

<b>Syllabus for: Psych 33</b>	
<b>Semester &amp; Year:</b>	Fall 2013
<b>Course ID and Section Number:</b>	<b>PSYCH-33-E3933-2013F</b>
<b>Number of Credits/Units:</b>	3
<b>Day/Time:</b>	Tues & Thurs 1:15- 2:40PM
<b>Location:</b>	AT104
<b>Instructor's Name:</b>	Faith Mason
<b>Contact Information:</b>	Office location and hours: TBA Phone: 707-599-5962 Email: faith-mason@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b> 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.	
<b>Student Learning Outcomes (as described in course outline) :</b>	
<ol style="list-style-type: none"> <li>1. Explain concepts in areas of psychological theory and research while utilizing appropriate terms to represent the biopsychosocial perspective.</li> <li>2. Analyze psychological research and apply concepts to self and others in writing for life-long personal growth.</li> <li>3. Critically analyze psychological information in the popular press.</li> <li>4. Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science.</li> </ol>	
<b>Special accommodations:</b> 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.	
<b>Academic Misconduct:</b> 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: <a href="http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf">http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf</a>	
College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.	

## Psychology 33

### Section E3933

#### Personal Growth and Adjustment

Fall 2013

Syllabus

*Starts Tuesday August 27, 2013*

*Meets Tuesdays and Thursdays 1:15-2:40PM*

The last day to withdraw without a W and receive a refund is Sunday, September 8, 2013  
Census date is Monday, September 9, 2013

The last day for a student-initiated drop (withdraw *with* a W) is November 1, 2013  
The last day for an instructor-initiated drop (also *with* a W) is November 1, 2013

Instructor: Faith Mason, MA

Class location: AT104

Office hours: please call to arrange

Email: [faith-mason@redwoods.edu](mailto: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, 10<sup>th</sup> edition. Bring your book to class each time. 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](http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20BI&product_isbn_issn=9780495553397) which is for the 9<sup>th</sup> edition, and where you can find additional study aids. (There is no similar site for the 10<sup>th</sup> edition).

**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 suggested journal homework assignment is to write in your journal at least 10 minutes per day, every day.

This is an “assignment,” but it will not be turned in, 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. Back up your work! 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. **You really will find this helpful for all your classes! Too many people have lost documents that weren't saved.**

### **Recommended materials:**

**3-ring notebook**, for outlines, 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 utilizing appropriate terms to represent the biopsychosocial perspective.**
- 2. Analyze psychological research and apply concepts to self and others in writing for life-long personal growth.**
- 3. Critically analyze psychological information in the popular press.**
- 4. Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science.**

### **Special accommodations:**

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If this is an accommodation you need, you can take quizzes and exams in the testing center in the LRC at the *scheduled* time of the quiz. 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 and do the outline/concept map assignments **BEFORE** the day of the class where that chapter is listed so you will be ready for discussion. The purpose of the class is not to just repeat what is in the book.
- Attend all classes. Do this for your own sake. Please arrive on time; late arrivals are disturbing to the rest of the class. If an absence is necessary for health reasons, please let me know ahead of time, by email or by phone. You will not learn from the discussion in

class if you are not present. If you need to leave early, please let me know why at the beginning of class.


- Do all written assignments. None are optional. There are a few 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, please 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. Get enough sleep at night.
- Don't come to class under the influence of alcohol, marijuana, or other mind-altering substances.
- Please keep your cell phone off, not just silent, so that you will not have that distraction. Please, no texting during class, and please do not leave class to text or phone. Those who use their phones in class will be asked not to the first time, and be asked to leave after that.
- 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. Most personal matters can wait until after class. Please do not leave while class is in session.
- 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 classes on Thanksgiving November 28.**

<b>Date</b>	<b>What we are covering</b>	<b>Assignments and activities</b>
<b>Tues Aug 27</b> <b>Class 1</b>	Introduction Syllabus Study skills MyCR	In-class quiz on syllabus Time management
<b>Thurs Aug 29</b> <b>Class 2</b>	<b>Ch 1 Adjusting to modern life</b>	<b>Read ch 1 before this class. We will do a sample outline and concept map of ch. 1 in class.</b>
<b>Tues Sept 3</b> <b>Class 3</b>	<b>Ch 2 Theories of personality</b>	<b>Read ch 2 before this class. Hand in outline or concept map of ch. 2</b> <b>Hand in Myers-Briggs Jungian typology assignment</b> <a href="http://www.humanmetrics.com">www.humanmetrics.com</a>
<b>Thurs Sept 5</b> <b>Class 4</b>	<b>Ch 3 Stress and its effects</b>	<b>Read ch 3 before this class. Hand in outline or concept map of ch. 3</b> <b>This is the day to consider if you expect to pass the class; Sunday Sept. 8 is the drop date, the last day you can drop without a W.</b>
<b>Tues Sept 10</b> <b>Class 5</b>	<b>Presentation</b> on how to use library databases to find journal articles for a research paper.	<b>Turn in</b> a statement of your topic for the long research paper. Begin research in class  <b>Class meets in L103. This is important!</b>
<b>Thurs Sept 12</b> <b>Class 6</b>	<b>Ch 4 Coping processes</b>	<b>Read ch 4 before this class. Hand in outline or concept map of ch. 4</b> Assigning teams for developmental theory project

<b>Tues Sept 17</b> <b>Class 7</b>	<b>Review for Quiz #1</b> <b>begin Ch 5 Psychology and</b> <b>physical health</b>	<b>Read ch 5 before this class</b> <b>Hand in outline or concept</b> <b>map of ch. 5</b>
<b>Thurs Sept 19</b> <b>Class 8</b>	<b>Quiz #1</b>	<b>Covers ch 1-4</b>
<b>Tues Sept 24</b> <b>Class 9</b>	<b>Go over quiz</b> <b>Continue Ch 5</b>	<b>Short research project due.</b>
<b>Thurs Sept 26</b> <b>Class 10</b>	<b>Ch 6</b>	<b>Read ch 6 before this class</b> <b>Hand in outline or concept</b> <b>map of ch. 6</b>
<b>Tues Oct 1</b> <b>Class 11</b>	<b>Ch 7</b>	<b>Read ch 7 before this class.</b> <b>Hand in outline or concept</b> <b>map of ch. 7</b>
<b>Thurs Oct 3</b> <b>Class 12</b>	<b>Ch 8</b> <b>Review for quiz #2</b>	<b>Read ch 8 before this class.</b> <b>Hand in outline or concept</b> <b>map of ch. 8</b>
<b>Tues Oct 8</b>	<b>NO CLASS!</b>	<b>I will be out of town at a</b> <b>workshop.</b>
<b>Thurs Oct 10</b> <b>Class 13</b>	<b>Quiz #2</b>	<b>Covers ch 5-8</b>
<b>Tues Oct 15</b> <b>Class 14</b>	<b>Go over quiz #2</b> <b>Start ch 9 Friendship and</b> <b>love</b>	<b>Read ch 9 before this class.</b> <b>Hand in outline or concept</b> <b>map for ch. 9</b>
<b>Thurs Oct 17</b> <b>Class 15</b>	<b>Developmental theory day</b>	<b>Group presentations on the</b> <b>developmental theories.</b>  <b>Hand in Individual short</b> <b>papers on theorist.</b>
<b>Tues Oct 22</b> <b>Class 16</b>	<b>More ch 9</b>  <b>Ch 10 Marriage and</b> <b>intimate relationships</b>	<b>Read ch 10 before this class</b>  <b>Hand in outline or concept</b> <b>map for ch 10</b>  <b>Hand in long research paper</b>

		planning sheet
<b>Thurs Oct 24</b> <b>Class 17</b>	<b>Ch 11 Gender and behavior</b>	<b>Read ch 11 before this class</b> <b>Hand in outline or concept map for ch 11</b>
<b>Tues Oct 29</b> <b>Class 18</b>	<b>Ch 12 Development and expression of sexuality</b>	<b>Read ch 12 before this class</b> <b>Hand in outline or concept map for ch 12</b>
<b>Thurs Oct 31</b> <b>Class 19</b> <b>Halloween</b> 	<b>Ch 13 Careers and work</b>	<b>Read ch 13 before this class.</b> <b>Hand in outline or concept map for ch. 13</b>  <b>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 1 is the last day for that choice. I also may drop students who have disappeared or are failing.</b>
<b>Tues Nov 5</b> <b>Class 20</b>	<b>Catch-up day</b> <b>Review for quiz #3</b>	
<b>Thurs Nov 7</b> <b>Class 21</b>	<b>Quiz #3</b>	<b>Covers ch 9-13</b>
<b>Tues Nov 12</b> <b>Class 22</b>	<b>Go over quiz and start ch 14</b> <b>Psychological disorders</b>	<b>Read ch 14 before this class.</b> <b>Hand in outline or concept map for ch.14</b>
<b>Thurs Nov 14</b> <b>Class 23</b>	<b>More ch 14</b>	

<b>Tues Nov 19</b> <b>Class 24</b>	<b>Ch 15 Psychotherapy</b>	<b>Read ch 15 before this class</b> <b>Hand in outline or concept map of ch. 15</b> <b>Autobiographies due</b>
<b>Thurs Nov 21</b> <b>Class 25</b>	<b>Ch 16 Positive psychology</b> <b>Review for quiz #4</b>	<b>Read ch 16 before this class.</b> <b>Hand in outline or concept map of ch. 16</b>
<b>Tues Nov 26</b> <b>Class 26</b>	<b>Quiz #4</b> <b>No make-ups!</b>	<b>Covers 14-16</b>
<b>Thurs Nov 28</b>	<b>NO CLASS</b> <b>THANKSGIVING</b>	
<b>Tues Dec 3</b> <b>Class 27</b>	<b>Research papers due.</b>	<b>Research presentations.</b>
<b>Thurs Dec 5</b> <b>Class 28</b>	<b>Last class</b>	<b>Research presentations.</b> <b>Questions for the take-home final will be handed out.</b>
<b>Dec 9-14</b>	<b>This is exam week.</b> <b>In-class final date not yet set</b>	<b>Take-home part of final due</b> <b>Tues December 10,</b> <b>8PM. No late papers accepted!</b>



## **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 chapter, lecture and class session. While the readings will help to expand 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 post an outline of what we will cover in class on MyCR, 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. Chapter outlines or concept maps are due at the **beginning** of the class the day 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 from 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.

## **Outline and paper assignments**

Here is a list of the written assignments. See separate sheets with description of these assignments, posted on MyCR and included in the class handout. If papers are late, **20 points** will be deducted for every day the paper is late, **INCLUDING WEEKEND DAYS!**

1. Each outline or concept map for a chapter – 20 points each (300 points total for 15 chapters) ***NO LATE PAPERS ACCEPTED FOR POINTS!***
2. Myers-Briggs assessment response paper – 100 points
3. Short research project paper – 50 points
4. Research paper planning sheet – 50 points
5. Developmental theory chart, presentation and short paper – 100 points
6. Autobiography paper – 150 points
7. Long research paper and presentation – 200 points

## **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 **4 quizzes** given during class, consisting of 50 multiple choice questions worth 2 points each, for a total of 100 points per quiz. All quizzes must be taken on or before the date scheduled. Students needing extra time may request, *in advance*, to take the quizzes in the testing center in the LRC at the scheduled exam time. No make-up quizzes will be given after they are graded and returned. 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:* For the questions, I try to pick topics that will be useful in your ongoing life. There are practice questions at the end of each chapter.

### Exams:

A **final exam** will be given on material from the book and class discussions. It will consist of 2 parts: an in-class part (100 points) and two essay questions – take-home (100 points). The essay questions will ask you to reflect and synthesize your understanding of ideas covered in the course. No make-up exams will be given. The **final exam** covers all chapters in our textbook. The essay part can be used to assess Course Learning Outcome #2. **I WILL NOT ACCEPT TAKE-HOME FINALS AFTER 8PM on December 10!!! The late deduction of points available for papers is not available for the final! I will not be on campus at 8PM on December 10 but will check my email just after 8PM. Allow plenty of time, to avoid technical problems. NO excuses will be accepted.**

Quiz #1:	100 points
Quiz #2:	100 points
Quiz #3:	100 points
Quiz #4:	100 points
Final:	100 points take-home essay part, 100 points in-class part part

### Optional assignments (extra credit, not required)

1. Repair sheet for quiz #1 – 16 points
2. Repair sheet for quiz #2 – 16 points
3. Repair sheet for quiz #3 – 16 points (no repair sheet for quiz #4)
4. Extra late term paper on a psychological disorder (described in packet) – 50 points
5. Book report – 50 points
6. Teach a part of a class. See me for more information. – 30 points

## Grade information:

<u>Assignment or grade category</u>	<u>Points and percent of total grade</u>
Chapter outlines: 15 x 20 points each	300 points
Myers-Briggs response paper	100
Devel theory chart or outline & presentation	100 (50 chart and 50 presentation)
Quizzes (4 with 100 points each)	400
Research paper planning sheet	50
Final exam (both parts)	200
Short research project	50
Autobiography paper	150
Long research paper and presentation	200
<b>Total of required assignments</b>	<b>1550 = 100%</b>

## Letter grade point and percentage ranges:

Grade point range	Percentage	Letter grade
1441 or higher	93+	A
1395-1440	90-92	A-
1348-1394	87-89	B+
1286-1347	83-86	B
1240-1285	80-82	B-
1193-1239	77-79	C+
1107-1192	65-74	C
930-1106	60-64	D
929 and below	59 and below	F

*Please note that your final grade is based on your total points, using this chart, and that I don't give letter grades for individual assignments. At any time you can check your total points earned on our MyCR website to see how you are doing.*

***FOR ALL ASSIGNMENTS HANDED IN, PLEASE PUT YOUR NAME, OUR SECTION NUMBER, AND THE NAME OF THE ASSIGNMENT AT THE TOP.***

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<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.