

Course Information

Semester: **Spring** Year: **2024**
Course ID: **Psych 33** Section #: **E6016**
Instructor's name: **Stephen Quiggle**
Days/times: **Tuesdays & Thursdays 1:15 p.m. – 2:40 p.m.**
Location: **HU 207**
Course units: 3

Instructor Contact Information

Email address: Stephen-quiggle@redwoods.edu (preferred method of contact)
Phone number: (707) 223-1713
Office hours: By appointment and after class on Tuesdays & Thursdays

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.

Required Materials

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

The text and other course media/resources will be provided.

Class Schedule

Class will begin on Tuesday, January 16th, and end on **May 7th**; we will meet every **Tuesday & Thursday** unless there is a holiday or as otherwise noted.

Week	Topic	Read/View/Review	Assessment/Assignment Due
One: January 16 & 18	Course overview (including using Canvas) Introduction to Psychology Personal Learning & Growth	Syllabus / Canvas LMS Chapter 1 Corey Media	Introductions meet your course mates. course overview; review assessments/assignments Practice quiz Review WA I – Compare and Contrast Stage theories
Two: January 23 & 25	Childhood & Adolescence In charge v. in control	Chapter 2 Corey Related resources/media Academic database search overview	WA I Due
Three: January 30 & February 1	Adulthood & Autonomy	Chapter 3 Corey Related resources/media	Quiz I
Four: February 6 & 8	Wellness Approval & Esteem	Chapters 4 Corey Related resources/media	Review WA II– academic article search and cite
Five: February 13 & 15	Managing Stress/Anxiety Taking charge of your thoughts	Chapter 5 Corey Related resources/media	Quiz II
Six: February 20 & 22	Relationships	Chapter 7 Corey Related resources/media	WA II Due
Seven: February 27 & 29	Love Be the love of your life	Chapter 6 Corey Related resources/media	
Eight: March 5 & 7	Sexuality	Chapter 9 Corey Related resources/media	Midterm

Nine: Spring Break			
Ten: March 19 & 21	Being you! Be unconventional.	Chapter 8 Corey	*Self-awareness assessment *Quick Discrimination Index (QDI) *Used for ongoing discussion Group presentation planning WA III Due – Term Paper outline
Eleven: March 26 & 28	Meaning & Value	Chapter 13 Corey	If you're going to drop the course (with a "W"), now's the time!
Twelve: April 2 & 4	Work & Recreation: Creating balance	Chapter 10 Corey	Quiz III
Thirteen: April 9 & 11	Loneliness & Solitude... they're not remotely the same experience.	Chapter 11 Corey Related media	Completed SA/QDI – Due by Thursday
Fourteen: April 16 & 18	Group Presentations		
Fifteen: April 23 & 25	Death & Loss	Chapter 12 Corey	Extra credit due
Sixteen: April 30 & May 2	Pathways to Personal Growth	Chapter 14 Corey	Term Paper Due
Seventeen: May 7 Final class	Tuesday, May 7th	at 2 p.m.	Final Term Quiz

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	140
(Discussions will often include written artifacts and group interactions)	
Formative quizzes (3)	30
Midterm quiz	25
Final term quiz	25
4 written assignments	
• I - Compare and Contrast Stage theories	20
• II - Annotated Bibliography	20
• III - Term Paper outline	20
• IV - Term Paper/Self-Reflection	50
Group presentations	30
Self-Awareness Inventory	15
Quick Discrimination Index/Summary Analysis	10
Total - 385	

Grading Scale

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

Evaluation & Grading Policy

Participation in group discussions is necessary. Quizzes, written assignments, and other assessments are accompanied by grading rubric that state 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 prior arrangements have been made or there is a legitimate, documented emergency.

We'll talk about Artificial Intelligence applications as related to coursework – students are requested and required to provide/complete their own original work; **ChatGPT is not an app that will be utilized for this course.**

Admissions deadlines & enrollment policies - Spring 2024

- January 15: Last day to register for classes (day before the first class meeting)
- January 13: Classes begin – **our class begins on 1/16**
- January 28: Last day to add a class

- January 28: Last day to drop without a “W” and receive a refund
- January 29: Census Date (20% of class)
- February 16 & 19: President’s holidays (All Campuses Closed)
- March 11-16: Last day to petition to graduate
- March 30: Last day for student-initiated/faculty-initiated withdrawal (62.5% of class)
- May 4-10: Final Examinations - **Our Final is on Tuesday, May 7th, at 2 p.m.**
- May 10: Semester Ends
- May 11/12: Commencement
- May 17: Grades due (I’ll have grades completed for our class by 5/12 and will email you).

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](#).

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Disability Services and Programs for Students (DSPS). If you are unsure whether you qualify, please contact DSPS for a

consultation: dsp@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

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 \(instructure.com\)](#)

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

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 / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phone.

Registration is not necessary to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
 - Once outside, move to the nearest evacuation point outside your building
 - Keep streets and walkways clear for emergency vehicles and personnel
- Do not leave campus, unless it has been deemed safe by the campus authorities.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [CR Police Department-Public Safety](#) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety at (707) 476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.