

Course Information

Semester: Spring Year: 2023
Course ID: Psych 33 Section #: S5020
Instructor's name: Stephen Quiggle
Days/times: M W F 8:10 a.m. – 9:10 a.m. at South Fork High School
Location: Wellness Center
Course units: 3 (10 units HS credit)

Instructor Contact Information

Email address: Stephen-quiggle@redwoods.edu (preferred method of contact)
Phone number: (707) 223-1713
Office hours: By appointment and before or after class (on M/W/F)

Catalog Description

A course focusing on applied psychology. This course surveys psychological theories and empirical research on personal growth, personality development, and adjustment. 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

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 the psychology of adjustment.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location.

At SFHS, you may make arrangements directly with your professor.

Required Materials

Required text: Corey & Corey, (2010). *I Never Knew I Had a Choice*, 10th edition ISBN: 9781285067681

Also required: Dyer, Wayne W. (1976). *Your Erroneous Zones*. New York, Funk & Wagnalls.

These and other course media and resources will be provided.

Class Schedule

Class will begin on Wednesday, January 18th and end on May 10th; we will meet every Monday / Wednesday / Friday unless there is a holiday or as otherwise noted.

Week	Topic	Read/View/Review	Assessment/Assignment Due
One: 1/18 (first class is on Weds.)	Course overview (including using Canvas) Introduction to Psychology Personal Learning & Growth	Course notes Related media Chapter 1 Corey Review Dyer	Introductions Syllabus quiz
Two: 1/23	Childhood & Adolescence In charge v. in control and responsibility	Chapter 2 Corey Chapter 1 Dyer Taking charge Related resources/media	If you're going to drop the course, please do so by 1/30
Three: 1/30	Adulthood & Autonomy Be the love of your life	Chapter 3 Corey Chapter 2 Dyer Related resources/media	Written synopsis of Dyer
Four: 2/6	Wellness Approval & Esteem	Chapter 4 Corey Chapter 3 Dyer Related resources/media Academic database search overview	Written synopsis of Dyer
Five: 2/13 Friday is a holiday	Managing Stress/Anxiety Taking charge of your thoughts	Chapter 5 Corey Chapter 4 Dyer Related resources/media	
Six: 2/20 Monday is a holiday	Relationships	Chapter 7 Corey Related resources/media	
Seven: 2/27	Love Guilt and worry... letting go	Chapter 6 Corey Chapter 5 Dyer	Written synopsis of Dyer

		Related resources/media	
Eight: 3/6	Being you! Be unconventional	Chapter 8 Corey Chapter 6 Dyer	*Self-awareness assessment *Quick Discrimination Index (QDI) *Used for ongoing discussion
Nine: 3/13	Sexuality	Chapter 9 Corey Chapter 7 Dyer Related resources/media	Written synopsis of Dyer
Ten: 3/20	Meaning & Value What is justice?	Chapter 13 Corey Chapter 8 Dyer	If you're going to drop the course (with a "W"), now's the time!
Eleven: 3/27	Pathways to Personal Growth Procrastinate "not"	Chapter 14 Corey Chapter 9 Dyer	Written synopsis of Dyer
Twelve: 4/3	Work & Recreation: Creating balance Being independently "you"	Chapter 10 Corey Chapter 10 Dyer	Written synopsis of Dyer
Thirteen: 4/10 Spring Break	Spring Break	Take the week off	
Fourteen: 4/17	Loneliness & Solitude... they're not remotely the same experience Farewell to feelings of anger	Chapter 11 Corey Chapter 11 Dyer Related media	Written synopsis of Dyer
Fifteen: 4/24	Death & Loss Your reinvented self	Chapter 12 Corey Chapter 12 Dyer	
Sixteen: 5/1 Last class is Wednesday	Final classes	Tying it all together/review	Personal Assessment Plan – Due Friday

Seventeen: 5/8	Finals week - Meet for grades and review discussion Monday		
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Assessments & evaluations

Your grade will be determined by the quality of your participation/discussion contributions (which require students to attend class regularly and punctually), writing assignments, and other assessments (there are also extra credit opportunities).

Assessment	Point Value
Weekly participation and discussions 10 points each week (Discussions may often include written artifacts and group interactions)	150
10 written assignments at 10 points each	100
Personal Assessment/Synopsis	25
Quick Discrimination Index/Summary Analysis	25
Personal Assessment term paper	50
	Total - 350

Grading Scale

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

Evaluation & Grading Policy

Every discussion forum, quiz, written assignment, or other assessment is accompanied by a clear grading rubric that states the parameters and standards relative to the assessment type. This course will use a standard 100% grading calculation (e.g. there are no weighted or curved grades). All assessments are due by the recorded and delineated date (though you may complete assessments early). Late work will not receive credit unless arrangements have been made at least three (3) days prior unless there is a legitimate, documented emergency.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Admissions deadlines & enrollment policies

Spring 2023 Important dates

- ***Class begins: 1/18/23***
- ***Last day to add a class: 1/30/23***
- ***Last day to drop without a "W" and receive a refund: 1/30/23***

- **Census date: 1/30/23**
- **President's holidays 2/17 & 2/20/23**
- **Spring Break 4/10 – 4/14/23**
- **Last day for student-initiated W (no refund): 1/30**
- **Last day for faculty-initiated W (no refund): 1/30**
- **The final examination block for our course is the last week 5/10**
- **The semester ends: 5/11**
- **Grades available for transcript release: approximately 5/15**

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 on the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, the determination of the grade, and 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. 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 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 the 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, the student 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. 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](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable contributing their perspectives to classroom discussions. It, therefore, encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students can have an alternate first name and pronouns appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update Form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu.

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources)

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Community College Student Health and Wellness

Resources, tools, and training regarding health, mental health, wellness, basic needs, and more designed for California community college students, faculty, and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

The [Counseling](#) Department offers assistance to students in need of professional counseling services such as crisis counseling.

The Learning Resource Center (LRC) includes the following resources for students:

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students to include:

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support, and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans, and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821.

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)
2. Building Evacuation Fire/Earthquake (Yellow)
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).**
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.**
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)**