

ADJUSTMENT & PERSONAL GROWTH (POSITIVE PSYCHOLOGY!)

PSYCHOLOGY 250, Section 750, CRN 42106

Spring Semester 2016

INSTRUCTOR INFORMATION

Professor Ronda C. Talley, PhD, MPH

Proper form of address: “Dr. Talley” or “Professor Talley”.

3023 GRH

Ronda.Talley@wku.edu

270.745.2780 or 502.572.5707 – Students may call my cell phone prior to 9:00 p.m.

Proper form of address: “Dr. Talley” or “Professor Talley”.

Office hours: Office hours are Tuesdays and Thursdays from 3:40 – 5:30 p.m. and Mondays from 1:00–4:00 p.m. Other times are available if you wish to schedule an appointment at another time. You may schedule an appointment by e-mail or drop by without an appointment. You may have to wait briefly if I don’t know you’re coming.

GRADUATE ASSISTANT: Katie Marcum

COURSE INFORMATION

Catalog Description

PSY 250. ADJUSTMENT & PERSONAL GROWTH.

Credit Hours: 3 Class Hours, Web-based

Why take this course?

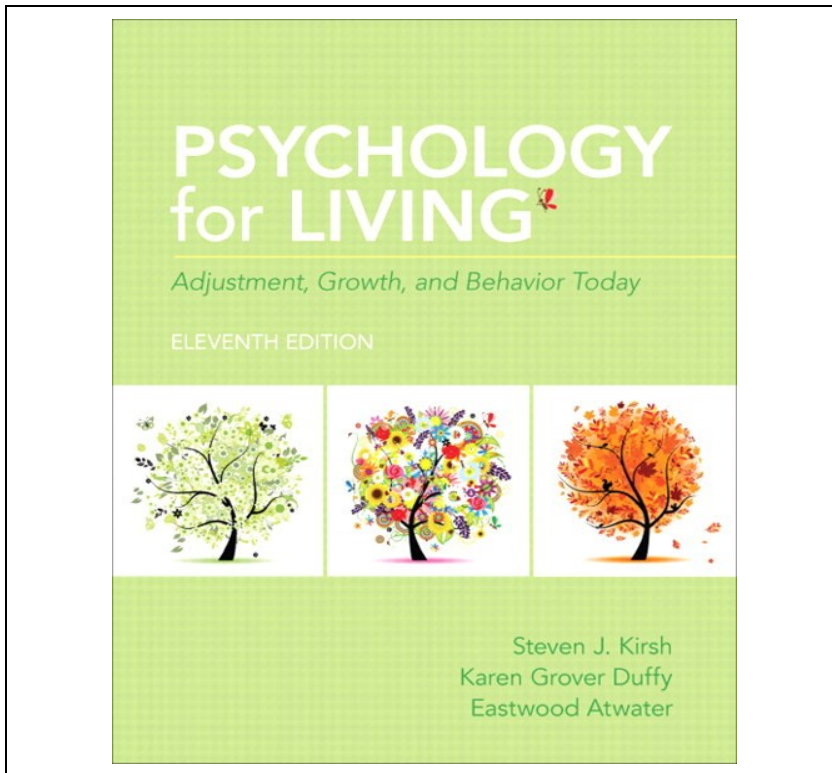
1. This course may count as a psychology elective.
2. This is interesting stuff! You will learn a lot about yourself and how to take control of your future.

Course Objectives & Overview

Upon completion of this course, you shall be able to:	How you will develop the learning outcomes:	How you will be assessed on these learning outcomes:
1. identify key concepts related to various theories of personal growth and development across the life span via positive psychology	Readings, lecture, Learning Partner activities	Chapter tests
2. identify differences in growth and social perception patterns at different ages and apply them to your own development	Lecture, readings, hand-outs, class discussions and activities, Learning Partner activities	"My Life Philosophy: Positive Living & Resiliency" , Life Trajectories
3. delineate dimensions of physical, social, moral, and spiritual change across the life span	Lecture, videos, guided practice, Learning Partner activities	Issues paper, Task Analysis of Goals/Dreams
4. identify personal life goals and refine what each means via a positive psychology perspective	Lecture, hand-outs, readings, videos, Learning Partner activities	Issue papers
5. differentiate between "normal" and "abnormal" behavior at various life stages	Lecture, hand-outs, readings, videos, Learning Partner activities	Chapter tests
6. explore positive psychology and personal growth issue of particular interest to the student	Lecture, hand-outs, class discussions, personal experiences, Learning Partner activities	Issue papers

Textbook/Course Materials

The primary text, *Psychology for Living*, is required. You are responsible for its content as assignments are made. A Pearson MySearchLab Access Card/Code is required.



Psychology for Living: Adjustment, Growth and Behavior Today with NEW MySearchLab with Pearson eText, 11th Edition

By Steven J. Kirsh, Karen Grover Duffy, Eastwood Atwater

Published by Pearson

Copyright © 2014

ISBN-10: 0-205-96162-2

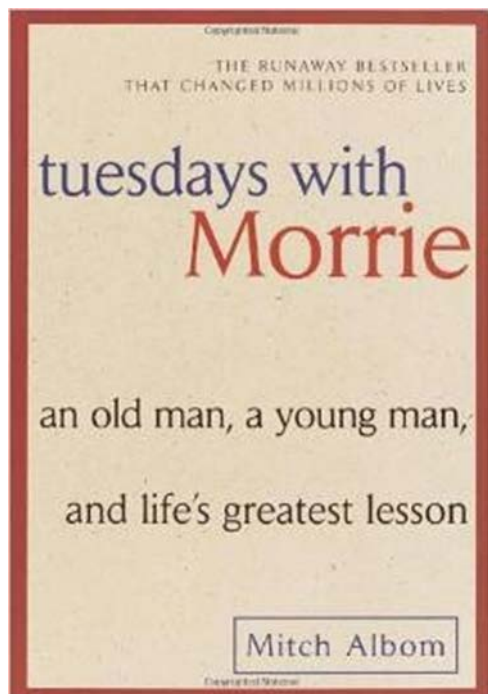
ISBN-13: 978-0-205-96162-7

Format: Book

\$186.13 | Free Ground Shipping from Pearson

For a variety of purchasing formats, visit: <http://www.mypearsonstore.com/bookstore/psychology-for-living-adjustment-growth-and-behavior-9780205961627>

The secondary text, *Tuesdays with Morrie*, is easily and quickly read; it may be shared by Learning Partners.



Author: Mitch Albom

Paperback: 192 pages

Publisher: Broadway Books; 10 Anv Rep edition (October 8, 2002)

Language: English

ISBN-10: 076790592X

ISBN-13: 978-0767905923

Cost: From a penny up, depending on where you buy it.

Major Teaching Methods

At the beginning of the semester, you will select a Learning Partner who you will be working with throughout the semester. You will do this through a process much like speed dating that I call Speed Partner Selection. Students will attend and participate in lectures, discussions, group activities, and special assignments with their selected Learning Partners. Students need to be able to access the internet and be available to their Learning Partners by e-mail and telephone.

Blackboard will be used by the class. A course site has been set up in Blackboard and reference materials, class assignments, announcement, events, and other features of Blackboard will be used. An effort will be made by the instructor, when appropriate, to minimize copying by placing documents in Blackboard rather than distributing them in class in order to minimize environmental impact.

Course Policies

Before proceeding with the rules/grading for the course, let me warmly thank the many students who are conscientious and courteous while endeavoring to meet course obligations. Your efforts are noticed. It is you that make teaching rewarding. Thank you for being here.

Grading/Evaluation

Students will be evaluated in the following areas with the scoring system presented on the next page.

Total Possible Points to Earn: **980**. This translates to the following course grades:

A = 882-980

B = 784-881

C = 686 -783

D = 588-685

F = 587 & below

ACTIVITY	GRADE	DESCRIPTION
Chapter Tests	25% of grade or 250 points. (5 chapter tests x 50 points per test = points)	Chapter tests are completed on-line after reading the assigned chapters.
Life Trajectories (4)	21% of grade or 200 points. (50 points each x 4 trajectories = 200 points)	Tables that chronolog your life.
Dreams Papers (3)	18% of grade or 180 points. (60 points each x 3 dreams = 180 points)	What are the three most important goals you have for your life? Explore them according to the criteria discussed in class.
Issue Papers (2)	21% of grade or 200 points (75% content; 25% style & grammar)	Select a topic of interest based on readings and class discussions and write an outstanding 5 paragraph paper.
Paper on "My Life Philosophy: Positive Living & Resiliency"	15% of total grade or 150 points. Paper is graded 65% on content/knowledge of the paper, 25% for the development of a thoughtful life trajectory, and 10% for grammar/composition.	Paper written from a personal perspective that addresses your own life development and articulates your perspective on how your life to date will influence your future life. A life trajectory drawing will be part of your paper. See Blackboard for additional instructions.

Optional assignments – You may earn up to 25 points if you complete an optional enrichment assignment. Only one optional activity may be completed by each student unless extraordinary circumstances exist.

These optional assignments are negotiated between the professor and the student to individualize learning opportunities. The student may propose a project that involves research, knowledge development, or practical applications related to positive psychology issues. **I encourage creativity! Combine your interest in a particular field, such as your major, or a particular skill, such as debate or a sport, with your creativity to design assignments that help you understand and express yourself. In the past, students have offered a variety of art forms, songs performed in class, song verses, sculpture, poetry, dance, presentations, short acts, jokes, comics, and other creative means to express their understanding of issues in personal growth and development or positive psychology.**

If you wish to engage in an optional assignment, you must send an e-note to the professor indicating what you propose to do and how many points you think the project should be assigned. Up to 25 points may be earned. Points allocated to the project by the professor will vary depending on the complexity of the optional assignment. For instance, a research project will be awarded more possible points than a one-paper paper on a topic of interest, although both are acceptable as optional assignments.

After the professor receives your e-mail requesting permission to engage in an optional assignment, she will send you an e-note giving permission for you to proceed with the project and indicate the maximum number of possible points you may earn for it.

The deadline for submitting an optional assignment proposal is midnight on April 5. Optional assignments are due by midnight on April 20.

Participation Policy

In the event that the university cancels classes, such as for severe weather, students are expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam, paper, or lab assignments are due on time unless other instructions are posted at the Blackboard course website.

Penalties for Late Work

All assignments are due at midnight on their due date. On-line tests may be taken up to two times, but both submissions must be made by midnight on the due date posted for that chapter. Therefore, if you anticipate you may want to take a chapter test more than once, you may want to take it the first time several days before the deadline so that you have sufficient time to analyze your results and retake it by midnight on the due date. I expected your work to be submitted on time.

Gradebook

Please consider the online Blackboard grade book as a courtesy to you, subject to errors given various upgrades and shifts in the software. I reserve the right to make Gradebook corrections to

keep it consistent with the syllabus so that your grade reflects true performance, not software or user error. If you see something that doesn't make sense, please alert me! **If you have questions about an individual grade or the course grade, you have until one week after the grade is recorded to write to the instructor seeking clarification. If you do not write within one week of the grade assignment to question a grade or within one week after the submission deadline for the course grade, the instructor reserves the right to refuse grade modification.** Please write to Dr. Talley at ronda.talley@wku.edu with any grading questions.

Academic Integrity

Student work may be checked by plagiarism detection software. Blackboard includes Safe Assign, which can be used by students to check their work, and may be used by this instructor. You may submit your paper in advance to Safe Assign to check your own work, then modify it as necessary and resubmit. An incident of any kind of academic dishonesty may lead to a failure on the assignment.

Students with Disabilities Who Require Accommodations

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in room 1074 on the First floor of the Downing Student Union. The OFSDS telephone number is (270)745-5004; TTY is (270)745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. Hours of operation are Monday – Friday, 8:00 a.m. – 4:30 p.m.

Student Assistance/Tutoring

Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide help. The Learning Center, located in the Academic Advising and Retention Center, DSU 2141, has tutors in most major undergraduate subjects and course levels throughout the week—they can also direct you to one of many tutoring and assistance Centers across campus. To make an appointment, or request a tutor for a specific class, call (270)745-5065 or stop by DSU 2141. Log on to TLC's web site at <http://www.wku.edu/tlc> for tutoring for students at a distance. TLC hours: Monday–Thursday, 10:00 a.m. –7:00 p.m. and Friday 10:00 a.m. – 2:00 p.m.

My Paper Submission Policy

Students must submit their papers in either Word or Excel format via Blackboard using the SafeAssign tool. Papers sent to the instructor via e-mail, unless approved by the instructor, will not be graded. Please be sure to include your name, class name and number, and section number on all papers. Please refer to the following paragraph.

If Blackboard is down at the time you are trying to submit a paper, e-mail me a copy of the paper with an explanation of why it is not going on Blackboard. However, I will not grade the paper until it appears in the correct spot on Blackboard, and I compare the two papers before grading them. (I do NOT allow changes beyond the paper's deadline). The paper has to be submitted to the professor within 24 hours of the due date unless the student can provide evidence from IT (they can forward me the email they received when they opened a case with the Help Desk) that there is a true problem with their account. A paper is not "received" until I can open and read it.

An incident of academic dishonesty may lead to a failure on the assignment.

Best Effort

In this class the expectation is that everyone is putting forth their best effort. Examples of ways students put forth best effort include:

- Asking questions and actively engaging the material in class.
- Doing the assignments required in the class.
- Doing one's own work.
- Turning in assignments on time.

Respect

In this class, the expectation is of mutual respect. The instructor will show respect for students. Students will show respect for the instructor. Students will show respect for one another.

The WKU General Education Program

The General Education Program is a set of requirements for all students seeking the baccalaureate degree at Western Kentucky University. It is an integral part of the undergraduate curriculum that both complements and supports the students' preparation in their major field or specialization.

The General Education Program helps students maximize their individual potential. Students develop understanding, appreciation, and acceptance of multiple "ways of knowing" (i.e., artistic, literary, philosophical, historical, scientific) through the acquisition, organization, and analysis of specific bodies of knowledge. They are encouraged to acquire aesthetic and appreciative faculties, to explore and test their own values and ethical frameworks, and to demonstrate sensitivity to diverse perspectives and cultures.

The General Education Program provides a foundation for professional success. Students learn to think critically, make rational decisions, and communicate effectively. These skills support their ability to acquire, evaluate, and use the specific knowledge in their major field or specialization and also ensure that they will be adaptable and flexible in the face of changing career plans and requirements. Students' explorations of their own values and perspectives and those of other social groups and cultures prepare them to live in a culturally diverse, globally competitive, and technologically complex world.

The General Education Program prepares students for active membership in society. It is a broadening experience that helps them acquire the shared skills, knowledge, and values that promote the well-being of society. This experience nurtures their capacity for leadership and service and helps them learn to adapt their skills and knowledge to changing societal needs.

In sum, the General Education Program gives meaning to the motto of "Life, More Life" by promoting intellectual growth, lifelong learning, and informed citizenship for all Western graduates.

A student completing the general education program at Western Kentucky University will have:

ACADEMIC SKILLS

1. The capacity for critical and logical thinking; uses investigative, analytical, and critical thinking skills to acquire information, evaluate alternatives, and make decisions; and evaluates the accuracy, authority, bias, and relevance of information sources.
2. Proficiency in reading, writing, and speaking; derives meaning from various texts, evaluates arguments, recognizes explicit statements and inferences, reaches conclusions, and makes generalizations; uses oral and written language to create a text with a clear and significant thesis, adequate and relevant supporting evidence, appropriate documentation, and clear and valid assumptions and conclusions; demonstrates mastery of such essential practices as planning, invention, arrangement, revision, and editing; develops clear and effective prose through attention to style and grammar; and uses rhetorical strategies appropriate to purpose, audience, and content.
3. Competence in a language other than the native language; demonstrates basic facility of the vocabulary and grammar of a second language; demonstrates basic communication skills in a second language; and comprehends the various forms of communication in a second language.
4. The ability to understand and apply mathematical skills and concepts; uses the fundamental principles of reasoning that are involved in mathematics; uses graphical, symbolic, and numeric methods to solve practical problems; and interprets data presented in tables and graphical displays.

KNOWLEDGE, PERSPECTIVES, AND CRITICAL ANALYSIS

5. An informed acquaintance with major achievements in the arts and the humanities; uses appropriate vocabulary and concepts for the description and critical analysis of literary and artistic works; identifies important ideas and achievements in philosophy, literature, and the arts; identifies various forms of literature and artistic expression; identifies and analyzes similarities, differences, and interrelationships among the arts; evaluates the contributions of philosophical, ethical, or religious systems to human life; and attends cultural events and visits sites of historical significance.

6. A historical perspective and an understanding of connections between past and present; analyzes historical patterns and their contemporary significance; identifies interrelationships between historical events and artistic, literary, philosophical, religious and scientific works and movement; identifies historical developments and cultural traditions in western civilization; and demonstrates a critical perspective on one's own culture by studying other historical periods and other cultural traditions.
7. An appreciation of the complexity and variety in the world's cultures; recognizes the contributions of the various world cultures to humanity and identifies the ways in which these cultures are interrelated and interdependent; and identifies differences and similarities among the world's cultural traditions and social organizations.
8. An understanding of the scientific method and a knowledge of natural science and its relevance in our lives; explains how scientific knowledge is created, developed, and changed through experimentation and reasoning; demonstrates knowledge in one or more of the sciences, including theories, concepts, and principles that explain observations and make predictions; locates and evaluates reliable resources to acquire information about scientific developments; and outlines the reciprocal relationship between humans and the rest of the ecosystem.
9. An understanding of society and human behavior; describes methods of inquiry appropriate to the scientific study of societal institutions and human behavior; identifies social processes and structures from local to global levels; explains how cultural, political, and economic forces affect society and individuals; describes basic social problems and issues, potential solutions, and their impact on people and institutions; identifies and evaluates the behaviors that contribute to effective political participation in the United States; recognizes the contributions of the diverse cultures in the United States and identifies how these cultures are interdependent; examines patterns of interaction pertaining to race, gender, ethnic identity, class, community, and other forms of social grouping; and evaluates the impact of heredity and environment on human development and individual behavior.
10. An understanding of factors that enhance health, well-being, and quality of life.

Information about the WKU general education program was downloaded from
<http://www.wku.edu/gened/index.php> and
http://www.wku.edu/gened/goals_and_objectives.php