Welcome to PSY 2315! You have enrolled in an online formatted course. This course requires more work on everyone (the professor and the student) than a traditional course. It is NOT easier. You MUST be a self-directed and focused learner, adhere to absolute deadlines, comfortable with Brightspace, and have reliable access to a computer and the internet.

INSTRUCTOR: Dr. Hollie Gammel Smith
OFFICE LOCATIONS: BPSC 3.105 (3rd floor Baker Pattillo Student Center)
OFFICE HOURS: Wednesdays from 1:30-2:30 p.m., virtually online through Zoom and in person by appointment (call or email to confirm availability for in person appointment)
Zoom link: https://sfasu.zoom.us/j/98962318675?pwd=YkJISVR2ZFFuRV1zaW96QWJmbTNwZz09
Meeting ID: 989 6231 8675
Passcode: 794503
OFFICE PHONE: (936) 468-7249
DEPARTMENT: Student Affairs Programs, Psychology and Counseling
EMAIL: Please check your Brightspace email account regularly. You can forward it to your personal account so you know when you have received an email. However, you cannot reply to the email from Brightspace. Brightspace email will be the official tool for communicating important reminders, announcements, and further assignment directions. As a second resource, email hsmith@sfasu.edu.

Dr. Hollie Smith is a proud SFA alumna! Dr. Smith serves as the Assistant Dean of Student Affairs for Programs, overseeing programs such as Orientation Programs, Greek Life and Student Organizations, Student Engagement Programs, Student Activities, Jack Camp, Spirit Teams, Leadership and Service, Purple Haze Association, and Center for Career and Professional Development. In addition, she serves as Adjunct Faculty in the Department of Psychology, SFA 101 and teaches graduate courses in Educational Leadership for the student affairs master’s program. She graduated from SFA in 2000 with a Bachelor of Science in Psychology, minor in Biology, and in 2002 with a Master of Arts in Psychology, emphasis in Management. In May 2012, she completed her doctoral degree in higher education administration from Texas A&M-Commerce. Hollie is married to an SFA Alum, Ted, and they have an 12 year old son named Austin and seven year old daughter named Averie.

REQUIRED TEXT: Kirsh, S. J., Duffy, K. G., & Atwater, E. (2014). Psychology for living: Adjustment, growth, and behavior today. Boston: Pearson.* Supplemental readings will be provided throughout the semester online. Such readings are intended to supplement lectures and the text. You are responsible for everything in the readings, as well as, what is covered in the lectures. The APA Manual 6th ed. is available in the library for your reference. In addition, you will need access to a self-improvement book (see page 6 and Brightspace’s dropbox for more details).

REQUIRED COURSE MATERIALS: Access to web accessible camera (phone camera will work)

COURSE DESCRIPTION: As outlined in the current General Bulletin is as follows: Psychology of Adjustment – Applications of basic psychological principles to human adjustment and growth including development, self-concept, coping with stress, abnormal behavior, social influence, and interpersonal relationships – including love and intimacy.

Dr. Smith’s expanded course description is as follows: This course is designed to provide an introduction to the psychological study of human adjustment and personal growth. An emphasis will be placed on the applied
aspects of psychology focusing on various aspects of human behavior in the context of community. Students are expected to think critically about the topics presented and engage in relevant class discussions. Psychology of Adjustment is a 3 credits course designed to introduce students to the study of psychological adjustment by covering applications of basic psychological principles to human adjustment and growth, including development, self-concept, coping with stress, abnormal behavior, social influence and interpersonal relationships, including love and intimacy. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.

**GENERAL EDUCATION CORE CURRICULUM OBJECTIVES:** This is not a general education core curriculum course and no specific objectives for the general education curriculum are addressed in this course.

**PROGRAM LEARNING OUTCOMES (PLO):**

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Basic</td>
</tr>
<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Basic</td>
</tr>
<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Basic</td>
</tr>
<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Basic</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Basic</td>
</tr>
</tbody>
</table>

**STUDENT LEARNING OUTCOMES:**

- Students should be able to discuss how major principles and theories can be applied to real life situations. Student should also be able to describe the application of theory to the major areas of psychological study. Students should be able to identify and appreciate the possible influences of some or all of those factors listed above on the behavior and experience of individuals.
- Students should be familiar with and able to recognize different research methods and their strengths and weaknesses. These methods may include the following: case studies, naturalistic observation, surveys, correlational research, and experiments.
- Students show an appreciation for the role descriptive and inferential statistics play in psychological research as they relate to behavior and mental processes.
- Students will began to think critically about claims people make and the issues in the discipline, particularly in the context of psychological principles as they apply to personal, social, and organizational issues.
- Student will develop an appreciation of the differences and similarities in behavior and experience as it relates to culture and the relationship to the underpinnings of psychology as a science.

**COURSE REQUIREMENTS**

**ATTENDANCE POLICY:** You are expected to log into Brightspace at least 2-3 times a week.

**RELIGIOUS OR CULTURAL HOLIDAYS:** If you have any religious or cultural holidays that fall on the same date as a course assignment, please notify me in advance and I will be happy to make scheduling arrangements.
**MODULE QUIZZES:** There will be module quizzes throughout the semester to evaluate your understanding of the text, supplemental reading, and content material. These quizzes will be available on Thursday evenings and all day on Friday through Brightspace until 11:59 p.m. Multiple choice and TF question formats will be used on all quizzes, and are 10-12 minutes in length. **MAKE-UP QUIZZES ARE NOT OFFERED.**

**MODULE ASSIGNMENTS:** There will be weekly assignments posted throughout the semester to evaluate your understanding of the text, supplemental reading, and content modules. You are expected to write college level papers. You will graded on content, grammar, spelling, organization, clarity, and proper citation (APA). These assignments will be available on Brightspace’s dropbox. Assignments must be typed, double-spaced in times new roman 12 point font, with 1 inch margins. The assignments must be attached to Brightspace dropbox AND copy/pasted into the text submission. A couple of discussions and assignments require use of a camera for pictures or videos. Since each assignment and discussion will be open online for at least one week, **MAKE-UP OR EXTENSIONS FOR ASSIGNMENTS ARE NOT OFFERED.** It is your responsibility as a student to plan ahead to ensure timely submission. Grading is firm.

**COURSE PARTICIPATION:** There will be several discussion posts to earn course participation points. Points will be deducted based on the following:

<table>
<thead>
<tr>
<th>Discussion Post Deductions</th>
<th>Point deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion post offers <strong>too vague of an opinion.</strong></td>
<td>1-2</td>
</tr>
<tr>
<td>Discussion post has grammatical errors.</td>
<td>1-2</td>
</tr>
<tr>
<td>Discussion post only <strong>re-states what your classmates have already mentioned</strong> without adding your own unique interpretation.</td>
<td>1-3</td>
</tr>
<tr>
<td>Discussion post <strong>does not use relevant course concepts and terms.</strong></td>
<td>1-3</td>
</tr>
</tbody>
</table>

**GRADING PROCEDURES:** Grades will be calculated based on the following point system:

- Module Quizzes 121 points
- Module assignments, 4 @ 40 pts. each 160 points
- Course and Research Participation 49 points
  - Discussions (37 pts.) and R-points (12 pts.)
- Final Assignment/book summary 70 points

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**RESEARCH PARTICIPATION:** Students in 100-level psychology courses are expected to earn 12 research points (R-Points) by participating in psychological studies or completing a comparable alternative assignment. The purpose of this requirement is to allow students the opportunity to participate in and learn about real research to help them better understand theories and principles described in class. Students should sign up for research participation R-Points through the Department of Psychology’s SONA Software (http://sfasu.sona-systems.com). Participants earn 1 R-point every 30 minutes of participation. Students who have an objection to participating in psychological research or who will not turn 18 before the end of the semester may opt to complete the alternative assignment to fulfill their R-point requirement.

Some important notes about research participation:
1. There are two deadlines for R-points. Six (6) R-points will be due by the end of the seventh week of class. This portion of the R-point assignment will account for 1.5% of your final grade. An additional six (6) R-points will be due by the end of the last week of classes (i.e., “dead week”). This portion of the R-point assignment will account for 1.5% of your final grade. Altogether, there are 12 R-points that will be worth 3% of your final grade.

2. For each of the two R-point deadlines, students must earn at least half of their R-points from in-person (also called lab) studies. The remaining R-points can be earned by completing online studies. For the first assignment, three of the six R-points must come from in-person studies. For the second assignment, three of the six points must come from in-person studies.

3. It is essential that you sign up only for studies for which you are eligible (if it says ‘psychology majors only’ but you are a physics major, you are NOT eligible). There are a variety of studies from which to choose. Pick ones that you are interested in and that fit your schedule.

4. It is not acceptable to miss class due to participation in a study.

5. If you sign up for a study, you are expected to attend that study. If you’d like to cancel, please do so online at least 24 hours in advance.

### Due Date | Number of R-Points Due | Study Type | Worth
--- | --- | --- | ---
Seventh week of class | 3 | Online | 1%
Seventh week of class | 3 | In-person | 1%
End of Dead Week | 3 | Online | 1%
End of Dead Week | 3 | In-person | 1%

Note that if you are enrolled in another 100 level psychology class then you do not need to complete 12 R-points for each 100 level class.

### TOP SIX COURSE STRATEGIES FOR DOING WELL IN THIS COURSE:
- Keep track of deadlines.
- Log into Brightspace frequently.
- Read the chapter in the textbook.
- Review the content modules on Brightspace.
- Do not wait until the deadline to complete assignments/quizzes.
- Ask questions.

### GENERAL STUDENT POLICIES: The following policies apply to all students enrolled in courses at Stephen F. Austin State University.

### ACADEMIC INTEGRITY (4.1): Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

#### Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due
credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp). Please note that Turnitin.com will be utilized for all course work.

**WITHHELD GRADES (5.5):** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**STUDENTS WITH DISABILITIES:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**ACCEPTABLE STUDENT BEHAVIOR:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

*Remember- I am here to help you be successful! Please stop by my office with any questions, concerns, or comments.*

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things “The SFA Way.” We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five “Root Principles” below, members of the SFA community seek to strive for personal excellence in everything that we do.

**The Principle of Respect:** Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict. **The Principle of Caring:** Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and express gratitude freely to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others. **The Principle of Responsibility:** Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions. **The Principle of Unity:** Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed. **The Principle of Integrity:** Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.
**CLASS RULES:** Following these few rules will help to maximize the experience for you and your classmates:
- Read the assigned material, and **turn in all required work on the day it is due (or earlier).**
- Participate in online discussions, treat everyone in the class with respect and courtesy.
- All students are expected demonstrate professional behavior and use language appropriate for the classroom learning experience.
- Ask questions!

When on campus, masks (cloth face coverings) must be worn over the nose and mouth at all times and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions. For more information, visit https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html and https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html

**COURSE Complaints:** Any college course complaints or problems should first be discussed with the course instructor for the particular course. Difficulties can usually be resolved there. If the complaint cannot be resolved, the next person to see is the appropriate department chairperson.

**COURSE INFORMATION:** This is an online course. You are expected to logon to Brightspace at least 2-3 times a week. You will need to have access to internet in order to participate in all class activities. Computers are located in the library for your convenience. Discussions are a very important part of the course. I encourage questions and comments at all times.
INSTRUCTIONS: Each student will choose a self-improvement book of personal interest to read. The topic should focus on a psychological or relationship skill that you wish to personally work on (examples of topics include but are not limited to; improving confidence, strengthening your romantic relationship, being assertive, learning to cope with anxiety, parenting skills, how to deal with toxic people in your life, dealing with conflict, anger management, leading other, effective communication, personal wellness, etc.). You should choose a book that was written after 2000 or later, and the author must have a master’s or doctorate degree in a related field. Book must be approved by the professor, and posted on the discussion board! Post early if there is a specific book you would like to use. Everyone must use a different book. Provide a summary of the book (majority of paper), and offer an explanation of how you will utilize the information learned for your personal and/or professional life.

You are expected to write college level papers. Paper must be typed, double spaced in times new roman 12 point font, with 1 inch margins. This summary must adhere to APA format (i.e. references). A minimum of FIVE FULL pages in length is required to receive a passing grade. Your title page and reference page do NOT count. Copy and paste your summary into the Brightspace submission text, as well as, attaching it in the dropbox. Turnitin.com will be used. Properly cite your book source throughout the paper and on the reference page or points will be taken off.

GRADING CRITERIA: You will be graded on content, grammar, spelling, organization, clarity, and proper citation (APA).

Helpful APA links:
http://citationmachine.net/
http://owl.english.purdue.edu/owl/resource/560/01/
http://library.sfasu.edu/research/subject/liberal-and-applied-arts/psychology/
### CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week 1- August 24-28</th>
<th>Module Getting started</th>
<th>Getting started discussion post due Aug. 29 at 11:59 p.m.</th>
</tr>
</thead>
</table>
| Week 2- August 30-Sept. 4 | Module 1: Self-Direction In a Changing World | Read Chapter 1  
Getting Started Module – Quiz due Sept.3 at 11:59 p.m.  
Module 1 – Quiz due Sept. 4 at 11:59 p.m.  
Create a Jobs4Jacks account, see [http://www.sfasu.edu/ccpd/400.asp](http://www.sfasu.edu/ccpd/400.asp) for directions. This will help you prepare for assignment due later in semester. Due Sept. 4 at 11:59 p.m. |
| Week 3- September 6-11 | Module 2: The Puzzle of Childhood | Read Chapter 2  
Module 2 – Discussion post due Sept. 10 at 11:59 p.m.  
Module 2 – Quiz due- Sept. 11 at 11:59 p.m. |
| Week 4- September 13-18 | Module 3: Affirmative Aging – Adulthood | Read Chapter 3  
Modules 1-3 – Assignment due Sept. 17 at 11:59 p.m.  
Module 3 – Quiz due Sept. 18 at 11:59 p.m. |
| Week 5- September 20-25 | Module 4: Seeking Selfhood | Read Chapter 4  
Module 4 – Discussion post due Sept. 24 at 11:59 p.m.  
Module 4 – Quiz due Sept. 25 at 11:59 p.m. |
| Week 6- September 27- October 2 | Module 5: Toward Better Health and Taking Charge | Read Chapters 5 and 6  
Module 5 – Discussion post due Oct. 1 at 11:59 p.m.  
Module 5 – Quiz due Oct. 2 at 11:59 p.m. |
| Week 7- October 4-9 | Module 6: Managing Motives and Emotions | Read Chapter 7  
Modules 4-6 – Assignment due Oct. 8 at 11:59 p.m.  
Module 6 – Quiz due Oct. 9 at 11:59 p.m. |
| Week 8- October 11-16 | Module 7: Making and Keeping Friends, Groups: Belonging, Following and Leading | Read Chapters 8 and 9  
Module 7 – Discussion post due Oct. 15 at 11:59 p.m.  
Module 7 – Quiz due Oct. 16 at 11:59 p.m. |
| Week 9- October 18-23 | Module 8: At Work and Play | Read Chapter 10  
Module 8 – Discussion post due Oct. 22 at 11:59 p.m.  
Module 8 – Quiz due Oct. 23 at 11:59 p.m.  
First half of R points due |
| Week 10- October 25-30 | Module 9: Sexuality, Love and Commitment | Read Chapters 11 and 12  
Modules 7-9 – Assignment due Oct. 29 at 11:59 p.m.  
Module 9 – Quiz due Oct. 30 at 11:59 p.m. |
| Week 11- November 1-6 | Module 10: Stress! | Read Chapter 13  
Module 10 – Discussion post due Nov. 5 at 11:59 p.m.  
Module 10 – Quiz due Nov. 6 at 11:59 p.m. |
| Week 12- November 8-13 | Module 11: Understanding Mental Disorders | Read Chapter 14  
Module 11 – Discussion post due Nov. 12 at 11:59 p.m.  
Module 11 – Quiz due Nov. 13 at 11:59 p.m. |
| Week 13- November 15-20 | Module 12: If You Go For Help, Good Grief, Death, and Dying | Read Chapters 15 and 16  
Module 12 – Quiz due Nov. 19 at 11:59 p.m.  
Modules 10-12 – Assignment due Nov. 20 at 11:59 p.m. |

You are responsible for all of the information presented in this syllabus. Therefore, you should keep this document where you can refer to it for the entire semester.
<table>
<thead>
<tr>
<th>Week 14- November 23-27</th>
<th>Thanksgiving Holiday</th>
<th>Relax and Recharge!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 15- November 29-Dec. 4</td>
<td>Module 13</td>
<td>Module 13 - Interview Stream Results due Remaining 6 R points due on Dec. 4 Course evaluation due through mySFA Appointment times and additional office hours will be available to discuss final assignment.</td>
</tr>
<tr>
<td>Week 16- December 6-9</td>
<td>GOOD LUCK ON FINALS!</td>
<td>Meet/call/email professor for questions on final assignment. Final Assignment due Dec. 9 at 11:59 p.m.!</td>
</tr>
</tbody>
</table>