

Syllabus for CR Psychology 33 South Fork High School Campus

Semester & Year	Spring 2019	
Course ID and Section #	Psychology 33 S8134 (048134)	
Instructor's Name	Stephen Quiggle	
Day/Time	Monday, Tuesday, Thursday 8:15 a.m. to 9:15 a.m.	
Location	South Fork High School C Wing Room 5	
Number of Credits/Units	3.0	
Contact Information	<i>Office location</i>	C-5
	<i>Office hours</i>	Prior to and after class
	<i>Phone number</i>	707 223-1713
	<i>Email address</i>	Stephen-quiggle@redwoods.edu
Textbook Information	<i>Title & Edition and Author</i>	I Never Knew I Had a Choice: Explorations in Personal Growth. 8 th edition. Gerald Corey
	<i>ISBN</i>	13: 978-0-534-60786-9
Course Description		
<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>		
Student Learning Outcomes		
<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		
<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 Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
Academic Support		
<p>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.</p>		
Academic Honesty		
<p>In the academic community, the high value placed on truth implies a corresponding intolerance of</p>		

Syllabus for CR Psychology 33 South Fork High School Campus

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 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 South Fork High School

EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be included for the following:

1. Duck, Cover and Hold/Earthquake (Green)

*Stay in room take cover.

2. Building Evacuation Fire/Earthquake (Yellow)

*Take roll sheet and attendance report sheet, lock windows and door, place correct color placard (red/green) on door, and evacuate via plan.

3. Shelter in Place/ Modified Lockdown (Blue) **3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL "MODIFIED OPERATION HIBERNATE" (must radio gym and D wing classes)** or communication via radio, and office staff will go door to door informing staff of modified lockdown. **When over, an "ALL CLEAR" will be verbal signal over the intercom (must radio gym and D wing classes).**

*Close windows and curtains, carefully open door and get everyone inside rooms, including students and staff seeking shelter, then lock classroom door.

*Cover window on door with paper. All students seated, take roll, and document the names of all students present and not present.

4. Lockdown Imminent Danger (Red) Imminent Danger Signal – **3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL "OPERATION HIBERNATE", OVER THE INTERCOM (must radio gym and D wing classes). WHEN OVER, AN "ALL CLEAR" WILL BE VERBAL SIGNAL OVER THE INTERCOM (must radio gym and D wing classes). DO NOT CALL THE OFFICE OR USE THE INTERCOM FROM ANY ROOM UNLESS (AND ONLY WHEN) THE PROBLEM IS IN YOUR ROOM.**

*Immediately lock classroom door and cover door window with paper, close all windows, blinds and curtains. Instruct students to sit/lie on the floor (out of the direct line of projectile coming through the windows). Turn off all lights. Instruct students to remain silent, take roll. Await further instruction from Crisis Response Team or Police. Cafeteria students and staff

Syllabus for CR Psychology 33 South Fork High School Campus

close and lock serving windows, lock kitchen doors, go into storage area and close pass door.

PE teacher will gather ALL students into the boy's locker room shower area for maximum protection. All layers of doors are to be locked.

5. Threat Assessment w/o schoolwide action (White)

*Refer any threats to staff or students to the principal or designee.

Each procedure should contain the following elements:

1. Code designation

a. Verbal: (Code Green, Yellow, Blue, Red, and White)

b. *Bell signal (Bells or Fire Alarm) (must radio gym and D wing classes)*

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 of Growth & Development-
Psy 33 - Course # S8134 - Spring 2019

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 (7th edition is fine as well) **Copyright Date:** 2006

Book Title: The Four Agreements **Author:** Ruiz, Don Miguel
ISBN: 978-1-878424-31-0 **Publisher:** Amber-Allen **Copyright Date:** 1997

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

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.

Class Guidelines

Attend: Be in class for every session.

Prepare: Read the course material before each class; assigned text and ancillary sources including videos and articles are assigned in advance of weekly topics.

Commit to spending an equivalent amount of time out of class preparing for being in class; when working on written assignments, conducting research, studying or group planning, be prepared to spend a bit more time.

Participate: Actively engage in class discussions. Contribute your thoughts and ideas and ask for clarity when necessary.

Be respectful: In our class, we will be inclusive, courteous and not only mindful of diversity but celebratory! Much of the richness in our class will come from acceptance and open mindedness about unique ways of being.

Communicate: If you need to miss a class, reschedule a mid or term exam, or turn in a written assignment at another time, please let me know **in advance**.

Consult your syllabus for all class assignments and schedule and always feel free to ask the instructor if you need anything.

It is expected that you will respect yourself and others by refraining from interrupting one another or the instructor; all devices that are not being used specifically for class 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 400 points (there are extra credit opportunities).

Participation: attendance, discussion, engagement	125
12* Quizzes 10 points each; 2 exams 25 points each	150
2- written assignments; 25 points each	50
Term project	25
Group Presentations	25
Extra Credit opportunities	
Total	375

Grading Scale

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

Term Calendar

Class will begin on **January 22nd, 2019**, and end on **May 16th, 2019**; we will meet M/T/TH at 8:15 a.m. unless otherwise noted. **We will match SFHS's academic calendar & vacation schedule.**

Weekly Schedule

Week One – January 22nd

Review Text - Review Course syllabus and expectations
Review Assignments and course content and expectations
overview of the course – intro to The Four Agreements

Week Two – January 29^h

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

Week Three – February 4th

Read Chapter 2 - Child and Adolescent development FA: Read the First Agreement
Focus Areas: Models of Personality

Written Assignment # 1: Topic TBA

Due on February 25th

Week Four – February 11th

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

Week Five - Intersession. Don't come to school, we're on a break!

Week Six – February 25th

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

Written Assignment #1 Due Thursday

Week Seven – March 4th

Read Chapter 6 – Love FA: Read the Second Agreement
Focus Areas: What is love? How many kinds of love are there? Barriers to loving

Week Eight - March 18th

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

Mid term Thursday

Week Nine - March 18th

Read: Chapter 8 - Becoming your own person FA: Read the Third Agreement
Focus Areas: Alternative roles v. stereotypes

Short Essay #2: A two page paper (250 - 500 words) Topic TBA

Week Ten - March 26th

Read: Chapter 10 - Work and recreation
Focus Areas: Reframe on "Career Decisions"

Week Eleven - April 1

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

Week Twelve - April 8th

Read: Chapter 12 - Death & Loss FA: Read the Fourth Agreement
Focus Areas: Grief process; processing the "Debt that all people pay".

Review Term Project parameters

Essay # 2 Due Thursday

Week Thirteen - Spring Break

Week Fourteen - April 22nd

Read: Chapter 13 - Meaning and Value

Focus Areas: Value systems in action

Group Presentations Planning

Week Fifteen – April 29th

Read: Chapter 14 - Pathways to personal growth

Focus Areas: Many roads... what fits?

Week Sixteen – May 6th

Group Projects - presentations

Tuesday & Thursday Group Presentations

Week Seventeen – May 13th

Term projects due

Tuesday – Term Exam

Scoring Rubrics (how your work is evaluated)

Written Assignments (2 @ 25 pts): The goal of the short papers is to learn about applying psychological process and communicating what you have learned. Follow the directions below, please

) 1 page Double spacing 1” margins 12 point font (Times or Arial)

) Use spell check

Accurately and concisely write a narrative that addresses the prompt you will be given. A minimum of two sources are required for each essay (not counting textbook, images or videos). Use both in-text/body (parenthetical) citations and a works cited page (bibliography). Please use APA formatting. Assignments are due on Thursdays at the beginning of class or be emailed to me prior to class at: stephen-quiggle@redwoods.edu

Quizzes and Exams are a combination of multiple choice and fill in the blank (with terms provided) and short answer essay (for mid and term exams). These assessments are concise and designed to let us (you and me) know what you’ve learned. No gimmicks, no tricks. For multiple choice, there is one clear and correct answer and two or three incorrect choices. The twelve (12) quizzes will be given at random; some weeks we may not have a quiz. The two lowest quiz scores will be discounted and not part of the final grade.

We will have mid and term exams at the eight and seventeen week mark for the course. You will have the choice to complete an exam or write a short paper – to be discussed in class.

Extra Credit will be available intermittently throughout the course and will equate to about 20 points total. Therefore, while Xcredit may “help” boost your grade, it will not make up for a missed paper or term exam!

Group presentation and Term project grading will be discussed in class.

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