



SYLLABUS.msg

**REVISED**  
**SYLLABUS**

**Psychology of Adjustment**  
**(Understanding Self and Others)**  
**PSY K104**

Three Rivers Community College  
Norwich, CT 06360

Syllabus developed by:  
Katherine R. Shaughnessy

Course taught (with modifications) by:  
Rhonda Spaziani

Spring 2009  
January 27, 2009  
through  
May 12, 2009

**Self-evaluation Paper:** The self-evaluation will be a written paper of 500-750 words on what impacted you this semester and what changes, if any, you believe you will make because of this course. You may use your journal to assist you in this assignment.

**Reaction Papers:** Three papers will be completed as follows:

Paper I:

Why Am I Afraid to Tell You Who I Am? A 500-word essay describing the significance and relevance of the book for you at this point in your life. **Paper due February 3, 2009.**

Paper II:

I Never Knew I Had a Choice Self –Concept Paper: A 500-word essay which explores how you see yourself, how others perceive you, and how you would like to be in the future. **Paper due March 3, 2009.**

Paper III:

The Road Less Traveled “*Life is hard*” is a principle idea of the M. Scott Peck book. Please write a 500-word essay discussing how you can learn to accept and ultimately overcome the challenges of life using M. Scott Peck’s theories of growth noted in the book. **Paper due April 28, 2009.**

**Please note that each of these papers are worth 10 points: 10=Outstanding or excellent; 9=Very good; 8=Satisfactory.**

**Exams:**

Mid-Term: I Never Knew I Had a Choice, Chapters 1-10  
Date: **March 10, 2009**

Final: I Never Knew I Had a Choice, Chapters 11-14  
The Road Less Traveled, Part I-IV  
Date: **May 5, 2009**

Evaluation Criteria:

1.	Reaction Papers (10% each)	=	30%
2.	Mid-Term and Final (20% each)	=	40%
3.	Journal & Self-Evaluation Paper	=	20%
4.	Participation and Attendance	=	<u>10%</u>
			100%

### **Letter Grades: Numerical Determination:**

<u>Grades</u>	<u>Equivalent</u>	<u>Quality Points</u>
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0

### **Course Withdrawal Policy:**

Students may withdraw, in writing, for any reason up until **April 29, 2009.**

### **Early Warning for Students in Academic Difficulty:**

Students who receive a grade below 68% on their first examination will be asked to schedule a conference with the instructor to review study and test preparation methods. The instructor will notify students whose attendance reaches three absences.

### **Required Texts:**

1. Corey, Gerald and Corey, Marianne, I Never Knew I Had a Choice, Pacific Grove, CA: Brooks/Cole Publishing Company, 1997, 9th edition.
2. Peck, M. Scott, The Road Less Traveled, NY, New York: Simon and Schuster, 1978.
3. Powell, John, Why Am I Afraid to Tell You Who I Am? Allen, Texas: Tabor Publishing, 1969.

Additional readings may be assigned as determined and provided by the instructor.

### **Attendance Policy:**

**Attendance in class is required! Attendance will be taken. The nature of the class, the achievement of the objectives, and the fulfillment of course requirements necessitate your presence.**

**Each tardiness will result in a 0.5 unexcused absence, as it is not only a disruption to your learning, but to the learning of other class members.**

**After two (2) unexcused absences, you jeopardize the final grade you would have otherwise earned.**

**After four (4) unexcused absences, a student's final grade is lowered by a full grade.**

**Evaluation Criteria:**

This course deals with subjective issues and rests largely on personal experience. Students, therefore, must share in the responsibility of evaluating their progress and performance.

**Journal:** Each of you are required to keep a personal journal to record personal awareness, concerns, insights, questions, and other reactions to the assigned and recommended readings, in-class activities, class discussions, etc. From your journal entries you will be able to see and gain insight into issues and behavioral patterns in your life. You will also be able to use your journals as a reference source to write your self-evaluation paper due at the end of the semester

Your journals will be collected during class to check for completeness and compliance. The entries will not be read.

## CLASS DATES/ASSIGNMENTS

<u>CLASS</u>	<u>DATE</u>	<u>TOPIC/SUBJECT</u>
1	1/27/09	Course Review Assignment: Powell, pg. 5-153
2	2/3/09	Discuss Powell, <u>Reaction Paper I Due</u> Assignment: Corey, Chapters 1 & 2
3	2/10/09	Discuss Reading Assignment: Corey, Chapters 3 & 4
4	2/17/09	Discuss Reading Assignment: Corey, Chapters 5-7
5	2/24/09	Discuss Reading Assignment: Corey 8-10
6	3/3/09	Discuss Reading, <u>Reaction Paper II Due</u> Assignment: Review for Mid-Term
7	3/10/09	<b>Mid-Term Exam (Chapters Corey, 1-10)</b> Assignment: Read Peck I
	3/17/09	NO CLASS-SPRING BREAK
8	3/24/09	Discuss Reading Assignment: Read Peck II
9	3/31/09	Discuss Reading Assignment: Read Peck III
10	4/7/09	Discuss Reading, Assignment: Read Peck IV
11	4/14/09	Discuss Reading Assignment: Corey, Chapter 11-12
12	4/21/09	Discuss Reading Assignment: Corey, Chapter 13-14
13	4/28/09	Discuss Reading, <u>Reaction Paper III Due,</u> Review Assignment: Study for Final Exam

14

5/5/09

**Final Exam**

15

5/12/09

Self-Evaluation Paper Due  
Wrap-Up

**PSY K104**  
**3 Credit Hours**

Course Description – PSY K104 – Psychology of Adjustment:

A theoretical and experiential exploration and understanding of the self-encountering the self and the self-encountering the other. The course is designed to facilitate students' progress beyond "insight" to initiating constructive change where so desired. Topics include: the healthy personality, the body, emotion, self-disclosure, social roles, love, work, play, religion and self, communication patterns, families and healthy personality and loss and death.

Course Objectives:

This class is an invitation to self-exploration, which can lead to a reevaluation of your values, attitudes, and behaviors. It is up to you to decide what, how much, and when you wish to explore personal issues.

By the end of this semester, you should be able to:

- Explore in an open fashion personal issues that are significant to the class members.
- Become aware of the values and attitudes that underlie behavior in daily life.
- Deal with the here-and-now interactions that occur in the class.
- Confront others in a caring, yet honest, manner so that you will look at the impact you have on others.
- Reveal yourself so that others can know you.
- Learn to listen fully and to respond to what you hear.
- Clarify your personal goals and establish a level of trust on which these issues can be dealt with.

## **Class Format:**

Class time will be divided into time for discussion of readings, specific written homework assignments related to the readings, and structured experiences which are experiential in nature and non-threatening in opportunity to encounter yourself and others.

There are five basic steps in the structured experiences we will use in class:

- 1) The specific structured experience itself, the task (individual or group).
- 2) “Publishing” of your specific awareness for yourself.
- 3) Processing of those experiences and awarenesses by you, the group and myself.
- 4) Generalizing from those awarenesses.
- 5) Applying those learnings and insights in your life.

I will share with you some guidelines for our group experience which I value, and I will encourage you to share with us those guidelines which you would like for us to consider.

There is sometimes a fine line between what is therapeutic and what is therapy. I do **not** believe that the classroom is an appropriate place for therapy, which includes dealing with unconscious material and working toward major personality change. I **do** believe that a class can combine educational aims (learning content) with therapeutic aims (becoming more aware of self and others and making choices based on this increased awareness).

You, and you only are responsible for yourself and what you get from this experience. Speak in the first person singular, and preferably in the present tense. Do not take responsibility for others in the class by speaking for them via “we” or “you” statements.

Relax, be open to yourself and others, and try to trust your own ability to determine what is right for you. You have the right to decline to participate at anytime.

The group itself will go through the same type of developmental stages of unfolding as we separate individuals will go through.