

Syllabus for: (name of class)	PSYCH 33 Personal Growth and Adjustment
Semester & Year:	Fall 2015
Course ID and Section Number:	S8839
Number of Credits/Units:	3.0
Day/Time: Location:	M T TH 8:15 a.m. - 9:15 a.m. SFHS Campus (Miranda)
Instructor's Name:	Stephen Quiggle
Contact Information:	Office location and hours: Prior to and after class and by appointment Phone: (707) 223-1713 Email: stephen-quiggle@redwoods.edu
Course Description (catalog description as described in course outline):	A course that studies 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
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://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf>

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.

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.

College of the Redwoods at South Fork High School

Psychology 33 (S8839)

Fall 2015

Instructor Information

Instructor: Stephen Quiggle (707) 223-1713
Appointments: Before or after class or by phone

E-mail: stephen-quiggle@redwoods.edu

Textbook Information

Book Title: I Never Knew I Had a Choice: Explorations in Personal Growth

Author: Corey, Gerald

ISBN: 13: 978-0-534-60786-9

Publisher: Thomson Brooks / Cole

Edition Number: 8th

Copyright Date: 2006

As a concurrently enrolled high school student, you may talk to Ann Constantino about Trio and the possibility of their assistance in purchasing the text if you are eligible.

Course Description

A course that studies 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.

Learning Outcomes

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.

Class Guidelines

Class content covers materials that are in the textbook, lectured upon and as assigned (videos, etc.).

Students **MUST** type all papers and **ALL** assignments are due at the respective **DUE DATES**.

Students may not make up any assignment/activity beyond the due date unless prior arrangements have been made; without advance communication late work may be accepted for reduced credit.

If you miss class or material, do not understand a concept or have questions about how to proceed:

You may always ask the instructor (in class, prior to or after, and email).

You may contact classmates that you trust for clarification of information and assignments.

Do not ask permission to skip an assignment; that is a choice you make. Your individual grades will only be addressed privately. It is expected that you will respect yourself and others during class time by refraining from interrupting one another or the instructor and that all electronic devices that are not being used specifically for class use (e.g.: recording, photos of notes on the white board) shall be silenced.

Learning Support Services

If you have a documented disability or a reasonable request and wish to discuss accommodations or other learning needs, please contact me as soon as possible – all reasonable measures will be taken to assist. As a concurrently enrolled HS student, if you have an IEP or a 504 plan, please let me know so that I may talk to the school counselor.

Course Expectations

Students are expected to:

- Complete all assignments within the due date time frames
- Complete all assignments to the best of their ability
- Share their insights, experiences, and discoveries
- Do their best in applying their learning and knowledge in their daily lives
- Have regular attendance (this is part of your participation grade); you may be dropped for excessive absences as per the CR attendance policy.

Evaluating and Reporting Student Progress

Your grade will be determined by the quality of your writing assignments, the mid and term quiz scores, and level / quality of participation with a total of 250 points (there are extra credit opportunities).

Participation & Attendance	100
2 - Quizzes 25 points each	50
2- Short answer essays 25 points each	50
Term Research Paper	50
Term Exam (reviewing key points)	50 points

Grading Scale

A 100% - 90% B 89% - 80% C 79% - 70% D 69% - 60% F below 60% NP below 70%

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Term Calendar

Class will begin on **September 8th, 2015**, and end on **December 10th, 2015**; we will meet every M/T/TH at 8:15 a.m. unless otherwise noted. The last day to drop this course without receiving a “W” and receive a refund is September 17th, 2015. **The last day to drop this course (with a “W”) is October 30th, 2015; after that, you receive a grade. We will match SFHS’s academic calendar & vacation schedule.**

Weekly Schedule

**** Be attentive, there are some class meeting outside of our regular M T TH schedule****

Week One – September 8th (We’ll begin Tuesday, since Monday is a holiday this week)

Review Text - Review Course syllabus and expectations
Review Assignments and course content and expectations
Discuss the “basics” of psychology as a science
Syllabus Quiz - Thursday

Week Two – September 14th

Read Chapter 1 - Invitation to Personal Learning
Focus Areas: Models of development and different learning modalities

Week Three – September 21st

Read Chapter 2 - Child and Adolescent development
Focus Areas: Models of Personality
Short Essay # 1: A two page paper (250 - 500 words): What are the causes of stress in my life and how can I deal with and reduce stress more effectively? **Due on October 15th**

Week Four – September 28th

Read Chapter 3 - Adulthood & Autonomy
Focus Areas: Like childhood, there are different stages

Week Five – October 5th

Read Chapter - 4 & 5 All about your body and choices to be made
Focus Area: Body consciousness, wellness and stress
Quiz 1 - Thursday

Week Six – October 12th

Read Chapter 6 - Love
Focus Areas: What is love? How many kinds of love are there? Barriers to loving
Short Essay # 1 Due Thursday

Week Seven - October 19th

Read Chapter 7 - Relationships
Focus Areas: Different types; growth; dealing with conflict

Week Eight - October 26th

Read: Chapter 8 - Becoming your own person
Focus Areas: Alternative roles v. stereotypes
Short Essay #2: A two page paper: TBA

Week Nine - November 2nd

Read: Chapter 10 - Work and recreation
Focus Areas: Reframe on “Career Decisions”
Quiz - 2 Thursday

Week Ten– November 9th

We will also meet Saturday, November 14th from 10 a.m. to 4 p.m. at the Garberville Instructional Site

For T/TH Read: Chapter 11 - Loneliness & Solitude
Focus Areas: Confronting fears of being alone
Read: Chapter 9 - Sexuality (for Saturday)
Focus Areas: Dispelling misconceptions (no pun intended); developing a value system
Review Term paper parameters

Week Eleven November 16th (We'll meet M T & W instead of Thursday this week)

Read: Chapter 12 - Death & Loss

Focus Areas: Grief process; processing the "Debt that all people pay".

Review Term Paper Outlines

Essay # 2 Due Wednesday

Week Twelve - November 23rd (Take Thursday - Turkey day - Off!)

Read: Chapter 13 - Meaning and Value

Focus Areas: Value systems in action

Week Thirteen- November 30th

Read: Chapter 14 - Pathways to personal growth

Focus Areas: Many roads... what fits?

Week Fourteen - December 7th

Review course

Tuesday Final Exam

Tuesday Term Papers Due

Thursday is return of all work and final grades

Although it is my intention to follow this syllabus, things change and you will be informed well in advance