing a paper, with a beginning (opening statement), middle (presentation of information and findings), and an end (discussion of findings and summary), and with footnotes and a list of works consulted.
- To learn to use the APA standardized format for research papers. A guide to this format is located on the CR library webpage at (<http://www.redwoods.edu/eureka/library/pdf/APACITEFORMAT3.pdf>).
- To share the results of what you find with other students

Suggested possible topics for the research paper.

You are welcome to suggest your own for approval.

1. Topics you find at the www.apa.org website under “APA in the news.”
2. Emotions:
 - a. About any of these, you might address these questions:
 - i. Where does the emotion come from?
 - ii. Why do we experience it?

- iii. What does it feel like, both emotionally and physically?
 - iv. When is it helpful and when is it destructive?
 - v. What might the message of the emotion be?
 - vi. What might be helpful or creative ways to respond to this emotion?
Unhelpful or destructive?
 - b. Fear
 - c. Love
 - d. Shame
 - e. Hate
- 3. Self-esteem. What builds high self-esteem? What gets in the way of it? What influences are helpful or difficult? What choices can a person make to improve self-esteem?
- 4. Psychological conditions. What are the current ideas about what causes these and how to treat them? How do you recognize them? You could pick one of these:
 - a. Depression
 - b. Anxiety
 - c. Other mood disorders, such as bipolar or postpartum depression.
 - d. Anorexia or bulimia
 - e. ADHD
 - f. Schizophrenia
 - g. Post-traumatic stress disorder
- 5. Addictive patterns. This could include alcoholism, drug addiction, prescription medication abuse, substance dependence, and other addictive behaviors such as gambling.
 - a. Be sure to include the pattern or course that these patterns tend to follow (usually deteriorating)
 - b. What does recent research say about why this behavior becomes addictive (such as neuron pathways, neurotransmitters, and other reinforcers) and how to recover?
- 6. Human development:
 - a. Developmental disorders, such as autism, mutism, Aspergers syndrome
 - b. The interference with development that substance abuse or addiction can cause (biological and psychological)
 - c. Men's development
 - d. Women's development
- 7. Stress: causes, uses, effects (biological and psychological); what new ideas are there about how to deal with it, how to prevent it?
- 8. Loss and grief. What triggers these? How does one cope? How does one recover? What can one learn? When is it normal and when is it pathological?
- 9. Multigenerational transmission: how do the emotions and experiences of our parents and older generations affect us, such as having a parent who is alcoholic, even when we don't know about these historical situations?

10. Child abuse:
 - a. Causes
 - b. Prevention
 - c. Effects
 - d. Recovery from
11. Effect of marijuana usage on memory.
12. Effect of marijuana on senile dementia.
13. Effect of biological illnesses or disorders on psychological health.
14. Attachment, for example:
 - a. Importance of attachment between parent and infant and how to promote this, what happens if that attachment is not formed well.
 - b. Kinds of attachment disorders and their effects.
15. Groups of people: how do they operate? What makes a group effective? How to be a team player?
16. Communication, for example:
 - a. Non-verbal
 - b. Between women and men
 - c. Between parent and child
 - d. As a help or a problem in conflict.
17. Dealing with interpersonal conflict: what is helpful? What are the challenges? Why is there conflict? What is the message of conflict?
18. Love relationships: what is important? How can one build a strong, healthy relationship? What are the challenges? What is a primary relationship for? How can a primary relationship support the growth and development of the people involved?
19. Alternate adult lifestyles: what are some possibilities? What makes them workable or not? What purpose might they serve? How might the choice of an alternate lifestyle either contribute to psychological health, growth and development, or get in the way?
20. Work and career: how does psychological development contribute to being able to find satisfying work? What are some of the milestones that one must achieve in growth and development that contribute to work satisfaction?
21. Aging: what development is possible or even desirable in old age? What are some of the psychological challenges of old age? How can older people deal well with these?
22. Meaning: how does one find or create meaning in life? Who are some of the major thinkers about this today and what are their ideas?
23. Psychological health: what creates good psychological health? What does it consist of? How would we know if we have it? How can we promote it? How is it helpful?
24. Psychotherapy: you could pick one theorist and write about his or her ideas about how to do therapy. Suggestions: Fritz Perls (Gestalt), Albert Ellis (Rational Emotive), Aaron Beck (Cognitive), Carl Rogers (Person-centered), Irving Yalom (Existentialism), Richard Schwartz (Internal Family Systems), Virginia Satir (Family therapy), Roberto Assagioli

(Psychosynthesis); there are many others. What are some of the recent new thoughts about this approach? What makes psychotherapy effective? When would it be a good idea to seek some therapy?

25. Cultural differences: is there some aspect of human development that we are studying that you think might have a cultural bias or not apply to all humans? Why? What might be erroneous, distorted, false, or at least ill-fitting? Why? And then, what would be a more accurate or more inclusive view? For example, whether a theory equally applies to men and woman has been debated for years; some do better than others.
26. The effect of extreme trauma on development.

You may submit any paper as an email attachment, but make sure I receive it by 10PM of the day it is due. Do not count on email or functioning computers or printers at the last minute. Do not procrastinate, especially when relying on computers for your work; hardware, networks, printers, and communications can be unreliable. When I receive an assignment from you via email, I will reply, so if you do not hear back from me, you can assume I did not receive it. However, I am not available by email 24 hours a day. You may leave a message for me on my phone at any time.

Extra credit opportunities:

1. 30 points. Teach a section of the course, a 20 minute presentation, on a topic you and I agree on. Date to be arranged.
2. 30 points. Write an extra paper, 300-500 words. Choose one of the psychological disorders below.
 - a. Major depressive disorder
 - b. Seasonal affective disorder
 - c. Anxiety disorder
 - d. Bipolar disorder
 - e. PTSD
 - f. ADHD or ADD
 - g. Autism or another developmental disorder
 - h. Anorexia
 - i. Bulimia
 - j. Schizophrenia
 - k. Borderline personality disorder
 - i. Find its official definition and description in the *DSM-IV-TR*. In the library at Ref RC455.2. It can also be found on Wikipedia at http://en.wikipedia.org/wiki/Diagnostic_and_Statistical_Manual_of_Mental_Disorders#DSM-IV-TR_.282000.29 and using Wikipedia for this part of this assignment is ok. Quote the definition at the beginning of your paper, and include info from the description in the body of your paper.
 - ii. What do you think causes this disorder? Are some people more vulnerable than others?
 - iii. Choose a treatment for this disorder. You might try looking in **XXX**. Write about why you chose this treatment. Why do you think it might help?
 - iv. Find a peer-reviewed, research article on this disorder, about recent research or treatment ideas, in Academic One, EBSCO, or Proquest. Print the article or send it to me as an email (done within the database). Why did you choose this article? What is useful about it? If you email it to me, please make sure that I can tell who it is from.
 - v. List the article in APA format at the end of your paper. The databases show you how to do this. Include the citation to the *DSM-IV-TR* also.

If you have done one of your other papers on a disorder, this must be a different one. Due Tuesday, November 20. **No late papers accepted for this opportunity.**

Academic Misconduct: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an “F” in the course. The student code of conduct is available on the College of the Redwoods website at: <http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

Please note:

I will make every effort to follow the standards and schedule of this syllabus. There may be times when changes are necessary and I will inform the class if this occurs.