

CLP 2001 Personal Growth

Sections: 113H, 02DE (11040, 11559)

University of Florida

Spring 2019

Instructor:

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Office Hours: TBD

Office: Psychology Building, room 005C

Required Materials:

Nevid, J. S., & Rathus, S. A. (2016). Psychology and the challenges of life (13th ed.). Hoboken, NJ: John Wiley & Sons.

*Additional materials for each module are posted on Canvas. Exams will be based on the additional materials as well as the text.

Teaching Assistants (TAs):

Head TA:

Swati Patel - swatip101@ufl.edu

TAs:

Jessie Jimenez - jjimenezjr21@ufl.edu

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Course Information

Course Overview

Welcome! We are delighted that you are taking this course and joining us this semester to learn more about yourself and others. Our hope is that, regardless of your motivation for being here, this course will provide you with an opportunity to learn interesting things about development and adjustment and will stimulate your thoughtful reflection about how psychology can be applied to your life and the lives of others. Think of this class as an introduction to concepts and techniques in psychology that apply to personal growth, development, and adjustment. This is an “eyes-on” class, with considerable reading and thinking, and a “hands-on” class, with activities geared to increasing your awareness and applying what you are learning. By design, this course requires you to be an active and motivated learner. Your personal involvement and investment in the course are the keys to a personally- and academically-rewarding class experience.

Due to the content of this course you may experience discomfort or curiosity. If you encounter personal issues you would like to explore further, I recommend speaking with a counselor at the UF Counseling & Wellness Center (<http://www.counseling.ufl.edu/cwc/>, 352-392-1575), or Alachua County Crisis Center (<http://www.alachuacounty.us/Depts/CSS/CrisisCenter/Pages/CrisisCenter.aspx>, 352-264-6789).

Course Objectives

By the end of the course, you should be able to:

- (1) Develop an understanding of current theories and issues relevant to human growth and development;
- (2) Become more aware of adjustment and growth-related issues in your life;
- (3) Better understand your relationships and interactions with others;
- (4) Learn course concepts in ways that are personally meaningful and can be applied in your daily life;
- (5) Familiarize yourself with current trends and research topics that can enhance a fulfilled life.

Course and Email Communication

All students are required to visit Canvas **daily** and check their UF email, as these are used to communicate important course information. Before contacting anyone, please check to see if the answer to your question has been posted to Canvas or is in any course material, such as the syllabus or handbook. Please be advised that questions sent less than three days before an assignment is due may not receive a response until after the deadline has passed.

Course Procedures

Class lectures (given by Dr. Ken Rice and others), assignments, and additional required readings are only accessible through the course website on e-learning (Canvas). You will submit your assignments electronically through the course website as well. If you have questions throughout the semester, please post them on the Discussion Board titled, "Course Questions." Someone else in the class may have the same question as you or may know the response and may be able to reply sooner than the instructors or TAs. Also, posting it on the Discussion Board makes it available to the entire class. The TAs will typically reply within 24 hours of the post during the week (Monday to Friday). Discussion Boards will NOT be monitored on Saturdays and Sundays. Therefore, if you post something on Friday, you will get a response to it only on Monday. If the question is more personal, please send us a message. (Guidelines for disputing grades are somewhat different and are outlined in the next section.) ALL correspondence with the teaching assistants (TAs) and instructors must occur through the course website (Canvas). Again, messages will be responded to only on weekdays. Therefore, please don't wait till the last minute of the deadline to send an email. You may also choose to ask questions or discuss the material or concerns during "office hours." Because this is an online course, "office hours" will occur in the Chat room on Canvas. You may join the chat room to talk with any of the TAs. If you would like a private meeting with a TA or the instructor, then we will use the "Conferences" app on Canvas. The TAs and instructor will be available in the chat room according to the schedule on the first page of the syllabus. If your assigned TA is unable to answer your question either by email or during office hours, please send an email to the instructor through Canvas mail. If need be, other online office hours can be arranged with the instructor. There will be no in-person office hours.

Course Policies

General Expectations

You can expect this class to be personally and intellectually fulfilling, but also demanding. The course requires you to read, think, write, and apply what you are learning. Although learning styles vary, most find that reading assigned materials before they are covered in a lecture, then reviewing the materials again, improves retention of the information. There are exams and quizzes to evaluate your

understanding of the course material. Please be advised that material covered in a lecture will not simply duplicate reading requirements. There will be additional materials posted for each module on Canvas. Please make sure that you access all of them on Canvas because exams will be based on the readings as well as the additional materials. The assignments are due by 11:55 pm on the dates specified in the course schedule. **NO MAKE-UP EXAMS OR QUIZZES WILL BE GIVEN**, except for university-excused absences with adequate documentation. **LATE WORK POLICY:** Unless there is a university-excused absence (properly documented), **no late work will be accepted**. The class is simply too large to do so. The instructors and TAs are here to help you learn. Make use of the chat feature in the course website for online office hours, discussions boards, and messages through the course website to communicate with the instructors and TAs. **Once again, please note that ALL email correspondence must only occur through the Canvas site.**

Course Assignments

Handbook and Syllabus Quiz (10 points)

One of the keys to succeeding in such a course is to be extremely familiar with your syllabus and the handbook. As a result, your very first assignment will be to review the syllabus and the handbook and prepare for a quiz. You will have 15 minutes to complete the quiz.

Chapter Quizzes (100 points) and Exams (250 points)

Quizzes: There will be a quiz for each of the chapters covered in this class (not all chapters are covered in order!). Each chapter quiz consists is a 10-item assessment (multiple choice format). Items are drawn at random from a larger pool of items, so no two people may receive the same quiz. Because the quizzes are online, you can consider the quizzes to be open book/open note activities, but that does not mean you can consult with other students to complete the quiz. Doing so is cheating, which is academic dishonesty. Chapter quizzes are not cumulative; each quiz pertains to material covered in a particular chapter. Each question will be worth 1 point. The quizzes are timed (15 minutes each) and they must be completed within the allotted time. Although exams are not linked to quiz completion, it is a good idea to complete the chapter quizzes for the points and to help you prepare for the exams. After quiz deadlines, you will not be allowed to complete a quiz. Pay close attention to the schedule. Each quiz will be available one week before its due date. Each quiz is worth 10 points and the maximum amount of total points you may earn on these quizzes, if you get all the questions correct, is 100. There are 12 chapter quizzes in all but you are only mandatorily required to complete 10. If you complete more than 10 quizzes, the one or two lowest scores will be dropped. In other words, to calculate your total quiz points, we will only be taking into account your 10 highest quiz scores.

Exams: There will be five multiple choice exams corresponding to the five modules for the course. The exams will be worth up to 50 points, mostly from multiple choice items worth one point each (there may also be some matching items). Questions for the exams can come from class lectures or other activities, readings, and assignments that were covered or due within the module. Thus, each exam is specific to that particular module. Exam questions require comprehension, application, and integration of course material, and are timed (you will have 60 minutes for each regular exam). Each exam will be released on the dates indicated on the schedule attached to the syllabus and will remain available for 24 hours (from 12:00am until 11:55pm on the day indicated). You must complete the exam on the day that it is available. After deadline, you will not have access to the exam. Once again, please pay close attention to the due dates.

Make-up Exams: Make-up exams will only be administered for University approved absences, and proper documentation will be required (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>). A student health receipt is **not** sufficient documentation. Without documentation, missed exams will receive a score of zero. If you experience an emergency, you are expected to contact me as soon as possible to schedule a make-up (and provide documentation). In all instances of tests taken before or after their scheduled administration, instructors maintain the right to substitute tests different from those administered to the rest of the class. In all cases, decisions about whether and when to allow a student to make up a test or assignment are left to the discretion of the professor. For unexcused absences, there will be **no** make-ups or extensions without penalty.

Religious Observances: Please compare your calendars to the schedule. Any student having a conflict in the exam schedule or feeling that missing a class due to religious observance will disadvantage them should contact me **as soon as possible** so that we can make any necessary arrangements.

Self-Assessment Assignments (100 points)

Each chapter contains one or more self-assessment questionnaires (For example: In Chapter 1 complete the Social Desirability Scale). For points, you have to complete five self-assessments during the semester, with one selected from each of the five modules. You are encouraged to complete all the self-assessments from all the chapters, but for points, you will complete and submit only one per module, and each one will be worth a maximum of 20 points for a total of up to 100 points. To earn the points, complete the assessment, score it (each one has a scoring key at the end of the chapter), write the name of the assessment and your score, and write a reaction to your score and its interpretation. Reactions must be at least 50 words. The grading rubric has also been uploaded to Canvas.

In a reaction, you need to, well, react. You could say what the results mean to you, or about you. You can agree with the results and provide examples of how they fit your life. You can disagree with the results and provide some support for your disagreement. There are **NO RIGHT OR WRONG WAYS TO REACT**, but quality of reaction will be evaluated. For example, it is likely you will receive zero points if all you write is something like, “I agree with the self-assessment, it was really accurate, it said a lot about me, all my stars are aligned now...” or you more simply state that you agree or disagree. For more points, avoid vague or generic statements and instead provide more specific support for your agreement or disagreement, or more details about your reaction to the self-assessment. Pay attention to the schedule. Each of the five self-assessment assignments must be completed within the respective specific module and there is no going back to an earlier self-assessment once the deadline for that module has been reached.

Reflection Assignments: Personal Journal (100 points)

Near the end of each chapter, you will find a section called “Your Personal Journal” and a couple of “Reflect” questions. Five of these questions from chapters within the five different modules must be answered and submitted through Assignments. For example, for Module 1, you will submit one answer from a Reflect question from any of the chapters covered in Module 1. From within the chapters covered in Module 2, you will select one Reflect question and submit a response, and so on. As with the Self-Assessments, there is not necessarily a right answer to these questions but there are qualitatively better

ways to write answers. These Reflect questions will help you to relate one or more of the chapter topics to your life, to make the material personal and meaningful, and probably will make it easier for you to remember the concept(s) for a quiz or exam. Therefore, you are encouraged to complete all the Reflect questions from all of the chapters, but for points, you will complete and submit only one per module, and each one will be worth a maximum of 20 points for a total of up to 100 points. To earn the points, submit an answer of at least 100 words that shows you made the task personal, as designed, and that you answered the question(s). Again, pay attention to the Due Dates because each of the five Reflect assignments must be completed within their respective specific modules. For example, at the end of the semester you will not be able to submit Reflect answers from earlier chapters. The grading rubric for Reflect assignments has also been uploaded to Canvas.

Group Discussions (50 points)

Students will be assigned to a smaller online discussion group. The goals of the discussion group are to (a) provide you with a smaller group of students to interact with regarding course topics, and to (b) possibly deepen and extend your overall learning in the course through meaningful interaction with others.

Here is how we will try to reach these goals:

- After drop/add, you will be informed of your assigned group.
- You and your group members will thereafter enter your group-specific Discussion Board and introduce yourselves by the due date specified on the schedule.
- At the beginning of every week, your group will be assigned a question based on a chapter from the textbook, and group members will have to respond to this question.
- To earn points for these assignments, you must post an original contribution in response to the group's question. These posts **MUST** occur in the group's Group-Specific Discussion Board. Your post should contain your own thoughts and reactions, based on your readings, opinions and experiences.
- You must also contribute at least one thoughtful response to another student's post (remember the purpose here is to discuss).
- Your original posts and your response posts **MUST** be posted by the deadlines mentioned in the schedule.

An example may help. Let's say the discussion question assigned to you was:

“We cannot understand ourselves as individuals without also exploring the cultural context within which we live. Think about and discuss features that help to define who you are (e.g., ethnicity, race, age). Explain the ways in which diversity has influenced your thoughts about the world and/or the life choices that you make.”

If a student in the group posts, they might say, “I am a Japanese-Italian-American, 30-year-old male who was born in the states. I come from a working-class background and grew up here in Florida. From those contexts, it seems that many of the thoughts I have about the world involve some consideration of inclusivity, kindness, and respect. I am also aware that, although the SES status of my family imposed real and painful limits on my choices early on in life, as a white male, I also experienced considerable privilege and choices that others did not have. As examples...”

You will see that the question is designed to give you the opportunity to reflect more deeply, and to develop your own opinions and positions regarding some issues in personal growth and development. An original contribution requires a minimum of 100 words. Brief thoughts, comments, or observations are encouraged of course, but to set clear expectations regarding evaluation, only a thoughtful, single post that exceeds 100 words will count for points as the original contribution. Thoughtful responses to another student's contribution require a minimum of 50 words. Again, quality and relevance of these posts will matter; remember this is a personal growth course. Throughout the semester, you will be writing fourteen discussion posts and fourteen discussion replies. The introduction post is worth **7 points**. Discussions 1-12 are worth **5 points**, each Discussions 1-12 reply are worth **2 points** for the course. The 13th Discussion, which will be a reflection on your experience in the course, will be worth **6 points** for the discussion post and **3 points** for the reply. This all adds up to **100 points total** for the course.

Extra Credit

We reserve the right to give extra credit opportunities during class. These opportunities will never be made for individual students, but rather always offered to the class as a whole. There are no make-ups for missed extra credit opportunities.

Grading

Grading depends upon your quality of responses in the assignments, depth of personal involvement in the course, and mastery of content provided in readings and lectures. **A curve will not be applied, and neither will grades be rounded off to the next highest grade.** Your final grade is based on the total number of points you accumulate. Your grade will be calculated by summing the points you earned on the exams, quizzes, and assignments. The grading rubrics for the self-assessment assignments and the reflect assignments have been uploaded on Canvas.

Policy for Disputing a Grade

This is a large class with multiple assignments. We will try our hardest to ensure that you are not graded unfairly. However, if you wish to contest any of your grades, the following are the rules:

1) Quizzes and Exams - please email the instructor, Billy Palmer, through Canvas mail if you have a problem with either your quiz or exam grade or the Group Discussion posts within 48 hours of receiving the grade.

2) Self-assessment, Reflect assignments, and Discussions - please email the person who graded your assignment through Canvas mail within 48 hours of receiving the grade. This person could either be the instructors or one of the TAs.

Points and Percentages

<u>Requirement</u>	<u>Points</u>	<u>Grade</u>	<u>Percentage</u>
Syllabus & Handbook Quiz	10	A	93-100
Module Exams (5 at 50 points)	250	A-	90-92.99
Chapter Quizzes (12; 2 dropped)	100	B+	87-89.99
Self-Assessments (5)	100	B	83-86.99
Reflect Assignments (5)	100	B-	80-82.99
Group Discussions (14)	100	C+	77-79.99
Total	660	C	73-76.99
		C-	70-72.99
		D+	67-69.99
		D	63-66.99
		D-	60-62.99
		E (Fail)	Below 60

Final grades will not be rounded. You must fall at or above the minimum number of points in a range to earn a specific letter grade. Everyone in the class can get an A, and I hope you do!

A grade of “I” (incomplete) is assigned only for work which has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed within the time frame of the semester. Students for whom special circumstances may warrant an “I” must discuss this matter with the instructor **before** the last day of class.

Students with Special Needs

If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565. If you have a documented disability you must contact me by **the first week of class**.

Honor Code

I will not give a passing grade to those who do not abide by the UF honor code. Any student who cheats or helps another student cheat will receive an **E (Fail)** in this class. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

Preamble: In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It should be clear that academic dishonesty, such as cheating, is NOT tolerated at the University of Florida. Cheating is defined in the University Handbook, and it is the student's responsibility to be familiar with its many forms (including plagiarism). If there is a suspected academic honesty violation, the Student Honor Code Procedures will be followed.

Sexual Harassment and Assault

UF fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience, any faculty member, teaching assistant or staff member is required to notify the Title IX Coordinator by completing the report form available at [<https://titleix.ufl.edu/report-an-issue/>], emailing [titleix@ad.ufl.edu] or calling [352-273-1094]. Other persons who suspect a violation of this policy should report it to an appropriate person in their department/unit or to the Title IX Coordinator.

IMPORTANT NOTE

The contents of this syllabus may be changed over the semester. If changes are made to this syllabus, they will be announced in class and on Canvas. It is your responsibility to come to class and to check for any announcements regarding changes online.

Tentative Course Schedule

This schedule is subject to change. You are responsible for any modifications announced on Canvas.
Readings and assignments are due the day they are listed and must be submitted **by 11:55 p.m.**

<u>Week</u>	<u>Day</u>	<u>Topic & Assignments</u>	<u>Read</u>
Class Overview			
<i>1/7-1/10</i>	<i>M-Th</i>	<i>Getting to know you!</i>	
1/13	Su	Syllabus and Handbook Quiz Due	
Module 1 Chapter 1			
<i>1/14-1/117</i>	<i>M-Th</i>	<i>Psychology and the Challenges of Life</i>	<i>Read Ch 1</i>
1/16	W	Introduction Post	
1/18	F	Discussion Post	
1/20	Su	Discussion Reply; Ch 1 Quiz Due	
Module 1 Chapter 2			
<i>1/21-1/24</i>	<i>M-Th</i>	<i>Personality</i>	<i>Read Ch 2</i>
1/25	F	Discussion Post	
1/27	Su	Discussion Reply; Self-Assessment; Reflection; Ch 2 Quiz Due	
1/28	M	Module 1 Exam	
Module 2 Chapter 3			
<i>1/28-1/31</i>	<i>M-Th</i>	<i>Stress: What is It and How to Manage It</i>	<i>Read Ch 3</i>
2/1	F	Discussion Post	
2/3	Su	Discussion Reply; Ch 3 Quiz Due	
Module 2 Chapter 4			
<i>2/4-2/7</i>	<i>M-Th</i>	<i>Psychological Factors and Health</i>	<i>Read Ch 4</i>
2/8	F	Discussion Post	
2/10	Su	Discussion Reply; Ch 4 Quiz Due	
Module 2 Chapter 5			
<i>2/11-2/14</i>	<i>M-Th</i>	<i>Developing Healthier Behaviors</i>	<i>Read Ch 5</i>
2/15	F	Discussion Post	
2/17	Su	Discussion Reply; Self-Assessment; Reflection; Ch 5 Quiz Due	
2/18	M	Module 2 Exam	

Module 3 Chapter 6			
2/18-2/21	M-Th	<i>The Self in a Social World</i>	<i>Read Ch 6</i>
2/22	F	Discussion Post	
2/24	Su	Discussion Reply; Ch 6 Quiz Due	
Module 3 Chapter 7			
2/25-2/28	M-Th	<i>Social Influence</i>	<i>Read Ch 7</i>
3/1	F	Discussion Post	
3/3	Su	Discussion Reply; Self-Assessment; Reflection; Ch 7 Quiz Due	
SPRING BREAK			
3/4-3/10		NO CLASS	Enjoy!
3/11	M	Module 3 Exam	
Module 4 Chapter 10			
3/11-3/14	M-Th	<i>Interpersonal Attraction</i>	<i>Read Ch 10</i>
3/15	F	Discussion Post	
3/17	Su	Discussion Reply; Ch 10 Quiz Due	
Module 4 Chapter 11			
3/18-3/21	M-Th	<i>Relationships & Communication</i>	<i>Read Ch 11</i>
3/22	F	Discussion Post	
3/24	Su	Discussion Reply; Ch 11 Quiz Due	
Module 4 Chapter 12			
3/25-3/28	M-Th	<i>Gender and Sexuality</i>	<i>Read Ch 12</i>
3/29	F	Discussion Post	
3/31	Su	Discussion Reply; Self-Assessment; Reflection; Ch 12 Quiz Due	
4/1	M	Module 4 Exam	
Module 5 Chapter 13			
4/1-4/4	M-Th	<i>Adolescent and Adult Development</i>	<i>Read Ch 13</i>
4/5	F	Discussion Post	
4/7	Su	Discussion Reply; Ch 13 Quiz Due	
Module 5 Chapter 14			
4/8-4/11	M-Th	<i>The Challenges of the Workplace</i>	<i>Read Ch 14</i>

4/12	F	Discussion Post
4/14	Su	Discussion Reply; Ch 14 Quiz Due
Module 5 Course Reflection		
4/15-4/18	M-Th	Course Reflection
4/19	F	Discussion Post
4/21	Su	Discussion Reply; Self-Assessment; Reflection
4/22	M	Module 5 Exam

General Education Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
CONTENT	Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. This will be accomplished by exams and written assignments.

This course is designed to meet the above Student Learning Outcomes. Content, communication, and critical thinking are the primary focus of lecture, discussion, and assignments, and learning in these domains is assessed through exams and assignments.