Welcome to PSY 2315! You have enrolled in an online formatted course. This course requires you be a self-directed and focused learner, adhere to absolute deadlines, be comfortable with Brightspace, and have reliable access to a computer and the internet.

**Instructor:** Julie Brotzen, M.A.

**Office:** 238 ED

**Office Hours:** TR 2:00 – 4:30 PM

**Office Phone:** (936) 468-1859

**Department:** Psychology

**Email:** jbrotzen@sfasu.edu

Please email me in d2l/Brightspace


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 modules.

**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 (the original designer of this online class) expanded the course description 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 section receive, requiring students to engage the online modules and associated textbook chapters 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>
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<tbody>
<tr>
<td>The Student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, &amp; 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>
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<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>
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<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Basic</td>
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<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>
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</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 begin 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.

➢ Students 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:

Module Quizzes: There will be 12 module quizzes (not including the quiz over the Getting Started module) throughout the semester to evaluate your understanding of the text, supplemental reading, and content material. Multiple choice and TF question formats will be used on all quizzes, and are 10-12 minutes in length.

Exams: There will be two fifty question exams. Exam 1 will cover modules 1-6 and chapters 1-8, and Exam 2 will cover modules 7-12 and chapters 9-16.

Module Assignments: There will be 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 or MLA).

These assignments will be available in 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. Please be sure to upload Microsoft Word doc or docx files only.

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 too vague of an opinion.</td>
<td>1-5</td>
</tr>
<tr>
<td>Discussion post has grammatical errors.</td>
<td>1-3</td>
</tr>
<tr>
<td>Discussion post does not fully answer the question(s) fully, or doesn’t provide the information requested.</td>
<td>1-5</td>
</tr>
<tr>
<td>Discussion post does not use relevant course concepts and terms.</td>
<td>1-3</td>
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**GRADING PROCEDURES:** There are 395 possible total points. Grades will be calculated based on the following point system:

- Course Participation (discussions) 30 points
- Exam 1 100 points
- Exam 2 100 points
- Module Quizzes 130 points
- Module assignments, 2 @ 50 pts. each 100 points

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**Total Possible = 460 points**

R-Points (Bonus) = Up to 10 Points
A = 89.5 (412 – 460) points
B = 79.5 (366 – 411) points
C = 69.5 (320 – 365) points
D = 59.5 (274 – 319) points
F = Less than 274 points
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28 – 9/03</td>
<td>Read the Getting Started Module</td>
<td>Getting Started Quiz due 09/03 by 11:59 PM</td>
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<td></td>
<td></td>
<td>Read Module 1</td>
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<td>2</td>
<td>9/04 – 9/10</td>
<td>Read: Psychology of Adjustment Textbook – Chapter 1</td>
<td>Module 1 Quiz due 9/10 11:59 PM</td>
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<td>3</td>
<td>9/11 – 9/17</td>
<td>Read: Psychology of Adjustment Textbook – Chapter 2</td>
<td>Module 2 Discussion due 9/17 by 11:59 PM</td>
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<td>Read Module 2, and complete assignments.</td>
<td>Module 2 – Quiz due 9/17 by 11:59 PM</td>
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<tr>
<td>4</td>
<td>9/18 – 9/24</td>
<td>Read: Psychology of Adjustment Textbook – Chapter 3</td>
<td>Module 3 – Quiz due 9/24 by 11:59 p.m.</td>
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<td>Read Module 3</td>
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<td>5</td>
<td>9/25 – 10/01</td>
<td>Read: Psychology of Adjustment Textbook – Chapter 4</td>
<td>Module 4 – Quiz due 10/01 by 11:59 PM</td>
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<td></td>
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<td>Read Module 4</td>
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<td>6</td>
<td>10/02 – 10/08</td>
<td>Read: Psychology of Adjustment Textbook – Chapters 5 &amp; 6</td>
<td>Module 5 – Quiz due 10/08 by 11:59 PM</td>
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<td>Read Module 5</td>
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<td>7</td>
<td>10/09 – 10/15</td>
<td>Read: Psychology of Adjustment Textbook – Chapter 7</td>
<td>Module 6 – Quiz due 10/15 at 11:59 PM</td>
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<td></td>
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<td>Read Module 6</td>
<td>Exam # 1 over Modules 1-6 &amp; accompanying chapters opens Monday, 10/16/2023 at 8:00 AM and closes 10/16/2023 at 11:59 PM</td>
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<tr>
<td>8</td>
<td>10/16 – 10/22</td>
<td>Textbook – chapter 8</td>
<td>Modules 4-6 assignment due Friday, 10/20 by 11:59 PM</td>
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<td></td>
<td>Read Module 7 &amp; 8, and complete assignments</td>
<td>Module 7 discussion due 10/22 by 11:59 PM</td>
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<td></td>
<td></td>
<td></td>
<td>Module 7 quiz due 10/22 by 11:59 PM</td>
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</table>
| Week 9 | 10/23 – 10/29 | Read: Psychology of Adjustment Textbook – Chapter 10  
Read Module 8 | Module 8 – Quiz due 10/29 by 11:59 p.m. |
|---|---|---|---|
| Week 10 | 10/30 – 11/05 | Read: Psychology of Adjustment Textbook – Chapters 11 & 12  
Read Module 9 | Module 9 – Quiz due 11/05 by 11:59 PM |
| Week 11 | 11/06 – 11/12 | Read: Psychology of Adjustment Textbook – Chapter 13  
Read Module 10, and complete assignments. | Module 10 – Discussion post due 11/12 by 11:59 p.m.  
Module 10 – Quiz due 11/12 by 11:59 PM |
| Week 12 | 11/13 – 11/19 | Read: Psychology of Adjustment Textbook – Chapter 14  
Read Module 11 | Module 11 – Quiz due 11/19 by 11:59 PM |
| Week 13 | Thanksgiving (11/18/2023 – 11/26/2023) | | |
| Week 14 | 11/27 – 12/03 | Read: Psychology of Adjustment Textbook – Chapter 15  
Read Module 12 | Module 12 – Quiz due 12/03 by 11:59 PM  
Modules 10-12 – Assignment due 12/03 by 11:59 PM |
| Week 15 | 12/04 – 12/10 | Read: Psychology of Adjustment Textbook – Chapter 16 | Exam 2 (Modules 10-12 & accompanying chapters) opens Friday, 12/08 at 8:00 AM, and closes at 11:59 PM |
| Week 16 | 12/11 – 12/15 | Finals Week | No final exam in this class |
**Research Participation:** Students in 2000-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 system ([http://sfasu.sona-systems.com](http://sfasu.sona-systems.com)).

Note that the R points are added into the total points as bonus points. As it is often challenging to obtain all 12 R points, students may obtain these as bonus points. To obtain 10 bonus points students must obtain at least 10 R points. If a student earns fewer than 10 points, I will award the number of R points under 10 the student obtained.

Early in the semester, and the last two to three weeks of the semester it will be challenging to find experiments. The easiest way to obtain R points is to check your Sona account for opportunities a couple of times per week.

**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):** The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or
permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

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. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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/
**Student Wellness and Well-Being:** SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

Burke 24-hour crisis line 1(800) 392-8343

Suicide Prevention Lifeline 1(800) 273-TALK (8255)

Crisis Text Line: Text HELLO to 741-741