Personal Growth
CLP 2001
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Description and Purpose
Welcome! We are delighted that you are taking this course and joining in a semester devoted to learning more about yourself and others. Our hope is that, regardless of your motivation for being here, this course will provide you an opportunity to learn interesting things about development and adjustment, and will stimulate your thoughtful reflection about how psychology can continue to 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 also 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.

Goals
You will
(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; and
(4) learn course concepts in ways that are personally meaningful and can be applied in your daily life.

Required Text & Other Materials

Materials and Procedures
Class lectures, assignments, and additional required readings are only accessible through the course website. All email correspondence with the teaching assistant (TA) and instructors must occur through the course website. Assignments will be submitted electronically through the course website as well.

Requirements/Expectations
General Expectations
You can expect this class to 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.

Exams will become available within specified time windows as indicated on the Due Dates document. NO MAKE-UP EXAMS WILL BE GIVEN, except for university excused absences with adequate documentation.

The instructors and TA(s) are here to help you learn. Make use of the chat feature in the course website for online office hours, discussions boards, and email through the course website to communicate with the instructors and TA. For questions sent through email, the instructors or TA will typically reply within 24 hours of receiving the email. Note that ALL email correspondence must only occur through the course site.

Accommodations for Students with Disabilities
Students requesting accommodation must first register with the Disability Resource Center (DRC) in the Dean of Students office. The DRC will provide you the necessary documentation and you must then provide this documentation to the instructors when requesting accommodation (for an online course, this means that you should send the information to the instructors-see the contact information in the course). We are happy to work with both the student and the DRC to come to an arrangement that satisfies the requirements of the course while best accommodating the student’s individual needs.

Academic Honesty
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.

Quizzes and Exams
There will be a quiz for each of the chapters covered in this class (not all chapters are covered!). Each chapter quiz consists of a short objective, 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 specific time frames. The deadlines correspond to the dates for the five exams. Although exams are not linked to quiz completion, it is a good idea to complete the chapter quizzes for the points and also to help you prepare for the exams. After quiz deadlines, you will not be allowed to complete a quiz. Pay close attention to the Due Dates document. The maximum amount of total points you may earn on these quizzes is 100. This means you do not have to take all the quizzes and only need to complete enough to earn the 100 points (if you want the maximum points).

There will be five (mostly) 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. 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 Due Dates document, and will remain available for 15 hours (from 9:00am until 11:59pm 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.

Self-Assessments
Each chapter contains one or more self-assessment questionnaires. 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 of the chapters, but for points, you must only complete 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), and write a reaction to your score and its interpretation. Reactions must be at least 50 words. 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. Note 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.

Personal Journal: Reflect Questions
Near the end of each chapter, you will find a section called “Your Personal Journal” and a couple of “Reflect” questions. At least five of these questions from five different chapters must be answered and submitted through Assignments. 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) when for a quiz or exam. 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). Each Reflect assignment will be worth 20 points. The maximum amount of total points you may earn on these Reflect questions is 100. Depending on the points earned, you may elect to do more than five (as long as the additional ones come from different chapters) but the maximum number of points will remain 100. Again, pay attention to the Due Dates because any 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.
Discussions
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:

Within a few days after the groups after been established (after drop/add), you will be informed of assigned group and members should soon thereafter enter their specific dedicated Group-Specific Discussion Board and introduce themselves. No later than the date indicated on the Due Dates document, each group must have an electronic discussion, through the group’s designated Group-Specific Discussion Board. Group members will need to select a chapter then decide on a unique topic to discuss (one not already selected by another group—see below), in their discussion board, drawn from the list of Essay/Discussion questions provided on the textbook companion site for your text. Selecting the questions will require initiative, which is part of the reason for placing that responsibility on the group. It is probably best to decide well in advance on the discussion question, and remember that a main reason for “discussions” is to discuss, so pick one of the Essay/Discussion questions more likely to lead to something resembling a discussion within the group’s discussion board. Once the chapter and question are identified, do the following:

(1) One member from your group must post your group’s chapter and Essay/Discussion question to the discussion board titled Group Topic and Essay/Questions (do NOT post this to your Group-Specific Discussion Board). That person should follow the instructions at the site but it is simply a matter of posting a new thread, using the group’s number as the “Title” and then simply type in the chapter, topic, and question(s) the group selected. All students (and groups) will be able to see the topic selected. There must be NO DUPLICATES. If your group decides on a question (these MUST be from the textbook companion site for your text), and you post one already selected by another group, all members of your group will receive zero points for this assignment.

(2) To earn points for this assignment, each individual member of your group must post an original contribution in response to the group’s selected questions. These posts MUST occur in the group’s designated 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). An example may help. Let’s say the discussion question we selected 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 I’m a student in the group, then I’ll post an original response, perhaps one that begins, “I am a German-American, now middle-aged white male who was born in Germany but mostly grew up in the states. I come from a working-class background of West Virginia coal miners and German farmers. From those contexts, it seems that many of the thoughts I have about world involve some consideration of community, responsibility, and fairness. 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 questions are 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. Your original response to a discussion question is worth up to 30 points and your separate thoughtful response to another student’s contribution is worth up to 20 points, giving you up to 50 total points for your Discussion Board contributions. Again, pay attention to Due Dates and be a good group member. That means you should try to participate in your group’s discussion when that material is being read for the class. The overall deadline is just meant to allow for some groups to select topics addressed later in the course but should not be viewed as an invitation to delay.

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 used. 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.
Maximum Total Points
Five 50-point exams: 250
Chapter Quizzes: 100
Self-Assessments 100
Reflect Answers 100
Discussion Board 50

Points will be transformed into grades using the following scale:

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<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>555 - 600</td>
<td>A</td>
<td>435 - 452</td>
<td>C</td>
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<tr>
<td>537 - 554</td>
<td>A-</td>
<td>411 - 434</td>
<td>C-</td>
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<tr>
<td>513 - 536</td>
<td>B+</td>
<td>393 - 410</td>
<td>D+</td>
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<td>B</td>
<td>375 - 392</td>
<td>D</td>
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<tr>
<td>471 - 494</td>
<td>B-</td>
<td>333 - 374</td>
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<td>453 - 470</td>
<td>C+</td>
<td>&lt;333</td>
<td>E</td>
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Course Schedule

Deadlines for course requirements appear in the Due Dates document.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading or Viewing</th>
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<tbody>
<tr>
<td><strong>Module 1</strong></td>
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| Psychology and the Challenges of Life | Nevid & Rathus (N&R) Ch. 1  
How to Study.org (just pick one or more of the linked topics)  
Michael Shermer: Why people believe strange things  
Texting while driving makes better drivers, and if you believe that… |
| Personality | N & R Ch. 2  
Personality Tests and Getting the Job!  
Temperament Sorter II Personality Instrument |
| Stress | N & R Ch. 3  
The Impact of Stress  
Perfectionist’s Script for Self-Defeat  
Psychological Sequelae to September 11  
Relaxation Techniques for Stress Relief |
| **Module 2** | |
| Psychological Factors and Health | N & R Ch. 4 |
| Developing Healthier Behaviors | N & R Ch. 5  
Campus Boozing Toll  
More Veggies Please |
| **Module 3** | |
| The Self in a Social World | N & R Ch. 6  
12 Things You Must Know to Survive and Thrive |
| Social Influence | N & R Ch. 7  
New Tactic on College Drinking  
Stanford Prison Experiment |
<p>| <strong>Module 4</strong> | |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Chapter</th>
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<tr>
<td>Gender Roles and Gender Differences</td>
<td>N &amp; R Ch. 10</td>
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<tr>
<td>New Gender Wars</td>
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<tr>
<td><strong>Stress and Gender</strong></td>
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<tr>
<td>Interpersonal Attraction</td>
<td>N &amp; R Ch. 11</td>
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<tr>
<td>Relationships and Communication</td>
<td>N &amp; R Ch. 12</td>
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<td>What tongue does your body language speak?</td>
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<tr>
<td>Sexual Behavior</td>
<td>N &amp; R Ch. 13</td>
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<tr>
<td>How to Tell Your Lover About Your Chronic STD</td>
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<td>Why Don’t You Use a Condom?</td>
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<tr>
<td><strong>Module 5</strong></td>
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<tr>
<td>Adolescent and Adult Development</td>
<td>N &amp; R Ch. 14</td>
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<td>Four Things To Know About Raising Your Baby</td>
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<tr>
<td>The Challenges of the Workplace</td>
<td>N &amp; R Ch. 15</td>
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<tr>
<td>Career Development Strategies for Teens, 20-somethings</td>
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<tr>
<td><strong>Which Traits Predict Job Performance?</strong></td>
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