

# Psychology 101—Human Relations, 3 Credits

## Winter Term 2014

Tuesday/Thursday 1:00-2:20, WOH 217; Linn-Benton Community College

**Instructor:** Loren Ford

**Office:** Available by appointment

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**Date:** January 6, 2014

**Course Description:** Psychology is not just about mental illness; rather it provides insights into behavior that you can use to be happier and more successful. Five years from now we want you to have additional coping skills for dealing with life challenges, and have the desire for continuous change and improvement in the way you deal with others in order to maximize your success and effectiveness. To accomplish these goals, in this class you will be asked to learn basic principles of why humans act as they do and practice applying these principles to one’s own situation.

Along the way, we provide the opportunity to gain new perspectives in the acceptance and understanding of others and oneself, we ask you to demonstrate “diversity skills” and greater appreciation for individual differences, we explore skills for coping with difficult situations in life, we provide lots of opportunities to communicate effectively, we explore personality and social psychology concepts, and we provide practice in effective communication, listening, stress management, coping, assertiveness, and conflict resolution.

**Instructional Materials.** *Human Relations 5<sup>th</sup> ed. A Game Plan for Improving Personal Adjustment* by Loren Ford and Judith Arter.

**Prerequisites:** A writing course is recommended.

## Learning Outcomes

### Intended Learning Outcomes for the Course: Knowledge

We want you to understand basic psychological concepts that explain why people act as they do, including the following:

1. The basic psycho-social influences upon the formation and maintenance of self-concept and interpersonal behavior.
2. The wide range of human emotions, and ways of expressing and managing them that are sensitive to socio-cultural and relational contexts.
3. How physiological, socio-cultural, gender, and individual factors influence perception of self and others.
4. Elements of personality and how personality is formed.
5. Basic attribution theory, including the fundamental attribution error, self-serving biases, blaming the victim, and other cognitive distortions involving judgments of self and others.
6. How groups can influence one’s behavior.
7. How to manage stress, cope with life’s challenges, and be appropriately assertive.
8. Basic social-psychological principles relating to the development and maintenance of close relationships with others.

9. Basic social-psychological principles relating to the development and maintenance of stereotypes, prejudice, and discrimination.
10. The factors involved in the creation, development, and maintenance of communication climates in both personal and professional environments.

### **Intended Learning Outcomes for the Course: Reasoning**

**We not only want you to understand basic psychological concepts, we want you to notice when they are happening around you in daily life.** We want you to be able to do the following:

11. Analyze one's own subjective experience, interpersonal relationships, and the social-cultural context in which behavior occurs.
12. Explain one's own characteristics and behavior using the psychological perspectives described in the course.
13. Identify factors influencing development of and analysis of the accuracy of one's own self-concept, including socio-cultural, gender, and individual influences, and how self-esteem is maintained and changed.
14. Identify effective and ineffective speaking, listening, coping, assertiveness, emotion management, stress management and conflict management behaviors in those around you.

### **Intended Learning Outcomes for the Course: Skills**

**In addition to knowing information and noticing what is going on around you, we want you actually use the information to make your life more successful.** We want you to do the following:

15. Apply effective interpersonal skills in speaking, listening, assertiveness, and conflict management.
16. Apply effective strategies for coping with stressful situations, motivating yourself, stress management, and increasing happiness.
17. Use strategies for improving understanding of others, including perception-checking and paraphrasing.
18. Use strategies for management of one's own thoughts, feelings, and behaviors, including Rational Emotive Therapy (or RET).

## **Course Requirements and Schedule**

### **Course Work Requirements**

**Read a chapter each week.** You will be given a study guide on each chapter to organize your notes. **Weekly quiz on textbook material.** Quiz items will be based on the study guide. **Weekly written assignments** on course work, class discussions, and activities.

### **Topics by Week**

1. Chapter 1—Effective oral communication; basic psychological concepts
2. Chapter 2—Self-concept, self-esteem, exploring self-disclosure, and getting attention
3. Chapter 3—Personality and comfort zones
4. Chapter 4—Emotions and stress management

5. Chapter 5—Family dynamics; no class on February 6
6. Chapter 6—Social influences on behavior
7. Chapter 7—Developing close relationships
8. Chapter 8—Human sexuality
9. Chapter 9—Coping and conflict management
10. Parts of Chapters 10 and 11—Transitions, change, loss, positive psychology, values clarification, and how to be happier

## **Schedule of Content and Quizzes**

### **Week 1: January 7 and 9**

- Between Tuesday and Thursday Read Chapter 1. Take notes using the Chapter 1 Study Guide.
- Be ready for a quiz on Chapter 1 on Thursday.
- Read Chapter 2 and be prepared for a quiz on January 14. Take notes using the Chapter 2 Study Guide.

### **Week 2: January 14 and 16**

- Turn in your written journal papers for Chapter 1 on Tuesday.
- Take the Chapter 2 quiz on Tuesday.
- Read Chapter 3 and be prepared for a quiz on January 21. Take notes using the Chapter 3 Study Guide.

### **Week 3: January 21 and 23**

- Turn in your written journal papers for Chapter 2 on Tuesday.
- Take the Chapter 3 quiz on Tuesday.
- Read Chapter 4 and be prepared for a quiz on January 28. Take notes using the Chapter 3 Study Guide.

### **For each week thereafter**

- On Tuesday, turn in your journals for the chapter covered the previous week.
- On Tuesday, take a quiz on this week's chapter
- Read the next chapter, take notes on the Study Guide, and be prepared to take a quiz at the beginning of class the next week.

**Week 5:** There will be no class on Thursday, February 6.

**Week 10:** Take home final for those not averaging 7 or more on weekly quizzes.

### **Week 11: Final**

- All written work is due including your journal for Chapters 10/11.
- Take-home final is due for those who did not average 7 or more on the quizzes

# Assessment and Grading

## How Knowledge, Reasoning, and Skills will be Assessed

### Knowledge/Conceptual Understanding

We will ask you to **demonstrate your understanding through quizzes and/or the final exam.**

### Applying Concepts and Demonstrating Skills

We want you to apply the information and concepts by analyzing your own behavior and describing possible courses of action that will make you more effective in your dealings with others. To practice these skills, you will write weekly journal entries that will be evaluated using a **rubric for journal entries**. The rubric describes in detail what is expected in the journal entries. To help you know what to do, we'll examine anonymous strong and weak journal entries from others. We'll also give you feedback on your written work on a weekly basis, as needed, so you can improve as needed.

### Oral Communication.

Human relations is all about communication. We will give you a chance to practice good communication skills through frequent in-class group discussions. We'll help you get better at communication by asking you to assess your communication using a **rubric** that defines what good communication looks and sounds like.

## Grading

**Grades will be determined on a contractual basis. This means that there will be certain minimum requirements to pass the class, with the option of improving your grade by fulfilling further requirements.**

### For a grade of C:

- **Average of 70% or better on weekly quizzes or the final.** You will be reading a chapter a week. At the beginning of each week you'll take a quiz covering the material from that week's chapter. (We are asking you to read the chapter ahead of time so that you come to class ready to apply the material.) Each quiz will be ten multiple-choice items drawn randomly to cover the material in that week's Study Guide. Those students not achieving an average score of 70% or better on the quizzes will be given an opportunity to take a final at the end of the term that will cover all the chapters and will be based on the material in the Study Guides. **If you average 70% or above on quizzes, you don't have to take the final. If you have to take the final, you must score 70% or better to get a C.**
- **Satisfactory participation in group discussions and activities** with evaluation from the instructor. This requires that you come to class on time. Missing class or being tardy will affect your grade. Missing more than 4 class periods will result in a grade of "F," a withdrawal, or an incomplete.
- **Category I—What and Why—One to 1 1/2 FULL page response to the questions at the end of each chapter.** This consists of a one-page evaluation of chapter content with reactions, opinions, and application of the material. Evaluation will be made on the basis of

Pass/Incomplete, with the option of resubmitting papers that were not up to par as judged by the journal rubric.

**Written work is due the week after each chapter is covered in class. If you get behind more than 2 weeks, it will affect your grade.**

Papers will be **single spaced** with **one inch margins** and **12-14 point font**. 12-point font is the size of the print on this page. Look at page 2 to see what one-inch margins look like. **Work not adhering to these standards will be automatically returned for revision.**

**For a grade of B:**

- Satisfactory completion of the C requirements plus a **1 to 1 1/2 FULL** page response to questions from **Category II** at the end of each chapter. Students will select the question(s) that are of most value for them to answer. The paper will follow same format as for the C work. Written work is due as described under “C” work above.

**For a grade of A:**

- Satisfactory completion of the C requirements plus a **2-3 FULL page response** to questions from **Category II** at the end of each chapter. Students will select the question(s) that are of most value for them to answer. Paper will follow same format as for the C work. Written work is due as described under “C” work above.

**Attendance and Tardiness:** It's important to attend class because:

1. You will have the opportunity to practice the analysis of information and application to yourself that will better enable you to write good journal papers.
2. You need to be in class to practice oral communication skills during class discussions. If you aren't there, I can't tell how well you're communicating.
3. The class is experiential. The book has the content; class is like a lab in science—it helps you to understand and apply the material in the book.
4. Attendance and tardiness will be considered in deciding grades. The more absences and tardies, the more it will affect your grade. If you miss more than 4 class sessions you may be given a grade of “F,” a withdraw, or an incomplete at the instructor’s discretion.

## Basic Additional Information

**ADA Statement.** Students who have a documented disability and require a classroom adjustment or accommodation should contact the Disabilities Coordinator/Academic Advisor and provide the Approved Academic Accommodation form to the Instructor.

**Class Registration.** Students may attend this course only if registered. **Students who are unable to attend must drop the course through the Enrollment Services Office. To have tuition charges removed, the course must be dropped by the student before the “drop with refund” deadline in the Class Schedule. Students who never attend, or stop attending, without dropping may receive a NS, W, for F and will be required to pay for the course.**

**Academic Integrity/Student Conduct.** Students of Linn-Benton Community College are expected to behave as responsible members of the College community and to be honest and ethical in their academic work. Linn-Benton Community College strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society as educated adults. To falsify or fabricate the results of one’s research, to present the words, ideas, data, or work of another as one’s own; or to cheat on an examination corrupts the essential process of higher education.

**Flexibility Statement.** While every attempt will be made to adhere to the proposed schedule, over the course of the term it may be necessary to change dates of some assignments.

# Student Contract

I understand the work requirements, assignments, and grading procedure for Psychology 101, Human Relations, Loren Ford, Winter Term 2014.

\_\_\_\_\_ (Sign your name)

\_\_\_\_\_ Date