

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

BEHAVIOR & EXPERIENCE
PSYC 2200

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Fall 2010

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, 2006.

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
4	Becoming the Woman or Man You Want to Be Reviewing Your Childhood and Adolescence
5	Adulthood and Autonomy
6	Work and Recreation
7	Your Body and Wellness
8	Managing Stress
9	Death and Loss
10	Love

- 11 Relationships
- 12 Loneliness and Solitude
Pathways to Personal Growth
- 13 Elder Interview Thematizing
- 14 Elder Interview Thematizing
- 15 Final Exam Period

II. Course Goals*:

- A. Enhance the student's knowledge of terminology, research, and theories related to the experience of being human. III.5, III.7
- B. Build the student's critical thinking skills through independent analysis of individual experiences. III.2, III.6
- C. Expand the student's understanding of how one's experience of one's developmental stage, personal wellness, relationships, and meaning systems affect one's experience of being human. III.2, III.3
- D. Foster student abilities needed to conduct and complete a semester-long qualitative research project. III.4, III.5
- E. Enhance the student's listening and discussion skills. III.7

* Roman numerals after course goals reference Pellissippi State's general education goals listed at http://www.pstcc.edu/departments/curriculum_and_instruction/syllabi/.

III. Expected Student Learning Outcomes*:

The student will be able to:

- 1. Recall and differentiate between the personality theories of Freud, Adler, Jung, Rogers, and Maslow. A, B, E
- 2. Describe and interpret 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. Identify the developmental task which relates to each of Erik Erikson's eight psychosocial stages of human development. A, B, C
- 5. Define and 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. Argue 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. Describe how the Jungian concept of individuation changes throughout one's life. A, B, C, D
14. Speculate about 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. Identify and dispute irrational beliefs using Albert Ellis' REBT approach. A, B, C, E
18. Discuss 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

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. 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
4 typed papers	40
In-class activities	70
Interview with an elder	100
Thematizing transcripts and group interactions	<u>20</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

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Misconduct:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting

published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.

- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for Disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at <http://www.pstcc.edu/sswd/>.

D. 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.