School of Behavioral and Social Sciences

Department of Psychology

PSY 1001-7 - Psychology of Personal Development

2 units *Spring 2026*

Meeting days/times (T, Thurs 10:00 am – 10:55 am)

Meeting location (Taylor 314)

Final Exam: Tuesday, May 5 10:30am-1pm

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Colleen Jensen Cook, LCSW
Phone:	619-849-2471
Email:	ccook1@pointloma.edu
Office location and hours:	Room 102, by email appointment (look in email signature)

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.

Program and Course Learning Outcomes

Purposes of the Psychology Department:

- *To develop mature personalities in students, so they will be able to meet problems of adjustment with realism and intelligence;*
- *To integrate the religious faith of students with the study of psychology;*
- *To prepare students who plan to undertake graduate study in psychology for careers related to mental health, such as marriage and family counseling, clinical psychology, community psychology, and health psychology;*
- *To educate students preparing for careers in non-mental health/related fields, such as ministry, business, medicine, and law.*

General Education Learning Outcomes⊛

For any General Education Learning Outcome (GELO's) assessed in the course, be certain to list those outcomes and a brief description of the assessment to be used. Additionally include a brief statement about the type of signature assignment that will be used to measure GE learning outcomes in this course.

1. Link to GE courses and assessment plan - Link here
2. Link to GELO's
3. Learning Outcome(s) - See links above (and following statement)
4. Autobiography

The Relationship between PSY 1001 and other College Curricula

This course is also one of the components of the General Education Program at Point Loma Nazarene University, 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, communicative, and quantitative skills necessary for successful living in modern society.

Catalog/Course Description

A first-year introduction to issues and various theories in psychology which allow students to reflect on their personal social, mental, and spiritual development. The course emphasizes various attitudes and skills which contribute to academic success as well as providing a better understanding of the specific religious and social culture of Point Loma Nazarene University. Discussions, lectures, and small group experiences are the major components of this course. Required for all first-time freshmen up through age 20, as well as transfer students with fewer than 24 transferable units after graduation from high school.

Course Learning Objectives (CLOs)

(CLOs) are statements of what students are expected to know, understand and be able to do by the time they complete the course:

- To contribute to your self-development and maturity using psychological tools.
- To contribute to your success at PLNU.
- To help you think critically and abstractly as tools for college successes.
- To help you discover and resolve social and cultural blocks to successful college and life experience.
- To help you develop interpersonal skills..
- To help you develop alternative ways of thinking about yourself.
- To help you become more curious about yourself as a stimulus to *learning to learn.*
- To introduce you to Psychology as a resource for learning and solving academic,

personal, spiritual, and culture problems.

Course Evaluation

The underlined sections are the IDEA standards which you will use to evaluate the course at the end of the semester.

Throughout the semester, the professor will also teach students how the following 6 IDEA course evaluation objectives are essential and important to their learning. These include:

1. *Developing knowledge and understanding of diverse populations, global awareness, or other cultures.*
2. *Developing skill in expressing myself orally or in writing.*
3. *Learning to apply knowledge and skills to benefit others or serve the public good.*

Required Texts and Recommended Study Resources*

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Required Texts and Materials

Palmer, J.P (2000). *Let your life speak.* CA: Jossey-Bass.

Peck, M.S. (1978). *The road less traveled.* NY: Simon and Schuster.

Tests and Assignments will be done via CANVAS.

Lomabooks Instructions for Students⍟

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; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be 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*

Scholarship

- APA 7TH EDITION - To offer a multidisciplinary approach, this course will adhere to APA

7th edition guidelines. Please refer to the Purdue Owl website for more information.

- For your research papers, the professor expects you to use the database searches in the Ryan Library as opposed to internet articles. If you use Google Scholar, reference that article in the Ryan Library as well. The home page is found here - Ryan Library
- Refer to the PLNU Department rubrics for grading. More information is found on

Canvas.

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 2-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 75 total hours meeting the course learning outcomes.

Assessment and Grading✪

Grades will be based on the following:

See point breakdown below:

Grading: Your final course grade will be composed of the following:

Autobiography	**Approximately 24%**
Small Groups	**Approximately 11%**
Exam 1	**10%**
Exam 2	**10%**
Exam 3	**10%**
Exam 4 -Required	**10%**
Reflection Papers- 4 total papers *(3 pages each in APA 7th edition format)*	**Approximately 10% total (2.5% total)**
Attendance	**Approximately 5%**
Participation	**10%**
TOTAL POINTS –	**100%**

Grading Scale

	A 93 to 100%	**A- 90 to 92.99%**
B+ 88 to 89.99%	**B 84 to 87.99%**	**B- 80 to 83.99%**
C+ 78 to 79.99%	**C 74 to 77.99%**	**C- 70 to 73.99%**
D+ 66 to 69.99%	**D 60 to 65.99%**	**D- 50 to 59.99%**
	F 0 to 49.99%	

Assignments and Grading

Autobiography: This assignment requires that you write your autobiography, an 8-page writing assignment. Here you are asked to share your story, and you may do so however you wish. I encourage you to put some effort into this assignment, incorporating what you have learned about yourself from your life experiences, and the class as a whole. (Will discuss the paper more in class when it becomes closer to due date…) Turned in via CANVAS.

Small Groups: Thursday's 12:30pm to 1:25pm (45pts). More information to come.

Exams: Students will have 4 tests taken in CLASS through the course of the semester, one at the end of each segment of the course. Tests will consist of multiple choice/true false questions, matching, and short essay. These are NOT cumulative tests, and will only cover the material relevant to that segment of the class.

- ***Final Exam 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.*

Reflection Papers: Students will be required to complete 4 reflection papers of 3-pages each, double spaced. Paper topics will take into account each class segment and are intended to integrate the content of the course with your personal experiences. All Papers will be turned in via CANVAS. 1 point will be deducted for each day reflection paper is turned in late.

Attendance: You will be expected to attend all classes in person this semester. We will take attendance at the beginning of each class worth 1pt for being present each day of class. You will be allowed 2 free

misses from class this semester. Use them wisely. Each miss after the 2 free misses will be a 5pt deduction from your final point total at the end of the semester. Please make sure to communicate with me if you must/need to miss class.

Participation

PLNU Attendance 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, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

In this class, your attendance and participation will count at 5% towards your grade. You may miss two classes without impact on your grade. If you miss 3 classes, the percentage will be reduced by 50%. If you miss 4 classes, the percentage will be reduced by 100%. I will take attendance every class meeting for accountability.

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, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade. See Academic Policies in the Undergraduate Academic Catalog.**

Presence, Preparation, & Participation: **Presence** (mind, body, and spirit) is vital for success in life. Simply showing is expected in most professional settings. Presence is one of three elements that will make up this portion of your grade. The value of presence can be enhanced by thoughtful **Preparation.** Being prepared for class, work, a meeting, goes a long way. So I will be assessing preparation daily. **Participation** is key for building a collaborative learning community. You will earn these participation points by being actively involved in classroom discussions, small group activities, and periodic in class assessments. Points will be distributed proportionally.

- Giving your colleagues and professor good eye contact.
- Showing excitement for learning the material and being in class.
- Coming to class prepared by reading the material, taking notes, doing the homework, and synthesizing the information with the world around you.
- Engaging in respectful and polite discourse with the professor and other students.
- Points will be deducted if you do the following and the professor will correct you and perhaps as you to step outside:
  - Participating is impolite and threatening .
- Talking is dominating the class too much and not giving others a chance to speak.
- Texting or doing computer/school work not directly related to the class.

- Having excessive side conversations (or other distracting behaviors) while others are talking.

Tardy. You will be counted **tardy** if you are one minute late. Being tardy distracts the classroom, is not professional, and will count against your attendance points.

• **10 minutes.** Being late, leaving early, or missing 10 minutes of class or more counts as an absence. You are responsible for being in class the entire time. Do not schedule appointments, work, or advising meetings during our class. If faculty/advisers ask to meet with you during our class, please let them know about my policy and to plan accordingly. An email from the adviser/faculty will not excuse this absence.

• **Two Wellness Days.** I recommend saving these two days for when you are not feeling well or need more rest. You are also still responsible for turning in the homework and assignment by the deadline. Quiz/Exam dates are not open to Wellness Days. Also, PLNU policy: Absences with doctors' notes are not considered excused absences. Professors are not to ask students for HIPAA information (medical documentation).

• **Excused Absences.** Excused absences are only those approved by the Provost for specific students participating in certain university-sanctioned activities. I get emails directly from the university with students' names on them. If I do not receive an email from the Provost's office for your event, it counts as an absence.

• **In-Person Learning.** With the exception of university-mandated virtual learning or if a student has been approved by the university due to health concerns (I will get an email), students who ask to be on Zoom for a class session will still be considered absent.

Presence in MInd, Body, Spirit Without Technology Distractions

In addition to the focus on each student's "story," another aspect of PSY 1001 is to introduce freshmen to the college experience. A student's classroom contribution is vital to the academic environment at Point Loma. Classroom contribution is more than just asking thoughtful questions, it also involves respectful attention to what others are saying. This is not only a good idea because what is being said might be on a test, but it is also just a common courtesy. Although it does not need to be said to most college students, technology devices in this classes' context can detract from the classroom environment. *In PSY 1001 students are not permitted to use their laptop computers (except for taking the exams/attendance in class via CANVAS), cell phones, etc. during class.* THANK YOU for respecting this policy.

Use of Technology

There are NO laptops allowed for note-taking during class meetings. Please come to class with a notebook and a pen/pencil. You may use an iPad, but note that ONLY HARD COPIES of notes are allowed during quizzes/exams in Canvas with Honorlock. As a culture in this School of Behavioral and Social Sciences, many of my colleagues had this policy even before COVID. When she

allowed it one semester, the general outcomes had been disengagement, distractedness, and lower exam scores. Other faculty feel similarly and below are reasons why. On the following page, I included links to scholarly research that support this policy.

Why do my fellow faculty and I feel so strongly about putting away electronics in class?

1. Avoid zombie note-taking. Zombie note-taking does not equal learning. Instead of copying everything, synthesize what you are learning. Highlight what stands out to you. Here

2. Avoid distracted note-taking. When you are on your laptop or phones, it is hard not to check other things. Notifications interrupt your learning process and sense-making. Here

3. Avoid distracting your peers. When your peers see your online activity, it interrupts learning. Here

4. Avoid time wasted in class. Listening intently in class equates to less studying-cramming time before exams or paper deadlines.

Electronics/Phones. Being asked to put away your electronics after class has started counts as an absence. Having your phones/computers out after I start lecturing counts as an absence, whether or not I ask you to put it away again. I will simply note your use and subtract attendance points.

• **Electronics/Phones.** Being asked to put away your electronics after class has started counts as an absence. Having your phones/computers out after I start lecturing counts as an absence, whether or not I ask you to put it away again. I will simply note your use and subtract attendance points.

Culture of the Course

Course Spirit:

- Due to the nature of this class, you will be asked to share personal information. However, you are never required to share anything that you do not feel comfortable sharing, either in papers or in class. This is intended to be a safe place.
- The professor and students alike must respect and honor one another.
- Academic Honesty—Students should demonstrate academic honesty by doing their own original work…SEE PLNU POLICIES SECTION OF SYLLABUS BELOW.

Course Format: This course will rely mostly on lecture and discussions. Lectures are intended to integrate and supplement the readings. Therefore, students are expected to complete readings prior to each class meeting. However, the success of the class will greatly rely on student participation in class discussion and exercises.

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 2 unit class delivered over

15 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 75 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Timely Assignments / Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

LATE ASSIGNMENT DEDUCTIONS - I understand that things come up, you are very busy, and you have a lot of assignments due in my class and other classes, but to follow the PLNU policy of late assignments (this is also in the course syllabus)*, I will deduct 10% if an assignment is 1 day late, 20% if an assignment is 2 days late, and 30% if an assignment is 3 days late or more.*

All assignments are to be submitted/turned in **by the beginning of the class session when they are due**—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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 Psychology of Personal Development 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. 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 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 Psychology of Personal Development, we will cover a variety of topics, some of which you may find triggering. These topics include life review, mental health, suicide, substance abuse, etc. 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 social work and I will support you throughout your learning in this course.

Spiritual Care*

Please be aware PLNU strives to be a place where you 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 have prayer requests you can contact your professor or the Office of Spiritual 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 distance education outside 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.

Use of 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.

MLA Style Center: Citing Generative AI
APA Style: How to Cite ChatGPT
Chicago Manual of Style: Citing Content Developed or Generated by AI

Once again, I expect you to do ORIGINAL WORK. Write your own ideas. If you decide to use AI for editing reasons, I am expecting you to PLEASE include a page after the APA-7th-student-edition title page, stating that you used AI. Also include which program you used and what you used it for.

Here is an example of what I am expecting you to include:

Use of ChatGPT for Editing Purposes:

A revision of this paper was completed and Grammarly was used to check for writing errors and inconsistencies on the revised version. Grammarly pointed out several sentences that were written in the passive voice. ChatGPT was used to revise passive sentences in an active, scholarly voice.

I also asked ChatGPT to review my submission against the assignment prompt and rubric provided. ChatGPT prompted me to add an explanation of aspects to add to the introduction, strengthen transitions within the body of the paper, and work on adding an application to professional practice or implications for practitioners.

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 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 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 other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

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.

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

Rights as a PLNU Traditional Undergraduate (TUG) Student (In my Opinion)

- Accommodations - Education Access Center - see website here
- Community -
    - Associated Student Body - see website here
    - Community Ministries - see website here
    - Multicultural and International Students - see website here
    - Commuter Services - see website here
    - Veterans Services - see website here
- Food - Loma Shares - see Instagram page here
- Give Feedback on this Course -
    - The class will focus on the textbooks, relevant current events, IDEA course objectives), and course objectives.
- Health -
    - Mental Health in Evans - see website here
    - Physical - Wellness Office in Nicholson Commons - see website here
- Help if something is too much for you - 911, Public Safety, 988, Access and Crisis Line - see website here
- Knowledge about the:
    - PLNU Student Handbook - see website here
    - PLNU Social Work Program Handbook -
    - PLNU Social Work Internship Handbook
    - CSWE 2022 EPAS (for our program accreditation) - see website here
    - NASW Code of Ethics - see website here
- Personal Bill of Rights - see website here
- Rest

  What do you like to do? What recharges your batteries?
- Safety -
    - Title 9 Office and form - see form here and section above
    - Public Safety - see website here and phone number is (619) 849-2525
    - Bias Reporting Form - If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at website here
- United Nations Declaration of Human Rights
    - Rights of Indigenous People - see website here
    - Universal Declaration - see website here

Culture of Our Classroom Space

Course Expectations

What I Expect of You	*What You Can Expect of Me*
Be informed. Read this syllabus carefully and completely so you understand the course structure and expectations.	**Enthusiasm.** To be prepared for each class and to bring my enthusiasm for teaching to each learning interaction.
Be attuned. Keep up with readings and assignments, as each one builds on the previous one.	**Responsiveness.** To respond to emails within 24 hours. For those that know me already, you know that I usually respond faster than this. Emails received on weekends or while I'm traveling may take longer.
Ethical. A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course. Please read PLNU Principles of Community and Conduct Code found here**.**	**Timely feedback.** To make every effort to return graded assignments within one week of the submission date.
Integrity. An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration. Please read the PLNU Policy on Integrity of Scholarship.	**Integrity.** To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Be flexible. Our teaching schedule and environment may need to change with little notice due to Covid and other factors. Let's work together to adapt and make the best of our circumstances.	**Reasonable accommodation and understanding** for student situations that Arise (especially when covered by EAC accommodations). However, I will not make exceptions for one person that are not available to every other person in the course.

Covenant and Community Guidelines

Consider this syllabus not as a contract but as a covenant among all of us. Let us build an environment that helps us all feel loved, welcomed, and challenged-supported, a balance of understanding where we are coming from as well as extending our growth zones—hard but necessary. Toward this end, let's keep in mind the following aspects.

RESPECT (Be Humble and Kind)

What does this look like? How do we embody it?

- *Use inclusive language. Our words have power, so let us be considerate of what we say and write and how they may impact others. Speak up/out as needed with courage, grace, and humility.*
- *Give your full attention to the faculty and to your peers. Some theologians describe prayer as attention. As we seek to become our best selves to serve God's world, let us consider how we act and interact. Put away your phones, other electronic devices, and anything that takes attention away from the task at hand, while class is in session.*
- *Come to class on time, participate actively, and do not pack your materials before dismissal. Please plan ahead in terms of looking for parking spaces or printing materials before coming to class. We will take the entire class time, so schedule other activities around our class time.*
- *Be honest with your work. Do original work and give appropriate credit to the ideas of others. This includes proper citation formats on papers/projects.*
- *Say "I'm sorry for my mistake. Please teach me." God created us to be interdependent beings—we cannot live alone and we grow to be "more perfect in God" when we learn from each other. Let us acknowledge when we hurt each other—even without the intent to—and be humble.*

If you have any questions or concerns or just want to chat, please feel free to contact me by e-mail or make an appointment with me to talk during office hours. I look forward to building this learning community with you.

Ways to Communicate about Class - You can find the information you need to answer questions about the class by asking your colleagues, checking Canvas, checking the syllabus, and listening in class.

Assignments must be written with focus on the Bean's Hierarchy of Writing see information here. Papers and references will adhere to APA 7th edition standards.

PLNU Course Modality Definitions*

1. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

See Academic Policies in the Undergraduate Academic Catalog.

Loma Writing Center - Writing Help!

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
- Website
- Email: writingcenter@pointloma.edu

- Assignments must be written with focus on the Bean's Hierarchy of Writing see information here. Papers and references will adhere to APA 7th edition standards.

PLNU Course Modality Definitions*

1. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

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.

Assignments At-A-Glance

(Could be Subject to Change at Professor's Discretion - Please watch Canvas for Up to Date Information)

Section	***Date***	***Readings***	***Due Dates (See Canvas)***
Week 1	**Tuesday 1/13**	**Discuss Thought Behind Class Syllabus - Sent Out Already Class Norms**	
Worldview Growth and Religion	**Thursday 1/15**	**Peck: pp. 185-208**	
Week 2	**Tuesday 1/20**	**Peck: pp. 208-232**	
Worldview	**Thursday 1/22**	**Palmer: pp. 1-8**	
Week 3	**Tuesday 1/27**	**Palmer: pp. 9-36**	
Vocation	**Thursday 1/29**	**Palmer: pp. 37-55**	

Week 4 ***Psychology***	**Tuesday** **2/3**	**Review** **Three Psychologies**	
Vocation **Test**	**Thursday** **2/5**	**Test 1** **Peck and Readings**	**Wordview** **Test 1**
Week 5 ***Discipline***	**Tuesday** **2/10**	**Peck: pp. 11-32**	**Worldview Reflection** **Paper 1**
Discipline	**Thursday** **2/12**	**Peck: pp. 32-50**	
Week 6 ***Discipline***	**Tuesday** **2/17**	**Peck: pp. 51-77**	
Movie	**Thursday** **2/19**	**<u>Dead Poets Society</u>**	
Week 7	**Tuesday** **2/24**	**<u>Dead Poets Society</u>**	
Movie	**Thursday** **2/26**	**<u>Dead Poets Society</u>**	
Week 8	**Tuesday** **3/3** **Thursday** **3/5**	**Review** **Test 2**	**Discipline** **Paper 2 Due** **Test 2**
Spring Break!			
Week 9 ***Love***	**Tuesday** **3/17**	**Review**	
Love	**Thursday** **3/19**	**Peck: pp. 81-110**	
Week 10 ***Love***	**Tuesday** **3/24**	**Peck pp. 111-139**	
Love	**Thursday** **3/26**	**Peck: pp. 140-160**	
Week 11 ***Love*** ***Easter Break***	**Tuesday** **3/31** **No class on 4/2**	**Peck: pp. 160-182**	

Week 12 ***Love***	**Tuesday** **4/7** **Thursday** **4/9**	**Peck: pp. 312-315**	
Week 13 ***Love***	**Tuesday** **4/14**	**Palmer: pp. 57-83**	**Love** **Paper 3 Due**
Love	**Thursday** **4/16**	**Test 3**	**Test 3**
Week 14 ***Grace***	**Tuesday** **4/21**	**Peck: pp.** 235-261	**Autobiography Paper Due**
Grace	**Thursday** **4/23**	**Peck: pp.** 262-288	
Week 15 ***Grace***	**Tuesday** **4/28**	**Peck: pp.** 289-313	
Grace	**Thursday** **4/30**	**Course Review**	**Grace** **Paper 4 Due**
Final Exam	5/5/2026	**Test 4 (in person)**	**Final Exam** **10:30am - 1pm**

COURSE CONTRACT - COVENANT - INFORMED CONSENT

This syllabus is a contract/covenant between you and the instructor. By signing your name below, you acknowledge that you have carefully read and understand the information covered in the course syllabus including grading policies. Professor Cook reserves the right to make adjustments to the course schedule, as needed. For this class to function correctly and to its full, positive potential, we are all integral to each other.

Please remember/review the syllabus and its focus on:

1. PLNU Final Exam Schedule and Policy (page 1, 5) Initials ____
    a. *Write date and time of final* _____
2. PSY 1001 Course Learning Objectives (page 2-3) Initials ____
3. PSY 1001 Course Evaluation (IDEA) (page 3) Initials ____
4. Attendance/ Tardy/Participation policies (page 6-7) Initials ____
    a. _____
5. Use of Technology (page 7) Initials ____
6. Timely Assignments (page 9) Initials ____
7. Use of AI (page 11) Initials ____
    a. *Academic Honesty/Integrity*
8. Your Rights as a PLNU TUG student (see page 13) Initials ____
9. Classroom Culture (page 14) Initials ____
10. Expectations (page 14) Initials ____
11. Covenant and Community Guidelines (page 14-15) Initials ____
    a. *Respect/Be Humble and Kind*
12. Ways to Communicate about Class (page 15) Initials ____
    a. *Social Capital - contact info for another student*
    b. _____
    c.
13. Writing Help and Bean's Hierarchy/APA (page 15) Initials ____

This class content is pertinent to your future professional and personal life! You will learn a lot if you do the work!

2026 PSY 1001 COURSE CONTRACT AGREEMENT / INFORMED CONSENT

I have read the course contract agreement in the syllabus and understand the concepts included.

Print full name: _____ Today's Date: _____

Student Signature: _____ Major: _____