

## 33, Personal Growth & Adjustment

### Course Information

Semester & Year: Spring 2020
Course ID & Section #: Psych 33, Section E8098
Instructor's name: K. Schopp
Day/Time or *Online: TTH 10:05AM – 11:30 PM
Location or *Online: HU115
Number of units: 3

### Instructor Contact Information

Office location or *Online: HU119
Office hours: Mondays, 1:30 to 3:30 PM, Most Weeks
Phone number:
Email address: katheryn-schopp@redwoods.edu

### Required Materials

Textbook Title: <u>Psychology of Adjustment: The Search for Meaningful Balance</u>
Edition: 1st
Author: Moritsugu, Vera, Jacobs, Kennedy
ISBN: 978-1-483-31928-5
Other requirements: materials, equipment or technology skills: Students are required to submit assignments and quizzes online though Canvas for this course.

### 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

**Quizzes 20%, Written Assignments 50%, In-class Participation 30%.** Written assignments are marked down by 20% per day that they are submitted late. The lowest weekly participation score is dropped from the final grade. Individual assignment will have their own rubrics.

**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 E8098, 3 Units  
Eureka Campus, HU115  
TTH 10:05AM – 11:30 PM  
Spring 2020

Instructor Katheryn Schopp, MPhil  
Office Hours: Mondays, 1:30 to 3:30 PM  
Office: HU119  
Email: [katheryn-schopp@redwoods.edu](mailto:katheryn-schopp@redwoods.edu)

**Text:** Moritsugu, Vera, Jacobs, Kennedy. (2017). Psychology of Adjustment: The Search for Meaningful Balance. Sage: California. ISBN: 978-1-483-31928-5

The text can be purchased new, used, or rented from a commercial vendor such as the College of the Redwoods Bookstore. At my last check, the book could be rented for as little as \$33, bought as an e-textbook for \$20 or as a paperback for \$80. Please have access to the text by the first week of class as assignments begin immediately.

### **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.

	<b>Dates</b>	<b>Topic</b>	<b>Reading Assignments</b>	<b>Other Assignments Due</b>	<b>Quiz or Exam Due</b>
Week 1	1/21, 1/23	Adjustment: A Life Process	Chapter 1 & Online Reading	Schedule	Syllabus Quiz
Week 2	1/28, 1/30	Purpose in Life & Community Contexts	Chapters 2 & 3	Strengths Assessment Meaning Writing	
	<b>2/3</b>	<b>Census Day</b>			
Week 3	2/4, 2/6	Experience and Learning, Research	Chapter 4 & Online Reading	Social Group Plan, Popular Press Article Assignment	
Week 4	2/11, 2/13	Review Week	Chapters 1-4	Meditation Due Prior to Class Next week	Quiz
Week 5	2/18, 2/20	Mindfulness: A Path to Awareness	Chapter 5	Progress Report on Social- Group Plan	
Week 6	2/25, 2/27	Stress, Health, and Well-Being	Chapter 6 & Online Reading	Well-Being Plan	
Week 7	3/3, 3/5	Social Relationships and Resilience	Chapter 7 & Online Reading	Social Group Plan Discussion	
Week 8	3/10, 3/12	Romance and Intimacy, Sexuality	Chapter 8 & Online Reading	Well-Being Plan Progress Report	
	<b>3/17, 3/19</b>	<b>Spring Break-- NO CLASS</b>			
Week 9	3/24, 3/26	Positive Psychology, Psychological Theories	Online Reading	Long-Term Goals Assignment	
Week 10	3/31, 4/2	Review Week	Chapters 5-8	Social Group Paper	Quiz
Week 11	4/7, 4/9	Work and Vocation, Money	Chapters 10 & 11	Vocation Assignment	
Week 12	4/14, 4/16	Dysfunction & Maladjustment	Chapter 13	Research Article Assignment	
Week 13	4/21, 4/23	The Search for Balance & Future	Chapter 14	Well-Being Paper	
Week 14	4/28, 4/30	Presentations			
Week 15	5/5, 5/7	Review Week	Chapters 10, 11, 13, 14		
Final	5/14	Final Exam		Thurs 10:45 AM to 12:45 PM	Quiz

### **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 quizzes and write papers. Conscientiousness, attention to details, and college-level reading and writing are critical for success. You are expected to have finished reading the textbook chapter for the week by the second class meeting for the week.

### **Computer and Internet Requirement:**

You are required to submit assignments and quizzes online through Canvas for this course. After the first week I will not accept assignments that are not submitted electronically (and you must complete the syllabus quiz online). If you do not have a computer or internet access, you may use the resources at the College of the Redwoods library, which will allow you to access the Internet on a college-owned computer. I do not recommend using only a smart phone to access Canvas for this class. Prior students of this class have not had good success doing so.

### **Withdrawal from Class:**

Students can withdraw from class without a grade and receive a full refund by **1/31/20**. The last day for a student-initiated withdrawal is **4/3/20** and results in a W in the transcript and no refund. 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. If you decide not to continue the class, drop the class and let me know. As per college policy, a grade of Incomplete ("I") is not an option unless the student can demonstrate specific circumstances that occurred at the end of the semester. An incomplete cannot be extended to a student who stops attending earlier in the semester.

Administrative procedure 5075 allows instructors to withdraw students from class for non-participation through the tenth week of the term. Non-participation means missing four 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 **February 3<sup>rd</sup>**, and I will be dropping students who have not participated in class then. On **April 3<sup>rd</sup>**, I will be again dropping students who have not be participating.

**In-class Participation (140 points/ 30%)**: We will have in-class activities that will be graded, including discussions. Discussions are an opportunity to demonstrate active listening and communication skills. Your participation grade will include an occasional pop-quiz which will cover content from the assigned reading for the week. Sometimes the activities will fall across both class session for the week, sometimes they will occur on only one of the two days of the week. We may skip a week here or there on in-class activities. This will depend on how long the activities take, if we have unscheduled disruptions (such as days missed for power-outages), and if we need extra review time on particular topics. Participation in these activities will count for 30% of your grade

(weighted if we lose weeks for some reason), at 10 about points per week. *The lowest weekly participation score will be dropped for your final grade.*

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.** Do not reveal anything in-class that you are uncomfortable with becoming public knowledge. Also, please be advised that respect for others in the classroom is required. Please see below for further information about expected class behavior and the Student Code of Conduct, which can be accessed on CR's homepage.

### **Written Assignments (327 points/ Weighted to 50%):**

There are twelve written assignments and one presentation required for this class. Most assignments and quizzes are due on Sundays by 11:59 PM. The final exam and meditation assignments are exceptions to this, and there may be other exceptions that I will note in-class as they arise. Written assignments are marked down by 20% per day that they are submitted late.

### **Study Schedule Assignment-- 10 points possible:**

The first assignment for this course is that you submit a schedule for this semester. 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. Your assignment must:

- **Include** a *minimum* of 3 hours of study time for each unit or credit per class outside of the class time. This is a 3 credit/unit class, so you need to schedule a minimum of 9 hours of study time per week for this class outside of the time you spend attending class. Do this for any other classes you are taking as well. (4 points)
- **Schedule adequate sleep time**, a minimum of 8-9 hours of sleep each day. (3 points)
- **Incorporate** at least 3 hours during the week for exercise or physical movement, even if you have no exercise plan now, or do not currently plan to exercise this term. If you are taking sports, your practices can substitute for this time. (3 points)

**Purpose Paper and Long-Term Goals Assignment:** At the beginning of the term you will reflect on and write about your purpose. Near the end of the term you will revisit this writing and translate your purpose into long-term goals with achievable steps. This assignment may be expanded into your personal project, which you will present to the class at the end of the term.

### **Purpose Paper -- 20 points possible --Your assignment must:**

- **Provide a statement** of your spiritual or religious beliefs, or if you do not consider yourself to be religious or spiritual, an explanation of your worldview (5 points)

- **Categorize your beliefs as primarily intrinsic or extrinsic** as defined in chapter 2 of the text (2 points)
- **Provide reasoning** for your categorization of your beliefs (2 points)
- **How** do your spiritual beliefs or worldview relate to your sense of meaning? Clarify your purpose and what it means to you. (6 points)
- **Use correct grammar, spelling, punctuation, and complete sentences** (2 points)
- **Meet the 500 word minimum length** (3 points)

**Purpose Reflection and Long-Term Goals Paper** 52 points possible --Your assignment must:

Review your Purpose in Life writing from earlier in this term. Has any of what you considered your purpose changed over the term? If so, write out what has changed for you. If there has been no change, explain what in this class has confirmed your purpose. (2 points)

First, imagine your ideal situation in each of the following facets of your life and write a few sentences about your ideal. (2 points) How does this align with your purpose? (2 points) Now, write about where you want to be in six months? Two years? Five years? (6 points) Write one paragraph answering each of these questions for:

- Learning (what would you like to learn about?)
- Your social and family life
- Your career
- Your hobbies and free time

Now write a few sentences about what qualities you admire in people. (2 points)

Write a paragraph summarizing who you want to be, and what you want to do in life. (5 points)

Lastly, pick at least one point from this week's reading that you found interesting or that you found personally relevant, and write about what it meant for you. (3 points)

This assignment may be expanded into your final presentation if you create a detailed, step-by-step plan for accomplishing each of these goals.

**Well-Being Project and Paper:** Chapter 6 covers stress, health, and well-being. Identify two stressors or areas of concern, habits, or things you would like to improve in your life currently. Explain these and discuss how they affect you and identify your strategies for addressing these stressors or concerns. There are two written assignments due prior to your final paper. One is your plan initial for your paper. The other is a progress report on your plan. and this project may be expanded into your personal project, which you will present to the class at the end of the term.

**Well-Being Plan** 20 points possible --Your assignment must:

- **Identify** two things that you'd like to improve on for your well-being, and tell me why these are important to you. (4 points)
- **Explain** what it will mean to you if you succeed in your plan. What will it mean if you fail? Make a convincing argument that this matters to you. (2 points)
- **Create and articulate a plan** to help you with each of these. (4 points)
- **Present a time line** for implementing your plan. (4 points)
- **Identify** any obstacles you think you might encounter, and tell me how you plan to overcome them. If you don't anticipate any obstacles, tell me why. (4 points)
- **State** at least one part of chapter 6 that helped you create your plan. (1 points)
- **Use** correct grammar, spelling, punctuation, and complete sentences (1 point)

**Progress Report on Well-Being Plan--** 15 total points possible, 5 for written submission:

Write a couple paragraphs outlining:

- What progress you have already made on your Well-Being plan? (4 points)
- Has your schedule or plan changed? If so, how?
- Describe any obstacles you have run into and how you have addressed them or plan to address them?
- What are your next steps?
- Use correct grammar, spelling, punctuation, and complete sentences (1 points)

You will present this report to your group in-class next week, and a complete presentation will count towards your participation next week.

**Well-Being Paper--** 40 points possible:

Earlier in this class, you identified two items that you wanted to address or improve on for your well-being in previous assignments, and made and implemented a plan for addressing them.

Tell me again why you choose these items, and why they are important to you. Summarize what your plan was from the beginning, any obstacles that you've encountered, and what changes you have made to overcome them. Tell me where you are at now in your plan, and what effect the plan has had for you so far. If you plan to continue this plan for your personal project, tell me your next steps, and if you have any changes or improvements you'd like to make to your plan.

At the end of your paper, tell me the 2 most interesting things we have discussed (in-class or in the reading assignments), and how they relate to this project. This paper should be a minimum of 600 words.

- **Content-** discussion of the parts of the assignment with adequate depth (10 points)



- **Data Collection**- written progress tracking the application of strategies over the previous weeks (10 points)
- **Application** of material- why it was interesting to you, or how it relates to your life (10 points)
- **Organization**- Is sentence and paragraph structure appropriate? (5 points)
- **Spelling and grammar**- 1 point deducted for each mistake (5 points)

For five points extra credit, tell me a third thing you found interesting from the review and how it relates to this project. To get these five points extra credit your paper must be at least 700 words long. This paper reporting on this project and relating it to course material will be submitted near the end of the term.

**Social Groups Project and Paper:** For this class you are required to practice building social connections through either joining or building a social group. For this assignment as well, there are two written assignments due prior to your final paper. One is your social groups plan initial for your paper. The other is a progress report on your plan. This project may also be expanded into your personal project, which you will present to the class at the end of the term. To use this assignment for your final presentation, it must fit into your Long-Term Goals Assignment, or make a social impact that relates to your personal sense of purpose.

**Social Groups Plan** 5 points possible:

Identify an interest you have that you can do in group on a weekly basis.

You might consider:

- Sport/Group Exercise (dancing, martial arts, etc.)
- Religious or Spiritual Activity (church meetings, group meditations, etc.)
- Hobby (such as knitting, football fan club, outdoor adventure group)
- Support Groups (Al-Anon, NAMI, ManKind Project, etc.)
- Volunteer Groups (volunteer with non-profits or government agencies such as the National Forest)

Choose an interest, research local meetings, and make a plan to attend at least two different groups (you might not like the first one!) in the next two weeks. You will write about your experience in future assignments. Include your schedule for attending these. You may create your own group for this assignment as well. If you intend to do that, tell me your plan for doing so, and your schedule. Groups need not do the same activity every week as long as it is the same group of people. For this assignment, you must meet with your group in-person (no e-meetings).

If you like one of these groups, you will need to continue attending it for at least 4 weeks to complete future assignments.

- **Identify** at least two groups that you'd like to attend, and your schedule for doing this in the next two weeks. (5 points)

**Progress Report on Social Group Plan:** 5 points possible --Your assignment must tell me:

- What progress you have already made on your Social Groups Plan? (3 points)
- Has your schedule or plan changed? If so, how?
- What obstacles have you encountered and how have you have addressed them or plan to address them? (1 point)
- What are your next steps?
- Use correct grammar, spelling, punctuation, and complete sentences (1 points)

You will present this report to your group in-class next week, and a complete presentation will count towards your participation next week. Enter this assignment into the text box below, or upload a scan, photo, or document of this assignment. One point will be deducted per day for late assignment

**Social Groups Paper--** 40 points possible:

How have you built social connections throughout this term? Why are social connections important?

Earlier in this class, you identified two items that you wanted to attend and made and implemented a plan for addressing them.

Why did you choose these groups? Why they are important to you? Which group did you ultimately attend? Which dates did you attend? You must attend a minimum of four meetings over four weeks.

Summarize your plan from the beginning, any changes you have to made, and any obstacles that you've had to overcome. What did you gain from this assignment?

If you plan to continue this plan for your personal project, tell me your next steps, and if you have any changes or improvements you'd like to make to your plan.

At the end of your paper, tell me the 3 most interesting things you read in the assigned reading for the course or discussed in class that relate to the importance of social connection and social support. This paper should be a minimum of 600 words.

- **Content-** discussion of the parts of the assignment with adequate depth (10 points)
- **Data Collection-** written progress tracking the application of strategies over the previous weeks (10 points)
- **Application** of review material (10 points)
- **Organization-** Is sentence and paragraph structure appropriate? (5 points)

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

For five points extra credit, tell me another thing you found interesting from the review and how it relates to your life. To get these five points extra credit your paper must be at least 700 words long.

**Popular Press Article Assignment-** 20 points possible: 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 (a minimum of 300 words) 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?
4. Tell me how some of the material we covered on research assisted with this assignment.

The grading rubric for this paper is as follows.

- **Content-** discussion of the parts of the assignment with adequate depth (13 points)
- **Article provided-** the article that you utilized must be provided in your submission (2 points)
- **Organization-** Is sentence and paragraph structure appropriate? (3 points)
- **Spelling and grammar-**1 point deducted for each mistake (2 points)

**Research Article Assignment-** 30 points possible: (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. Meditation and mindfulness
11. Addictions

12. Relationships: types of love, choices in relationships
13. Marriage
14. Gender issues
15. 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.

The following rubric will be utilized in grading this assignment:

- **Content**- are the questions answered in a thoughtful, thorough manner? (20 points)
- **Source**- the source must be an academic source verifiable by an author and/or organization? (5 points)
- **Spelling and grammar and organization**- 1 point deducted for each mistake (5 points)

**Vocation Assignment**- 20 points possible:

If you are uncertain what your career goal is at this time, you may optionally do a guided meditation, and write a minimum of 150 words afterwards about your experience and any conclusions you reached after this exercise. You may submit this reflection for 10 points extra credit.

If you have a career goal in mind, do the following exercise, and submit your answers below. If you do not have a particular goal in mind, choose one you think you might be interested in for this exercise.

1. What will be your duties and responsibilities on a daily basis?
2. Is the working environment pleasant or unpleasant, low-key or high-pressure?
3. What kind of education and training are required to break into this occupational area?
4. What are entry-level salaries, and how much can you hope to earn if you are exceptionally successful?
5. How do you move up in this field? Are there adequate opportunities for advancement in this field?
6. What can you derive in the way of personal satisfaction from this job?

The grading rubric for this assignment is as follows.

- **Content-** discussion of the parts of the assignment with adequate depth, with necessary research completed (15 points)
- **Organization-** Is sentence and paragraph structure appropriate? (3 points)
- **Spelling and grammar-**1 point deducted for each mistake (2 points)

**Personal Project-** 60 points possible:

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. Develop the Well-Being Project, Social Group Project, or Long-Term Goals writing into a larger project. You must continue and expand in the work you started to use these projects for your presentation. Check with me if you have questions.
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 6 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. What did you learn from this process? Present your reactions throughout this process. What are your next steps?
6. Report how the relationship with a significant person in your life has affected your personal growth and coping strategies.

You will present your project during the final week of class, or on the day/time scheduled for our final. Your presentation should be 15 minutes long. This presentation will count as your final exam.

After the presentation you are required to turn in a journal for 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 points**
- **Eye contact – 10 points**
- **Length of presentation- 20 points**
- **Outline of presentation- 10 points**

**Quizzes (100 points / 20%):** There will be four quizzes in this class that count separately from your participation grade. These quizzes will be worth 100 points total. They will cover reading assignments and class videos and lectures.

**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.

We touch on sensitive topics in this course. In this course especially, you are required to "demonstrate qualities of morality, integrity, honesty, civility, honor, and respect. Students are required to engage in responsible social conduct that reflects credit upon the CR Community and to model good citizenship in any community." By this I especially mean that you are not permitted to make misogynist, racist, or hateful comments pertaining to the sexual orientation, identity, or other group status. If you disrupt the educational process in my classes in this or other ways I will ask you to leave the class session. I value the educational process for my students, and If I must ask you to leave a class session for disruptive behavior or comments I will report you and you will not be welcome back in my class.

Also, while I do not strictly prohibit profanity in my classroom, I do ask that you avoid swearing. Some students are distracted by profanity. We have limited class time together I would prefer that we stay focused in this classroom.

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 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. See <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 Canvas.

1. **Canvas Messages or Canvas Module questions to the instructor** - I usually check my messages daily, but this may not be the case on weekends and breaks from the term.
2. **Instructor Email** - You can also reach me at my work email address. [Katheryn-schopp@redwoods.edu](mailto:Katheryn-schopp@redwoods.edu). I will also be checking my email regularly during the term, but expect longer response times on weekends and holidays/term breaks.
3. **Office Hours** – Please **do** utilize my office hours listed at the top of this syllabus. I find that some communications that take quite a bit of time through electronic means can be handled much more efficiently in person. Also, note that my office hours may occasionally be shifted to another day of the week. I will notify you in advance if this is the case.

**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:**



# Emotion Words List

## **Anger and Apathy**

Annoyed ~ Apathetic ~ Bored ~ Certain ~ Cold ~ Crabby ~ Cranky ~ Critical ~ Cross ~ Detached ~ Displeased ~ Frustrated ~ Impatient ~ Indifferent ~ Irritated ~ Peeved ~ Rankled ~ Affronted ~ Aggravated ~ Antagonized ~ Arrogant ~ Bristling ~ Exasperated ~ Incensed ~ Indignant ~ Inflamed ~ Mad ~ Offended ~ Resentful ~ Riled up ~ Sarcastic Aggressive ~ Appalled ~ Belligerent ~ Bitter ~ Contemptuous ~ Disgusted ~ Furious ~ Hateful ~ Hostile ~ Irate ~ Livid ~ Menacing ~ Outraged ~ Ranting ~ Raving ~ Seething ~ Spiteful ~ Vengeful ~ Vicious ~ Vindictive

## **Fear**

Alert ~ Apprehensive ~ Cautious ~ Concerned ~ Confused ~ Curious ~ Disconcerted ~ Disoriented ~ Disquieted ~ Doubtful ~ Edgy ~ Fidgety ~ Hesitant ~ Indecisive ~ Insecure ~ Instinctive ~ Intuitive ~ Leery ~ Pensive ~ Shy ~ Timid ~ Uneasy ~ Watchful ~ Afraid ~ Alarmed ~ Anxious ~ Aversive ~ Distrustful ~ Fearful ~ Jumpy ~ Nervous ~ Perturbed ~ Rattled ~ Shaky ~ Startled ~ Suspicious ~ Unnerved ~ Unsettled ~ Wary ~ Worried ~ Filled with Dread ~ Horrified ~ Panicked ~ Paralyzed ~ Petrified ~ Phobic ~ Shocked

## **Sadness**

Contemplative ~ Disappointed ~ Disconnected ~ Distracted ~ Grounded ~ Listless ~ Low ~ Regretful ~ Steady ~ Wistful ~ Dejected ~ Discouraged ~ Dispirited ~ Down ~ Downtrodden ~ Drained ~ Forlorn ~ Gloomy ~ Grieving ~ Heavy-hearted ~ Melancholy ~ Mournful ~ Sad ~ Sorrowful ~ Weepy ~ World-weary ~ Anguished ~ Bereaved ~ Bleak ~ Depressed ~ Despairing ~ Despondent ~ Grief-stricken ~ Heartbroken ~ Hopeless ~ Inconsolable ~ Morose

## **Happiness**

Amused ~ Calm ~ Encouraged ~ Friendly ~ Hopeful ~ Inspired ~ Jovial ~ Open ~ Peaceful ~ Upbeat ~ Cheerful ~ Contented ~ Delighted ~ Excited ~ Fulfilled ~ Glad ~ Gleeful ~ Gratified ~ Happy ~ Healthy Self-esteem ~ Joyful ~ Lively ~ Merry ~ Optimistic ~ Playful ~ Pleased ~ Proud ~ Rejuvenated ~ Satisfied ~ Awe-filled ~ Blissful ~ Ecstatic ~ Egocentric ~ Elated ~ Enthralled ~ Euphoric ~ Exhilarated ~ Giddy ~ Jubilant ~ Manic ~ Overconfident ~ Overjoyed ~ Radiant ~ Rapturous ~ Self-aggrandized ~ Thrilled

## **Jealousy and Envy**

Disbelieving ~ Distrustful ~ Insecure ~ Protective ~ Suspicious ~ Vulnerable ~ Covetous ~ Demanding ~ Desirous ~ Envious ~ Jealous ~ Threatened ~ Avaricious ~ Gluttonous ~ Grasping ~ Greedy ~ Green with Envy ~ Persistently Jealous ~ Possessive ~ Resentful

## **Shame and Guilt**

Abashed ~ Awkward ~ Discomfited ~ Flushed ~ Flustered ~ Hesitant ~ Humble ~ Reticent ~ Self-conscious ~ Speechless ~ Withdrawn ~ Ashamed ~ Chagrined ~ Contrite ~ Culpable ~ Embarrassed ~ Guilty ~ Humbled ~ Intimidated ~ Penitent ~ Regretful ~ Remorseful ~ Reproachful ~ Rueful ~ Sheepish ~ Belittled ~ Degraded ~ Demeaned ~ Disgraced ~ Guilt-ridden ~ Guilt-stricken ~ Humiliated ~ Mortified ~ Ostracized ~ Self-condemning ~ Self-flagellating ~ Shamefaced ~ Stigmatized

Taken from: [www.karlamclaren.co](http://www.karlamclaren.co)

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

Number of hours in each class \_\_\_\_\_ X 3 = \_\_\_\_\_ Now block out this number of hours for study time. This the **minimum** recommended study time needed. Include at least 3 hours a week for movement/exercise.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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							

How many hours have you scheduled for sleep? \_\_\_\_\_ From what time to what time will you sleep each day?

\_\_\_\_\_