

**Course Information**

Semester & Year: Fall 2019
Course ID & Section #: PSYCH 33, E7388
Instructor's name: K. Schopp
Day/Time or *Online: MW 11:40AM – 1:05PM
Location or *Online: CA109
Number of units: 3

**Instructor Contact Information**

Office location or *Online: CA121
Office hours: MW, 2-3pm
Phone number: (707) 476-4336 (during office hours only)
Email address: <a href="mailto:katheryn-schopp@redwoods.edu">katheryn-schopp@redwoods.edu</a>

**Required Materials**

Textbook Title: Adjust
Edition: None
Author: Weiten, Hammer, Dunn
ISBN: 978-1-133-59498-7
Other requirements: materials, equipment or technology skills

**Catalog 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 and sex, gender roles, mental health diagnoses, work, and group behavior. Students will learn to apply psychological theories and principles to their own lives while examining personal barriers to learning, personal effectiveness, and interpersonal relationships.

**Course Student Learning Outcomes (from course outline of record)**

1. Explain concepts in areas of psychological theory and research while utilizing appropriate terms to represent the biopsychosocial perspective for development across the lifespan.
2. 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.
3. Analyze psychological research and apply concepts to self and others in writing for life-long personal growth.
4. Differentiate between individual and sociocultural differences as applied to psychology of adjustment.

**Evaluation & Grading Policy**

Class Participation and Attendance 25%, points given for attendance
Written Assignments 20%, 5 points deducted for each day assignment is late
Chapter Quizzes 35%, Not accepted after deadline

Exams 20%, Not accepted after deadline

**Grade Distribution: A=93% and above, A-=90-92%, B+=88-89%, B=83-87, B-=80-82%, C+=78-79%, C=65-77%, D=60-64%, F=59% and below**

#### Prerequisites/co-requisites/ recommended preparation

Completion of English 350 or assessment into English 150 is highly recommended.

**\*ONLINE REQUIREMENTS - The following are required online courses but are recommended for all (see \* in contents).**

#### Special accommodations statement

[Describe the College's compliance with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities.]

#### Student feedback policy

[Communicate to students how you will provide timely and substantive feedback on course work.]

#### Proctored Exams

[Only include if Proctoring is required, and if so, provide Information on the available options. Online course instructors must include both on and off campus options for proctoring]

#### Student Accessibility Statement and Academic Support Information

[See recommended support links and accessibility statement]

Personal Growth and Adjustment, Psych 33  
Section E7388, 3 Units  
Eureka Campus, Room CA109  
MW 11:40AM – 1:05PM, August 24 to December 14  
Fall 2019

Instructor Katheryn Schopp, MPhil  
Office Hours: MW, 2-3pm  
Office: CA121  
Email: [katheryn-schopp@redwoods.edu](mailto:katheryn-schopp@redwoods.edu)  
Office Phone: (707) 476-4336 (during office hours only)

**Text:** Weiten, Hammer, Dunn. (2014). Adjust. Cengage: California. ISBN-13: 978-1-133-59498-7

### **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 and sex, gender roles, mental health diagnoses, work, and group behavior. Students will learn to apply psychological theories and principles to their own lives while examining personal barriers to learning, personal effectiveness, and interpersonal relationships.

### **Advisory:**

Completion of English 350 or assessment into English 150 is highly recommended.

### **Student Learning Outcomes:**

1. Explain concepts in areas of psychological theory and research while utilizing appropriate terms to represent the biopsychosocial perspective for development across the lifespan.
2. 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.
3. Analyze psychological research and apply concepts to self and others in writing for life-long personal growth.
4. Differentiate between individual and sociocultural differences as applied to psychology of adjustment.

	Dates	Topic	Reading Assignment	Assignments Due	Quizzes and Exam
Week 1	8/26, 8/28	Course Introduction, Study Skills, Adjustment	Chapter 1		Chapter Quiz
	<b>9/2</b>	<b>Holiday-- NO CLASS</b>			
Week 2	9/4	Personality	Chapter 2	Schedule	Chapter Quiz
	<b>9/6</b>	<b>Last day to withdraw with full refund</b>			
Week 3	9/9, 9/11	Stress	Chapter 3		Chapter Quiz
	<b>9/9</b>	<b>Census Day</b>			
Week 4	9/16, 9/18	Health	Chapter 5	Popular Press Article Assignment	Chapter Quiz
Week 5	9/23, 9/25	Coping	Chapter 4	Pick coping strategy to try	Chapter Quiz
Week 6	9/30, 10/1	The Self	Chapter 6		Exam 1
Week 7	10/7, 10/9	Social Thinking and Influence	Chapter 7		Chapter Quiz
Week 8	10/14, 10/16	Communication	Chapter 8	Coping Paper	Chapter Quiz
Week 9	10/21, 10/23	Friendship and Love	Chapter 9		Chapter Quiz
Week 10	10/28, 10/30	Marriage	Chapter 10		Exam 2
	<b>11/1</b>	<b>Last day to withdraw with a W</b>			
Week 11	11/4, 11/6	Gender	Chapter 11		Chapter Quiz
	<b>11/11</b>	<b>Holiday-- NO CLASS</b>			
Week 12	11/13	Sexuality	Chapters 12	Research Article Assignment	Chapter Quiz
Week 13	11/18, 11/20	Careers and Work	Chapter 13		Chapter Quiz
	<b>11/25, 11/27</b>	<b>Holidays-- NO CLASS</b>			
Week 14	12/2, 12/4	Disorders	Chapter 14		Chapter Quiz
Week 15	12/9, 12/11	Presentations		Presentation or Paper on project	
		<b>Final Exams</b>			Exam 3 (Final Exam)

### **Student Commitment:**

A typical three credit hour class will require about nine hours per week of your time. You will need to carefully read textbook chapters, attend class, and complete weekly quizzes. Conscientiousness, attention to details, and college-level reading/writing are critical for success.

### **Class Participation and Attendance (140 points / 25%):**

Please make every effort to be present for each class on time. In-class participation is a very important component of this class. You will receive 5 points for each class you attend and are engaged in.

The topics covered in this class may stimulate individuals to discuss their own life difficulties. **Please be cautious when making personal self-disclosures in this class.** Also, please be advised that respect for others in the classroom is required. Please see below for information about the Student Code of Conduct, which can be accessed on CR's homepage.

If you decide not to continue the class, drop the class and let me know. Administrative procedure 5075 allows instructors to withdraw students from class for non-participation through the tenth week of the term. Non-participation means missing three classes in a row and not taking quizzes, exams, or turning in assignments. If you need to miss class due to illness or emergency please email me and let me know. Census date is September 9, and I will be dropping students who have not participated in class then. On November 1<sup>st</sup>, I will be again dropping students who have not be participating.

Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

### **Written Assignments / Presentation (120 points / 20%):**

There are four written assignments and one presentation (which may optionally be submitted as a written assignment) required for this class. All exams, quizzes, and assignments will be submitted online and are due by 11:59 PM on the Sunday of the week they are due.

**Study Schedule and Notes Assignment:** You will turn in a schedule for this semester. There is an example on page 25 of your text, and there is a blank schedule at the end of this document. You need to turn in a plan for how you will organize a week including this class, your other classes, work, and other responsibilities that you have. I recommend that outside of this assignment you have a planner that you utilize for the semester. This assignment also requires you to turn in the notes that you have taken from the lectures on chapters 1 and 2 of the text. Please scan or

photograph your notes, keep the originals in your notebook. This assignment is worth 20 points- 5 points will be taken off for every day that the assignment is late.

**Popular Press Article Assignment:** You will submit a copy of an article found in the popular press on a psychology topic, and a paper on this article. This assignment is worth 20 points. The article can be from a newspaper, magazine, or from the APA website under the section *Psychology in the News*. Read the article and answer the following questions in a typed paper approximately one page in length.

1. Explain the claim of this article
2. Is research cited in the article? If so, explain.
3. Is this an article that you would utilize to make changes in your life? Why or why not?

**Coping Paper:** Chapters 3-5 cover stress, health, and coping. Identify two stressors that you currently have in your life. Explain these stressors and discuss how they affect your health and identify your coping strategies for these stressors. Please include at least one coping strategy from chapter 4 that you are trying out and which is new to you. This paper needs to be 2-3 pages typed, double-spaced and in a 12-point font. This paper is worth 40 points; 5 points will be deducted for everyday that the paper is late. The grading rubric for this paper is as follows.

**Content-** 20 points (discussion of the parts of the assignment with adequate depth)

**Data Collection-** 10 points (tracking progress applying a coping strategy over previous weeks)

**Organization-** 5 points (Is sentence and paragraph structure appropriate?)

**Spelling and grammar-** 5 points (1 point deducted for each mistake)

**Research Article** (in groups): The research process is integral to psychology. Early in the semester your group will choose a topic for your research assignment. The same topic will be utilized for group members. This will be an “umbrella” topic and each individual group member will have a subtopic in the area. Topics for research include, but are not limited to:

1. Psychological disorders
2. The effects of behavioral medications on symptoms of disorders
3. The stability of personality traits throughout the life-span
4. Self-esteem and relationships
5. The effects of stress on health
6. Effective coping strategies
7. Conformity and obedience
8. Interpersonal communication
9. The role of work in an individual's life
10. Addictions

11. Relationships: types of love, choices in relationships
12. Marriage
13. Gender issues
14. Therapies: types of treatments utilized, current trends

You will need to find an academic research article for this assignment utilizing research site available through the CR library- for instance EBSCO. We will be going to the library to meet with the librarian prior to this assignment. You will turn in the article with a typed response to the following questions:

1. What journal does the article appear in? Provide the date and volume.
2. What are the authors attempting to examine with this article?
3. Did they conduct research that is being discussed here?
4. What is the outcome for this article?
5. Provide your reactions to this article.

This assignment is worth 40 points. Five points will be taken off for every day that the paper is late. The following rubric will be utilized in grading this assignment:

**Content-** 30 points (are the questions answered in a thoughtful, thorough manner?)

**Source-** 5 points (is the source an academic source verifiable by an author and/or organization?)

**Spelling and grammar and organization-** 5 points (1 point deducted for each mistake)

**Personal Project:** Each individual will choose a personal project. The intent of this project is to provide the student with an opportunity to learn more about themselves, their community, and the field of psychology. Choose something that you are interested in. Pick your topic early so you can complete all aspects of the assignment. I recommend that as you are working on your personal project you start with journaling your progress and reactions to the project. This free writing journal will help you understand your process. You can choose from the following list or come up with a topic on your own. Topics not listed must be approved prior to the due date.

1. Present a personal autobiography, focusing on major events in your life that have shaped your development.
2. Participate in a career assessment at the career center on campus; write a paper on your reactions to the assessment including the results.
3. Interview a psychologist practicing in the field. Include in your paper their typical workday and what types of clients they see, and how this interview has affected your career choice process.
4. Read two current self-help books and report about your reactions to them.
5. Make a behavioral change (for at least 4 weeks) in your life such as quitting smoking, changing your diet, starting an exercise program, learning a new

- skill, or taking up mindfulness meditation on a regular schedule. Present your reactions on this process.
6. Report how the relationship with a significant person in your life has affected your personal growth and coping strategies.

You have two options for how to report on your personal project. You may either make a presentation during the final week of class, or you may write your report into a paper.

If you choose to write this into a paper, the paper must be 3-5 pages, typed, double-spaced, using a 12-point font. Five points will be deducted for every day this paper is late. Papers will be graded according to the following rubric:

**Content-** 50 points (discussion of the parts of the assignment with adequate depth)

**Organization-** 5 points (Is sentence and paragraph structure appropriate?)

**Spelling and grammar-** 5 points (1 point deducted for each mistake)

Alternatively, you may make your report as a verbal presentation to myself and the members of your study group during the final week of class. The length of the presentation should be 15 minutes. After the presentation you are required to turn in a journal or outline of your reactions to this project, or whatever notes you kept as you did this project. The presentation and outline/notes will be graded with the following rubric:

**Content- 20**

**Eye contact - 10**

**Length of presentation- 20**

**Outline of presentation- 10**

**Extra Credit Papers (up to 3 may be submitted):** 1. What have I learned from this class (or this unit of this class)? 2. Why is this material important? 3. How is the material related to my life? 4. What questions do you now have about the material. Extra credit papers must be submitted by **12/20/2019**. No extra credit papers will be accepted after this date. Papers submitted on individual units are worth 20 points and should be 1-2 pages typed, double-spaced, using a 12-point font. A paper submitted on the class as a whole should be 3-5 pages, typed, double-spaced, using a 12-point font, and is worth 60 points. Content will be worth 80% of the points in the extra credit assignments, organization worth 10%, and spelling and grammar worth 10%.

**Chapter Quizzes (180 points/35%):** Each chapter has a quiz consisting of 15 timed multiple-choice items based on the week's lectures, lecture videos (if applicable), and text readings. Questions will be randomly drawn from an item pool consisting of lecture questions, lecture video questions, and text chapter questions. All quizzes and exams will be given online through Canvas, and will be available



beginning Mondays the week the chapters are presented and until the deadlines on Sundays at 11:59 pm. I encourage you to complete the quizzes prior to this deadline. Some students find they perform better by completing quizzes directly after the last class of the week (and after they have studied the week's chapter) when the material is fresh in their minds. Quiz scores and correct answers are available immediately. You are limited to a total of 15 minutes for each quiz.

If you do not have a home computer you make take these quizzes in the computer lab.

While technically an open-book quiz, you will not have time to search and find all of the answers. You can take each quiz three times (although each quiz has different questions randomly generated from a test bank) with the highest score recorded in the gradebook. I have chosen this policy because I feel this can be used as a tool for learning. You will have two practice tests to help you evaluate any material that you have missed. If you miss a question on a quiz, please take a moment or two to go back and review the relevant material from the chapter. *The lowest quiz score will be dropped for your final grade.*

**Exams (120 points/20%):** Each of the three exams consists of 60 multiple-choice questions based on the readings from the textbook. Exams can be taken only once, have a 60 minute time limit, and are NOT open-book. *The lowest exam score will be dropped for your final grade. One of the exams will be counted as your mid-term and one will be counted as your final.*

**Grade Distribution:** A=93% and above, A-=90-92%, B+=88-89%, B=83-87, B-=80-82%, C+=78-79%, C=65-77%, D=60-64%, F=59% and below

**Student Code of Conduct:** Please familiarize yourself with the Student Code of Conduct (AP 5500), available on the College of the Redwoods website. You are required to do your own work. All papers, postings, and exams must be completed by you without assistance. Do not use any source except the textbook or instructor's lectures in your discussion posts without proper citation. In cases involving academic dishonesty, determination of the grade and your status in the course is left primarily to the discretion of the instructor. In such cases where the instructor determines that you have demonstrated academic dishonesty, you may receive a failing grade for the assignment and may be reported to the Dean of Students. This is the policy I will be taking in this course. 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.

**Students Success:** Successful students typically do the following:

- Buy the textbook at the beginning of the class and begin reading
- Read the chapter assigned before coming to class
- Turn assignments in on time
- Know where your syllabus is and the schedule for the class

- Know how to contact your instructor and contact her if you are having difficulties of any kind that are interfering with school
- Take notes during class
- Take notes while reading the text-outlining the chapter and writing out key concepts
- Be on time for class with your cell phone off and ready to experience the class
- Have a designated study area that is distraction-free

**Students with Disabilities:** 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 during the first week so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made after the first week. If you have a disability or believe you might benefit from disability-related services and accommodations, please see me or contact <https://www.redwoods.edu/dsps>. Students may make requests for alternative media by contacting DSPS: 707-476-4280, student services building, 1<sup>st</sup> floor.

**Academic Support and Resources:** Academic support is available at <https://www.redwoods.edu/counseling/> and includes academic advising and educational planning, <https://www.redwoods.edu/asc> for tutoring and proctored tests, and <https://www.redwoods.edu/eops>, for eligible students, with advising, assistance, tutoring, and more. The following resources are available to support your success as a student:

- Library (including online databases): <https://www.redwoods.edu/library>
- Canvas help and tutorials: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>
- Student Online Hand Book: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

**Course Communication:** The best way to contact me is via email. I will be checking my email daily during the term.

1. **Instructor Email** - You can also reach me at my work email address. [Katheryn-schopp@redwoods.edu](mailto:Katheryn-schopp@redwoods.edu) I check my email daily.
2. **By phone during office hours only.** I cannot check messages on the office phone, and am not reliably there at other times.
3. **I will not be checking Canvas Messages or Canvas Module questions to the instructor.** For any questions about online quizzes, please email me.

**Notes:**

- *While I make every effort to follow the standards and schedule of this syllabus there may be times when changes are necessary. I will inform the class through the announcement board and/or class messages of any changes.*
- *If you write about child abuse or discuss it in-class, I may be obligated to report to Child Welfare Services. Please contact me directly with any concerns or questions.*

**Group Member's Names and Contact Information:**

**Weekly Class/Study/Life Calendar** – fill in blocks of time with your class schedule, study times, work,

Number of hours in class \_\_\_\_ X 3 = \_\_\_\_ Now block out this number of hours for study **minimum** recommended study time needed.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7 am						
8 am						
9 am						
10 am						
11 am						
12 noon						
1 pm						
2 pm						
3 pm						
4 pm						
5 pm						
6 pm						
7 pm						
8 pm						
9 pm						