

PSY 2810: Designing your life (or ADULTING 101)

Instructor: Cade D. Mansfield	Class: 12:30 - 1:20 MWF LH 114	Phone: (801) 626-6274
Office Hours: 1:30 to 3:30 M, W and 10:30 to 11:30 F	Office: LH 373	Email: cademansfield@weber.edu

Course Objectives: The course examines theories of and research on young adulthood to understand better the issues faced by college students transitioning to adulthood. Specific outcomes include:

- To understand the scientific theory and research on the topic of the college students' transition from adolescence to adulthood
 - SLO: Students will demonstrate comprehension of class material by using key terms and concepts in their discussions, presentations, and papers.
- To integrate and apply the research on the transition to better navigate their own transition process
 - SLO: Students will apply the class material to comprehend and guide their own behavior and review those applications in, discussions, presentations, and papers.
- To experience and practice being an adult first-hand through various assigned activities and service work for others.
 - SLO: Students will perform activities important to becoming adults (including community service), sharing those activities in presentations, and reflecting on their meaning in their discussions, presentations, and papers.

Textbook: Selections from four textbooks and other readings:

- Arnett, J.J. (2015) *Emerging adulthood*(2nd Ed.). New York, NY: Oxford University Press.
- Burnett, W., Burnett, B., & Evans, D. J. (2016). *Designing your life: How to build a well-lived, joyful life*. New York, NY: Knopf.
- Lightfoot, C., & Amsel, E. (in preparation). *Developing adolescents*. New York, NY: Worth Publishing.
- Oettingen, G. (2015). *Rethinking positive thinking: Inside the new science of motivation*. New York, NY: Penguin Random House

Grading: The three outcomes of the course described above --- understanding, integrating/applying, and experiencing --- will be centrally supported and assessed through four types of assignments described below:

- **Discussions** (20%) are canvas-based commentaries focused on reactions to the readings/lectures and the assigned out-of-class activities in each module.
- **Presentations** (20%) involve students' reflecting what they learned about a module topic and its application to their lives, sharing these reflections in small groups, reporting out common experiences, and submitting individual papers
- **Papers** (20%) require students to integrate the class material, exercises, and experiences. Paper 1 will require students to integrate and apply knowledge and experiences to their own transition to adulthood. Paper 2 will do the same addressing what that transition means for them with friends and family, in school, on the job, and in their community.

- **Course Engagement** (40%) is critical for the success in and of the class, and I will measure it in a variety of ways, including *Attendance* (10%) *JITT* (Just in Time Teaching) assignments on weeks there are readings (20%), and the *Community Engagement* activities (10%).

Class Engagement	40%
JITT (7)	20%
Attendance	10%
Community Service	10%
Papers (2)	20%
Discussions (7)	20%
Presentations (7)	20%

Class Grading Scale

Grade	Percentage Cutoff	Grade	Percentage Cutoff
A	93 – 100%	C	73 – 76.9%
A-	90 – 92.9%	C-	70 – 72.9%
B+	87 – 89.9%	D+	67 – 69.9%
B	83 – 86.9%	D	63 – 66.9%
B-	80 – 82.9%	D-	60 – 62.9%

Course Structure: The overall theme of the course is understanding and overcoming the challenges in the transition to adulthood faced by college students. As noted by many researchers, adolescence has been extended because of social and economic trends. As we will read in the introductory two weeks of class, some of these reasons include a) careers requiring extended education beyond High School, b) the delay of marriage and family, and c) spiraling costs have made living independently from family while paying for college almost impossible without support from family, which undermines autonomy. Given these structural issues, college students can be seen as investing in their future, deciding who they are becoming, renegotiating their relationships with family, friends, and intimates, and determining how they will become who they want to be.

We explore these issues in the subsequent weeks before Spring Break by examining issues of self-management, identity and self, and financial literacy. After Spring Break, topics related to interpersonal issues, and the transition to adulthood will be the focus. These topics include families, friends and partners, and school and work.

Associated with each of these topics and the introduction will be readings, lectures, discussions, projects/activities, and student presentations. Each topic will be covered in two-week-long modules that have an identical structure.

During the first two class days of a new module (either Monday or Wednesday given the holiday schedule) we have lecture and discussions. Thursday you complete a Just in Time Teaching (JiTT) assignment. Friday of that first week we review the JiTT assignment in groups and as a class. Friday night of that first week you complete a discussion post about the week's readings and interactions.

Monday of the second week of a module we follow-up on the discussion posts together in class. Then on Wednesday we work on the module activity as a group (although you work together in a group, each student will be expected to prepare their own activity). On Friday of that week you present your module activity work that you had done in group and alone. For more on this structuring of the course see the schedule below.

To ensure that all the topics are being integrated, students will complete midterm and final papers in which they tie together their understanding, application/integration, and experiences with each of the modules presented.

Activities and Presentations: The activities and presentations of each module are listed below.

- Module 1: Present the IDEA survey data and adulting interview information that you collect from family and friends.
- Module 2: Share your experiences (success and challenges) in exercising self-management based on the wish-outcome-obstacles-plan (WOOP) model.
- Module 3: Present the self-narrative you authored and describe your experiences constructing it and others' responses to it.
- Module 4: Working as a member of a group, describe what you learned about the financial transaction of interest to you.
- Module 5: Discuss the balance between independence, autonomy, and interdependence that you have and would like to have with your parents or guardians.
- Module 6: Present the social network you worked through, sharing what you discovered about your social supports and how you expect it (or want it) to change in the future.
- Module 7: Present on how you will use design principles to think about your future more proactively.

Study Sessions: Sessions are hosted by Wildcat Scholars (Izzy, Amy, or Cassandra) to work with others finishing assignments, get general support, working in groups, etc. Library Monday and Wednesday

Course Policies: These policies are in place to ensure that the classroom is an environment in which you can learn. Not following these policies creates a distracting environment in which I cannot teach in as effectively and in which you and your peers cannot optimally learn.

- Students have the right to a course that is relatively free of any unnecessary distractions that could impair their course participation. Refrain from side conversations. Disruptive behavior will be addressed immediately, and if the behavior does not cease you will be asked to leave the class. No adult or child visitors are allowed in class without instructor approval. Audio recorders and computers are allowed for course purposes (see <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities).
- **Important:** Students will practice effective, professional communication with their professor and each other. Below I provide a template that you should follow when emailing your professor, other professors, administrators at Weber or anyone else who requires a formal email. I include this because emailing is NOT like texting. In emails to people like those listed above, you want to appear competent and somewhat formal. This is just basic protocol of the professional world that you are now in as a college student. Start the body of your email wherever the comma leaves off. The first line should include your class's title (e.g. Psych. 1010) and the class number. After the body of your text you should have a closing. You can use closings like "Best, Best Regards, Sincerely, Thank you, etc. Then type your name and you will usually use your first and last name unless you know that the person knows you well. For example:

Dear Professor Mansfield,

I am in your Psychology 1010 class (course number 20415). I am writing to let you know that I will not be able to be in class on Monday because ENTER A GOOD REASON HERE. I plan to get notes from a classmate and just wanted to let you know. Whatever else you want to say goes here....

Sincerely,

Jill Smith

- Recording in Class. “Video or audio recording of any portion of lectures is only permitted in this class upon authorization of the faculty member. If you would like to request authorization to record, please contact me. Unauthorized recording is a violation of the Student Code of Conduct, for which a student may be subjected to disciplinary action under PPM 6-22, Student Code. Students who seek to record for purposes of accommodating a disability should contact the Disability Services Office at (801) 626-6413 or dsc@weber.edu. See more info at <https://www.weber.edu/disabilityservices>.”
- Texting in class is to be avoided. Research evidence indicates that students who text in class get lower grades (Gingerich & Lineweaver, 2014)...don’t get a lower grade just because your annoying friend texts you at the wrong time. **Please turn your cell phones off when you come in to class and put them away.** No phone calls, no text messages, no tweets, no games during class. Please. Texting during class is distracting to me and your peers. If you think that some unique situation requires you keeping your cell phone on during class, please talk to me about this before class begins for permission. Please remove your headphones upon entering the classroom.
- Respect for Persons (see also, texting in class above, as texting is disrespectful in a classroom): We will treat each other with respect during this course. The content of this class requires that we address multiple aspects of human diversity – diversity of ethnicity, religion, sexual orientation, and health status, to name just a few. We will speak about all groups using respectful terms, and will maintain an appreciation for these differences, as well as differences of opinion among members of the class. I will appreciate everyone complying with these simple rules. We are all adults and one of the most important parts of our own development while taking college courses is learning to fully understand what others are saying and then being able to agree or respectfully disagree with that person.
- *I will be respectful of each of you and your time. You can expect me to be on time to class, to be present and focused in class, to be considerate of your workload as full-time students, and to work with you to help you learn the materials in the course and succeed.* I will typically answer your emails within 24 hours, except for on the weekends. I will not always check my email on the weekends so an email on Friday afternoon may not be answered until Monday.
- **Discriminatory Harassment:** Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment. Thus, students in this class should practice professional deportment, and avoid treating others in a manner that is demeaning or derisive in any respect.
- The university prohibits all forms of violence, discrimination and harassment, in accordance with university policy. Such behavior may take many forms and include sexual harassment, sexual violence, rape, sexual assault, dating violence, domestic violence, stalking and sexual exploitation.
 - **Specifically, sexual harassment** is a type of discriminatory harassment involving unwelcome conduct of a sexual nature directed against a person based on that person’s sex, sexual orientation or their gender identity/expression. **Sexual harassment** can range from unwelcome compliments, invitations or requests for sexual favors, sexual advances or other verbal or nonverbal conduct of a sexual nature, to the other more

serious behavior such as sexual assault, rape, sexual exploitation, domestic violence, dating violence and stalking. No person may engage in sex-based harassment that creates a hostile environment. This includes harassment which is so severe or pervasive that it denies or limits a student's ability to participate in or benefit from the university's program, unreasonably interferes with an employee's work performance or creates an intimidating or offensive work environment. Both subjective and objective factors are considered when evaluating whether a hostile climate exists.

Students who experience or become aware of any form of violence, sexual violence or sexual harassment are encouraged to immediately report such behaviors. To report any crime or emergency, call 911 or [University Police](#) at 801-626-6460, 3734 Dixon Parkway. For help responding to non-emergency situations, call any of these offices:

- [Title IX Officer and Director of Affirmative Action/Equal Opportunity](#), Barry Gomberg, at 801-626-6240, Miller Administration 101, bgomberg@weber.edu
 - [Dean of Students](#), Jeff Hurst, at 801-626-6256, Student Services Center, jhurst@weber.edu
 - [Department of Human Resources](#), 801-626-6032, Miller Administration 111
 - [University Housing](#), 801-626-7275, 1375 Village Loop Road
 - [Weber State Women's Center](#), 801-626-6090, Shepherd Union 322
 - If you have questions regarding the university's policy against discrimination and harassment you may contact the university's AA/EO office (626-6239) or visit its website: <http://departments.weber.edu/aaeeo/>
- Students who will be absent while representing the University in officially recognized University activities (e.g., sports, band, professional conferences) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors.
 - If for any reason the university is forced to close for an extended period of time, we will conduct our class online via email and/or Canvas. Look for announcements on Canvas. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.
 - LAST DAY TO CANCEL: 1/27/20
 - LAST DAY TO WITHDRAW: 3/24/20
 - **Important:** ceasing participating in class is not the same as withdrawing. If you are no longer going to be in the class please formally withdraw through the registrar's office! Formal withdrawal will result in a W grade on your transcript whereas not formally withdrawing could mean that you end up with an F.

Reasonable Accommodation

- Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats upon request. Please refer to SSD's website for more information (<http://weber.edu/ssd>).

Academic Dishonesty

- As specified in PPM 6-22 IV D, cheating and plagiarism violate the Student Code. Plagiarism is "the unacknowledged (uncited) use of any other person's or group's ideas or work." Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. Although it may not seem to be "a big deal" and it often occurs because of

carelessness rather than maliciousness, plagiarism is an act of stealing (another person's ideas) and an act of lying (passing another person's ideas off as your own). Students found guilty of academic dishonesty are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course (see <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code). Finally, WSU subscribes to Turnitin.com, an electronic service that verifies the originality of student work. Enrollment in this course requires that all of your assignments be submitted to Turnitin this semester. Documents submitted to Turnitin are retained, anonymously, in the company's database.

Tips for Success

- Make sure you plan your time! You'll need about **6-9 hours per week, in addition to classroom time**, if you hope to be successful. These should be times when you are awake, alert, and free of distractions (e.g., phone, TV, kids).
- Don't miss class and don't fall behind and complete ALL of the assignments.
- Check your Weber and Canvas Email daily.
- Read your text and any additional materials that I post! Read those materials slowly and think about what you are reading.
- Figure out a reading schedule / time of day that works well for you to read and stick with that time.
- Participate in class.

Schedule:

WEEK	MON	WED	THURS	FRI
1/6-1/10	Course Introduction	L1: What's an emerging adult?	JiTT 1*	JiTT 1 Follow-up Discussion 1*
1/13-1/17	Guest lecture / activity	Module Activity Work		Presentation 1
1/20-1/24	<i>Holiday</i>	L2: Self-Management	JiTT 2*	JiTT 2 Follow-up Discussion 2*
1/27-1/31	Guest lecture / activity	Module Activity Work		Presentation 2
2/2-2/7	L3: Agency, Self, and Identity	Finish L3 and group work	JiTT 3*	JiTT 3 Follow-up Discussion 3*
2/10-2/14	Guest lecture / activity	Module Activity Work		Presentation 3
2/17-2/21	<i>Holiday</i>	L4: Becoming Financially Independent	JiTT 4*	JiTT 4 Follow-up Discussion 4*
2/24-2/28	Guest lecture / activity	Module Activity Work		Presentation 4 Mid-Term Paper*
3/2-3/6	Spring Break			
3/9-3/13	L5: Family Relations	Finish L5 and group work	JiTT 5*	JiTT 5 Follow-up Discussion 5*
3/16-3/20	Guest lecture / activity	Module Activity Work		Presentation 5
3/23-3/27	L6: Friends/Partners in Adulthood	Finish L6 and group work	JiTT 6*	JiTT 6 Follow-up Discussion 6*
3/30-4/3	Guest lecture / activity	Module Activity Work		Presentation 6
4/6-4/10	L7: Designing Your	Finish L7 and group	JiTT 7*	JiTT 6 Follow-up

	Life	work		Discussion 7*
4/13-4/17	Guest lecture / activity	Module Activity Work		Presentation 7
4/20-4/24	Community Engagement must be completed		Final paper*	

*Due in Canvas by 11:59 PM

***NOTE:** Course schedule may change; it is your duty to attend class to learn about the changes. Exam dates rarely change; however, material to be covered on an exam may change. This syllabus is our contract: it details your obligations to me, and mine to you. Announcements made in class or online “count” as much as policies outlined in the written syllabus.