

Psychology, College of Natural and Social Sciences
General Psychology (PSY 1003-2)
Number of Units: 3
Fall 2024

Meeting days/times: MWF 8:30 am – 9:25 am

Meeting location: Liberty Station Conference Center (LSCC), 207

Final Exam: Friday, December 20th, 7:30-10 am; At LSCC, 207; Need 100 Response ZipGrade Answer Sheet

Information	Specifics for the Course
Instructor title and name: Pronouns:	Dr. Kristen Bonwell she, her, hers
Phone:	N/A
Email:	kbonwell@pointloma.edu (Communication via Canvas Inbox preferred)
Office location and hours:	Only by appointment



PLNU Mission 

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission 

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

COURSE DESCRIPTION

A survey of psychology as an empirical/behavioral science. Topics include biological correlates of behavior, learning, cognition, emotion, motivation, personality, assessment, development, psychopathology, psychotherapy, and social psychology. Students should take [PSY 1003](#) if they do not meet the criteria for [PSY 1001](#).

Prerequisite(s): [PSY 1001](#) (may be taken concurrently)

PROGRAM AND COURSE LEARNING OUTCOMES

By the end of this course, you will be able to...

1. Describe the historical development of the discipline of psychology.
2. Describe the scientific approach to answering questions, critically evaluate claims made by others, and differentiate between the various research methods used in psychology.
3. Describe and evaluate the various psychological theories used to explain human behavior.
4. Describe various theories of how behavior, cognition, and personality develop throughout the lifespan.
5. Demonstrate knowledge of psychological concepts specific to important subfields of psychology (e.g., social psychology, health psychology, biopsychology, etc.).
6. Apply psychological concepts, as appropriate, towards his or her daily life situations.
7. Differentiate between various psychological disorders and contrast and evaluate various types of treatment for those disorders.

GENERAL EDUCATION LEARNING OUTCOMES

The general education courses offered in the Psychology Department are PSY 101 (AKA PSY 1001) and PSY 103 (AKA PSY 1003) (Psychology of Personal Development and General Psychology, respectively). Each semester, professors who teach these courses assign the approved signature assignment to assess General Education Learning Outcome 2.a (“Students will develop an understanding of self that fosters personal wellbeing”). In PSY103 students write an essay that explains how insights from psychology can help them thrive on a personal and interpersonal level. In PSY103 the assignment is uploaded by the students to their PSY 103 Canvas course.

PSY103 GE Psychology and You Rubric				
GELO 2.a Students will develop an understanding of self that fosters personal wellbeing.				
	Capstone	Milestones		Benchmark
	4	3	2	1
Why these?	Clear/concise; relates three concepts to own life.	Somewhat clear/concise; relates at least two concepts to own life.	Clarity needs work and relates one or fewer concepts to own life.	Off topic.
Thriving	Provides clear picture of how course content fosters personal wellbeing and uses at least one personal example per concept.	Somewhat clear picture or fewer than one personal example per concept.	Picture needs work and examples not used.	Off topic.

The Relationship between Psych 1003 and other College Curricula

Psych 1003 is required of Child Development, Family Life Services, Social Work, Exercise Science, Industrial-Organizational Psychology, and Psychology majors.

This course is also one of the components of the General Education Program at Point Loma Nazarene University for students that transferred in more than 23 units. A student who was in high school a year ago or less will need to take Psychology 1001. A transfer student who comes to Point Loma with 24 or more transferable units and two semesters of college or university experience (excluding test credit and dual enrollment while in high school) will take Psychology 1003 instead of 1001. The course falls under the category of “Developing Cognitive Abilities.” By including this course in a common educational experience for undergraduates, the faculty supports the pursuit of personal awareness and skill development, focusing on the analytical, communication, and quantitative skills necessary for successful living in modern society.

General Objectives

1. To describe the fundamental principles, generalizations, and theories of psychology that educated people in society should know.
2. To describe the implications of the course material for understanding oneself.
3. To demonstrate the ability to apply course material to improve critical thinking.
4. To develop and describe points of view and competencies needed by professionals in the field of psychology.

Course Learning Outcomes (CLOs): #1 Communication Skills	#2 Thinking and Reasoning	#3 Global Awareness	#4 Information Competency
After taking this class, students will describe and apply major concepts and theories of psychology in writing or in other forms of effective presentation.	After taking this class, students will be able to use scientific reasoning and knowledge base in psychology to interpret psychological phenomena, investigate psychological issues, and/or solve psychological problems.	After taking this class, students will be able to incorporate sociocultural factors into scientific inquiry and demonstrate awareness of the influence of sociocultural diversity on human behavior.	After taking this class, students will be able to use the internet, journals, and seminal works to conduct academic research on major topics in psychology.

The following assignments will help you achieve the Learning Outcomes above.

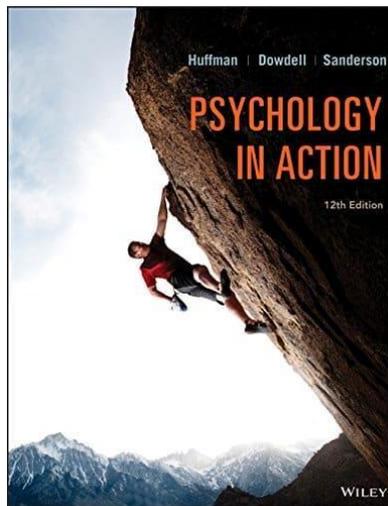
Small Group Assignments: Communication Skills
Thinking and Reasoning
Global Awareness
Information Competency

Written Case Presentation: Communication Skills
Thinking and Reasoning
Global Awareness
Information Competency

Exams: Thinking and Reasoning
Global Awareness

REQUIRED TEXTBOOK

Huffman, K., Dowdell, K., & Sanderson, C. A. (2018). *Psychology in action (12th ed.)*. Wiley.



Student Instructions:

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials and all digitally delivered materials will be integrated into Canvas. You should have received an email from the bookstore confirming materials provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about LomaBooks, please go: [HERE](#)

COURSE CREDIT HOUR INFORMATION Ⓢ

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

THE PURPOSE OF THE CLASSROOM

As you are aware, college students are expected to learn a large proportion of the content of the course from study of the textbook. Therefore, most students are expected to study a minimum of two hours per class to achieve a “C” in the course. Therefore, the purpose of class time is not to help those who do not have enough time to study by lecturing directly from the textbook. This would only bore those students who have studied the reading assignment for the day. Below are what I view as the purpose of the classroom experience:

1. A relationship exists between the professor and student in the classroom. It is my job to make the information as practical as possible. I can only do this by listening to your questions, practical applications, etc.
2. I will use the lecture method to help make practical seemingly impractical information.
3. We will use the discussion method to help you clarify your viewpoints by getting into depth on an issue.
4. We will use the classroom to hear how others are integrating the concepts of psychology into their lives.

ASSESSMENT AND GRADING ⊕

Grades will be based on the following:

Course Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

COURSE GRADE COMPOSITION & WEIGHTED PERCENTAGES

In-Class Group Work/ Psychology in the Environment Journal & Discussions	25%
Weekly Content Quick Check Quizzes	10%
3 out of 4 Exams (drop lowest score)	20%
Online Discussions	5%
Weekly Assignments via Canvas	15%
Written Case Presentation	5%
Final Reflection	5%
Cumulative Final Exam	10%
Final Essay – Psychology and You: Three Components	5%

FINAL EXAMINATION POLICY ⊕

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

SAFE SPACE

Dr. Bonwell strives to make all her classes safe spaces for students to learn and thrive. The hope is that you will see this and feel this as you read the syllabus, get to know Dr. B. and your classmates, and engage in the class content. If ever you do not feel safe, please reach out to Dr. B. for support. You should feel respected, valued, heard and seen. On the other hand, you should reciprocate and make others feel the same. One way you are protected in this course is by the

provision of educational privacy laws. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of students. In this class, you are expected to respect these laws as well. Thus, please do not share your classmates' private information outside of our class. For group work or video assignments, if you prefer to protect your privacy by using only your first name and turning off your camera, you may do so. You need to contact Professor Bonwell in advance to discuss and get approval.

Related to being heard, I encourage you to vote! If you are not registered to vote, please register online today: registertovote.ca.gov

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In General Psychology (PSY 1003), we will cover a variety of topics, some of which you may find triggering. These topics include, human sexuality/sexual abuse, psychological disorders/suicide, and therapy. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of psychology, and I will support you throughout your learning in this course.

INCOMPLETES AND MISSING AND LATE ASSIGNMENTS

All assignments are to be submitted by the Canvas due date/time posted in Canvas or by the beginning of the class session when they are due depending on the assignment.

Incompletes will only be assigned in extremely unusual circumstances.

Professor Bonwell offers two programs to help you when "life happens" and due dates are not met. Please read more about "Oooops! Tickets" and "Excused Assignment Tickets".



Late Work: Weekly module assignments and other course assignments are considered late if they are not submitted by the deadline set in Canvas. Assignments not submitted by the deadline will receive a zero. You have been granted **four** "Oooops! Tickets" which allow you to submit an assignment late without a late penalty. Anything due during the first half of the course (between weeks 1 and 8 for a 16-week course) must be submitted with an "Oooops! Ticket" by the end of the week at the half-way mark. [I allow an extra week for missing work from week 8 (16-week course).] Anything due during the second half of the course (between weeks 9 and 16 for a 16-week course) must be submitted with an "Oooops! Ticket" by the end of week 16. **Important note:** There are some course requirements that are exempt from

“Oooops Tickets”: projects, quizzes, exams, research papers, and partner or group work. Feel free to reach out to Dr. B. with any questions.

Work that is exempt from “Oooops! Tickets”:

Quizzes and exams – **There are no make-up quizzes or exams.** Your lowest exam score will be dropped. Thus, if you miss an exam, your score will be zero and it will be dropped as your lowest score. Subsequent missed exams will earn a zero and will count toward your course grade. Your lowest weekly content quick check score will be dropped as well.

Papers, and partner or group work – If these assignments are not submitted by the due date set in Canvas, they will not be accepted.

CLASS REQUIREMENTS

Course Requirements/Assignments: Effort has been made to design a grading system that is fair and provides students with the opportunity to do well in this course. In addition to reading, in-class group work, including Psychology in the Environment Journal & Discussions, weekly quizzes, four exams, a few online discussions, assignments in Canvas, one written case presentation, an in-class final reflection, a final essay, and a final exam are required for this course. Please note: assessments and learning assignments are weighted. You will find the weighted percent for each requirement category below. For example, exam grades comprise 20% of your course grade.

1. **Read and study the textbook.** To expedite the amount and quality of in-class activity, you will be expected to read and understand the material from the textbook prior to the class meetings so that students may spend time discussing, analyzing, and synthesizing information. Again, lectures are designed to be a supplement to your reading. When you need extra support in understanding the information, you may schedule a “Coffee Break with Dr. B” (AKA office hours) to review the material together.
2. **In-Class Group Work/Psychology in the Environment Journal & Discussions (25% of course grade):** Group work refers to learning experiences in which students work together on the same task. Group work can help build a positive and engaging learning community through peer learning and teaching.

Promoting peer interactions can positively affect learning experiences by preparing students for work beyond the classroom. According to Constructivism, when students work together to solve problems, they construct knowledge together, rather than passively absorbing information. Students learn more effectively working cooperatively in diverse groups as opposed to working exclusively in a heterogeneous class, working in competition with other students, or working alone (Hattie, 2012). In this course, you will need to prepare for group work by reading the assigned chapters prior to class meetings. You must also attend class regularly. To earn high marks in this area, you will need to participate and work as a team. **Your two lowest grades in this category will be dropped and there is no make-up work.**

Reference

Hattie, J. (2012). Visible learning for teachers (1st ed.). Routledge.

Journal writing assignments can benefit students by enhancing reflection, facilitating critical thought, expressing feelings, and writing focused arguments. Additionally, journaling about examples from your

personal life experiences is shown to deepen learning, helping you remember it easier and for a longer period of time. Journal instructions, rubric, and due dates will be noted on the journal entry assignment in the corresponding module.

3. **Weekly Content Quick Check Quizzes (10% of course grade):** At the beginning of each module (except the GS module), you will complete a content quick check quiz. These are timed (five minutes) and low-stakes quizzes worth five quiz points. The quiz is a learning tool intended to help you achieve mastery of the content including definitions and concepts that were presented in the readings and that will be covered in class. The questions are randomly selected from a pool of questions, so they will vary each time you take the quiz. Also, they are good samples of questions you will see on the exams. You have unlimited attempts before the due date of the corresponding exam, and Canvas will keep your highest score. Your lowest weekly content quick check score will be dropped. They also serve as excellent practice quizzes for the exam. The way this works is that all quizzes that go with a given exam are available in Canvas, meaning you can still take them, even after their due date up until the due date of the corresponding exam. In these cases, there is no penalty for completing the quiz late.
4. **Examinations (20% of course grade):** There will be four non-cumulative exams for the course. Each exam will consist of 50 true/false or multiple-choice questions (50 exam points total) and will cover all assigned reading, lecture material, and other material presented in the course (e.g., discussions, videos, and films). Your highest three exam scores (of the four exams) will count toward your final grade (the lowest exam grade will automatically be dropped). Please note the exam deadlines stated in the course schedule at the end of the syllabus. Any changes to the schedule will be announced in Canvas.

If a student does not complete an exam on or before the scheduled day, that exam will be scored as a zero and dropped as the lowest score. Any other missed exams will be scored as a zero and will count toward the course grade.

5. **Online Discussions (5% of course grade):** Throughout the course, there will be a few class discussions related to the course content. You will receive the specific instructions and the rubric below or an assignment-specific rubric to guide you in your replies. To view assignment-specific rubrics, you will need to click on the three-dot button in the top right of the discussion and select "Show Rubric".

Instructions: Post your reply to the discussion prompt and reply to at least two classmates. Remember to maintain a positive learning community by being respectful to one another. See sample rubric below.

Online Discussion Board Rubric

Contributions	Description	Points Assigned
Provocative	Response goes beyond simply answering the prompt; attempts to stimulate further thought & discussion	20
Substantial	Response provides most of the content required by the prompt, but does not require further analysis of the subject	15
Superficial	Response provides obvious information without further analysis of the concept; lacks depth of knowledge or reasoning	10
Incorrect	Response does not accurately address the prompt; rambling and/or without consistency	5
None	No response provided to the prompt within the associated timeframe	0

6. **Weekly Assignments via Canvas (15% of course grade):** Each week you will start a new module containing your course content for the week, including the weekly content quick check quiz, reading assignments, and various

assignments designed to help you learn the material, apply it, and think critically about it. All of these will be designed to help you meet the course objectives. The assignments that fall into this “Weekly Assignments” category and count toward 15% of your course grade include written reflections, short quizzes based on videos and reading material, and hands-on activities such as creating a model of a neuron.

7. **Written Case Presentation (5% of course grade):** You (or you and a partner) will write a fictitious case demonstrating your understanding and application of the course material. The instructions and rubric will be presented in the module. I encourage you and your partner to plan ahead. It is advised that you read the instructions and rubric contained in the document named Instructions for Written Case Presentations for Canvas PSY 1003 in the Files in Canvas and plan time to work on the assignment ahead of time.
8. **Final Reflection (5% of course grade):** At the end of the course, your final assessment will be an in-class written reflection about what you learned during the course.
9. **Cumulative Final Exam (10% of course grade):** The final cumulative exam will consist of 75 true/false or multiple-choice questions and will cover all assigned reading (chapters 1-3 and 5-16) and lecture material presented in the course. Please note the final exam date and time as directed by LSCC. This information has not yet been provided at the time of the publication of this syllabus, but should be available during the first week of classes. Plan accordingly so that you can attend the exam during final week.
10. **Final Essay – Psychology and You: Three Components (5% of course grade):** Described above in the GENERAL EDUCATION LEARNING OUTCOMES⊕ section, including instructions and grading rubric.

Course Caveat

Class exercises may bring you in touch with strong emotions and/or troubling thoughts because they are related to abnormal psychology and sensitive mental health issues. Please see me privately if you are emotionally vulnerable so we can discuss options for the course.

You have access to free counseling services on campus that may be used to address and resolve your own personal issues if such issues arise as a consequence of participating in class activities and/or exercises.

PLNU Wellness Center

Location: Bottom floor of Nichols and Commons

Phone: 619-849-2574

Hours: 8 am - 4 pm, some evening hours on Wednesdays and Thursdays

Recommended Outside Therapists (Please feel free to reach out to Dr. B. for more information.)

Dr. Lynn Northrop - [Home | Drlynn \(drlynnnorthrop.com\)](http://Home | Drlynn (drlynnnorthrop.com)) (anx. dep, neurodiversity, LGBTQIA+, gero, & more)

Dr. Sara Giglio Patterson & Dr. Heidi McClune –

[Therapy | Mental Health Services | IPSC | San Diego \(sandiegopsychologist.org\)](http://Therapy | Mental Health Services | IPSC | San Diego (sandiegopsychologist.org))

In an emergency call 911 or Campus Police 24-Hour Emergency: (619) 849-2525

If we are closed or unavailable please refer to the following resources:

Access & Crisis 24 Hour Hotline (SD County) 1-888-724-7240 Provides mental health crisis intervention and suicide prevention. Information and referral to mental health services in San Diego County can be provided. Additionally, this line provides drug and alcohol information.

National Suicide Prevention Line 1-800-273-TALK (8255) You will be connected to a skilled, trained counselor at a crisis center in your area, anytime 24/7. If calling locally you will be connected to the Access & Crisis 24 Hour Hotline. You can also call this line anywhere in the nation.

Warm Line 1-800-930-9276 (3:30 PM-11:00 PM) A friendly telephone support line which listens to concerns, offers referrals and provides understanding to the caller's perspectives for non-crisis/non-emergent cases.

211 Resource Line Dial 211 from anywhere in the U.S. for information on local resources for food, housing, job support, health, human trafficking or disaster assistance. We can also provide assistance during personal crisis.

Sexual Assault Crisis Line & Referral number is 1 (888) 385-4657. Highly trained advocates are available 24/7 to talk confidentially with anyone who has been assaulted, wants to report assault, is experiencing domestic violence, is seeking resource information, or questioning unhealthy aspects of their relationship.”

Mandated Reporting: As a mandated reporter, your professor, Dr. Bonwell, must abide by the legal requirements of CA Penal Code § 11166.5 as well as the CA Board of Psychology.

Child Abuse and Neglect Law (Penal Code § 11166.5) Definitions: The following situations involving individuals under the age of 18 years of age are reportable child abuse and neglect conditions:

- 1) Physical Abuse
- 2) Sexual Abuse
- 3) Child exploitation, child pornography and child prostitution
- 4) Severe or general neglect
- 5) Extreme corporal punishment resulting in injury
- 6) Willful cruelty or unjustifiable punishment
- 7) Abuse or neglect in out-of-home care

Dr. Bonwell is also required to report suspected elder abuse, risk of harm to self (e.g., suicidality) or others (e.g., homicidality), and instances in which an individual is gravely disabled.

Possible Hints to Successful Performance

The best way to understand a concept is to **think of examples to illustrate the concept**. Of course, your example needs to be accurate. Feel free to give your example to the professor to discuss in class.

Another dilemma experienced by students who do poorly on tests is difficulty utilizing problem-solving skills. Specifically, they do not know how to approach solving a multiple-choice question. Students pursuing graduate studies will likely encounter (important) multiple-choice exams for the next 5-10 years of their lives, so this skill will be a valuable one to acquire.

Reviewing tests is often a useful learning strategy and will likely help student performance on a final cumulative exam. In-person tests will be reviewed in class during the class meeting following the exam. Students may review exams completed via Canvas the day following the exam due date. Further, I will be available to review exams with students during class following the exam or by appointment. Contact me to review your test. Then, try to pinpoint one or two things that you can improve upon for the next test.

Classroom Philosophy

The classroom experience will be good for you if you come ready to work. Your work is to pay attention, think, and ask questions.

The classroom experience is invaluable because:

1. You have the opportunity to learn directly from someone who has quite a bit of formal training and experiences.
2. You have the opportunity to learn directly from someone whose faith has been challenged by her formal education, but someone who still genuinely believes in Christ.
3. You have the opportunity to ask questions about things you do not understand in class or from your readings, especially as it relates to your Christian faith.
4. You have the opportunity to hear comments and questions from other fine individuals.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Abnormal Psychology, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include psychological disorders, including, but not limited to, depressive disorders, schizophrenia, posttraumatic stress disorder, and substance use disorders, as well as suicide, sexuality, and gender. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of abnormal psychology and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Abnormal Psychology, we will cover a variety of topics, some of which you may find triggering. These topics include, but are not limited to, addiction and suicide. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Abnormal Psychology and I will support you throughout your learning in this course.

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

STATE AUTHORIZATION Ⓢ

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY Ⓢ

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU RECORDING NOTIFICATION Ⓢ

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY Ⓢ

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU ACADEMIC ACCOMMODATIONS POLICY Ⓢ

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

LANGUAGE and BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

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If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU ATTENDANCE AND PARTICIPATION POLICY 🚫

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (45 class sessions; 4.5 absences), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (9 absences), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

COURSE MODALITY DEFINITIONS

1. In-Person: Course meetings are face-to-face with no more than 25% online delivery.
2. Online: Coursework is completed 100% online and asynchronously.
3. Online Synchronous: Coursework is completed 100% online with required weekly online class meetings.
4. Hybrid: Courses that meet face-to-face with required online components. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Undergraduate Academic Catalog.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Assignments At-A-Glance Note: Assignments are posted in Canvas.

Welcome to what I hope will be an exciting and memorable experience!

(Scroll down to see the course schedule.)



COURSE SCHEDULE

This is a *tentative* course calendar and is subject to revision depending on class progress and needs. You will be informed of any of changes if they are to occur. Lecture material will tie into topics associated with your assigned readings but will primarily be a supplement to these readings. *Please read assigned chapter before participation in discussions and activities.

Week#	Class Meetings M/W/F – 8:30-9:25 am	Module/Class Meeting Topic	Required Textbook Reading*
1	W, 9/4 1 st day F, 9/6	GS: Getting Started; Course Introduction; Begin building safe and supportive learning community! Get Psyched TPS	Start Ch. 1
2	M, 9/9 W, 9/11 F, 9/13	1: Introduction and Research Methods Research Methods Small Group Assignment	Ch. 1
3	M, 9/16 W, 9/18 F, 9/20	2: Neuroscience and Biological Foundations	Ch. 2
4	M, 9/23 W, 9/25 F, 9/27	3: Stress and Health Psychology EXAM 1 (Chapter. 1-3) via Canvas; 9/27 during class	Ch. 3
5	M, 9/30 W, 10/2 F, 10/4	5: States of Consciousness	Ch. 5 (SKIP Ch. 4)
6	M, 10/7 W, 10/9 F, 10/11	6: Learning	Ch. 6
7	M, 10/14 W, 10/16 F, 10/18	7: Memory	Ch. 7
8	M, 10/21 W, 10/23 (No mtg F,10/25)	8: Thinking, Language and Intelligence EXAM 2 (Chapters 5-8) via Canvas; 10/23 during class Have a Great Fall Break!	Ch. 8
9	M, 10/28 W, 10/30 F, 11/1	9/10: Life Span Development I & II	Chs. 9 & 10
10	M, 11/4 W, 11/6 F, 11/8	11: Gender and Human Sexuality Remember to vote!	Ch. 11
11	M, 11/11 W, 11/13 F, 11/15	12: Motivation and Emotion EXAM 3 (Chs. 9-12) via Canvas; 11/15 during class	Ch.12

12	M, 11/18 W, 11/20 F, 11/22	13: Personality Start Psychological Disorders Lecture	Ch.13
13	M, 11/25. W, 11/27 (No mtg F,11/29)	14: Psychological Disorders Have a blessed Thanksgiving! CASE PRESENTATION ASSIGNED (Due on Friday of finals week by 11:59 pm.)	Ch.14
14	M, 12/2 W, 12/4 F, 12/6	15: Therapy	Ch.15
15	M, 12/9 W, 12/11 F, 12/13 – Last class meeting	16: Social Psychology and AR/SJ: Antiracism & Social Justice EXAM 4 (Chs. 13-16) via Canvas; 12/11 during class FINAL ESSAY – Psychology and You; Assigned in Canvas; Due on Friday of finals week by 11:59 pm.	Ch. 16
16 Finals Week	Friday, 12/20, 7:30-10am; LSCC, 207	In-Class Final Exam - Cumulative Chs. 1-3; 5-16 Final Exam (CUMULATIVE) in the classroom when scheduled; bring #2 pencil & ZipGrader 100 responses form; Chs. 1-3, 5-16	