



Syllabus

**PY198.01: First Year Seminar: Psychology for (College) Life; Fall 2009 (3 Credits)**

<b>Meeting times:</b>	Monday/Thursday 1:00-2:15	<b>Location:</b>	Edison 120
<b>Instructor:</b>	Dr. Gary W. Lewandowski Jr.	<b>Phone:</b>	263-5476
<b>Office:</b>	Edison Hall Room 130F	<b>Office hours:</b>	M/ Th/Fri 11:30-1 <i>or by appointment</i>
<b>Email:</b>	<a href="mailto:glewando@monmouth.edu">glewando@monmouth.edu</a>		
<b>Webpage:</b>	<a href="http://bluehawk.monmouth.edu/~glewando/">http://bluehawk.monmouth.edu/~glewando/</a>		

**COURSE DESCRIPTION:** The First Year of college is full of new experiences both inside and outside of the classroom. This seminar will explore these experiences through the lens of psychological research and theory. Course readings, activities, and discussion will place a special emphasis how contemporary and classic psychological science applies to your First Year, and how becoming educated about psychology can improve the college experience. Our discussion will focus on specific topics such as: stress, motivation, improving memory, the importance of money, picking a career, social influences, social cognition, sexuality, and happiness. We will place special emphasis on the self (including self-concept and self-esteem), as well as close relationships. The common theme for all of these topics is how we can use scholarly research in psychology to improve our everyday lives.

**COURSE FORMAT**

This course will be run using a seminar format. That is, students will be expected to make regular and substantial contributions to the course through raising issues, asking questions, and guiding discussion. As a result the professor will not serve as the only source of information. Instead, we will all learn from each other, and benefit from each other's point of view and experience.

**REQUIRED READINGS:** There is no required textbook for this course. Instead, I provide a list of short required readings (mostly research articles from academic journals) that you need to complete each week in order to benefit from, and contribute to, in-class discussions. I list the readings in the course schedule and make them available available on eCampus. In addition, there are two required books (both are easy reads that you are sure to enjoy):

- 1) Albom, M. (2003). *Tuesdays with Morrie: An old man, a young man and life's greatest lesson*. Sphere. (ISBN: 0751529818)
- 2) Browne, H. J., Jr. (2000). *The complete life's little instruction book*. Thomas Nelson Publisher. (ISBN: 1558534903)

**Additional Materials You Will Find Helpful:**

- 1) Monmouth University Undergraduate Catalog (Available on-line)
- 2) Monmouth University Student Handbook (Available in MU bookstore)
- 3) Monmouth University Student Advising Handbook
- 4) Day planner or calendar of your choice

**STATEMENT ON SPECIAL ACCOMMODATIONS** Students with disabilities who need special accommodations for this class are encouraged to meet with me or the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, students must be registered with the Department of Disability Services for Students (located in the College Skills Center) on campus as set forth in the student handbook and must follow the University Guide to Services for Students with Disabilities. Students will not be

afforded any special accommodations for academic work completed prior to disclosure of the disability. You can reach Disability Services at 732-571-3460 [voice] or 732-263-5795 [TTY].

## ACADEMIC DISHONESTY

In order to provide a learning process and academic environment that permits you to pursue your educational goals, it is essential for all faculty, students, and staff to maintain academic integrity. You are expected to exhibit academic honesty in this and every class taken at Monmouth University. Academic dishonesty includes cheating, plagiarism, and aiding or abetting others to cheat or plagiarize. The penalties for such violations include suspension or dismissal. You should read the Student Handbook for additional details.

## CRITICAL THINKING

Critical thinking is the process of thinking on your own, not just memorizing or stating what someone else has written or said about a topic. It is the process of going deeper than just “reporting.” Critical thinking means evaluating and critiquing information and figuring out how different ideas fit together. The seminar discussions will offer you an abundance of opportunities to hone these techniques. Please exercise your critical thinking skills while taking this course!

## LEARNING OBJECTIVES FOR THIS COURSE:

NOTE: The course activity that addresses each objective appears in parentheses following each objective.

- 1) Students will demonstrate critical thinking as they actively engage in course material. *(Portfolio Chap. 7)*
- 2) Students will be able to seek out, evaluate and integrate information from multiple sources based on a course topic. *(Portfolio Chap. 15)*
- 3) Students will demonstrate awareness of ethical debates pertaining to the course topic. *(Portfolio Chap. 5)*
- 4) Students will demonstrate awareness of ethical considerations of academic life. *(Portfolio Chap. 16)*
- 5) Students will articulate and evaluate their experience with college resources (such as but necessarily limited to one academic and one non academic resource). *(Portfolio Chap. 8)*
- 6) Students will demonstrate strategies for improving academic skills (such as but necessarily limited to time management, stress management, and study skills). *(Portfolio Chap. 2 & 6)*
- 7) Students will demonstrate an understanding of academic culture and its norms, values, and practices, including the differences between college and high school intellectual activity and coursework. *(Portfolio Chap. 4)*
- 8) Recognize how findings from psychological research apply to everyday experiences. *(In class Reaction Papers and Being a Seminar Member will help you fulfill this goal.)*
- 9) Students will work collaboratively with fellow students on a group presentation. *(The Group Project will help you fulfill this goal.)*
- 10) Students will seek out college activities of their choosing in order to experience some of the opportunities that college has to offer. *(The “Getting Involved” component of the Portfolio will help you fulfill this goal.)*

## GRADING SUMMARY

<b>Being a Seminar Member</b>	625 Points	<b>A</b>	930 – 1000	<b>C+</b>	770 – 799
<b>Portfolio Chapters</b>	175 Points	<b>A -</b>	900 – 929	<b>C</b>	730 – 769
<b>Getting Involved (Outside Engagement)</b>	100 Points	<b>B +</b>	870 – 899	<b>C -</b>	700 – 729
<b>Group Project</b>	100 Points	<b>B</b>	830 – 869	<b>D</b>	630 – 699
<b>TOTAL</b>	1000 Points	<b>B -</b>	800 – 829	<b>F</b>	0 – 629

*(keep track so you always know where you stand!!)*

## EVALUATION OPPORTUNITIES ( 1000 Points Total )

Because few students excel at (and feel comfortable with) all forms of evaluation, I provide you with the opportunity to demonstrate your grasp of the course material in a number of ways. You will also notice that each evaluation opportunity has been selected to make your first year (and college career) easier and more productive. I will calculate your final grade based on your performance in these activities (described below).

### 1. Being a Seminar Member (625 points)

- ✓ This course is in a seminar format. This means that class will use our mutual discussion of the material as the basis for achieving course objectives. As a result, the success of this course is largely up to your insights, perspectives, and contributions. (This contrasts other course formats that focus more on lectures/note-taking. Also, you will also notice that in this seminar there are no tests or large exams!)
- ✓ Therefore, as a member of this seminar, every student should plan on being actively engaged in class discussions. To do this you will need to do three things for each class: **Prepare**, **Attend**, and **Contribute**.

#### Prepare

- Each class will have a set of short readings that you will need to complete in order to be prepared for class. If you aren't prepared, you won't be able to make high quality contributions to our discussions.
- Your preparedness will show in two ways. First, your level of preparation will be clear from your contributions to class discussion. Second, at the beginning of each class, you will write a very brief in-class reaction paper.
- In-class reaction papers will check your 1) preparation for class discussion based on the weekly readings (e.g., did you understand the key concepts), and will 2) ask you about your thoughts on that day's topic.
- In-class reaction papers will be done at the very beginning of class. As a results, you must be on time to class. If you are late for class, you will not get extra time to complete your paper. If you are more than 3 minutes late you will miss the paper and will receive no points.
- In-class reaction papers are worth **10** points each.

#### Attend

- Students should attend every class. This is one of the most fundamental ingredients for your success in this, and in every, college course. Don't worry, I strongly suspect that you will want to be in class (and will even look forward to it!)
- Class activities and discussion constitute the heart of this class. Missing the opportunity to be a part of those experiences (through absence or lateness) will diminish your opportunity for success and learning.
- For this reason I will not distinguish between excused and unexcused absence. Fundamentally, you are not able to benefit from the class activities if you are absent, and the class can't benefit from your insights. However, if you are unable to attend, as a courtesy, please email me BEFORE class to let me know.
- If you don't attend class, arrive late, or leave early you will also miss out on the opportunity to demonstrate your preparedness, and will miss out on the opportunity to contribute to the class discussion.
- Attending each class is worth **5** points.

#### Contribute

- This is not a course where you can sit quietly for the entire class. If you aren't contributing we all can't benefit from your insights and everyone's experience will be diminished.
- That is, you should do more than simply come to class. Instead, you should plan on listening to what others have to say, making constructive contributions to discussions, participating in activities, and generally being attentive. Ultimately it is your responsibility to enhance the learning experience of everyone else in the seminar.
- Being attentive means that you should focus solely on the discussion and not other things (e.g., checking your cell phone, doing other work, daydreaming, engaged in side conversations, sleeping etc.). These behaviors detract from everyone's experience and will negatively influence your own experience (and grade).
- During each class I will assess your participation in terms of quantity and degree of thoughtfulness. Please check with me if you are ever unsure about the quality of your participation.
- Class contributions for each class are worth **10** points.

- ✓ Overall, preparing, attending, and contributed to each class (there are 28) is worth 25 points. Your best 25 seminars will count toward your overall grade (25 points X 25 seminars= 625).

## **2. Portfolio**

**(275 points)**

- ✓ Your major paper for this class isn't really a paper at all. Instead, you will create a portfolio about yourself that chronicles your First Year at Monmouth. Thus, your portfolio won't just be something you do for a grade in the course, but will instead serve as a time capsule of your first year in college.
- ✓ I've designed portfolio chapters so that each one provides you with some new perspective, stimulates introspection, encapsulates some aspect of your first year experience, or gives you a chance to share your ideas.
- ✓ Many of the portfolio assignments relate directly to class discussions, activities, and/or reaction papers. By being in class you are simultaneously building your portfolio. It is your responsibility to be in class and to keep track of the materials you need for the portfolio. If you are absent, or misplace materials from class, you won't have it for your portfolio, and will not receive points for those parts. For this project, organization counts!
- ✓ I'll assign portfolio chapters when our seminar discusses the relevant topic. I will review your portfolio during the semester (several chapters at a time). Be sure to update your portfolio regularly. This way you won't become overburdened by trying to do several chapters at once. Spread things out!
- ✓ I'll evaluate portfolios on organization, creativity, insight, critical thinking, and quality of writing. Two evaluations during the semester will be worth 50 points each. The final evaluation is worth 75 points (175 total). Late portfolios will lose 10% of the points for each 24-hour period that they are late.
- ✓ It is important to note that while a majority of your portfolio chapters will be relate to in-class reaction papers, activities, or reflection, your portfolio will also include a **Getting Involved** component.

### **Getting Involved (100 points)**

- Research shows that getting involved outside of class relates to college success. One of the biggest mistakes you can make in college is only going to class and not taking advantage of the wonderful social and academic opportunities that are now available to you to expand your horizons.
- For this reason, and in order to get more involved with the campus community more generally, I give students the opportunity to participate in their choice of outside activities. The activities you select are completely up to you, and I encourage you to participate in all events.
- You can earn a maximum of 100 points for participating in activities.
- Unless otherwise noted, activities are worth 10 points. (An activity is any Monmouth University sponsored event where students are engaged for the purpose of personal enrichment.) Please let me know if you heard about an event so that others from class can join you!
- Some events are worth more than 10 points. Here are some examples: Big Event (60 points), Majors Fair (30 points), the Involvement Fair (30 points), and You the Man (30 points).
- When including an activity in your portfolio, please answer 2 questions [1) What did the activity involve? 2) How did you benefit from this?] and provide clear evidence that you attended (i.e. something signed by an event supervisor along with that person's name so I can email them to confirm that you were there; email me a picture of you at the event, etc.). This must be included in the portfolio.
- Points for "Getting Involved" will not be evaluated until the final submission. There are many more activities early in the semester. If you procrastinate, it will be hard to find activities. Please plan accordingly. Plus, getting involved early gives you the opportunity to meet new people, and try new things. Why wait?

### A few words about the portfolio...

Please keep in mind that submitted portfolios will only be read by the professor. Students are encouraged to withhold any personal information that may be uncomfortable to disclose and should not “over share.” Past students have found this portfolio assignment to be a very worthwhile and rewarding experience. However, if you find the idea of exploring and writing about aspects of your self to be anxiety provoking, or in any way uncomfortable, you may want to consider taking a different section of First Year Seminar that deals with another topic. Please take a moment to review the specific things you will be asked to write about in the “Portfolio Chapter Descriptions” section of the syllabus. Additionally, if you decide to stay in the course but find one of the individual topics difficult for you to write about, please don’t hesitate to contact me either during office hours or over email. I’m sure we can find a reasonable alternative that will be educationally and personally beneficial.

### 3. Group Project

**(100 points)**

- ✓ Everyone will have the opportunity to participate in a collaborative project as part of a group of approximately 5 students. Working in groups is an important skill to cultivate. A majority (if not all) of your future careers will require some type of group collaboration. Being a good team member is crucial, not to mention that working with others is often fun and rewarding!
- ✓ The goal of the project will be for you to provide useful information related to Monmouth, students, or professors in a creative and engaging format (web, video, song, performance, PowerPoint, etc.). The information needs to be from high quality sources (academic articles are ideal), but presented in a way that fellow students will find interesting and worthwhile. Please know that I am being vague on purpose so that your creativity and natural interests can guide your project. Your job is to impart wisdom on others that will serve to enrich their experience. (Hint: Think of something that can help next year’s First Year Seminar class make their transition to Monmouth easier)
- ✓ It will be up to your group to organize times to meet outside of class, in person, online, or over the phone.
- ✓ Your grade on this project will consist of two parts each worth 50 points.
  - ◆ **Part 1:** Your group will receive a grade for the overall quality of its product. Grades for this portion will be based on the project’s ability to meet the goals/objectives of the task described above.
  - ◆ **Part 2:** You will receive an individual grade based on your individual contributions to the group. Grades for this portion will be based on your fellow group member’s anonymous assessments. Each group member will rate the quality and quantity of their fellow group members’ contributions. Responses will be averaged after identifying any outliers and will be used to calculate the grade (i.e. no one other group member by him/herself can adversely influence your grade).

\*\*Note: Several readings include hyperlinks. In the event they no longer work, eCampus has copies of each reading.

<b><i>First Year Seminar Tentative Class Schedule</i></b>				
<b>Date</b>		<b>Topic</b>	<b>Preparation</b>	<b>Due</b>
9/10	1	<b>Syllabus; Course Intro</b>	<b>Reading:</b> Course Syllabus	
9/14	2	<b>Tabula Rasa: Who Are You?</b>	<b>Reading:</b> James, W. (1999). The self. In R. F. Baumeister (Ed.), <i>The self in social psychology</i> (pp. 69-77). Philadelphia, PA: Psychology Press. <b>Assignment:</b> Professor & Upperclassman Interview	
9/17	3	<b>Improving Your Skills: Time Management (Macro &amp; Micro Level)</b>	<b>Reading:</b> <a href="#">Facebook Use &amp; College Grades (Science Daily)</a>	Bring Syllabi from All Courses
9/21	4	<b>The First Year of the Rest of Your Life: Relationship Transitions</b>	<b>Reading:</b> Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. <a href="#">Journal of Computer-Mediated Communication, 12(4).</a> <b>Reading:</b> <a href="#">How To Get A College Roommate You Can Live With (Science Daily)</a>	
9/24	5	<b>Improving Your Skills: Study Skills</b>	<b>Reading:</b> Lewandowski, G. W., Jr. (2009). <i>Study up: A short guide for enhancing your study skills.</i> Unpublished manuscript.	Professor Interview (Portfolio Chap 4)
9/28	6	<b>The First Year of the Rest of Your Life: High School Vs. College</b>	<b>Reading:</b> A Comparison Between High School and College <b>Reading:</b> <a href="#">Top 10 Things You'll Discover at College (US News);</a> <a href="#">Ten More Things (US News)</a>	Student Interview (Portfolio Chap 4)
10/1	7	<b>Improving Your Skills: Stress Management</b>	<b>Reading:</b> Pritchard, M. E., Wilson, G. S., & Yamnitz, B. (2007). What predicts adjustment among college students? A longitudinal panel study. <i>Journal of American College Health, 56</i> , 15-21.	
10/5	8	<b>"You're Not a Wave, You're Part of the Ocean"</b>	<b>Reading:</b> Darley, J., & Latane, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. <i>Journal of Personality and Social Psychology, 8</i> , 377-383. <b>Reading:</b> Martin Niemöller <a href="#">"First They Came..." Poem</a>	
10/8	9	<b>Changing Minds: Your Own and Others'</b>	<b>Reading:</b> Dickerson, C. A., Thibodeau, R., Aronson, E., & Miller, D. (1992). <a href="#">Using cognitive dissonance to encourage water conservation.</a> <i>Journal of Applied Social Psychology, 22</i> , 841-854.	
10/12	10	<b>Putting Things in Context: Understanding Others</b>	<b>Reading:</b> Ross, L. D., Amabile, T. M., & Steinmetz, J. L. (1977). <a href="#">Social roles, social control, and biases in social-perception processes.</a> <i>Journal of Personality and Social Psychology, 35</i> , 485-494.	<b>Portfolio Chapters 1-6 Due</b>
10/15	11	<b>Improving Your Skills: University Resources</b>	<b>Reading:</b> Monmouth University Student Handbook	
10/19	12	<b>Blame it on the Alcohol</b>	<b>Reading:</b> DSM: <a href="#">Substance Abuse; Substance Dependence</a> <b>Reading:</b> Brumbach, T., Cao, D., & King, A. (2007). <a href="#">Effects of alcohol on psychomotor performance and perceived impairment in heavy binge social drinkers.</a> <i>Drug and Alcohol Dependence, 91</i> , 10-17.	

Date		Topic	Preparation	Due
10/22	13	Blame it on the Alcohol	<p><b>Reading:</b> MacDonald, T. K., MacDonald, G, Zanna, M. P., &amp; Fong, G. (2000). <a href="#">Alcohol, sexual arousal, and intentions to use condoms in young men: Applying alcohol myopia theory to risky sexual behavior.</a> <i>Health Psychology, 19</i>, 290-298.</p> <p><b>Reading:</b> LaBrie, J. W., Cail, J., Hummer, J. F., Lac, A., &amp; Neighbors, C. (2009). <a href="#">What men want: The role of reflective opposite-sex normative preferences in alcohol use among college women.</a> <i>Psychology of Addictive Behaviors, 23</i>, 157-162.</p> <p><b>Reading:</b> <a href="#">Sexual Aggression and Binge Drinking (Medical News Today)</a></p>	
10/26	14	Let's Talk About Sex	<p><b>Reading:</b> Paul, E. L., &amp; Hayes, K. A. (2002). The causalities of 'casual' sex: A qualitative exploration of the phenomenology of college students' hookups. <i>Journal of Social and Personal Relationships, 19</i>, 639-661.</p> <p><b>Reading:</b> Winslett, A. H., &amp; Gross, A. M. (2008). <a href="#">Sexual boundaries: An examination of the importance of talking before touching.</a> <i>Violence Against Women, 14</i>, 542-562.</p>	
10/29	15	Self-Presentation: Make Yourself Look Good	<p><b>Reading:</b> Leary, M. R., Tchividjian, L. R., &amp; Kraxberger, B. E. (1999) Self-presentation can be hazardous to your health: Impression management and health risk. In R. F. Baumeister (Ed.), <i>The self in social psychology</i> (pp. 69-77). Philadelphia, PA: Psychology Press.</p>	
11/2	16	Improving Your Skills: Sleep & Exercise	<p><b>Reading:</b> <a href="#">Problem Solving &amp; Sleep (Science Daily)</a></p> <p><b>Reading:</b> <a href="#">Naps and Positive Emotions (Science Daily)</a></p> <p><b>Reading:</b> <a href="#">Sleep and Relationship Satisfaction (Science Daily)</a></p> <p><b>Reading:</b> Cohen, S. L., Paradis, C., &amp; LeMura, L. M. (2007). <a href="#">The effects of contingent-monetary reinforcement and music on exercise in college students.</a> <i>Journal of Sport Behavior, 30</i>, 146-160.</p>	
11/5	17	Looking Glass Self: How Do Others Perceive Who You Are?	<p><b>Reading:</b> Walther, J. B., Van Der Heide, B., Kim, S., Westerman, D., &amp; Tong, S. T. (2008). <a href="#">The role of friends' appearance and behavior on evaluations of individuals on facebook: Are we known by the company we keep?</a> <i>Human Communication Research, 34</i>, 28-49.</p> <p><b>Reading:</b> Gosling, S. D., Ko, S. J., Mannarelli, T., &amp; Morris, M. E., (2002). <a href="#">A room with a cue: Personality judgments based on offices and bedrooms.</a> <i>Journal of Personality and Social Psychology, 82</i>, 379-398.</p>	
11/9	18	Self-Esteem: Preserving Positive Self-Evaluations	<p><b>Reading:</b> Ferrari, J. R., &amp; Tice, D. M. (2000). <a href="#">Procrastination as a self-handicap for men and women: A task-avoidance strategy in a laboratory setting.</a> <i>Journal of Research in Personality, 34</i>, 73-83.</p> <p><b>Reading:</b> Buffardi, L. E., &amp; Campbell, W. K. (2008). <a href="#">Narcissism and social networking web sites.</a> <i>Personality and Social Psychology Bulletin, 34</i>, 1303-1314.</p>	
11/12	19	Self-Verification: Why Your Friends Are YOUR Friends	<p><b>Reading:</b> Swann, W. B. Jr., &amp; Pelham, B. (2002). <a href="#">Who wants out when the going gets good? Psychological investment and preference for self-verifying college roommates.</a> <i>Self and Identity, 1</i>, 219-233.</p>	
11/16	20	"... Part of the Ocean": Group Project	<p><b>Reading:</b> Latané, B., Williams, K., &amp; Harkins, S. (1979). <a href="#">Many hands make light the work: The causes and consequences of social loafing.</a> <i>Journal of Personality and Social Psychology, 37</i>, 822-832.</p> <p><b>Assignment:</b> Group Project</p>	
11/19	21	Self-Expansion: Becoming a Better Person	<p><b>Reading:</b> Aron, A., Norman, C., &amp; Aron, E. (1998). The self-expansion model and motivation. <i>Representative Research in Social Psychology, 22</i>, 1-13.</p>	Portfolio Chapters 7-12 Due

<i>Date</i>		<i>Topic</i>	<i>Preparation</i>	<i>Due</i>
11/23	22	<b>Self-Expansion: Becoming a Better Person</b>	<b>BOOK:</b> Browne, H. J., Jr. (2000). <i>The complete life's little instruction book</i> . Thomas Nelson Publisher. (ISBN: 1558534903)	Group Project Progress Update
11/24	23	<b>Relationships 101: Identifying Good vs. Bad Relationships</b>	<b>**This is a Tuesday that follows a Thursday Schedule**</b> <b>Reading:</b> Canary, D., & Stafford, L. (2001). Equity in the preservation of personal relationships. In J. H. Harvey & A. E. Wenzel (Eds.), <i>Close romantic relationships: Maintenance and enhancement</i> , (pp. 133-151). Mahwah, NJ: Erlbaum.	
11/30	24	<b>Relationships 102: Building Better Relationships</b>	<b>Reading:</b> Canary, D., & Stafford, L. (2001). Equity in the preservation of personal relationships. In J. H. Harvey & A. E. Wenzel (Eds.), <i>Close romantic relationships: Maintenance and enhancement</i> , (pp. 133-151). Mahwah, NJ: Erlbaum.	Group Project Progress Update
12/3	25	<b>All the Rights and Privileges...: The Importance of College</b>	<b>Reading:</b> <a href="#">Fame, Wealth, Beauty, and Happiness (Science Daily)</a> <b>Reading:</b> <a href="#">Money and Relationships (WebMD)</a> <b>Reading:</b> Svanum, S., & Bigatti, S. M. (2006). The influences of course effort and outside activities on grades in a college course. <i>Journal of College Student Development</i> , 47, 564-576.	
12/7	26	<b>All the Rights and Privileges...: What You'll Learn</b>	<b>Reading:</b> Oliphant, R. (1987). Letter to a B student. <i>Liberal Education</i> , 72, 183-187.	Group Project Progress Update
12/10	27	<b>All the Rights and Privileges...: Career &amp; Future Plans</b>	<b>Reading:</b> Wrzesniewski, A., McCauley, C., & Rozin, P. (1997). Jobs, careers, and callings: People's relations to their work. <i>Journal of Research in Personality</i> , 31, 21-33.	
12/14	28	<b>Reflection &amp; Introspection: Life Lessons</b>	<b>BOOK:</b> Albom, M. (2003). <i>Tuesdays with Morrie: An old man, a young man and life's greatest lesson</i> . Sphere. (ISBN: 0751529818)	
TBD		<b>Final Exam</b>	<b>Group Project and Self-Portfolio (all chapters)</b>	

(Please note that I reserve the right to modify this schedule during the course of the semester)



## Portfolio Chapter Descriptions

Chapter	Portfolio Topic	Description
Ch1	Who Are You?	<p>A) Based on the activity &amp; interview questions from class, create a profile of yourself.</p> <p>B) Provide the questions that were asked as well as your answers.</p> <p>C) Include any extra information that is needed to get a full picture of your current self based on James' conceptualization.</p> <p>D) You should also include a recent photo of yourself as part of the profile.</p>
Ch2	My Life on Paper	<p style="text-align: center;">“If you fail to plan, you plan to fail.”</p> <p>A) Using all of your syllabi, chart out your weekly schedule. Also chart other priorities such as studying, work, exercise, eating, sleep, socializing etc.</p> <p>B) Also add in your reaction paper about your goals for college.</p>
Ch3	People in Your Neighborhood	<p>A) Add the picture of your classmates that is matched with their names.</p> <p>B) Here you should also add any pictures of your life in college so far. What would be cool for you to remember about your first couple weeks of college?</p>
Ch4	Tricks of the Trade	<p>A) Include your interview with an upperclassman.</p> <p>B) Include your interview with a professor.</p> <p>C) Based on your interviews and class discussion, articulate what you consider to be the key values of academic culture.</p> <p>D) Based on your interviews and class discussion, articulate the differences between college and high school intellectual activity.</p> <p>E) From the study skills reading, class, and interviews, please describe 3 strategies you will adopt to improve your study skills.</p>
Ch5	Looking Out for Each Other	<p><b>Situation 1:</b> In your opinion, a very close friend is involved in an unhealthy romantic relationship (their partner doesn't treat them well, their partner is very flirtatious toward you, etc.). Your friend can be very sensitive and can be very stubborn. Your friendship means a great deal to you. A) Discuss the ethics of involved with discussing this vs. not discussing this with your friend.</p> <p><b>Situation 2:</b> You have noticed that a fellow student in one of your classes has been acting very odd. The student doesn't show up to your next two classes. You aren't an expert, but strongly suspect that the behavior is due to drug use, but can't be sure and don't want to get anyone into trouble. A) Discuss the ethics involved with telling a campus authority about this vs. not telling.</p>
Ch6	De-Stress Your Life	<p>Based on class discussion on stress management, please develop a stress management plan.</p> <p>A) Identify sources of stress.</p> <p>B) Label them as controllable or uncontrollable.</p> <p>C) Identify problem vs. emotion focused strategies to deal with each.</p> <p>D) List at least 3 proactive coping strategies you will use.</p>

## Portfolio Chapter Descriptions

Chapter	Portfolio Topic	Description
Ch7	Putting Things in Context	Evaluate how your life would be different if you grew up with fewer resources/privileges? To answer this, please do the following: A) Give 4 examples of how you could have had fewer resources/privileges. B) Analyze how these differences would change who you are today. C) Analyze how these differences would influence the opportunities you perceive for yourself in the future.
Ch8	Be Resourceful	A) Articulate and evaluate your experience with any college resources (please be sure to include examples of at least one academic and one non academic resource).
Ch9	Making Yourself Look Good	A) Pick two distinct social settings/groups. How do you present yourself to create certain impressions in others? What are you trying to portray? B) How has a desire for favorable self-presentation led you (or a close friend) to engage in unhealthy or dangerous behavior? Give at least 2 examples.
Ch10	How do Others' Perceive Who You Are?	A) What does your room say about you? (Pictures with explanations would be fantastic) B) What cues from other parts of your life give others information about who you are? C) Looking at A & B, how could an observer misperceive something? (i.e., what mistakes might they make?)
Ch11	Feeling Good	A) In your own words, what is self-handicapping? Give examples of how you have used it to influence your self-esteem? Is it truly effective? B) Give examples of how you have used basking in reflected glory to influence your self-esteem? C) Give examples of how you have used cutting off reflected failure to influence your self-esteem? D) Give examples of how you have used social comparison to influence your self-esteem?
Ch12	What a Great Friend	A) Have the person at Monmouth who knows you best (friend, roommate, etc.) describe how they see you on any 10 dimensions/traits of your choice. B) Do the same for yourself. <i>Include a copy of their responses side by side with your own responses.</i> <i>For example:</i> What is my best trait? A) Friend's response= cute B) My response= smart <hr style="width: 20%; margin-left: 0;"/> Then looking at all of them, answer the following... C) In what ways was their description similar/dissimilar to how you see yourself? D) Does this agree with the idea of self-verification? Why/why not?

## Portfolio Chapter Descriptions

Chapter	Portfolio Topic	Description
Ch13	<b>Grow as a Person</b>	<p>A) Expand yourself. Pick something that would be considered self-expanding and do it. Explain what it is you did and why it can be considered self-expanding.</p> <p>B) How has this class improved your self-concept?</p> <p>C) Based on the guest speaker's talk, what risks are you going to take? Why is this a good thing?</p>
Ch14	<b>Life Instructions: Please read</b>	<p>A) Create a list of at least your Top 20 favorite items from the book. Looking at all of them, give a short explanation of why you picked these. Do they have anything in common? What do they say about you?</p> <p>B) Create a list of at least 10 things (more are welcome!) from the book that you want to do, or will try to incorporate into your life. Looking at all of them, give a short explanation of why you picked these. Do they have anything in common? What do they say about you?</p>
Ch15	<b>Relationship Information: Facts vs. Fiction</b>	<p>A) Seek out information about some aspect of romantic relationships that interests you from a popular press source (e.g., magazine, book, website).</p> <p>B) Seek out 2 scholarly research articles using PsychInfo that address the same topic as your source from part A).</p> <p>C) Compare &amp; evaluate information from all sources. (What makes the information good/bad? Which is the best/worst? Why?)</p> <p>D) Based on your conclusions in part C, write a short piece (250 words or less) that integrates information from the sources in a way that conveys high-quality information in an accurate and engaging fashion. Think of this as your own version of a magazine article or blog, that makes good information interesting and usable.</p>
Ch16	<b>Grades Vs. Knowledge</b>	<p>Assume a student graduates from college with a high GPA. However, that GPA is the result of cheating, plagiarizing, and taking easy classes/professors. That student now has a job based on his or her resume. A) Discuss the ethics of this student's behavior.</p>
Ch17	<b>Job/Career/Calling</b>	<p>Include a copy of your reaction paper from class dealing with how the distinction between jobs/careers/callings applies to you.</p>
Ch18	<b>Looking Back and Looking Forward</b>	<p>A) Write a letter to your "first week of college self" from your "last week of college self." Focus on what you wish you would have known about academics and life in general.</p> <p>B) Write a second letter to your future self (10 yrs from now). What will you be like? What will your life look like? What will you have done?</p> <p>C) Also include your top 10 list from <i>Tuesdays With Morrie</i>. Looking at all of them, give a short explanation of why you picked these. Do they have anything in common? What do they say about you?</p>
<b>Appendix</b>		<p>Here you should add anything additional you would like from class or even from outside of class. The only requirement for inclusion is that the material should capture your first year of college in some way (i.e. an experience, or something about yourself). Basically, anything that you think might be fun to see when you look at this in 5, 10, or 20 years.</p>

**The Final Portfolio (all chapters) is due as an emailed electronic copy before the start of the Final Exam.**