

**PSYC 105 B**  
**Psychology of Human Adjustment**  
**T/Th 6b**

**Fall 2015**  
**Dr. Lori Toedter**  
**PPHAC 227**

**Course Description:**

This course provides an introduction to the basic theoretical principles of psychological coping and adjustment for non-majors. Students will learn greater insight and efficacy in dealing with social and behavioral forces they encounter and will acquire an appreciation for the importance of psychology and its reliance on other disciplines to understand and improve complex social and behavioral phenomena. (M4)

**Course Objectives:** After successfully completing this course, you will be able to:

1. Apply psychological theories, concepts and approaches to enhance the personal adjustment of yourself and others.
2. Work more effectively as a member of a group.
3. Use behavioral and cognitive behavioral approaches to design, conduct and assess the results of a behavior change project of importance to you.

**Required Text:**

Weitan, W., Dunn, D.S., & Hammer, E.Y. (2015). Psychology applied to modern life: adjustment in the 21<sup>st</sup> century. (11<sup>th</sup> ed.) Stamford, CT: Cengage Learning.

**Grading Procedure Summary:**

<b><i>Open Book Quizzes</i></b>	<b>10%</b>
<b><i>Exams</i></b>	<b>45%</b>
Exam #1	15%
Exam #2	15%
Final Exam	15%
<b><i>Attendance &amp; Participation</i></b>	<b>10%</b>
<b><i>Homework Assignments</i></b>	<b>15%</b>
<b><i>Behavior Change Project</i></b>	<b>20%</b>

*[Extra Credit: Up to 4 pts.]*

### Details of Grading Procedure:

- (1) ***In class exams*** will cover the material as indicated on the syllabus. Each exam will include both multiple choice questions as well as essay questions. None of the regular exams will be cumulative. However, should a student miss an exam or wish to raise a low grade, he or she will take a ***cumulative final***. The score obtained on the cumulative final will then count twice: Once as the final exam grade and also as a replacement for the missed or low scoring exam. The ***regular final exam*** covers the material from the last part of the course. Students taking the cumulative final **do not** take the regular final.
  
- (2) There will be 8 open-book quizzes (one for each of the 8 chapters we cover) of 10 multiple choice items each. Each item will be worth one (1) point. Anyone earning 72 points total will get 100% for their ***Open Book Quizzes*** grade. Points earned above 72 will be applied as extra credit to one of your exams. The quizzes will be given *at the beginning* of class and will be timed (10 minutes). You will not have time to read the text for the first time during the quiz. Please come prepared, having read the portion of the text assigned, knowing where to locate needed information. ***There are no makeups for missed quizzes.***
  
- (3) ***Attendance & participation*** will make up another 10% of your grade. I will keep track of ***attendance*** by asking you to sign an attendance sheet each day. The attendance portion of this grade will start at 100 points and will be reduced by 4 points for an unexcused absence, 2 points with a valid excuse (e.g. doctor's note, note from other professor or from Student Services). Your ***participation*** grade will be based on your in-class group projects and discussions of various topics I will announce. Groups will be assigned randomly, and will be reassigned when we complete approximately one half of the work of the semester. Peer grading will be used to assist in determining this part of your grade.
  
- (3) The ***homework assignments*** grade will include assignments given to help you understand and think about the material covered in class, as well as assignments done to prepare for your behavior change project. The due dates for most of these assignments appear in the Class Schedule.
  
- (4) The ***behavior change project*** accounts for the final 20% of the grade. We will start working on the project very early in the semester with a series of exercises and materials on psychological methods for modifying one's own behavior. For your project you may choose to modify any behavior of importance to you: for instance, you may wish to study more often or more effectively, exercise more, decrease cigarette smoking or change eating habits. You will first choose a clearly definable behavior to change. You will then design and implement a program to change this behavior. You will not be graded on the success of the program, but on the quality of your design, effort in conducting the program, and written analysis of why the program worked or failed to work (using the psychological principles you have learned). ***Pay special attention to the due dates for various***

*parts of the project, particularly the behavior change contract. Note that there is a point past which I will no longer approve contracts. Reports based on unapproved contracts will not be accepted.*

*Extra credit* opportunities can be used to earn up to 4 points, which will be added to your lowest exam grade:

- Attending a psychology-related presentation and writing a 1-2 page summary and evaluation of it (2 pts.)
- Participating in a research project being conducted by a psychology major through the department subject pool. (1 pt. per half hour experiment)

### **Calculating Your Grade:**

To calculate your final grade, I first add any extra credit points earned and then weight each grade according to the percentages given on page 1 of this syllabus. For example, if an exam is worth 15% and you score an 80 on it, I multiply (.15) (80) for a point total of 12. Adding these points together for all the grading components listed above will give you your final grade for the course (out of 100 points). These points are then converted to a letter grade as follows:

92.6-100	=	A
89.6 – 92.5	=	A-
86.6– 89.5	=	B+
82.6 – 86.5	=	B
79.6 – 82.5	=	B-
76.6 – 79.5	=	C+
72.6 – 76.5	=	C
69.6 – 72.5	=	C-
66.6 – 69.5	=	D+
62.6 – 66.5	=	D
60.0 – 62.5	=	D-
less than 60.0	=	F

*Students Please Note: It is within the course instructor's purview to use qualitative judgments in the assignment of grades. If at any time you have questions about where you stand in the course, please come see me.*

### **Blackboard:**

Please be sure to log on to Blackboard for this course. In addition to posting my office hours and reminders, I will post the syllabus and other important handouts as well as your major grades.

**Academic Honesty:** The College has an official policy on Academic Honesty. If you are not familiar with the policy, a copy appears in your student handbook and on AMOS. The Psychology Department requires the use of APA format for referencing. Be sure you understand the definition of plagiarism. I will be happy to clarify any points you may not understand.

**Students** who wish to request accommodations in this class for a disability should contact Elaine Mara, the Assistant Director of Academic and Disability Support, in the Academic Support Center located in Monocacy Hall (610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

**Office Hours and Contact Information:**

**Fall 2015 Office Hours**

Mondays & Wednesdays 1:00-2:30 pm

Tuesdays: 4:00-5:00 pm

*or by appointment*

These regular office hours are also posted on Blackboard and on the door to my office (including any necessary changes on a weekly basis).

(email: [meljt01@moravian.edu](mailto:meljt01@moravian.edu)) (Telephone 610-861-1565)

e-mail is the preferred means of contacting me. Phone messages will be returned via e-mail, except for special circumstances.

## Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment DUE</u>
(1) Tue 9/1	Introduction to the Course Effective Learning	None
(2) Thu 9/3	Effective Learning (cont.)	<u>Text</u> , Ch. 1, pp. 1-10; 16-27
(3) Tue 9/8	Scientific Method	<u>Text</u> , Ch. 1, pp. 11-16 <b><i>Quiz, Ch. 1</i></b>
(4) Thu 9/10	Goal Setting A-B-C's of Behavior	Reinforcers assignment <b>DUE</b>
(5) Tue 9/15	Theories of Behavior Change	Goal Setting Assignment <b>DUE</b> <u>Text</u> , Ch. 2, pp. 41-48
(6) Thu 9/17	Designing Your Behavior Change Project	<u>Text</u> , Ch. 3, pp. 91-95
(7) Tue 9/22	Personality: Freud	<u>Text</u> , Ch. 2, pp. 31-39
(8) Thu 9/24	Personality: Jung & Adler	<u>Text</u> , Ch. 2, pp. 39-41; 49-53; 59-60 <b><i>Quiz, Ch. 2</i></b> [pp.31-53 & 59-60 only]
(9) Tue 9/29	Team Building	Scored Myers-Briggs <b>DUE</b> <b><i>Behavior Change Contracts DUE</i></b>
(10) Thu 10/1	Personality: The Humanists	<b><i>Begin baseline data collection for project if approved</i></b>
(11) Tue 10/6	Stress: What is it? Physiology of Stress	<u>Text</u> , Ch. 3, pp. 67-76 Hassles Score <b>DUE</b>
(12) Thu 10/8	Exam #1 [Material thru 10/1]	Prepare for exam

***Fall Recess---Enjoy!***

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Assignment DUE</u></b>
(13) Thu 10/15	Coping with Stressors	<b><i>Quiz, Ch. 3</i></b> <u>Text</u> , Ch. 3, pp. 76-91 <b><i>*Last day for contract approval*</i></b>
(14) Tue 10/20	Coping Strategies: Appraisal Focused	<u>Text</u> , Ch. 4, pp. 99-112; Hassles HW <b>DUE</b>
(15) Thu 10/22	Coping Strategies: Constructive Problem-Solving	<u>Text</u> , Ch. 4, pp. 112-125 <b><i>Quiz, Ch. 4</i></b> Begin Time Management Assignment
(16) Tue 10/27	Coping Strategies: Emotion-Focused “How To’s”: Writing the Paper	R.E.T. Assignment <b>DUE</b> Time Management HW (pp. 2-4 only) <b>DUE</b>
(17) Thu 10/29	Overview: The Self  <b><i>Assign groups for 2nd half of semester [peer grading]</i></b>	<u>Text</u> , Ch. 6, pp. 167-179 Problem Solving Packet <b>DUE</b>
(18) Tue 11/3	Self Esteem	<b><i>Quiz, Ch. 6</i></b> Time Management Completed Packet <b>DUE</b> <u>Text</u> , Ch. 6, pp. 180-195
(19) Thu 11/5	Non-Verbal Communication	<u>Text</u> , Ch. 8, pp. 236-246
(20) Tue 11/10	<b><i>Exam #2 [All material 10/15-11/3]</i></b>	<b><i>Finish 3 weeks of data collection</i></b> <b><i>Prepare for Exam</i></b>
(21) Thu 11/12	Effective Communication	<u>Text</u> , Ch. 8, pp. 231-235; 246-256 Friendship Questionnaire <b>DUE</b>

<u>Date</u>	<u>Topic</u>	<u>Assignment DUE</u>
(22) Tue 11/17	Assertiveness	<i>Quiz, Ch. 8</i> <u>Text</u> , Ch. 8, pp. 256-259 Assertiveness Scene <b>DUE</b>
(23) Thu 11/19	Relationships: Friendship	<u>Text</u> , Ch. 9, pp. 263-274 <i>Behavior Change Project</i> <b>DUE</b>
<b><i>Thanksgiving Break---Enjoy!!</i></b>		
(24) Tue 12/1	Relationships: Love	<i>Quiz, Ch. 9</i> <u>Text</u> , Ch. 9, pp. 274-289
(25) Thu 12/3	Careers & Work Life: SDS Workshop	<u>Text</u> , Ch. 13, pp. 387-396; Completed SDS Packet <b>DUE</b>
(26) Tue 12/8	Careers & Work Life: Building Effective Resumes	<i>Quiz, Ch. 13</i> <u>Text</u> , Ch. 13, pp. 396-413 SDS HW Assignment <b>DUE</b>
(27) Thu 12/10	Careers & Work Life: Work Environment & Stressors	Scored WES Scale <b>DUE</b>

**Final Exam:** Friday, December 18<sup>th</sup> at 1:30 pm

***Students Please Note: I reserve the right to modify the class schedule/syllabus as needed to keep the course flowing smoothly. Only under extreme circumstances (e.g. multiple cancellations due to severe weather) will I change due dates for major assignments or exams.***