

CLP 2001: PERSONAL GROWTH

Spring 2024 Syllabus

Instructor: Professor Martin Heesacker

Zoom Office Hours: By appointment

E-mail: heesack@ufl.edu

Telephone: (352) 273-2136

Team TAs: After registration, you will be assigned to a 5 to 15-person team, headed by a Team TA. Team TAs will take charge of leading weekly discussion and grading assignments for each group of students. TA assignments will be posted in Canvas, under Files, by the end of Week 2.

Head TAs: Valeria Prudnikova (vprudnikova@ufl.edu) and Alexandra Bravo (a.bravo@ufl.edu)

Team TA Office Hours are listed below:

<https://ufl.zoom.us/j/97607035406>

Meeting ID: 976 0703 5406

| Period | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|--------|---------|-----------|----------|--------|
| 1 (7:25-8:15) | | | | | |
| 2 (8:30-9:20) | | | | | |
| 3 (9:35-10:25) | | | | | |
| 4 (10:40-11:30) | | | | | |
| 5 (11:45-12:35) | | | | | |
| 6 (12:50-1:40) | | | | | |
| 7 (1:55-2:45) | | | | | |
| 8 (3:00-3:50) | | | | | |
| 9 (4:05-4:55) | | | | | |
| 10 (5:10-6:00) | | | | | |
| 11 (6:15-7:05) | | | | | |

Please reach out to your **Team TA with any assignment questions** through e-learning mail system or attending their office hours. Please reach out to **Head TAs for any grading issues and missed assignments** through e-learning email system. Please **use the instructor's UF email address** (heesack@ufl.edu) to correspond with him.

Social and Behavioral Sciences General Education Subject Area Objectives

CLP2001 is a **General Education Social & behavioral science(s) course**, which provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Source: <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

General Education Student Learning Outcomes

| Category | Institutional Definition | Institutional SLO |
|--------------------------|---|---|
| Content | Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area. | Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area. |
| Critical Thinking | Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion. | Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area. |
| Communication | Communication is the development and expression of ideas in written and oral forms. | Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area. |

Course Overview

CLP 2001: Personal Growth is a course designed to help participants integrate the science of psychology into the practice of enhancing one's life, liberty, and happiness pursuit (and helping

others do the same). It focuses on biological, psychological, and socio-cultural methods of learning, change, and growth.

Psychology can be defined as the scientific study of behavior (e.g., reading, writing, talking) and mental processes (e.g., learning, perception, memory, attitudes, problem-solving).

Science can be defined as a way of thinking that emphasizes empiricism and rationalism (over other ways of seeking and determining knowledge such as authority, intuition, and tenacity) to pursue validity (i.e., the best available approximation of the truth).

The scientific mindset typically requires curiosity (e.g., interest in behavior and mental processes), skepticism (willingness to withhold belief until after gathering valid evidence), and a prepared mind (e.g., deep understanding of how to minimize logical fallacies/threats to validity, openness to experience, and willingness to adjust one's thinking based on new and/or better information).

Course Objectives

- Help ourselves and others live longer, healthier lives
- Help ourselves and others experience more liberty/freedom of choice
- Help ourselves and others pursue happiness in more effective ways

Successful students in this course will also:

Learn (rather than simply memorize, then forget) basic principles related to the course that are both: (a) meaningful to them and (b) related to the content-related course outcomes listed above

Take accountability for their own learning (rather than projecting that accountability onto others or things outside of their control)

Validly evaluate their own learning and accountability (rather than passively waiting for others to do so or do so in an invalid way)

Collaborate in a professional, civil, mature manner with the professor and their classmates to come up with a valid grade based on their learning and accountability levels demonstrated throughout the entire term (rather than based on professionalism, civility and/or maturity during a portion of the term, meaningless learning, or simple memorization)

Required Text and Materials

The H2O for Education System, which includes a digital textbook, is required and provides an array of tools to help you achieve the course objectives. This course is participating in UF All

Access. UF All Access will provide you with the required materials digitally at a reduced price and the charge will be posted to your student account. **Opt-in will only be available from one week prior to the start of class until midnight on the last day of drop add.** If you do not opt in, you will have to buy the materials directly from the vendor at a higher price. **You must have your own individual access to the materials to earn points in the class. You cannot use your account from a prior semester.**

Within 5 business days after you opt in, you will be entered into the H2O for Education System. **Please do not contact the instructor or TAs about your lack of access until 5 business days have elapsed.** Please follow these instructions to access the System and its features:

- Click this link and enter your initial username and password (see below for how to get your initial username and password): <https://www.excellenceuniversity.net/login.php>
- Your initial username will be your UF email address (an address ending in "@ufl.edu")
- Your initial password will be the last four digits of your student ID number
- After your initial log in, you will be asked to change your username and password via the "My account" page.
- This course uses a digital textbook. It is included in your package. Your instructor is one of the book's authors but receives no compensation from your purchase of the book or the Learning Support Package. This reduces the cost of the materials to you.
- To access your textbook and WATER Game Scorecard Companion Articles, click on the links underneath "Read" on the left side of your H2O Dashboard.
- To access WATER Game Scorecard, STEAM Training Manual, and Mission fulfillment System, click on the links underneath "Apply" on the left side of your H2O Dashboard.
- To access H2O articles and podcasts, click on "Listen" on the right side of your H2O Dashboard.
- To access your Plan, Execute, and Progress Tabs, click on the "Achieve" tab on the right side of your H2O Dashboard
- If you require assistance, please first work with a TA. Most issues can be resolved with the TA. Please don't email support@tbb2excellence.com until you have worked with a TA and they refer you to Support.

E-Learning System Materials and Procedures

PowerPoints, grades, mail system, office hours, and other important materials can be accessed on the course website in the e-Learning System: <http://elearning.ufl.edu/>. It is a good idea to visit the course site before each class, to receive updates/announcements, such as grade postings and any schedule changes. If you need e-learning technical support, please contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Exams and Assignments

You will earn points for successful and on-time completion of each assignment, but you **must** be signed up for The H2O for Education System to earn any credit. If assignments are not turned in electronically or are turned in after the deadline, no credit will be given. If you have any issues with submitting assignments through the e-learning system, to get credit, you must email the completed assignment to the instructor and the grading TA **before the assignment deadline**. Allow yourself enough time that if you have computing issues, you still have time to email the completed work to the instructor and grading TA before the deadline.

Missing quizzes. Students who miss one or more quizzes during the semester will have an opportunity to take each missed quiz during a 24-hour period that begins with the start of the official final exam period for this class. You can only take make-up *missed* quizzes. You cannot retake a quiz to improve your original score on that quiz. **The course schedule below gives the quiz make-up day and time.** There is no final exam in this class.

Late Work Policy

If you can document that you were ill or experienced some other personal challenge that prevented your on-time completion of an assignment, you will be given a reasonable amount of time (generally 1 week) to make up what you missed during your approved absence. No make-up work is permitted for religious holy days or UF-sponsored activities. All assignments are known from the first day of class and can be submitted early, so students are expected to submit the work on time and to plan their time accordingly.

If you experienced illness or other personal challenges that prevented your on-time completion of an assignment, please complete and submit the “Contact My Instructor” request form located on the Campus Assistance and Resources for Empowerment (CARE) website <https://care.dso.ufl.edu/instructor-notifications/>.

As in all courses, unauthorized recording and unauthorized sharing of recorded materials by students or any other party is prohibited.

Grading

Grades will be based on scores on:

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|-----|--|
| 25% | 13 textbook chapter quizzes. 10 questions per quiz. Taken on eLearning. |
| 25% | 13 textbook Activating the Mission exercises. Submitted through eLearning. |
| 25% | 24 STEAM training manual exercises. Submitted through eLearning. |
| 10% | 15 weekly discussion posts. Submitted through eLearning. |

- 10% 2 WATER Game Scorecard group performance scores. Submitted by your team TA, in consultation with you and other members of your team. Details follow.
- 5% SONA research participation: either by getting at least X research credits or reviewing journal articles. Details follow.
- 100%**

Grades are based on the totals you earn on these assignments, plus, any extra-credit points you might accrue. Grading will be done on UF's standard scale:

***Note a minimum grade of C is required for general education credit**

| Grade | Percentage | | Grade | Percentage |
|-------|------------|--|-------|------------|
| A | ≥ 93% | | C | 73%-76.99% |
| A- | 90%-92.99% | | C- | 70%-72.99% |
| B+ | 87%-89.99% | | D+ | 67%-69.99% |
| B | 83%-86.99% | | D | 63%-66.99% |
| B- | 80%-82.99% | | D- | 60%-62.99% |
| C+ | 77%-79.99% | | E | ≤ 59.99% |

WATER Game Scorecard

You will be assigned to a 5–15 person team, headed by a TA, which will work together throughout the semester. With your input, your team TA will complete two online WATER Game Scorecards reflecting your team's performance, one midsemester and one near the end of the semester (see Planned Course Schedule and Assignments for the two deadlines). The purpose is to evaluate your performance as a team. It has a second purpose of helping you assess how your class team is exhibiting excellence and why you made that assessment.

To prepare yourself to be part of a high-performing team and to provide background so you can meaningfully assess your team's performance, look carefully at the WATER Game Scorecard PDF version on the H2O for Education System Dashboard under *Apply*, on the left side, where you also find the STEAM Training Manual. To prepare even more thoroughly, take a look at the WATER Game Scorecard Companion Articles here:

- For the top half of the scorecard (Planning Excellence):
<http://www.excellenceuniversity.net/journal/category/teamgroup-excellence/water-gameee-scorecard-tips>
- For the bottom half of the scorecard (Execution Excellence):
<http://www.excellenceuniversity.net/journal/category/teamgroup-excellence/water-gameee-scorecard-tips/page/2>

In your team, you will be asked to provide a justification for each score you provide. If you do not provide a justification or if the justification isn't reasonable, it won't be likely to influence the TA's scores.

All questions about the online WATER Game Scorecard will be answered by TAs during their office hours, either on Zoom, by email through Canvas, or through the eLearning Chat.

Research Participation (SONA)

Five percent of your grade will come from research participation, either by getting at least X research credits or reviewing journal articles. All the details for both options are in Canvas, under Files, and the file is called “Research Participation (SONA). **Please start this assignment as soon as possible, or you may not finish it on time.**

Extra Credit Opportunity

If at least 90% of students complete the GatorEvals, the whole class will get 1% extra credit. Course announcement will be sent when this opportunity is available. There might be other possible extra credit opportunities. Course announcement will be sent when additional opportunities are available.

Academic Honesty

Cheating will not be tolerated at UF. Cheating is defined in the UF Handbook, and it is the student’s responsibility to be familiar with its many forms (including plagiarism). If a student is caught cheating, the first offense will result in a zero for that quiz assignment and a record of the event will be placed in a temporary file with the Office of Student Affairs. The second offense will result in an “E” for the course, and the student will go before the Honor Court. As a result of completing registration at UF, every student has agreed to the following statement: “I understand that UF expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

Students Requiring Accommodations

The University of Florida is committed to providing academic accommodations for students with disabilities. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/get-started/>) by providing appropriate documentation. Once registered, students should present their accommodation letter to me supporting a request for accommodations. The University encourages students with disabilities to follow these procedures **as early as possible** in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.
Source: <https://gatorevals.aa.ufl.edu/>

Planned Course Schedule and Assignments

*Note the contents of this syllabus may be changed during the semester. If changes are made to this syllabus there will be an announcement via email and/or Canvas. It is your responsibility to check your university email and Canvas announcements on a daily basis.

| ACTIVITY | DESCRIPTION | DUE DATE |
|--|--|------------------|
| Week 1: Course Introduction | | |
| Listen to a short PowerPoint presentation | | |
| Read the syllabus carefully and complete syllabus quiz | | |
| Finish Week 1 discussion | Main Post | Friday, Jan 12 |
| | First Response Post | Saturday, Jan 13 |
| | Second Response Post | Sunday, Jan 14 |
| PS. Detailed requirement of discussion posts is in Canvas, under File. | | |
| If you registered during drop-add, your deadline is automatically extended by a week, for this week's assignments only. Unless otherwise specified, assignments are due by 11:55pm on the due date. | | |
| Week 2 | | |
| Listen to a short PowerPoint presentation | | |
| Register for the H2O for Education System | | |
| Briefly preview the PowerPoint slides for Chapters 1-13 of the text | | |
| Submit a screenshot or snippet of your name on the H2O for Education People Tab | This is important to make sure you have accessed the course materials successfully! If you have any issues, please contact to TA. | |
| Finish Week 2 discussion | Main Post | Tuesday, Jan 16 |
| | First Response Post | Thursday, Jan 18 |
| | Second Response Post | Saturday, Jan 20 |
| Week 3 | | |

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| Listen to a short PowerPoint presentation | | |
| Look over the PowerPoint slides for Chapter 1 of the text | | |
| Read chapter 1 of the text: Frenzied Doing | | |
| Finish following assignments | A signed Read, Do, and Review Commitment | Sunday, Jan 28 |
| | Chapter 1 Quiz | |
| | STEAM Training Steps 1, 2, and 3 | |
| Finish Week 3 discussion | Main Post | Tuesday, Jan 23 |
| | First Response post | Thursday, Jan 25 |
| | Second Response post | Saturday, Jan 27 |
| Week 4 | | |
| Listen to a short PowerPoint presentation | | |
| Look over the PowerPoint slides for Chapter 2 of the text | | |
| Read chapter 2 of the text: H2O, Mission Activation, and Excellence Trees | | |
| Finish following assignments | Chapter 2's "Activating the Mission" activity | Sunday, Feb 4 |
| | Chapter 2 Quiz | |
| | STEAM Training Steps 4, 5, and 6 | |
| Finish Week 4 discussion | Main Post | Tuesday, Jan 30 |
| | First Response Post | Thursday, Feb 1 |
| | Second Response Post | Saturday, Feb 3 |
| Week 5 | | |
| Listen to a short PowerPoint presentation | | |
| Look over the PowerPoint slides for Chapter 3 of the text | | |
| Read chapter 3 of the text: How Much Can We Do? Assessing WATER Levels | | |
| Finish following assignments | Chapter 3's "Activating the Mission" activity | Sunday, Feb 11 |
| | Chapter 3 Quiz | |
| | STEAM Training Steps 7, 8, and 9 | |
| Finish Week 5 discussion | Main Post | Tuesday, Feb 6 |
| | First Response post | Thursday, Feb 8 |
| | Second Response Post | Saturday, Feb 10 |
| Week 6 | | |
| Listen to a short PowerPoint presentation | | |
| Look over the PowerPoint slides for Chapter 4 of the text | | |
| Read chapter 4 of the text: How Do We Want to Do It? Planting, Watering, and Observing the Growth of the Tree | | |
| Finish following assignments | Chapter 4's "Activating the Mission" activity | Sunday, Feb 18 |

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| | Chapter 4 Quiz | |
| | STEAM Training Steps 10 and 11 | |
| Finish Week 6 discussion | Main Post | Tuesday, Feb 13 |
| | First Response Post | Thursday, Feb 15 |
| | Second Response Post | Saturday, Feb 17 |
| Week 7 | | |
| Listen to a short PowerPoint presentation | | |
| Look over the PowerPoint slides for Chapter 5 of the text | | |
| Read chapter 5 of the text: What's in the Way? Identifying and Pulling Weeds | | |
| Finish following assignments | Chapter 5's "Activating the Mission" activity | Sunday, Feb 25 |
| | Chapter 5 Quiz | |
| | STEAM Training Steps 12 and 13 | |
| Finish Week 7 discussion | Main Post (discussion of WAT elements) | Tuesday, Feb 20 |
| | First Response Post | Thursday, Feb 22 |
| | Second Response Post | Saturday, Feb 24 |
| Week 8 | | |
| Listen to a short PowerPoint presentation | | |
| Look over the PowerPoint slides for Chapter 6 of the text | | |
| Read chapter 6 of the text: Are We All Doing It Together? Pruning the Tree | | |
| Finish following assignments | Chapter 6's "Activating the Mission" activity | Sunday, Mar 3 |
| | Chapter 6 Quiz | |
| | STEAM Training Steps 14 and 15 | |
| | WATER Game Scorecard (assess WAT) | |
| Finish Week 8 discussion | Main Post (discussion of ER elements) | Tuesday, Feb 27 |
| | First Response Post | Thursday, Feb 29 |
| | Second Response Post | Saturday, Mar 2 |
| Week 9 | | |
| Listen to a short PowerPoint presentation | | |
| Look over the PowerPoint slides for Chapter 7 of the text | | |
| Read chapter 7 of the text: Why Are We Doing It? Providing Adequate Sunlight | | |
| Finish following assignments | Chapter 7's "Activating the Mission" activity | Sunday, Mar 10 |
| | Chapter 7 Quiz | |
| | STEAM Training Steps 16 and 17 | |
| | WATER Game Scorecard (assess ER) | |
| Finish Week 9 discussion | Main Post | Tuesday, Mar 5 |
| | First Response Post | Thursday, Mar 7 |
| | Second Response Post | Saturday, Mar 9 |

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| Week 10 | | |
| Listen to a short PowerPoint presentation | | |
| Look over the PowerPoint slides for Chapter 8 of the text | | |
| Read chapter 8 of the text: Are We Doing It Well? Recruiting and Retaining Arborists | | |
| Finish following assignments | Chapter 8's "Activating the Mission" activity | Sunday, Mar 24 |
| | Chapter 8 Quiz | |
| | STEAM Training Steps 18 | |
| Finish Week 10 discussion | Main Post | Tuesday, Mar 19 |
| | First Response Post | Thursday, Mar 21 |
| | Second Response Post | Saturday, Mar 23 |
| Week 11 | | |
| Listen to a short PowerPoint presentation | | |
| Look over the PowerPoint slides for Chapter 9 of the text | | |
| Read chapter 9 of the text: Recruiting and Retaining Arborists (Part One) | | |
| Finish following assignments | Chapter 9's "Activating the Mission" activity | Sunday, Mar 31 |
| | Chapter 9 Quiz | |
| | STEAM Training Steps 19 | |
| Finish Week 11 discussion | Main Post | Tuesday, Mar 26 |
| | First Response Post | Thursday, Mar 28 |
| | Second Response Post | Saturday, Mar 30 |
| Week 12 | | |
| Listen to a short PowerPoint presentation | | |
| Look over the PowerPoint slides for Chapter 10 of the text | | |
| Read chapter 10 of the text: Recruiting and Retaining Arborists (Part Two) | | |
| Finish following assignments | Chapter 10's "Activating the Mission" activity | Sunday, Apr 7 |
| | Chapter 10 Quiz | |
| | STEAM Training Steps 20 | |
| Finish Week 12 discussion | Main Post | Tuesday, Apr 2 |
| | First Response Post | Thursday, Apr 4 |
| | Second Response Post | Sunday, Apr 6 |
| Week 13 | | |
| Listen to a short PowerPoint presentation | | |
| Look over the PowerPoint slides for Chapter 11 of the text | | |
| Read chapter 11 of the text: Recruiting and Retaining Arborists (Part Three) | | |
| Finish following assignments | Chapter 11's "Activating the Mission" activity | Sunday, Apr 14 |
| | Chapter 11 Quiz | |

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| | STEAM Training Steps 21 | |
| Finish Week 13 discussion | Main Post | Tuesday, Apr 9 |
| | First Response Post | Thursday, Apr 11 |
| | Second Response Post | Saturday, Apr 13 |
| Week 14 | | |
| Listen to a short PowerPoint presentation | | |
| Look over the PowerPoint slides for Chapter 12 of the text | | |
| Read chapter 12 of the text: The Impact of H2O, Mission Activation, and Excellence Trees | | |
| Finish following assignments | Chapter 12's "Activating the Mission" activity | Sunday, Apr 21 |
| | Chapter 12 Quiz | |
| | STEAM Training Steps 22 | |
| | WATER Game Scorecard (assess WAT) | |
| Finish Week 14 discussion | Main Post (discussion of WAT elements) | Tuesday, Apr 16 |
| | First Response Post | Thursday, Apr 18 |
| | Second Response Post | Saturday, Apr 20 |
| Student evaluations of teaching | If at least 90% of students provide evaluations, you get to answer a quiz question worth 1% extra credit. https://ufl.bluera.com/ufl/ | Opens April 13, 12:01 am Closes April 26, 11:59 pm |
| Week 15 | | |
| Listen to a short PowerPoint presentation | | |
| Look over the PowerPoint slides for Chapter 13 of the text | | |
| Read chapter 13 of the text: Reading, Doing, and Reviewing . . . Forever | | |
| Finish following assignments | Chapter 13's "Activating the Mission" activity | Sunday, Apr 28 |
| | Chapter 13 Quiz | |
| | STEAM Training Steps 23 and 24 | |
| | WATER Game Scorecard (assess ER) | |
| Finish Week 15 discussion | Main Post (discussion of ER elements) | Tuesday, Apr 23 |
| | First Response Post | Thursday, Apr 25 |
| | Second Response Post | Saturday, Apr 27 |
| Final Exam Week | | |
| Student evaluations of teaching | If at least 90% of students provide evaluations, you get to answer a quiz question worth 1% extra credit. https://ufl.bluera.com/ufl/ | Friday, April 26, 11:59 pm |
| Make-up quizzes Day | On Canvas, same as before. Only for quizzes you missed. Not for improving scores | Monday, April 29, 12:01 am to 11:59 pm |

