

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

BEHAVIOR & EXPERIENCE
PSY 2200

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Spring 02

Catalog Course Description:

Behavioral and phenomenological analysis of individuals and their development in natural environments.

Entry Level Standards:

Ability to read and write on the college level and to demonstrate the discipline to follow assignment schedules without reminders from the instructor.

Prerequisites:

PSY 1010 or equivalent; or consent of instructor

Textbook(s) and Other Course Materials:

Corey, Gerald, and Marianne Schneider Corey. *I Never Knew I Had a Choice*. Seventh edition. Brooks/Cole Publishing Company, 2002.

I. Week/Unit/Topic Basis:

Week	Topic
1	Introduction to course and assignments; group work; preface of textbook.
2	Invitation to Personal Learning and Growth.
3	Meaning and Values. Paper #1
4	Becoming the Woman or Man You Want to Be. Paper #2.
5	Exam #1
6	Reviewing Your Childhood and Adolescence. Paper #3. Elder interview informed consent form (signed by participant) due.
7	Adulthood and Autonomy
8	Work and Recreation. Exam #2.
9	Your Body and Wellness.
10	Managing Stress. Paper #4.

- 11 Death and Loss. Exam #3.
- 12 Love. Relationships. Dreams as a Path to Self-Understanding. Paper #5.
- 13 Elder Interview transcript due. Loneliness and Solitude.
- 14 Exam #4.
- 15 Thematize elder interview transcripts and give oral reports.
- 16 Finish oral reports on elder interviews. Comprehensive final examination.

II. Course Objectives*:

- A. Demonstrate knowledge of terminology, research, and theories related to the experience of being human via course examinations, in-class discussions and activities, and assigned papers. I.5
- B. Show evidence of critical thinking through independent analysis of individual experiences. III.2.
- C. Discuss how one's experience of one's developmental stage, personal wellness, relationships, and meaning systems affect one's experience of being human. III.2.
- D. Conduct and complete a semester-long qualitative research project. II.2, III.2
- E. Demonstrate listening and discussion skills appropriate for the college classroom setting. I.5, II.2, III.2

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Conduct an audiotaped life review with a person 65 years of age or older, using phenomenological interview techniques and following qualitative research protocol (explain the project, obtain written informed consent from the participant, arrange for appropriate disposition of the audiotape and typed transcript, etc.).
Communication Outcome, Cultural Diversity and Social Adaptation Outcome, Problem-Solving and Decision-Making Outcome, Active Learning Strategy
2. Internalize the work ethic by attending class regularly, turning in assignments on time, meeting all elder interview deadlines, and providing five copies for class use of a word-processed, accurate transcript of the audiotaped elder interview conducted for this class.
Personal Development Outcome, Transitional Strategy
3. Demonstrate teamwork by thematizing transcripts of elder interviews in small groups, using instructor-prescribed thematizing criteria (developmental theory, life scripts, etc.).
Communication Outcome, Personal Development Outcome, Problem-Solving and Decision-Making Outcome, Active Learning Strategy
4. Communicate with instructor via email when one misses a class or to turn in a late assigned paper. *Communication Outcome, Personal Development Outcome, Technological Literacy Outcome*

5. Write papers about personal experiences and attitudes which demonstrate one's ability to apply course content to his/her life and use word-processing software to produce a copy of each paper for the instructor. *Communication Outcome, Personal Development Outcome, Cultural Diversity and Social Adaptation Outcome*
6. Engage in small-group and full-class discussions and activities which demonstrate understanding of course concepts and their application to one's own life. *Communication Outcome, Personal Development Outcome, Problem-Solving and Decision-Making Outcome, Active Learning Strategy*
7. Investigate Internet resources listed in the course textbook and provided by the course instructor. *Technological Literacy Outcome*
8. Watch videotapes related to course content and discuss the relevancy of the concepts therein to life today in small groups and/or with the entire class. *Communication Outcome, Personal Development Outcome, Cultural Diversity and Social Adaptation Outcome*
9. Read and apply concepts from instructor-supplied handouts, work sheets, and questionnaires to one's own life and discuss these concepts and results with classmates. *Communication Outcome, Personal Development Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Demonstrate knowledge of the personality theories of Freud, Adler, Jung, Rogers, and Maslow. A, B, E
2. Form a working understanding of Maslow's concept of self-actualization. A, B, C
3. Assess one's own "multiple intelligences" using the Rogers Indicator of Multiple Intelligences. A, B, E
4. Exhibit understanding of the developmental task which relates to each of Erik Erikson's eight psychosocial stages of human development. A, B, C
5. Discuss Daniel Goleman's theory of "emotional intelligence" and its relationship to Gardner's multiple intelligences. A, B
6. Discuss the effects of expecting too little from and doing too much for a child. A, B, C, E
7. Assess one's key values and their etiology. B, C, E
8. Consider the advantages and costs of socialized gender roles in American society. A, B, C, E
9. Discuss the pros and cons of androgyny and gender role transcendence. A, B, C, E

10. Identify precursors to the "infantile conscience." A, B, C
11. Draw connections between one's current personality strengths and weaknesses and one's early childhood experiences. B, C, E
12. Identify several ego-defense mechanisms and delineate the ways they can protect one's self-concept. A, B, C
13. Learn how the Jungian concept of individuation changes throughout one's life. A, B, C, D
14. Consider how a psychological moratorium may affect one's sense of identity. A, B, C, D
15. Give examples of transactional analysis "life scripts" and "injunctions." A, B
16. Identify the survival roles assumed by children in alcoholic and dysfunctional families. A, B, C
17. Demonstrate the ability to identify and dispute irrational beliefs using Albert Ellis' REBT approach. A, B, C, E
18. Demonstrate knowledge of key concepts from Gail Sheehy's *New Passages*, including "provisional adulthood" and "the three-act play." A, B, C, D, E
19. Compare and contrast the wellness model and traditional medical approaches. A, B, C
20. Identify one's own stressors and several means of coping with stress. A, B, C, D, E
21. Create a plan for improving one's personal relationships. B, C
22. Distinguish loneliness from solitude, citing examples. A, B, C
23. Assess one's own "aliveness" or "deadness." A, B, C, E
24. Apply Kubler-Ross's stages of dying to other situations involving loss. A, B, C, E

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Multiple-choice and/or matching and/or essay exams will comprise approximately one-third of the possible cumulative points in the course. Exams will require understanding of assigned material, not just memorization of definitions. The comprehensive final exam will be a summative evaluation of one's experiences and insights acquired while taking this class.

B. Laboratory Expectations:

Approximately one-third of each student's grade will be based on writing papers on assigned topics relevant to course content and reflective of personal exploration, as well as on being present for in-class activities, which will include private in-class journaling, completing self-assessment instruments, engaging in small-group work, etc.

C. Field Work:

Approximately one-third of one's grade in this course will be based on conducting a 30-minute audiotaped interview with someone aged 65 or older, obtaining written consent from the elder for audiotaping and transcription of the interview contents, transcribing the contents for small-group thematizing activities, and delivering an oral report to the class on major events and themes in the interview.

D. Other Evaluation Methods:

N/A

E. Grading Scale:

Sample Grade Breakdown (may be modified by each instructor):

Syllabus exam	10
4 textbook content exams	80
Comprehensive final exam	20
5 typed papers	50
In-class activities	80
Interview with an elder	<u>100</u>
Total	340

Grading Scale:

A	306-340 cumulative points
B+	289-305
B	272-288
C+	255-271
C	238-254
D	204-237
F	Below 204

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course (Pellissippi State Catalog). Individual departments/programs/disciplines, with the approval of the vice president of Academic and Student Affairs, may have requirements that are more stringent.

Since PSY 2200 is largely activity- and discussion-based, absences beyond three class hours will lower one's cumulative points in the class, as outlined in the instructor syllabus.

B. Academic Dishonesty:

Cheating in any form (giving or receiving help on examinations or plagiarizing papers) may result in a student's failing this course and being reported to college authorities for disciplinary action.

C. Other Policies:

Deadlines: Students will receive full credit for assignments only if they turn in the assignments by the due dates specified by the instructor.

Substance Abuse Policy: Use of and/or being under the influence of alcohol or

nonprescribed drugs on State property is grounds for arrest and may result in one's being suspended from Pellissippi State.