

## THE UNIVERSITY OF TEXAS AT AUSTIN

**EDP 312: Motivating the Successful Self (74886)**  
**Room : JGB 2.216**

**Summer 2012**

**INSTRUCTOR:** Leslie Ann Moore, Ph.D.  
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**Office Hours:** M, W 12:00-1:00 and by appointment  
**Location:** SZB 262J

**ACADEMIC MENTOR:** TBA

### ADA Compliance Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>. Following the certification of your needs, I will work with you to make appropriate arrangements.

### Course Description

“Who am I?” This question is a focus of people throughout their lives. Children typically answer this question with a concrete answer – “I am a boy.” “I like soccer.” “I am 6 years old.” As we grow older, the answer becomes increasingly complex, especially when we encounter contradictions in our self-definitions. These contradictions may come from finding ourselves acting differently in different settings. Our parents may be surprised to see sides of us that we only share with friends. The contradictions may also come from how others treat us. People may respond to us differently than we perceive ourselves based on their perception of our gender, race, sexual orientation, religion or other group memberships. When important aspects of one’s identity are met with discrimination and oppression, identity development may be compromised. Yet, how we construe ourselves directly influences our behaviors. If we have confidence in a domain, we feel free to exert effort, but if we perceive ourselves as not up to a task or are confused about our capabilities, we may limit our efforts. Thus, self-perception is directly linked to success. This course will examine traditional theories about the development of self and identity, explore the link between self-definition and effort, and debate about the best ways to build a successful mindset based on our perceptions of our self and the world. This is an introductory course and there are no prerequisites for this course.

### Course Objectives

The students will:

1. identify and apply critical thinking skills to traditional psychological and multicultural models of development of self-concept and identity.
2. explore ways that ethnicity, race, culture, gender, sexual orientation, abilities, socio-economic status, citizenship and other factors influence identity development.
3. Identify mindsets that create successful attitudes and behaviors.

### Textbooks

Dweck, C. S. (2008). *Mindset: The New Psychology of Success*. New York: Ballantine.

Reading Packet: Published on Blackboard

### *Class Structure*

Material will be presented through class discussions, readings, audiovisual materials, lectures, and small group problem-solving discussions and activities.

### *Course Requirements*

#### **Participation – Maximum Points: 10**

College learning is maximized by participation. This course is structured so that all students are expected attend class daily and to participate in class discussion, small group activities and role-plays. A portion of your participation grade will be based upon attending required office hours with both the instructor and the peer mentor. Students will complete discussion questions/comments for the assigned days in the course. Students will be on an A, B or C team and bring discussion questions on the assigned day.

#### **Learning Logs – Maximum Points: 30**

Students will complete a daily learning log in which they respond to the assigned readings and/or class lecture/discussion. See Appendix A for due dates and possible topics.

#### **Reflection Papers - Maximum Points: 50 points (25 points each)**

(See appendix B for a description of Reflection Paper 1. Reflection Paper 2 will be distributed at a later date.) Students will complete two assigned reflection papers (2 to 3 pages, 12 point, double spaced) on major aspects of development, self, identity and theories covered in the course. The entries will be evaluated according to the following criteria:

- Thesis statement, organization and writing mechanics
- Use of supporting detail
- Integration of class readings
- Students will be able to submit a revision on Reflection Paper 1 until it is acceptable.

#### **Exams - Maximum Points: 40 points (20 points each)**

Students will keep a log of core concepts and will have 2 exams worth 20 points each.

Students are strongly encouraged to use the Undergraduate Writing Center prior to the final draft of the paper. It is recommended that this be done after getting feedback on Draft 1 and prior to submitting the final draft.

### *Grading*

Grading will be based on points earned for the following activities:

- |                      |            |
|----------------------|------------|
| 1. Participation     | 10 Points  |
| 2. Learning Logs     | 30 Points  |
| 3. Exams             | 100 Points |
| 4. Reflection papers | 50 Points  |

Total = 190 points

More than 2 unexcused absences may result in a letter grade reduction. Three tardies equals one absence. Late papers will receive a grade reduction for each business day the paper is late. The paper may not be submitted if it is more than 2 class days past the deadline.

Grades will be assigned as follows:

|              |                |
|--------------|----------------|
| 178-190 = A  | 138 - 145 = C  |
| 171-177 = A- | 133 - 137 = C- |
| 165-169 = B+ | 127 - 132 = D+ |
| 158 -164 = B | 119 - 126 = D  |

152 - 157 = B-  
146 - 151 = C+

114 - 118 = D-  
0 - 113 = F

### Course Policies

- 1) Students are expected to attend class and submit papers on time. Failure to attend class will result in a lower grade for the course (see grading policy).
- 3) Students are expected to be responsible for class materials, including classes they have missed due to an excused absence. Students will need to network with someone in class to obtain the information if they are absent.
- 3) In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers' work.
- 4) Students are responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. All written assignments should utilize proper spelling, grammar, and organization. Students are encouraged to visit the Undergraduate Writing Center or the UT Learning Center for assistance with producing written material.
- 5) If using other's ideas or quoting other's thoughts, please use citation using MLA style. If you have questions about what constitutes scholastic dishonesty, please talk with the instructor. Examples of Scholastic dishonesty are *unauthorized collaboration* (e.g. cheating, getting a friend to read a paper and taking their ideas without acknowledging them, asking students in other sections about an upcoming exam), *plagiarism* (failure to cite the source of an idea or group of words that is not your own), and *multiple submissions* (turning in the same or a similar paper to fulfill multiple scholastic requirements). Scholastic dishonesty can be avoided by always turning in your own work and learning the proper citation techniques for borrowed words or ideas. The University of Texas provides students with resources such as the UT Learning Center and the Undergraduate Writing Center to aid students in maintaining academic integrity. Consequences for dishonesty range from receiving a failing grade to permanent dismissal from the university. Some helpful information on academic integrity can be found at the following web address.  
[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)
- 6) If students are having problems with the course, they are expected to assume the responsibility for notifying the instructor when difficulties arise. (Don't wait until the end of the semester!) A little known fact: The Sanger Learning and Career Center reports that an important variable between successful and unsuccessful college students is help-seeking behavior (asking professors questions, using the Teaching Assistants, using the learning center, etc.)
- 7) The course is a team effort between instructor and students: feedback is welcome.
- 8) Students are expected to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.
- 9) University policy is to respect religious holidays. Please advise me of any upcoming holidays and the dates that you will be missing classes so that we can make arrangements for assignments and covering class materials.

- 10) Use of electronic equipment during class activities demonstrates a lack of respect toward the instructor and other students. Media usage may also be distracting to other students. Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class. Please put your cell phone away during class. Computers may be used only for note-taking or for class activities. Use of electronic materials during class time for activities beyond the scope of the class (including, but not limited to email, texting, twitter, youtube, facebook, un-authorized web searching and new technology that I can't even imagine to describe, etc) is subject to consequences. Consequences may include a personal warning, loss of privilege for using a computer during class, and/or an invitation to leave the classroom. Leaving class for this reason will count as an unexcused absence and may affect the grade (see attendance policy).

June 5<sup>th</sup> is the last day to drop a class without a possible academic penalty.

June 20<sup>th</sup> is the last day to drop a class with the dean's approval or to change grade to pass/fail.

#### On-line Resources

|  |   |
|--|---|
| UT General Libraries   | <a href="http://www.lib.utexas.edu/">http://www.lib.utexas.edu/</a>                 |
| Undergraduate Writing Center   | <a href="http://www.uwc.utexas.edu/">http://www.uwc.utexas.edu/</a>                 |
| Sanger Learning and Career Center  | <a href="http://lifelearning.utexas.edu/">http://lifelearning.utexas.edu/</a>       |
| Multicultural Engagement Center  | <a href="http://www.utexas.edu/student/mic/">http://www.utexas.edu/student/mic/</a> |
| Blackboard (for checking announcements from instructors and grades): <a href="http://courses.utexas.edu/">http://courses.utexas.edu/</a> |   |

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### *Readings and Assignments*

(Subject to Revision)

| <b>Date</b>                        | <b>Topic</b>  | <b>Readings</b>  | <b>Assignments Due*</b><br><b>*See chart for Learning Log Due Dates</b> |
|------------------------------------|---|--|---|
| <b>UNIT 1: The Individual Self</b> |   |  |   |
| May 31                             | Course Introduction<br>Stress and Coping Model      | See announcement on Blackboard                         |   |
| June 4                             | Self and Identity                                   | Baumeister<br>See Announcements on Blackboard for link |   |
| June 5                             | Self and Personality:<br>Psychodynamic Perspectives | Moore, et. al.<br>Chapter 1                            |   |
| June 6                             | “   | “  |   |
| June 7                             | Self and Cognitive Models: Mindsets”                | Dweck, Chaps. 1 and 2                                  |   |
| June 11                            | Accomplishment and Ability                          | Dweck, Chapter 3<br>Moore, et. al. Chapter 2           | Reflection Paper 1  |
| June 12                            | Mindset Applications: Art, Sports and Leadership    | Dweck, Chaps. 4 and 5                                  |   |
| June 13                            | Stress and Coping, Traditional Models               | Moore, et. al. Chapter 3                               |   |
| June 14                            | Illusions of Coping                                 | Moore et. al., Chapter 4                               |   |
|                                    | Unit Summary and Case Studies                       |  |   |
| June 18                            | EXAM  |  | Exam 1  |
| <b>Unit 2: Self-in-Context</b>     |   |  |   |
| June 19                            | Self and Others: Traditional Models                 | Moore et. al., Chapter 5                               |   |
| June 20                            | “   |  |   |
| June 21                            | The Social Mindset                                  | Dweck, Chapter 6                                       |   |
| June 25                            | The Social Mindset                                  | Dweck, Chapter 7                                       |   |
| June 26                            | Illusions of Closeness                              | Moore et. al., Chapter 6                               | Reflection Paper 2  |
| June 27                            | Self and Culture                                    | TBA  |   |
| June 28                            | “   |  |   |
| July 2                             | “   |  |   |
| July 3                             | Unit Summary and Review                             |  |   |
| July 4                             | HOLIDAY   |  |   |
| July 5                             | EXAM  |  | Exam 2  |

## APPENDIX A

### The Learning Log

Using a pocket folder in which papers can be bound together, students will keep a log of interactions with the materials in the course using a process called the “learning log”. **Please bring this log to class each class period.** This log will be a sequential log of responses that will contain reflections and questions that emerge based upon readings, lectures, videos, class discussions and role-plays. The focus of the log is on tracking your understanding and applications of the constructs discussed. The log will be read periodically by the instructor and/or other students. Please reflect briefly (3 +/- sentences) on any aspect of the topics covered during class or during your readings. This log is for your learning purposes and can be modified by you to meet your personal learning styles or requirements. An entry for each class is required. Entries for readings are encouraged, but optional. At times in class, directed writings will be assigned. Sample sentence starters for independent entries may include, but are not limited to:

Today I made an important breakthrough in my thinking about why people behave in certain ways. The thing I learned was....

The hardest part of today’s topic (specify theory) is....

I need help with..., so tomorrow or in the next class, I will.....

Today, I changed the way I.....because...

One thing I learned about myself that is important for me as a college student is.....

I was pleased to discover that I already know...

Something I really like about this theory is...

Something I really question about this theory is...

An example that illustrates a certain idea discussed in class today is.....

An ethical concern about the topic for today’s class (or today’s reading) is.....

A multicultural concern about the topic for today’s class (or today’s reading) is.....

Today was the first time I.....

Other.....

Due Dates:

| Group A<br>6/4; 6/11; 6/18; 6/25  | Group B<br>6/5; 6/12; 6/19;6/26  | Group C<br>6/6; 6/13; 6/20;6/27  | Group D<br>6/7; 6/14; 6/21; 6/28   |
|---|--|--|--|
| KATHERINE BROOKS<br>EMPRESS DAVENPORT<br>DEMARCUS HOLLAND<br>MALLORY MCCAGE<br>DENISE PEREZ | ANDREA BUCKLEY<br>JAVAN FELIX<br>CURTIS HUNTER<br>KAYLA MCCARTY<br>SARAH RALYA | MEYER CRISS<br>SARA HATTIS<br>PRINCE IBEH<br>JESSE MONDRAGON<br>IMANI STAFFORD | NICOLE DALTON<br>JONATHAN HERNANDEZ<br>CONNOR LAMMERT<br>AMY NEAL<br>WILL TEMPLE |

APPENDIX B  
Reflection Paper 1: Development and Self  
(10 Points)

OPTION A:

Use an example from the life of a character in a movie or book, an acquaintance, a famous person or your own life that illustrates a life crisis. Write a well-organized paper that analyzes the life crisis using the perspective of Erikson's model of development. Be sure to include (but not necessarily in this order):

- A brief description of the person and the context of the stressor.
- An analysis of the crisis using the crisis model (e.g. did the character's response to the crisis enhance or restrict development **and why?**; specific examples of positive and/or negative coping strategies)
- The themes of Erikson that are illustrated by the crisis.
- A critique of the ways in which the model does or does not explain the crisis and resolution **and why?**
- Analysis of defense mechanisms used by the character to deal with stress.

OPTION B:

Use an example from the life of a character in a movie or book, an acquaintance, a famous person or your own life that illustrates the construct of mindset as described by Dweck. Be sure to include (but not necessarily in this order):

- A brief description of the person and the context of the stressor.
- An analysis of the mindset used by the character (fixed or growth).
- Demonstrate how self-perception and mindset are connected.
- A critique of the ways in which mindset does or does not explain the character's responses and why?

**Please have submit a typed copy, 12 point, Times or Times New Roman font, double-spaced, standard margins. Length – 2 to 3 pages. Check spelling and grammar. Please proofread your paper.**

**Rough Grading Criteria:**

- a) Did you fulfill the requirements of the assignment?
- b) Did you follow the formatting rules above?
- c) Have you proofread for grammatical and spelling errors?
- d) Is there a main idea?
- e) Are there supporting details and elaboration?
- f) Are there examples to clarify your main idea?
- g) Is the paper well-organized?
- h) Is there a conclusion?
- i) Does your writing make sense to you? If not, then it will not make sense to me.

**Helpful Resource:**

Undergraduate Writing Center

FAC 211  
Phone: 471.6222  
<http://uwc.fac.utexas.edu/>

Sample Thesis Statement:

*An analysis of Jen's life using the stages of Erikson's developmental model and the crisis model will illustrate how the early traumatic events of Jen's life have affected her growth as a person.*

\* Note: The Undergraduate Writing Center is a useful resource for students when writing papers. If you go to the Writing Center, take your draft of your paper, the description of the assignment, and have a question about the paper,

Examples of specific questions:

I need help with my thesis statement.

What can I do to tighten the organization of the paper?

Do I have MLA citations included correctly?