

## Syllabus for Personal Growth and Adjustment South Fork High School

<b>Semester &amp; Year</b>	Spring 2017	
<b>Course ID and Section #</b>	Psych 33 S2372	
<b>Instructor's Name</b>	Stephen Quiggle	
<b>Day/Time</b>	MTTH 8:10-9:15AM	
<b>Location</b>	South Fork High School	
<b>Number of Credits/Units</b>	3.0	
<b>Contact Information</b>	<i>Office location</i>	SFHS C-5
	<i>Office hours</i>	Before or After class
	<i>Phone number</i>	707-223-1713
	<i>Email address</i>	Stephen-quiggle@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	I Never Knew I Had a Choice: Explorations in Personal Growth 8th
	<i>Author</i>	Corey, Gerald
	<i>ISBN</i>	13: 978-0-534-60786-9

### 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.

### Student Learning Outcomes

- 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 at 707-476-4280

### 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 may be reported to the Chief Student Services Officer or

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designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>. 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; 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 at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>.

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### **Emergency Procedures for South Fork High School**

**Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room).**

- 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.

*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 - Personal Growth & Adjustment (042372)**  
**Spring 2017**

**Instructor Information**

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

E-mail: [stephen-quiggle@redwoods.edu](mailto:stephen-quiggle@redwoods.edu)

**Textbook Information - (Available in class)**

**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:** 8<sup>th</sup>

**Copyright Date:** 2006

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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.

**Course Expectations**

I'll be clear about assignments and due dates; you'll complete all assignments within the due date  
I'll support understanding, give examples and answer questions; you'll give your best efforts  
I'll share experience and the psychological viewpoints; you'll share your insights, experiences, and discoveries  
I'll do my best in setting and giving examples, you'll do your best being attentive and present  
I'll show up on time for every class meeting prepared to engage; you'll do the same!  
There will be weekly videos to watch outside of class-watch them! These videos are salient to our discussions.

**Class Guidelines**

Class content covers materials that are in the textbook, lectures, handouts and assignments (videos, etc.)  
Students **MUST** type all papers and **ALL** assignments are due on the respective **DUE DATES** at class' beginning  
Students must make prior arrangements for late work to be accepted

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, by phone or email)

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

You do not need to ask permission to skip an assignment or a class; 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 devices that are not being used specifically for class (e.g.: recording, photos of notes on the white board, etc.) 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.

### Evaluating and Reporting Student Progress

Your grade will be determined by the quality of your writing assignments, the mid and term quiz scores, group participation project and level / quality of participation totaling 300 points (there are extra credit opportunities).

Participation & Attendance	100
3 - Quizzes 25 points each	75
2- Essays 25 points each	50
Group Projects	50
Term Exam (reviewing key points)	25 points

### Grading Scale

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

### 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. So, just for clarity, don't cheat or copy AND cite your sources; if you need help, that's why I am here and all you have to do is ask!

College of the Redwoods student code of conduct: <http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf>

### Term Calendar

Class will begin on **January 23rd, 2017**, and end on **May 11<sup>th</sup>, 2017**; we will meet every M-TH at 8:15 a.m. unless otherwise noted. **We will match SFHS's academic calendar & vacation schedule.** The last day to drop this course without a "W" is February 6<sup>th</sup>; the last date to drop this course (but with a "W") will be announced well in advance

### Weekly Schedule

#### *Week One – January 23rd*

Review Text - Review Course syllabus and expectations

Review Assignments and course content

#### **Syllabus Quiz - Thursday**

#### *Week Two – January 30<sup>th</sup>*

Read Chapter 1 - Invitation to Personal Learning

Focus Areas: Models of development and different learning modalities

***Week Three – February 6<sup>h</sup>***

Read Chapter 2 - Child and Adolescent development  
Focus Areas: Models of Personality

**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 15<sup>th</sup>**

***Week Four – February 13<sup>h</sup>***

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

**Week Five - Intersession.**

***Week Six – February 27<sup>h</sup>***

Read Chapter - 4 & 5 All about your body, the good the bad and choices to be made  
Focus Area: Body consciousness, wellness and stress

**Quiz 1 - Thursday**

***Week Seven – March 6<sup>h</sup>***

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 Eight - March 13<sup>h</sup>***

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

***Week Nine - March 20<sup>h</sup>***

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

***Week Ten - March 27<sup>h</sup>***

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

***Week Eleven - April 3<sup>rd</sup>***

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

***Week Twelve - April 10<sup>h</sup>***

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 Thirteen - Spring Break***

***Week Fourteen - April 24<sup>h</sup>***

Read: Chapter 13 - Meaning and Value  
Focus Areas: Value systems in action

***Week Fifteen – May 1<sup>st</sup>***

Read: Chapter 14 - Pathways to personal growth  
Focus Areas: Many roads... what fits?  
**Tuesday / Thursday: Group presentations**



*Week Sixteen - May 8<sup>th</sup>*  
Review course  
**Tuesday Final Exam**

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