

## Syllabus for *Personal Growth and Adjustment* – Eureka Campus

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|--|----------------------------|--|
| <b>Semester &amp; Year</b>   | Fall 2018                  |  |
| <b>Course ID and Section #</b>   | E4742                      |  |
| <b>Instructor's Name</b>   | Rafael Ayala               |  |
| <b>Day/Time</b>  | TTH 10:05-11:30am          |  |
| <b>Location</b>  | Humanities 106             |  |
| <b>Number of Credits/Units</b>   | 3                          |  |
| <b>Contact Information</b>   | <i>Office location</i>     | TBA  |
|  | <i>Office hours</i>        | TBA  |
|  | <i>Phone number</i>        | 9518347305   |
|  | <i>Email address</i>       | rafael-ayala@redwoods.edu  |
| <b>Textbook Information</b>  | <i>Title &amp; Edition</i> | Psychology Applied to Modern Life: Adjustment in the 21 <sup>st</sup> Century 12 <sup>th</sup> Edition |
|  | <i>Author</i>              | Weiten   |
|  | <i>ISBN</i>                | 1305968476   |
| <b>Course Description</b>  |                            |  |
| <p>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.</p>   |                            |  |
| <b>Student Learning Outcomes</b>   |                            |  |
| <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> <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>   |                            |  |
| <b>Special Accommodations</b>  |                            |  |
| <p>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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p> |                            |  |
| <b>Academic Support</b>  |                            |  |
| <p>Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, for eligible students, with advising, assistance, tutoring, and more.</p>   |                            |  |
| <b>Academic Honesty</b>  |                            |  |
| <p>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,</p>  |                            |  |

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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 at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. 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 at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500. 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.

### **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 at: (<http://www.redwoods.edu/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. 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.*

**Psych 33**  
**Personal Growth and Development**  
**Fall 2018**  
**Section E4742**  
**TTh 10:05-11:30pm**  
**Humanities 106**

Instructor: Rafael Ayala, M.A. Psychology  
Office & Office Hours: TBA  
Email: rafael-ayala@redwoods.edu

**Required Text:**

**Psychology Applied to Modern Life: Adjustment in the 21<sup>st</sup> Century, 12<sup>th</sup> Edition**

**Course Descriptions:**

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.

**Course Learning Objective:**

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.

**Grade Distribution: A = 93%, A- = 90-92%, B+ = 88-89%, B = 83-87%, B- = 80-82%, C+ = 78-79%, C = 70-77%, D = 60-69%, F = 59% and below.**

**Course Schedule**

**Week 1 (August 21 -23):** Chapter 1 – Adjusting to Modern Life

**Week 2 (August 28-30):** Chapter 2 – Theories of Personality

**Week 3 (September 4-6):** Chapter 3 – Stress and Its Effects;

**Annotated Bibliography**

**Week 4 (September 11-13):** Chapter 4 – Coping Processes

**Week 5 (September 18-20):** Exam 1; **Annotated Bibliography**

**Week 6 (September 25-27):** Chapter 5 – Psychology and Physical Health **Annotated Bibliography**

**Week 7 (October 2-4):** Chapter 6 – The Self; **Reference Page; Introduction**

**Week 8 (October 9-11):** Chapter 7 – Social Thinking and Social Influence

**Week 9 (October 16-18):** Chapter 8 – Interpersonal Communication

**Week 10 (October 23-25):** Chapter 9 – Friendship and Love

**Week 11 (October 30-November 1):** Exam 2; **Research Paper Draft**

**Week 12 (November 6-8):** Chapter 11 – Gender and Behavior

**Week 13 (November 13-15):** Chapter 12 – Development and Expression of Sexuality

**Week 14 (November 20-22):** Thanksgiving

**Week 15 (November 27-29):** Chapter 14 –Psychological Disorders; Chapter 15 - Psychotherapy

**Week 16 (December 4-6): Chapter 16 – Positive Psychology; Student Presentations;  
Research Paper**

**Course Grading:**

All assignments are due at the beginning of class. Late work will not be accepted. The course will be graded as follows:

- Participation (5 points):** Students will complete various in class group activities for participation credit. Students must actively participate and attend the full lecture to receive full credit.
- Reader Response (5 points):** Students will submit a response for each chapter read. The response may include, but are not limited to, questions/reflections related to the reading. Expand on any topic that you find intriguing. Submissions will be graded on minimum word count (250 words), grammar, and similarity percentage (5% is acceptable). Responses are due at the beginning of the week before the first class meeting.
- Quizzes (10 points):** There will be weekly quizzes on the topic being covered. These will be administered at the beginning of class on the second meeting of the week. You will not be able to complete the quiz if you arrive late.
- Annotated Bibliography (10 points):** You will select a peer reviewed article of choice and complete an annotated bibliography that addresses the articles main issues, including the hypothesis, statistical analyses conducted, and the results of the study.
- Presentation (20 points):** Students will present their research paper. Presentation will be graded on time, organization and clarity, coverage of research paper topics, and answers to questions posed by the class.
- Research Paper (100 points):** For this assignment, students will produce a research proposal for a topic of choice that includes a literature review and a hypothesis, how the variables of interest will be measured, addressing any potential implications of the study if the hypothesis were to be supported.
- Exams (100 points each)**

**Disorderly Conduct:**

Students who are disruptive during class will be asked to leave and receive no participation credit for the day. The environment of this classroom will be one that fosters intellectual discussion and one that respects the different views of the participants of the class. Students under the influence of drugs or alcohol will be asked to leave. Students who are disruptive will be suspended from the course for one or two days, at the discretion of the instructor. Any assignments or tests due on the dates missed will not be able to be retaken or turned in late. Students must follow instructions or will be asked to leave.

**Academic Integrity:**

Plagiarism or cheating will not be tolerated. All turned in assignments must be the student's original work. Any student caught cheating or plagiarizing will receive no credit for the assignment and be reported to the Dean of Students.

**Student Commitment:** This class requires a nine hour per week commitment of your time. You will have to regularly attend class, carefully read textbook chapters, submit thoughtful reader responses, complete a research paper, and successfully demonstrate learning in quizzes and exams. Class attendance, conscientiousness, attention to details, reading, writing, and study skills are critical for success.

**Note:** *There are no extra credit assignments offered. This syllabus may be subject to change. Students will be informed if any changes occur. Students that miss two class sessions before the Census date will be dropped from the course. Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation or excessive absences through the 10<sup>th</sup> week of class.*