

Psychology 105  
Psychology of Human Adjustment  
Spring 2016

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*Office hours.* My office hours for Spring 2016 are:

Monday	By appointment
Tuesday	1:30 – 3pm
Wednesday	By appointment
Thursday	1:30 – 3 pm
Friday	8:30 – 10:30am

When necessary appointments for other times may be scheduled.

Class meets on Monday and Wednesday 1:10pm – 2:20pm in PPHAC 232

*Course description:* An introduction to basic theoretical principles of psychological coping and adjustment. Students will gain insight and efficacy regarding the social and behavioral forces they encounter as students and adults. They will acquire an appreciation of the importance of psychology and its reliance on related disciplines for understanding and improving complex social and behavioral phenomena. (This course satisfies the M4 requirement.)

Learning Goals and Outcomes for this Course

*Knowledge base of psychology:*

Explain why psychology is a science

*Application of psychology:*

Identify appropriate applications of psychology in solving problems, such as: the pursuit and effect of healthy lifestyles

Apply psychological concepts, theories, and research findings as they relate to everyday life.

### Required Book

Weiten, 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.). Belmont, CA: Wadsworth/Cengage.

*Important Suggestions:* Read and work ahead. Always read the assigned chapter in advance of the day we discuss it in class. Note that we will generally spend two class meetings (usually starting on Monday and finishing on Wednesday) discussing a given chapter. A short quiz on the chapter will be given at the end of the second-class meeting.

### Course Matters

*Contact.* If you need to speak with me, doing so just before or after class meeting is fine. You are also free to email me. I check my email frequently and will respond as soon as I free to do so. You may also leave a voice mail. If you wish to meet with me, please try to make my office hours (see the front page of this syllabus). If the listed times are not convenient for you, we can arrange for a time that is opportune for both of us.

*Attendance.* *This class requires constant attendance.* Participation, too, matters. I expect that you will attend each and every class, arrive on time, and that you will come prepared to discuss and to ask questions about the course material. I will be passing out a sign-in sheet at the start of every class. **Three (3) missed classes will lower your final grade by 1/3 of a letter grade (e.g., B – to C+). Each class missed beyond that point will result in a further 1/3 letter grade reduction.**

*Accommodations for disabilities.* Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

*Personal Explorations Work Book Exercises.* There are 14 personal probe or questionnaire assignments noted in the syllabus—these are found in the back of the textbook. You need to complete each exercise in advance of a class meeting where it is due. You may submit the “tear sheet” from the textbook or you may submit a typed paper of 1 or 2 pages (as necessary). These exercises are usually (but not always) due at the start of class on Wednesdays (see the ***boldface and italicized*** entries in the class schedule). **You are only responsible for completing and submitting 12 of the 14 exercises (i.e., you may miss submitting 2 exercises for whatever reason).** (You should take the exercises seriously and not rush through them. Incomplete, illegible, or haphazardly done exercises will receive a grade of 0.) Thus, if you forget to complete an

exercise for a class when it is due, you may *not* submit it for credit afterwards. If you submit fewer than 12 complete exercises, there is a penalty (i.e., a grade of 0 on any and all missed assignments.) **The exercises are due on the dates noted on the syllabus—I will not accept late exercises.**

*Plagiarism and cheating.* Your work must be your own. The College has a detailed plagiarism policy. I assume you are already familiar with it. I am happy to discuss it with you if you have questions. I will follow it to the letter. Please visit: <http://www.moravian.edu/studentLife/handbook/academic2.htm> to view the policy.

*Quizzes.* There will be one in-class quiz on each chapter, which means that we will have a quiz at the end of the second-class meeting each week. The quizzes will contain multiple choice questions based on material from our textbook (including material *not* discussed in class), lecture, and class discussion.

*Stress diary exercise and paper.* In order to get a handle on the frequency and nature of stressors you encounter in your daily life, you will keep a **stress diary**. To do so, you will set aside some time at the end of each day to record the day's emotional tone (positive or negative) while also identifying the time, place, and nature of the experienced stress. After keeping the diary for 2 weeks, you should be able to identify and then to write about any patterns or regularities in your self-reported stress. Once you identify any key stressors, you can begin to formulate ways to cope with them. More details are provided for this exercise/paper at the end of this syllabus. **The Stress Diary exercise/paper must be submitted on or before the due date. I will not accept late papers.**

*Time management paper.* How do you use your time? Do you manage it well? For one week you will keep a time log (see directions for the exercise at the end of the syllabus) to learn how and where all your time is spent. You should be able to use this “snapshot” to determine where changes might be made so as to better use your time for study, reading, homework, relaxation, and so on. **The Time Management paper must be submitted on or before the due date. I will not accept late papers.**

*Make-up quizzes.* **There are no make-up quizzes.** I will count the highest 12 out of 14 quizzes. If you miss a quiz, you will receive a score of zero (0) on it and, as a low score, it will be dropped from your final quiz grade at the end of the semester. Obviously, it is in your best interest to take all quizzes. **Again, there are no make-up quizzes.**

*Final exam.* The final exam, which will be given during final's week, will be comprised of essay questions dealing with key issues of human adjustment that we have discussed across the semester. I will discuss the content of the final exam in some detail as we get closer to the end of the semester.

*Grading.* Your class grade will be based on the following items and percentage weights:

14 weekly quizzes (highest 12 count)	20%
Time Management paper	15%
Stress Diary	15%
Final Exam	20%
Personal Explorations papers (12 complete)	15%
Attendance & Participation	15%

I will use the following grading scale for course work:

<i>Letter</i>	<i>Score</i>	<i>Grade Range</i>
A	100	95-100
A-	92	90-94
B+	88	87-89
B	85	83-86
B-	81	80-82
C+	78	77-79
C	75	73-76
C-	71	70-72
D+	68	67-69
D	65	63-66
D-	61	60-62
F	0	0-59

*Note about the syllabus.* Readings should be completed *before* class on the dates noted herein. I anticipate following this schedule, however, I reserve the right to change it if the need arises (e.g., inclement weather).

### Class Schedule for Spring 2016

M Jan 18	Organizational Meeting Adjusting to Modern Life	--
W Jan 20	Adjusting to Modern Life <i>Exercise 1.2 due</i>	WDH Ch. 1 <b>Quiz 1</b>
M Jan 25	<b>Labor Day: Class Meets</b> Theories of Personality <i>Begin Stress Diary</i>	WDH Ch. 2
T Jan 26	Last Day for Course Changes	
W Jan 27	Theories of Personality <i>Exercise 2.2 due</i>	WDH Ch. 2 <b>Quiz 2</b>
M Feb 1	Stress and Its Effects	WDH Ch. 3
W Feb 3	Stress and Its Effects <i>Exercise 3.1 due</i>	WDH Ch. 3 <b>Quiz 3</b>
M Feb 8	Coping Processes	WDH Ch 4
W Feb 10	Coping Processes <i>Exercise 4.2 due</i> <i>Finish Stress Diary and begin Paper</i>	WDH Ch. 4 <b>Quiz 4</b>
M Feb 15	Psychology and Physical Health	WDH Ch. 5
W Feb 17	Psychology and Physical Health <i>Exercise 5.1 due</i> <i>Submit Stress Diary and Paper</i>	WDH Ch. 5 <b>Quiz 5</b>
M Feb 22	The Self <i>Begin Time Management Log</i>	WDH Ch. 6
W Feb 24	The Self <i>Exercise 6.1 due</i>	WDH Ch. 6 <b>Quiz 6</b>
F Feb 26	<i>Midterm Point of the Semester</i>	

M Feb 29	Social Thinking & Social Influence <i>Finish Time Management Log and Begin Paper</i>	WDH Ch. 7
W Mar 2	Social Thinking & Social Influence <b><i>Exercise 7.2 due</i></b>	WDH Ch. 7 <b>Quiz 7</b>
Sa Mar 5 – Su Mar 13 <b><i>Spring Break</i></b>		
M Mar 14	Friendship and Love	WDH Ch. 9
W Mar 16	Friendship and Love <b><i>Exercise 9.1 due</i></b> <i>Time Management Paper due in class</i>	WDH Ch. 9 <b>Quiz 8</b>
M Mar 21	Marriage and Intimate Relationships	WDH Ch. 10
W Mar 23	Marriage and Intimate Relationships <b><i>Exercise 10.2 due</i></b>	WDH Ch. 10 <b>Quiz 9</b>
Th Mar 24 – Su Mar 27 <b><i>Easter Break</i></b>		
M Mar 28	Gender and Behavior	WDH Ch. 11
W Mar 30	Gender and Behavior <b><i>Exercise 11.1 due</i></b>	WDH Ch. 11 <b>Quiz 10</b>
F Apr 1	<b><i>Last Day for Course Withdrawal with a W</i></b>	
M Apr 4	Careers and Work	WDH Ch. 13
W Apr 6	Careers and Work <b><i>Exercise 13.2 due</i></b>	WDH Ch. 13 <b>Quiz 11</b>
M Apr 11	Psychological Disorders	WDH Ch. 14
W Apr 14	Psychological Disorders <b><i>Exercise 14.2 due</i></b>	WDH Ch. 14 <b>Quiz 12</b>
M Apr 18	Psychotherapy	WDH Ch. 15
W Apr 20	Psychotherapy <b><i>Exercise 15.1 due</i></b>	WDH Ch. 15 <b>Quiz 13</b>
M Apr 25	Positive Psychology *Final Exam Questions will be available	WDH Ch. 16

W Apr 27                      Last Class Meeting  
Positive Psychology                      WDH Ch. 16  
*Exercise 16.1 or 16.2 due*                      **Quiz 14**

Sa Apr 30                      *Last Day of Fall Semester*

*Reading Days Sat and Sun Dec 12 and 13*

*May 2 – F May 7              FINAL EXAMS\*\*\**

**\*\*\* Our Final Exam will be given on Thursday, May 5<sup>th</sup> at 11:30am in our classroom.**

Have a relaxing summer. See you in August 2016.

*Stress Diary Exercise and Paper*

***Begin this exercise on Monday, January 25<sup>th</sup>  
Complete the diary by Wednesday, February 10<sup>th</sup>  
Submit the paper on Monday, February 15<sup>th</sup>***

Note: Grammar, punctuation, spelling, and style count. Higher grades will be given to better-written papers. Take the exercise seriously (and consider getting a peer who writes well to read and comment on a draft of your paper—better yet, take a draft of the paper to the Writing Center along with this assignment description).

Your goal is to track the times, places, and nature of the stressors in order to look for patterns. You will then analyze these patterns—what seems to trigger your stress? Can you do anything to reduce the stress? How might you learn to manage it?

*A. For two weeks and at the same time each day, record the following in a notebook or a Word document:*

1. The date and time of your stress diary entry
2. The nature of the most recent stressful experience: Describe it in a paragraph or two (what happened? why is it stressful? Is the stress preventable? Why or why not? Does this stressor happen all the time? And what ever other details you believe are important). If you are *not* experiencing stress, then write about the experience of *not* being stressed.
3. Rate your subjective mood for the whole DAY on the following 9-point scale:
  - 1 = Extremely Unhappy
  - 2= Very Unhappy
  - 3= Unhappy
  - 4= Somewhat Unhappy
  - 5 = Neither Unhappy or Happy
  - 6 = Somewhat Happy
  - 7 = Happy
  - 8= Very Happy
  - 9 = Extremely Happy
4. What do you think is the fundamental cause of your stress on that day?

*B. After two weeks, read all of your entries, look for any recurring patterns or events, and then answer the following questions (you need not do so in this order—you can write a paper about the experience of keeping the stress diary, just be certain to address all of these issues in the course of the paper:*

What were the most frequent stressors you encountered?  
What were the most unpleasant stressors?



What were the most common underlying causes of the stress?

How did these stressors affect your happiness ratings?

What was your average happiness rating (total the ratings and divide by the number of ratings)? What was the range of your happiness ratings (report the lowest score and the highest score)?

Do you see any pattern(s)? What are they? Explain them.

Could these stressful situations be changed for the better? How?

What coping strategies do these changes suggest?

How can you introduce changes in order to reduce your stress?

Your paper, which is due at the start of class on **Monday, February 15th**, should be no more than 5 pages (but no less than 4 pages). Please type and double-space your paper. The paper should have two parts: Part A should summarize/characterize your diary entries (see the content for Part A above) and Part B should contain your responses/reactions to the list of questions shown above for Part B.

You are not required to do library research for this paper (you may do so, of course) but you are encouraged to cite material from our textbook (but do so using complete references found in References section in the back of the book—use APA style referencing, which is how the references appear there). If you do cite references, then attach an extra page (page 6) listing any references you cite.

*Time Management Log and Paper*

***Begin the log on Monday, February 22<sup>nd</sup>***  
***Complete the log on Monday, February 29<sup>th</sup>***  
***Submit the paper on Wednesday, March 16<sup>th</sup>***

Note: Grammar, punctuation, spelling, and style count. Higher grades will be given to better written papers. Take the exercise seriously (and consider getting a peer who writes well to read and comment on a draft of your paper—better yet, take a draft of the paper to the Writing Center along with this assignment description).

*Part A.* For one week—February 22 - 29 – keep a 24-hour time log. Write down everything you do in 15 or 30-minute segments. Your log should include things like commuting, sleeping, attending class, watching television, surfing the internet, working at a job, athletic practice, studying, hanging out with friends, looking at your smartphone/texting, eating, and so on—everything. This week record will provide you with a realistic snapshot of how you choose to use your time.

*Part B.* Once the week is up, review your time log—how do you use your time? Do you spend it wisely? What are the main causes of your “lost time” or the feeling that you don’t have enough time to all that needs to be done? Analyze your use of time and the habits you have developed to spend your time.

What changes could or should you make to better use your time?

Are you wasting any time? Are there any “time-sucks” in your week?

Are you reserving enough time for studying, doing homework, writing papers, and so on?

What is your plan to better manage your time in the future?

Were you surprised by how you spend your time?

One thing: Not every minute of your day needs to be focused and productive—relaxation and leisure are important components of a healthy and balanced life. Still, “play time” should be scheduled and it should not interfere with necessary responsibilities (studying, sleep, work).

Your paper, which is due at the start of class on **Wednesday, March 16<sup>th</sup>**, should be no more than 6 or so pages (but no less than 4 pages). Please type and double-space your paper. The paper should have two parts: Part A should summarize/characterize your time log of one week’s entries (see the content for Part A above) and Part B should contain your responses/reactions to the list of questions shown above for Part B.

You are not required to do library research for this paper (you may do so, of course) but you are encouraged to cite material from our textbook (but do so using complete

references found in References section in the back of the book—use APA style referencing, which is how the references appear there). If you do cite references, then attach an extra page listing any references you cite.