

<b>Syllabus for: Psych 33</b>	
<b>Semester &amp; Year:</b>	Spring 2014
<b>Course ID and Section Number:</b>	<b>PSYCH-33-E4807-2014S</b>
<b>Number of Credits/Units:</b>	3
<b>Day/Time:</b>	Tues & Thurs 1:15-2:40 PM
<b>Location:</b>	AT 104
<b>Instructor's Name:</b>	Faith Mason
<b>Contact Information:</b>	Office location and hours: please call anytime Phone: 707-599-5962 Email: faith-mason@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b> A course that has a focus in applied psychology. The course surveys psychological theories and empirical research as applied to personal growth, personality development and adjustment. The topics covered include: personality development, self esteem, stress and coping, health, psychology of love, sex and sex roles, mental health diagnoses, work and group behavior. Students will learn to apply psychological theories and principles to their own lives. Students are asked to look at their own barriers to personal effectiveness in learning, work and interpersonal relationships.	
<b>Student Learning Outcomes (as described in course outline) :</b>	
<ol style="list-style-type: none"> <li><b>1. Explain concepts in areas of psychological theory and research while utilizing appropriate terms to represent the biopsychosocial perspective.</b></li> <li><b>2. Analyze psychological research and apply concepts to self and others in writing for life-long personal growth.</b></li> <li><b>3. Critically analyze psychological information in the popular press.</b></li> <li><b>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.</b></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 E4807

#### Personal Growth and Adjustment

Spring 2014

Syllabus

*Starts Tuesday January 21, 2014*

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

The last day to withdraw without a W and receive a refund is Friday, Jan 31, 2014

The last day to withdraw without a W and without a refund is Feb 2, 2014

Census date is Monday, Feb. 3, 2014

The last day for a student-initiated drop without a refund (withdraw *with* a W) is April 4, 2014

The last day for an instructor-initiated drop, no refund, (also *with* a W) is also April 4, 2014

Instructor: Faith Mason, MA

Class location: HMA 217

Office hours: please call to arrange

Email: [faith-mason@redwoods.edu](mailto:faith-mason@redwoods.edu)

Phone: 707-599-5962

**Course Description: (catalog description as described in course outline):** A course that has a focus in applied psychology. The course surveys psychological theories and empirical research as applied to personal growth, personality development and adjustment. The topics covered include: personality development, self esteem, stress and coping, health, psychology of love, sex and sex roles, mental health diagnoses, work and group behavior. Students will learn to apply psychological theories and principles to their own lives. Students are asked to look at their own barriers to personal effectiveness in learning, work and interpersonal relationships. 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.** Another way to keep a back-up copy is to email your document to yourself as an attachment.

#### **Recommended materials:**

**3-ring notebook**, for outlines, notes and handouts

#### **Student Learning Outcomes (as described in course outline):**

- 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. Please bring me a copy of your DSPS form.

### **Expectations for this course:**

- 1 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 when 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.
- 2 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.
- 3 Excessive absences cheat yourself out of learning opportunities. I reserve the right to drop you from class ("instructor initiated drop") for excessive absences, which for this class is defined as **4** or more. This does not mean it is ok to miss 3 classes.
- 4 Do all written assignments. None are optional. There are a few extra credit opportunities.
- 5 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.
- 6 Don't sleep in class. If you sleep I will ask you to leave. Get enough sleep at night.
- 7 Don't come to class under the influence of alcohol, marijuana, or other mind-altering substances. They interfere with your ability to retain what you learn under the influence.
- 8** 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 to **bring a snack for all class members at the next class. This is a new experiment ....**
- 9 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. **Leaving in the middle of class may also result in an assignment to bring snacks.**
- 10 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 during spring break, Mar. 17-22.**

<b>Date</b>	<b>What we are covering</b>	<b>Assignments and activities</b>
<b>Tues Jan 21</b>	Introduction Syllabus Study skills MyCR	In-class quiz on syllabus Time management Introductions
<b>Thurs Jan 23</b>	<b>Ch 1 Adjusting to modern life</b>	<b>Read</b> ch 1 before this class. We will do a sample outline and concept map of ch. 1 <i>in class</i> while we discuss it.
<b>Tues Jan 28</b>	<b>Ch 2 Theories of personality</b>	<b>Read</b> ch 2 before this class. <b>Hand in</b> outline or concept map of ch. 2 <b>Hand in</b> Myers-Briggs Jungian typology assignment <a href="http://www.humanmetrics.com">www.humanmetrics.com</a>
<b>Thurs Jan 30</b>	<b>Ch 3 Stress and its effects</b>	<b>Read</b> ch 3 before this class. <b>Hand in</b> outline or concept map of ch. 3 <b>This is the day to consider if you expect to pass the class; Friday Jan 31 is the drop date, the last day you can drop without a W and get a refund. The census date is Mon. Feb 3.</b>
<b>Tues Feb 4</b>	<b>Ch 4 Coping processes</b>	<b>Read</b> ch 4 before this class. <b>Hand in</b> outline or concept map of ch. 4 <b>Assigning</b> teams for developmental theory project
<b>Thurs Feb 6</b>	<b>Review for Quiz #1 begin Ch 5 Psychology and physical health</b>	<b>Read</b> ch 5 before this class <b>Hand in</b> outline or concept map of ch. 5
<b>Tues Feb 11</b>	<b>Quiz #1</b>	<b>Covers ch 1-4</b>
<b>Thurs Feb 13</b>	<b>Go over quiz Continue Ch 5</b>	

<b>Tues Feb 18</b>	<b>Ch 6 The Self</b>	<b>Read</b> ch 6 before this class <b>Hand in</b> outline or concept map of ch. 6
<b>Thurs Feb 20</b>	<b>Ch 7 Social theory and social influence</b>	<b>Read</b> ch 7 before this class. <b>Hand in</b> outline or concept map of ch. 7 <b>Hand in</b> repair sheet for Quiz #1 (optional)
<b>Tues Feb 25</b>	<b>Ch 8 Review for the midterm</b>	<b>Read</b> ch 8 before this class. <b>Hand in</b> outline or concept map of ch. 8
<b>Thurs Feb 27</b>	<b>Presentation</b> on how to use library databases to find journal articles for a research paper.	<b>MEET IN L103 IN LRC with Ruth Moon</b> <b>Begin</b> research for short research project and long research paper. <b>Turn in</b> a statement of your topic for the long research paper.
<b>Tues Mar 4</b>	<b>Midterm</b>	<b>Covers ch 1-8</b>
<b>Thurs Mar 6</b>	<b>Go over midterm</b> <b>Start ch 9 Friendship and love</b>	<b>Read</b> ch 9 before this class. <b>Hand in</b> outline or concept map for ch. 9  <b>Hand in</b> short research project
<b>Tues Mar 11</b>	<b>More ch 9</b> <b>Panel discussion</b>	<b>Meet in class</b> with developmental theory groups to plan presentations
<b>Thurs Mar 13</b>	<b>Developmental theory day</b>	<b>Group presentations</b> on the developmental theories.  <b>Hand in</b> Individual short papers on theorist.  <b>Hand in</b> midterm repair sheet (optional)

<b>Tues Mar 18 and Th Mar 20</b>	<b>NO CLASS</b>	<b>SPRING BREAK</b>
<b>Tues Mar 25</b>	<b>Ch 10 Marriage and intimate relationships</b>	<b>Read</b> ch 10 before this class <b>Hand in</b> outline or concept map for ch 10 <b>Hand in</b> research paper planning sheet
<b>Thurs Mar 27</b>	<b>Ch 11 Gender and behavior</b>	<b>Read</b> ch 11 before this class <b>Hand in</b> outline or concept map for ch 11
<b>Tues Apr 1</b>	<b>Ch 12 Development and expression of sexuality</b>	<b>Read</b> ch 12 before this class <b>Hand in</b> outline or concept map for ch 12
<b>Thurs Apr 3</b>	<b>Catch-up day Review for quiz #2</b>	<b>If</b> you are not passing the class, now is the time to consider a student-initiated drop, which gives you the grade W. Tomorrow April 4 is the last day for that choice. I also may drop students who have disappeared, are failing, or for excessive absences (4 or more)
<b>Tues Apr 8</b>	<b>Quiz #2</b>	<b>Covers ch 9-12</b>
<b>Thurs Apr 10</b>	<b>Go over quiz #2 and start ch 13 Careers and work</b>	<b>Read</b> ch 13 before this class. <b>Hand in</b> outline or concept map for ch. 13
<b>Tues Apr 15</b>	<b>More ch 13 and start ch 14 Psychological disorders</b>	<b>Read</b> ch 14 before this class. <b>Hand in</b> outline or concept map for ch.14

<b>Thurs Apr 17</b>	<b>More ch 14</b>	<b>Hand in</b> quiz #2 repair sheet (optional)
<b>Tues Apr 22</b>	<b>Ch 15 Psychotherapy</b>	<b>Read</b> ch 15 before this class <b>Hand in</b> outline or concept map of ch. 15 <b>Hand in</b> autobiographies
<b>Thurs Apr 24</b>	<b>Ch 16 Positive psychology</b>	<b>Read</b> ch 16 before this class. <b>Hand in</b> outline or concept map of ch. 16
<b>Tues Apr 29</b>	<b>Catch-up day and review for quiz #3</b>	
<b>Thurs May 1</b>	<b>Quiz #3</b>	<b>Covers 13-16</b> <b>There is no repair sheet for quiz #3</b>
<b>Tues May 6</b>	<b>Go over quiz #3</b> <b>Research presentations</b>	<b>Research presentations.</b> <b>Hand in</b> research papers <b>Presentations will be in random order. Be ready!</b>
<b>Thurs May 8</b>	<b>Last class</b>	<b>More research presentations.</b> <b>Questions for the take-home final will be handed out.</b>
<b>May 12-16</b>	<b>This is exam week. No regular classes</b>	<b>TUES May 13, 2014, 8PM.</b> Take-home part of final due <b><i>NO LATE EXAMS ACCEPTED.</i></b> Multiple choice part of final in class at our assigned time, which will be on Thursday May 15 at 10:45AM in our classroom

**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 or anybody else's 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, *except* that 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. DSPS students may take quizzes and tests in the Testing Center in the LRC.

Do not plan to miss any classes. The magic number is **4**; I reserve the right to drop you from the course if you miss 4 or more class sessions. It should go without saying that you will make every effort to be at every class. The number 4 does not mean it is ok to miss 3 classes!

I will drop any student who no longer can pass the course by the "drop with a W" date, April 4, 2014.

**Student athletes:** it is very challenging to be a student athlete, with a full course load, practices, and travel for games. If you are a student athlete, please let me know and your game schedule. Being a good student can promote your athletic life, and being a student athlete can promote your education and larger path in life. Make it work!  
**ATTENDANCE IS IMPORTANT!!**

## Outline and paper assignments

Here is a list of the written assignments. See separate sheets with description of these assignments will be 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! Due dates are in the calendar above.**

1. Each outline or concept map for a chapter – 20 points each (300 points total for 15 chapters) ***NO LATE PAPERS ACCEPTED FOR POINTS for this assignment!***
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 **3 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. Study those and your outlines. I will post study guides on MyCR. You will be allowed to use your chapter outlines during these quizzes.

### Exams:

There will be a **midterm exam** covering material studied up to that point. .

There will be a **final exam** will be given on material from the book, class discussions, and presentations. It will consist of 2 parts: a multiple choice exam (100 points) given on our assigned date in our classroom, and two take-home essay questions (100 points). The

essay questions will ask you to reflect and synthesize your understanding of ideas covered in the course. Do not think that because it is a take-home exam that it will be easy and quick; that is not the case! No make-up exams will be given. The **final exam** covers all chapters in our textbook. You will NOT be allowed to use your outlines during this exam. The essay part can be used to assess Course Learning Outcome #2. **I WILL NOT ACCEPT TAKE HOME FINALS AFTER 8PM on Tuesday May 13!!! The late deduction of points available for papers is not available for the final! I will be on campus on Tuesday May 13 in the middle of the day for the multiple choice part of the final, but I will *not* be on campus after 3PM on May 13, and will check my email just after 8PM. Allow plenty of time, to avoid technical problems. NO excuses will be accepted. (such as “the cat ate my gym suit” or “the computer crashed” or “my printer died,” etc.)**

Quiz #1:	100 points
Midterm:	100 points
Quiz #2:	100 points
Quiz #3:	100 points
Final:	100 points essay part, 100 points multiple choice part

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

1. Repair sheet for quiz #1 – 16 points
2. Repair sheet for midterm – 16 points
3. Repair sheet for quiz #2 – 16 points (no repair sheet for quiz #3)
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. – 50 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)
Midterm	100
Quizzes (3 with 100 points each)	300
Research paper planning sheet	50
Final exam (online and take-home parts)	200
Short research project	50
Autobiography paper	150
<p><b>Long research paper and presentation:</b></p> <p><i>Make note:</i></p> <p><b>With no presentation, - 50 points</b></p> <p><b>With no or incorrect APA references, - 30- 50 points</b></p> <p><b>Not long enough, - 30 points</b></p> <p><b>Incorrect grammar or spelling, - 1 point each</b></p> <p><b>Not using Turnitin software, -50 points or more</b></p>	200
<b>Total of required assignments</b>	<b>1550 = 100%</b>

**Letter grade point and percentage ranges:**

<b>Grade point range</b>	<b>Percentage</b>	<b>Letter grade</b>
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 I do not assign letter grades to individual assignments. Your course grade is based on the total points earned. You can check how you are doing at any point by looking in the gradebook section of our MyCR website.**

**If at any time you have a personal problem that interferes with your work in this course, please let me know right away.**

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

**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 prescribed 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.