

## Syllabus for PSYCH 33 – Eureka Campus

|                                |   |
|--------------------------------|---|
| <b>Semester &amp; Year</b>     | Spring 2016   |
| <b>Course ID and Section #</b> | PSYCH 33 – E9222  |
| <b>Instructor's Name</b>       | Kevin Matlock, M.A.   |
| <b>Day/Time</b>                | TTH 10:05 AM – 11:30 AM   |
| <b>Location</b>                | HU 213  |
| <b>Number of Credits/Units</b> | 3.0   |
| <b>Contact Information</b>     | <i>Office location</i> Psychology Department – SC 109<br><i>Office hours</i> TTH (by appointment only)<br><i>Phone number</i> Psychology Department – 707.476.4211<br><i>Email address</i> Kevin-Matlock@redwoods.edu |
| <b>Textbook Information</b>    | <i>Title &amp; Edition</i> Adjust<br><i>Author</i> Weiten, Hammer, & Dunn<br><i>ISBN</i> 9781133594987  |

### Course Description

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

- |  |  |
|--|--|
| <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> </ol> | <ol style="list-style-type: none"> <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> |
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### 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 at 707-476-4280.

## Syllabus for PSYCH 33 – Eureka Campus

### Academic Support

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

### Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. [The Student Code of Conduct \(AP 5500\)](#) is available on the College of the Redwoods website. 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 website.

### Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. [The Student Code of Conduct \(AP 5500\)](#) is available on the College of the Redwoods website. 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 website.

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### Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka [campus emergency map](#) is available on the College of the Redwoods website. For more information visit the [Public Safety website](#). In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

### RAVE

College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts.

Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.” Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

***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.***

# PERSONAL GROWTH AND ADJUSTMENT

PSYCH 33, *Spring 2016*

|                    |  |                      |                                    |
|--------------------|--|----------------------|------------------------------------|
| <b>Instructor:</b> | Kevin Matlock, M.A.  | <b>Lecture:</b>      | TTH, 10:05 to 11:30 am in HU 213   |
| <b>Phone:</b>      | 707.476.4211 (Psych Dept.)   |                      | Eureka Campus                      |
| <b>E-mail:</b>     | <a href="mailto:Kevin-Matlock@redwoods.edu">Kevin-Matlock@redwoods.edu</a> | <b>Office Hours:</b> | TTH ( <i>by appointment only</i> ) |

## === Overview ===

### Course Objectives

1. Explain concepts in psychological theory and research using the biopsychosocial perspective.
2. Analyze research and apply concepts to foster life-long personal growth.
3. Critically analyze psychological information in the popular press.
4. Describe research methods, ethics for the study of human beings, and the peer-review process.

### Textbook

As our primary text we will use *Adjust, 1<sup>st</sup> Edition* (Weiten, Hammer, & Dunn, 2014). Up to 10% of our exam questions may be pulled **directly from the text** without being discussed in class, so chapter readings are essential for doing well in this course. To find a discounted copy of the text (ISBN: 9781133594987) please check the database below:

<http://www.bookfinder.com>

### Materials

Handouts, PowerPoint slides, and assignments can all be found on Canvas. It's a good idea to **access Canvas regularly** to view recent announcements, hints, and grades.

## === Requirements ===

### Participation (100 points)

Attendance and participation in lecture will contribute 100 points toward your final grade. **Students are allowed 2 unexcused absences**; 15% of the participation grade will be subtracted for each additional unexcused absence. Absences due to illnesses, when accompanied by a doctor's note, may be excused. If you know you'll miss class, be sure to talk to me ahead of time.

### Exams (400 points)

There will be **2 midterms** (each worth 100 points) and a **cumulative final** (worth 200 points). Exams cover material from lecture and class discussions. Once scores have been entered, I do not allow students to keep exams; but feel free to visit them during office hours if you wish to review your work. Exam review materials can be found on Canvas.

### Writing Assignments (100 points)

To fulfil the objects of this course, you will be asked to complete 2 writing assignments. The **reaction paper** will ask you apply concepts from class to your personal life and write about your experience. The **research paper** will ask you to critically evaluate research in psychology. For both assignments, first drafts (each worth 10 points) will be graded as *credit/no credit*, while second drafts (each worth 40 points) will be *graded on completeness and writing quality*. Papers should be typed and handed in at the *beginning of lecture* on the due date. Late assignments may be eligible for partial credit if arrangements are made within one week.

### === General Policies ===

#### Extra Credit

Extra credit opportunities may be announced throughout the semester. Be sure to access Canvas regularly for details about extra credit opportunities as they appear.

#### Grading (600 total points)

Participation (100 points) and writing assignments (100 points) comprise roughly 35% of your total grade; 2 midterms (100 points each) and the final (200 points) comprise the other 65%. Final grades for the course will be scaled in the usual fashion (e.g., 80 – 82% = B–; 83 – 86% = B; 87 – 89% = B+).

#### Non-participation

Please be aware you may be automatically unenrolled from the course for non-participation. Non-participation includes missing 3 or more classes in a row, as well as failing to complete exams and assignments in a timely fashion. Non-participation will be evaluated twice during the semester: Once immediately after **census (2/1/16)** and again after the **10<sup>th</sup> week**. If any problems arise that prevent you from fully participating in this course, please notify me as soon as possible to make alternate arrangements.

#### Missed Exams

If you know you will miss an exam, you must schedule a make-up at least one week in advance. **No last minute or post-test make-up exams will be given.** Students affiliated with Disabled Students Programs and Services (DSPS) may schedule exam make-ups outside of class. Please notify me during the first week if you intend to utilize this option, and be sure to bring the appropriate notification to me as soon as possible.

#### Drops/Withdrawal

If you no longer wish to attend, you are responsible for unenrolling from the course. The last day to drop this course **without a “W”** and still receive a refund is: **1/29/16**. The last day to drop this course **without a serious and compelling reason** is: **4/1/16**.

#### Getting Help

For help, please feel free to contact me during office hours, via email, or using our Canvas forum. *Posting to Canvas is especially useful as Q&A is accessible to the entire class.* Students interested in tutoring services are advised to contact the Academic Support Center:

<http://www.redwoods.edu/eureka/asc/tutoring.asp>

=== Course Schedule ===

| <b>Week</b>  | <b>Dates</b> | <b>Lecture Topics</b>                             | <b>Readings*</b>            | <b>Assignments**</b>           |
|--------------|--------------|---|-----------------------------|--------------------------------|
| 1            | 1/19 & 1/21  | Adjustment & Study Skills                         | <i>Chapter 1</i>            |                                |
| 2            | 1/26 & 1/28  | Theories of Personality                           | <i>Chapter 2</i>            |                                |
| 3            | 2/2 & 2/4    | Effects of Stress                                 | <i>Chapter 3</i>            |                                |
| 4            | 2/9 & 2/11   | Coping Mechanisms                                 | <i>Chapter 4</i>            |                                |
| 5            | 2/16 & 2/18  | Health Psychology                                 | <i>Chapter 5</i>            | Reaction draft due 2/18        |
| 6            | 2/23<br>2/25 | <i>Exam Review</i><br><b>Midterm #1</b>           |                             |                                |
| 7            | 3/1 & 3/3    | Theories of Self                                  | <i>Chapters 6</i>           |                                |
| 8            | 3/8 & 3/10   | Prejudice & Communication                         | <i>Chapters 7 &amp; 8</i>   | <b>Reaction paper due 3/10</b> |
|              | 3/15 & 3/17  | ----- <b>SPRING BREAK</b> -----                   |                             |                                |
| 9            | 3/22 & 3/24  | Ethics & APA Style                                |                             |                                |
| 10           | 3/29 & 3/31  | Friendship & Love                                 | <i>Chapters 9 &amp; 10</i>  |                                |
| 11           | 4/5 & 4/7    | Gender  | <i>Chapter 11</i>           | Research draft due 4/7         |
| 12           | 4/12<br>4/14 | <i>Exam Review</i><br><b>Midterm #2</b>           |                             |                                |
| 13           | 4/19 & 4/21  | Sexuality   | <i>Chapter 12</i>           |                                |
| 14           | 4/26 & 4/28  | Careers & Work                                    | <i>Chapter 13</i>           | <b>Research paper due 4/28</b> |
| 15           | 5/3 & 5/5    | Disorders & Therapy<br><i>Final Exam Review</i>   | <i>Chapters 14 &amp; 15</i> |                                |
| <b>Final</b> | <b>5/12</b>  | <b>FINAL EXAM: Thursday, 10:45 am to 12:45 pm</b> |                             |                                |

\* Readings are vital to success in this class. Chapters should be read before the week begins.

\*\* This schedule is subject to change. Please keep in mind some weeks we may be ahead of, or behind, schedule. Assignments and exams will never be due *earlier* than listed.