



## Syllabus for Psychology 33 Personal Growth & Development

### Course Information

Semester & Year: <b>Fall 2019</b>
Course ID: <b>Psych 33</b> Section #: <b>048950</b>
Instructor's name: <b>Stephen Quiggle</b>
Day/Time or *Online: <b>Mondays-Wednesdays-Fridays 8:15 a.m. to 9:10 a.m.</b>
Location or *Online: <b>C-5</b>
Number of units: <b>3</b>

### Instructor Contact Information

Office location or *Online: <b>Below</b>
Office hours: <b>As needed by prior appointment</b>
Phone number: <b>(707) 223-1713</b>
Email address: <b>stephen-quiggle@redwoods.edu</b>

### Required Materials

Textbook Title: <b>I Never Knew I Had a Choice</b>
Edition: <b>10th</b>
Author: <b>Corey &amp; Corey</b>
ISBN: <b>9781285067681</b>

### Required Materials

Textbook Title: <b>The Four Agreements</b>
Author: <b>Don Miguel Ruiz</b>

### Catalog Description

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 Student Learning Outcomes

Students will be able to:

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

Rubrics and grading standards (listed below) will be discussed in class.

## recommended preparation

General Psychology; English 150

## Special accommodations statement

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.

## Student feedback policy

Student coursework progression can be addressed privately after class or by appointment. All graded coursework will be returned by the class meeting following the due date.

## Student Accessibility Statement and Academic Support Information

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.

As a concurrently enrolled student, you are earning 3 units of college course credit and 10 HS credits (2 semesters) when you pass this course.

This course is different in conception and template than many others that you may have enrolled in, to date. Each class meeting, there is the assumption that you have completed any assigned reading, reviewed any required videos, and completed any assignments necessary, and are ready to discuss the material, prior to class. In this course, you are in college; as such, we will all work together respectfully and conduct ourselves maturely and courteously.

I'm here to support you. Be involved. Ask questions. Share your perspective. Remember, we're all in this together.

<b>Term Calendar &amp; class schedule</b>
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Class will begin on **August 27<sup>th</sup>** and end on **December 17<sup>th</sup>**; we will meet every **M / W/ F at 8:15 a.m. in C-5** unless otherwise noted. **If you're going to drop the course, do it by September 6<sup>th</sup>!**

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Activity / Assessment/ Assignment due*</b>
Week 1: 8/27 & 29	Course Introduction. Review Course syllabus, materials, & process.	Review text and Four Agreements (FA)	Class mixer; Group assgnmts Syllabus Quiz
Week 2: 9/3 & 9/5	Invitation to personal learning	Chapter 1 FA introduction	
Week 3: 9/10 & 9/12	Childhood & Adolescence	Chapter 2	
Week 4: 9/17 & 9/19	Adulthood & Autonomy	Chapter 3 FA – 1 <sup>st</sup> Agreement	Presentations
Week 5: 9/24 & 9/26	Wellness	Chapter 4	Written Assignment 1
Week 6: 10/1 & 10/3	Stress Management... Anxiety abatement	Chapter 5 FA – 2 <sup>nd</sup> Agreement	
Week 7: 10/8 & 10/10	Love	Chapter 6	Group Presentations
Week 8: 10/15 & 10/17	Relationships	Chapter 7	Mid term
Week 9: 10/22 & 10/24	Becoming the person that you choose to be	Chapter 8 FA – 3 <sup>rd</sup> Agreement	
Week 10: 10/29 & 11/1	Sex & sexuality... they're not the same things!	Chapter 9	
Week 11: 11/5 & 11/8	Work & Recreation; they're not mutually exclusive	Chapter 10	Written Assignment 2
Week 12: 11/12 & 11/15	Loneliness & Solitude	Chapter 11 FA -4 <sup>th</sup> Agreement	Group Presentations
Week 13: 11/19 & 11/22	Death & Loss	Chapter 12	Term paper / Book report outline <b>Thursday*</b>
Week 14: 11/26 & 11/28	Take the week off. Give thanks!	For Fun	Relax
Week 15: 12/3 & 12/5	Meaning & Value	Chapter 13 FA – In concert	
Week 16: 12/10 & 12/13	Pathways to Personal Growth	Chapter 14	Term paper Due <b>Thursday*</b> Term exam <b>Thursday*</b>
Week 17: 12/17	Final & paper returned Final engagement		Term exam & papers returned

We will meet on One Saturday – the date will be set well in advance.

### Evaluating and Reporting 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). **Personal grades will only be discussed privately.**

Participation: attendance, discussion, engagement	150
3 Group presentations	60
Mid-term exam	40
2- brief written assignments-25 points each	50
Term exam	50
Term paper or book report	50
Total	400

### Grading Scale

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

### Scoring Rubrics (how your work is evaluated)

**Written Assignments (25 pts):** The goal of the short papers is to learn about applying psychological process and communicate what you have learned. There may be annotated bibliographies, executive summaries, or short article reviews that shall each be:

- ) 1-2 page
- ) 1.5 spacing
- ) 1" margins
- ) 12 point font (Times or Arial)

Accurately and concisely (briefly) write a narrative that addresses the prompt you will be given. A minimum of two sources are required for each essay. Use both in-text/body (parenthetical) citations and a reference page. Please use APA style guides. Assignments are due on the Thursday of the week due either at the beginning of class or be emailed to me prior to class. Late work is only accepted by prior arrangement.

**Term Paper (50 pts):** Papers should be 3-5 pages following the mechanics above. **Consult a minimum of four scholarly resources** and cite. Complete an APA title page. Topics to choose from will be given well in advance. Outlines are required week 13 and equal 20% of the total grade of the paper (basically, you earn 10 points for turning in an outline so that I can make sure you're on the right track!)

**Quizzes and Exams** are a combination of multiple choice and fill in the blank (with terms provided) and short answer essay. 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.

**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!