



Society for the Teaching of Psychology (APA Division 2)
OFFICE OF TEACHING RESOURCES IN PSYCHOLOGY (OTRP)
Department of Psychology, University of St. Thomas, 3800 Montrose Blvd., Houston, TX 77006

Fort Lewis College
1000 Rim Drive
Durango, Colorado 81301
970-247-7010

Course Syllabus

PSY 110 Human Relations CRN: 10948 Section: 1 Fall 2001

Class Meetings: M W F 2:30-3:25 PM Noble Hall 125

Instructor: Sandra Pace, MS.

Campus Telephone: 247-7642 X 3

Email: PACE_S@fortlewis.edu

(I prefer that you use my email address to contact me, in an effort to avoid playing telephone tag. If you do not receive a response from me within 24 hours, please resend your email message)

Office Hours: My office is located in the Reed Library, Room 24 (the adjunct office). Office hours are by appointment only.

Course description and goals:

Loren Ford (2001), the author of your text, states the following: “This is a course on improving self-esteem, enhancing communication skills, and becoming more aware of human behavior. While addressing theory and developmental issues, it is an opportunity to explore and practice the essential skills for more positive human relations. The course offers the student the chance to gain an appreciation of individual differences, learn about the influence of significant life events and situations, and develop coping skills for everyday problems. The emphasis of the course is on developing a greater range of choices in order to increase the likelihood of living a balanced life” (p. x). In addition to the text materials, students will gain experiential knowledge in human relations by applying classroom lectures and discussions in a real-world context.

Human Relations (PSY 110) is intended for students who are not psychology majors. The course is not intended as a substitution for Introduction to Psychology (PSY 157). However, it does fulfill the Group D and Systems area General Education distribution requirements.

Required text:

Ford, L. (2001). *Human relations: A game plan for improving personal adjustment* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

Student evaluations:

Students will be evaluated in three areas:

- (1) Attendance: Please be certain to sign-in at every class meeting you attend.
- (2) Examinations: Examinations will cover textbook and lecture topics discussed in class. Specific study guidelines will be made available one week prior to each exam.
Reaction and Response Assignments: Each chapter in your text has an accompanying reaction and response assignment (Level I and Level II). As noted in your text, "Level I assignments are to be used for and to encourage introspection. This is an opportunity to respond to the material presented in the chapters, the class activities, and the group discussions. Although Level I questions are the same for each chapter, your answers will vary greatly. Level II assignments help you further evaluate and consider the personal application of the ideas and concepts presented in each chapter. Contemplate the implications of the chapter material and the meaning it has for your life" (Ford, 2001, p. 27-29). Your reaction and response assignments *must* be word-processed. Handwritten assignments will be returned with a grade of zero.
- (3) Final Paper: You may choose any topic of interest in your textbook for your final paper. The instructor must approve your topic by October 10, 2001. You will receive a topic selection/approval sheet during the first week of class, as well as a guideline for writing the final paper, which will detail evaluative criteria.

The diversity of the three areas of evaluation is intended to give each student the ability to earn the grade they would like. Students who have difficulty in one area will be able to compensate in other areas of evaluation. Attendance will count for 25% of your grade. *I strongly suggest that you attend ALL class meetings.* Examinations and reaction and response assignments will count for 50% of your grade, and the final paper will count for 25% of your grade. The following grading system will be used: A = 100-94%, A- = 93-90%, B+ = 89-87%, B = 86-83%, B- = 82-80%, C+ = 79-77%, C = 76-73%, D+ = 72-67%, D = 66-63%, D- = 62-60%, and F = 59% or lower.

Examinations:

Students will complete four examinations. Examinations will include multiple choice, true/false, and essay questions. The examination dates are:

Exam 1 (Chapters 1-3)	Wednesday, September 19, 2001
Exam 2 (Chapters 4-6)	Wednesday, October 17, 2001
Exam 3 (Chapters 7-9)	Friday, November 16, 2001
Exam 4 (Chapters 1-10)	Friday, November 30, 2001

These are the only exams given in this class. If you must miss an examination date due to participation in a Fort Lewis College related academic or athletic competition that is held off campus, you *must* contact me to make arrangements to take the exam early. You must make arrangements with me *before* you miss the exam, not after. Leaving a voicemail or an email message the day of the exam does not constitute making arrangements with me.

Portfolios:

Each student will compile a collection of their work to reflect their experience across the semester. The portfolio will include the following (in order): (1) all examinations, (2) all reaction and response assignments, and (3) a final paper.

Each student (as time permits) will present their final paper to the class for reaction and evaluation during the final week of the semester. This process will allow all members of the class to respond to one another, the course content, and to the course itself.

Friday reaction and response assignments:

You will complete 10 weekly reaction and response assignments (at the end of each chapter) to complete over the weekend. These assignments are open-book and are designed to assist you in synthesizing the materials we have covered in class as well as furthering your knowledge in a variety of given areas. All of the (graded) reaction and response assignments are to be placed in your portfolio (in order) at the end of the trimester.

Classroom behavior policy:

This class requires that *all students feel safe* in their educational environment. Classroom behavior that is not in compliance with the Fort Lewis College Student Conduct Code will not be tolerated. Student behaviors that will not be tolerated include offensive, sexist, racist, or otherwise inappropriate language or comments. Conduct that substantially disrupts or interferes with the teaching environment will not be tolerated. Verbal or physical threats or harassment directed toward other students or the professor will not be tolerated. Students who choose to violate the Fort Lewis College Student Conduct Code will be asked to leave the class on their first offense; this will serve as the only warning. Students who choose to violate the Fort Lewis College Student Conduct Code twice will be academically dis-enrolled upon their second offense. When students are academically dis-enrolled, the incident will be reported to the Vice President of Student Affairs who will determine if additional disciplinary procedures are appropriate.

Academic dishonesty:

Any student who exhibits academic dishonesty or who is observed to be plagiarizing their writing from another student or an author, will be subject to three possible penalties: the student may be (1) academically removed from the course, (2) assigned a score of zero for the particular exam, quiz, essay or paper involved, or (3) assigned a grade of "F" for the entire course. In all instances, the situation will be reported to the Office of Academic Affairs.

Internet links:

The Internet links offered below have been made available to use at your discretion. Additional links will be provided throughout the course as they apply to in-depth classroom discussions. (Internet links are often available one day and gone the next! Please advise your professor if any of the links below are no longer available).

1. Entry-level vocabulary list for the topic of Human Relations by Sterling Gerber, Ph.D. at the University of Utah:
<http://cedh.ewu.edu/apsy/Faculty/Gerber/Courses/HumanRelations.html>.
2. Online dictionary:
<http://www.dictionary.com>.

3. The Social Psychology Network:
<http://www.socialpsychology.org>.
4. American Psychological Association (APA):
<http://www.apa.org>.
5. Scholarly Psychology Resources on the Web:
<http://www.psywww.com/resource/bytopic.htm>.

Course outline:

August 27	Introduction to the course and review of the syllabus
August 29	Chapter 1: Course-related activities (getting to know each other)
August 31	Chapter 1: Reaching out
September 3	Chapter 1: continued
September 5	Chapter 2: Self-awareness (possible computer lab project)
September 7	<u>Reaction and Response Assignment # 1</u> (Chapter 1) Chapter 2: continued
September 10	<u>Turn in Reaction and Response Assignment # 1</u> Chapter 2: continued (open discussion)
September 12	Chapter 3: Expanding comfort zones
September 14	<u>Reaction and Response Assignment # 2</u> (Chapter 2) Chapter 3: continued
September 17	<u>Turn in Reaction and Response Assignment # 2</u> Chapter 3: continued (open discussion/class activities)
September 19	Exam # 1 (Chapters 1-3)
September 21	<u>Reaction and Response Assignment # 3</u> (Chapter 3) Chapter 4: Dealing with emotions
September 24	<u>Turn in Reaction and Response Assignment # 3</u> Chapter 4: continued
September 26	Chapter 4: continued (open discussion/class activities)
September 28	<u>Reaction and Response Assignment # 4</u> (Chapter 4) Chapter 5: Family influences
October 1	<u>Turn in Reaction and Response Assignment # 4</u>

	Chapter 5: continued
October 3	Chapter 5: continued (open discussion/class activities)
October 5	<u>Reaction and Response Assignment # 5</u> (Chapter 5)
October 8	<u>Turn in Reaction and Response Assignment # 5</u>
October 10	Chapter 6: Developing close relationships Deadline for final paper topic selection/approval by professor
October 12	<u>Reaction and Response Assignment # 6</u> (Chapter 6) Chapter 6: continued
October 15	<u>Turn in Reaction and Response Assignment # 6</u> Chapter 6: continued (open discussion/class activities)
October 17	Exam # 2: (Chapters 4-6)
October 19	<u>Reaction and Response Assignment # 7</u> (Chapter 7) Chapter 7: Human sexuality
October 22	<u>Turn in Reaction and Response Assignment # 7</u> Chapter 7: continued
October 24	Chapter 7: continued (open discussion/class activities)
October 26	<u>Reaction and Response Assignment # 8</u> (Chapter 8) Chapter 8: Coping skills
October 29	<u>Turn in Reaction and Response Assignment # 8</u> Chapter 8: continued
October 31	Chapter 8: continued (open discussion/class activities)
November 2	<u>Reaction and Response Assignment # 9</u> (Chapter 9) Chapter 9: Life changes
November 5	<u>Turn in Reaction and Response Assignment # 9</u> Chapter 9: continued
November 7	Chapter 10: Positive Living
November 9	<u>Reaction and Response Assignment # 10</u> Chapter 10: continued (By this time you should have begun writing your final paper <u>and</u> located at least three of your resources)
November 12	<u>Turn in Reaction and Response Assignment # 10</u>

Chapter 10: continued (open discussion/class activities)

November 14	Discuss final paper preparation
November 16	Exam # 3 (Chapters 7-9)
November 19-23	<u>Thanksgiving Break</u>
November 26	Final paper workshop: Please bring the rough draft of your final paper to class for review/assistance.
November 28	Final paper workshop: Part 2
November 30	Exam # 4 (Chapters 1-10) Prepare to turn in your portfolio
December 3	Portfolio presentations
December 5	Portfolio presentations
December 7	The last class meeting. Turn in your portfolio.

Notes:

During the course of this class we will watch two films, “Mystic Pizza” and “Beaches,” as they apply to our chapter discussions. In addition, we will spend one class hour at a computer lab on campus. During this class hour, you will learn how to navigate the systems at the Reed Library as well as learn how to use a variety of databases. This lesson will prepare you for the research required for your final class paper. You will be notified in advance of the dates of these films and of the date of the computer lab required lesson.