

Syllabus for: Psych 33	
Semester & Year:	Fall 2014
Course ID and Section Number:	PSYCH-33-E5946-2014F
Number of Credits/Units:	3
Day/Time:	Tues & Thurs 1:15-2:40PM
Location:	AT104
Instructor's Name:	Faith Mason
Contact Information:	Office location and hours: please call anytime Phone: 707-599-5962 Email: faith-mason@redwoods.edu
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.	
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 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. 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	
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.	

Syllabus

Psychology 33

Section E5946

Personal Growth and Adjustment

Fall 2014

Starts Tuesday August 26, 2014

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

The last day to withdraw without a W and receive a refund is Friday Sept. 5, 2014
The last day to withdraw without a W and without a refund is Sunday Sept. 7, 2014
Census date is Monday, Sept. 8, 2014
The last day for a student-initiated drop without a refund (withdraw *with* a W) is Oct. 31, 2014
The last day for an instructor-initiated drop, no refund, (also *with* a W) is also Oct. 31, 2014

Instructor: Faith Mason, MA

Class location: CA105

Office hours: please call to arrange

Email: 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, 11th edition. Bring your book to class each time. The textbook will be for sale in CR's bookstore. ISBN 978-1-285-45995-0. You can also buy it or rent it through the publisher's website <http://www.cengagebrain.com/shop/search/9781285459950>

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.

Highly recommended:

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 your 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.

3-ring notebook, for outlines, notes and handouts or **other notebook** for notes.

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 DSPTS 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. Excessive absences cheat you out of learning opportunities. 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 reserve the right to drop you from class ("instructor initiated drop") for excessive absences.
3. Do all written assignments. None are optional. There are a few extra credit opportunities.
4. 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.
5. Stay awake in class. If you sleep I will ask you to leave. Get enough sleep at night.
6. 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. If I detect that you are under the influence, I will ask you to leave. What you learn under the influence will only be retained under the influence. This is due to a psychological and biological principle called state-bound consciousness.
7. Please keep your cell phone **off**, not just silent, and out of sight so that you will not have that distraction. Please, no texting during class, and please do not leave class to text or phone.
8. 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.
9. 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. Please be respectful to each other in the classroom.
10. It is easy to do well in this course. To pass this course, you will need to take complete, well-organized lecture notes so that you can study with them. 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.

11. However, it is also easy to fail this course. All you have to do is not come to class, not study, neglect assignments and procrastinate. If a student can no longer pass the course by the “drop with a W” date, Oct 31, I will drop that student.

12. 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.

13. **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 provide 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!!

Calendar of classes and assignments due:

Date	What we are covering	Assignments and activities
Tues Aug 26	Introduction Syllabus Study skills Canvas	In-class quiz on syllabus Time management Introductions
Thurs Aug 28	Ch 1 Adjusting to modern life	Read 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.
Tues Sept 2	Ch 2 Theories of personality	Read ch 2 before this class. Hand in outline or concept map of ch 2 Hand in Myers-Briggs Jungian typology assignment www.humanmetrics.com
Thurs Sept 4	Ch 3 Stress and its effects	Read ch 3 before this class. Hand in outline or concept map of ch 3 This is the day to consider if you want to continue the class; Friday Sept 5 is the drop date, the last day you can drop without a W and get a refund. The census date is Mon. Sept 8.
Tues Sept 9	Ch 4 Coping processes	Read ch 4 before this class. Hand in outline or concept map of ch 4 Assigning teams for developmental theory project Hand in first autobiography assignment
Thurs Sept 11	Review for Quiz #1 begin Ch 5 Psychology and physical health	Read ch 5 before this class Hand in outline or concept map of ch 5

Tues Sept 16	Quiz #1	Covers ch 1-4
Thurs Sept 18	Go over quiz Continue Ch 5	
Tues Sept 23	Ch 6 The Self	Read ch 6 before this class Hand in outline or concept map of ch 6
Thurs Sept 25	Ch 7 Social theory and social influence	Read ch 7 before this class. Hand in outline or concept map of ch 7 Hand in repair sheet for Quiz #1
Tues Sept 30	Ch 8 Review for the midterm	Read ch 8 before this class. Hand in outline or concept map of ch 8.
Thurs Oct 2	Presentation on how to use library databases to find journal articles for a research paper.	MEET IN L103 IN LRC with Ruth Moon Begin research for short research project and long research paper. Turn in a statement of your topic for the long research paper.
Tues Oct 7	Midterm	Covers ch 1-8
Thurs Oct 9	Go over midterm Start ch 9 Friendship and love	Read ch 9 before this class. Hand in outline or concept map for ch 9 Hand in short research project
Tues Oct 14	More ch 9 Panel discussion	Meet in class with developmental theory groups to plan presentations
Thurs Oct 16	Developmental theory day	Group presentations on the developmental theories. Hand in individual short papers on theorist. Hand in midterm repair sheet

Tues Oct 21	Ch 10 Marriage and intimate relationships	Read ch 10 before this class Hand in outline or concept map for ch 10 Hand in research paper planning sheet
Thurs Oct 23	Ch 11 Gender and behavior	Read ch 11 before this class Hand in outline or concept map for ch 11
Tues Oct 28	Ch 12 Development and expression of sexuality	Read ch 12 before class. Hand in outline or concept map for ch 12
Thurs Oct 30	Catch-up day Review for 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 Fri Oct 31 is the last day for that choice. I also may drop students who have disappeared, are failing, or for excessive absences (4 or more)
Tues Nov 4	Quiz #2	Covers ch 9-12
Thurs Nov 6	Go over quiz #2 and start ch 13 Careers and work	Read ch 13 before this class. Hand in outline or concept map for ch 13

Tues Nov 11	More ch 13 and start ch 14 Psychological disorders	Read ch 14 before this class. Hand in outline or concept map for ch.14
Thurs Nov 13	More ch 14	Hand in quiz #2 repair sheet Hand in 2nd autobiography (long one)
Tues Nov 18	Ch 15 Psychotherapy	Hand in outline for ch 15
Thurs Nov 20	Ch 16 Positive Psychology	Hand in outline for ch 16
Tues Nov 25	No class	Work on research papers
Thurs Nov 27	NO CLASS!	Thanksgiving
Tues Dec 2	Research papers due	Research presentations. Hand in research papers. Names will be drawn from a hat; be ready!
Thurs Dec 4	Last class	More research presentations Questions for the take-home final will be handed out.
Dec 8-13	This is exam week. No regular classes	Final exam: Thurs Dec 11. 1-3PM

Outlines and paper assignments

Here is a list of the written assignments. There are separate sheets with descriptions of these assignments, which are posted on Canvas. If papers are late, **20 percent of the points** will be deducted for every day the paper is late, **INCLUDING WEEKEND DAYS! Due dates are in the calendar above.**

1. Outlines or concept maps for each chapter (2-16) = 20 points each (300 points total for 15 chapters) ***NO LATE PAPERS ACCEPTED FOR POINTS for this assignment!***
2. First autobiography assignment = 50 points.
3. Myers-Briggs assessment response paper = 100 points
4. Short research project paper = 50 points
5. Research paper planning sheet = 50 points
6. Developmental theory chart, presentation and short paper = 100 points
7. Second (long) autobiography paper = 150 points
8. 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 **2 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 Canvas. 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, 100 points.

There will be a **final exam** will be given on material from the book, class discussions, and presentations. Our exam time is Thurs. Dec. 11, 1-3PM, in our classroom. No make-up exams will be given. The **final exam** covers all chapters in our textbook. There will be an in-class part of the exam and a take-home part. You will NOT be allowed to use your outlines during this exam. Part of the final exam will be a take-home essay part, which can be used to assess Course Learning Outcome #2.

I WILL NOT ACCEPT TAKE-HOME FINALS AFTER 8PM on Thursday December 11!! The late deduction of points available for papers is not available for the final. I will be on campus on Thursday Dec 11 until the end of the in-class final exam (3PM), and the take-home portion may be handed during that time, and I will also check my email just after 8PM for emailed submissions. 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,” “My email was down,” etc.)

Quiz #1:	100 points
Midterm:	100 points
Quiz #2:	100 points
Quiz #3:	100 points
Final:	100 points for essay take-home part, 100 points for multiple choice in-class part

Extra credit assignments (not required but they can boost your grade)

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 later handout) = 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 (2 with 100 points each)	200
Research paper planning sheet	50
Final exam (in-class and take-home parts)	200
Short research project	50
Autobiography (first, short one)	50
Autobiography paper (second, long one)	150
<p>Long research paper and presentation:</p> <p><i>Make note:</i></p> <p>With no presentation, - 50 points</p> <p>With no or incorrect APA references, - 30 to 50 points</p> <p>Not long enough, - 30 points</p> <p>Incorrect grammar or spelling, - 1 point each</p> <p>Not using Turnitin software, -50 points or more</p>	200
Total of required assignments	1500 = 100%

Letter grade point and percentage ranges. Total number of points possible: 1500.

Grade point range	Percentage	Letter grade
1395 or higher	93+	A
1350-1394	90-92	A-
1305-1349	87-89	B+
1245-1304	83-86	B
1200-1244	80-82	B-
1155-1199	77-79	C+
975-1154	65-74	C
900-974	60-64	D
899 and below	59 and below	F

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.