

THE PSYCHOLOGY OF PERSONAL DEVELOPMENT
Psychology 101 – All Sections
SPRING, 2019

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Professor Information

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Office Hours: Tue/Thu 12:00pm-2:30pm ~ By appointment only

Course Information – All Sections: PSY101 SPRING 2019 (3 Units)

<u>Section</u>	<u>Dates</u>	<u>Day</u>	<u>Class Time</u>	<u>Room</u>	<u>Final Exam</u>
<u>4</u>	1/8 – 4/26	<u>Tues / Thurs</u>	8:30a – 9:20a	Taylor 312	Thurs 5/2 Taylor 312 8:00 - 10:00a
<i>Email Subject line for this course section: 101SP19-4_subject -or- assignment title</i>					
<u>2</u>	1/8 – 4/26	<u>Tues / Thurs</u>	10:00a – 10:50a	Taylor 312	Thurs 5/2 Taylor 312 10:30a - 1:00p
<i>Email Subject line for this course section: 101SP19-2_subject -or- assignment title</i>					
<u>5</u>	1/8 – 4/26	<u>Tues / Thurs</u>	11:00a – 11:50a	Taylor 312	Tues 4/30 Taylor 312 10:30a - 1:00p
<i>Email Subject line for this course section: 101SP19-5_subject -or- assignment title</i>					

A little note of introduction from the Prof: The main focus of study for this particular class - is *you*. We hear a lot these days -- It's *All about ME* – and yet as the same time we often are encouraged to be more humble and think of others first. But for this course it is indeed a look at ME. But be clear - it is all about me in the context of the “ME” God created and the “ME” to whom God has given purpose and meaning and true value because of who you are and how HE created you. Many of the students who have taken this class have attested that a successful experience in Psychology 101 has greatly contributed to their self-development and maturity personally and spiritually in discovering the real *me* God wants you to be. For many, this has become one of the most helpful courses offered. That is my prayer for you.

This course is designed with purpose, just for you. It is about looking at, understanding, and reflecting on your story. But be aware, your story must always be seen in the midst of God’s story. As we open ourselves to our story, we have learned the journey is not always fair and it does not treat all persons the same - for sure it does not often, if at all, compensate for the pitfalls and pain we encounter on the journey. It also sometimes ends in seeing God and others as part of the pain. In the process of looking at "life" in this course, it is not uncommon for some of the pain of our story to emerge and for it to become difficult to process even now as a college freshman. If you feel you could benefit from talking individually to someone about some of the pain of your life, and you feel comfortable in talking to me, I would consider that a privilege. If that is not comfortable for you, I can make a referral to some of the best professionals in our area who are student-centered and Christ centered in all they do.

For most of you, the more involved you become in the class with discussions and other activities, the more you will get out of the class. Please be assured that I make every effort to insure this class is a *grace space* for all students to BE, to Share, and to Become. Grace is *unmerited favor* from God. As you explore and come to understand your story, my prayer is that it is indeed a space where you see and experience God’s favor. God's richest blessings on you this semester as you write your story and reflect on meaning and purpose in your life. Remember, we walk together – you are not alone. God is ever present and cares about the details of your life I welcome any time you want to share and chat with me about whatever is on your mind or heart.

Blessings on you as we learn and journey together,
DrJ

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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.

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 of first-year freshmen (those graduating from high school the spring prior to attending PLNU), as well as transfer students with fewer than 24 transferrable units. All other transfer students are required to take PSY 103, General Psychology. Letter Graded

TEXTBOOKS: **The Road Less Traveled, M. Scott Peck**
 Man's Search for Meaning, Viktor E. Frankl

The Relationship between PSY 101 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, communication, and quantitative skills necessary for successful living in modern society. The General Education Program Mission Statement:

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 cultures.

Course Learning Outcomes

Students will be able to...

1. Describe self-development to date using psychological tools
2. Identify critical thinking and abstract thinking as tools for college success
3. Discover social and cultural blocks to successful college and life experience
4. Detect tools to resolve social and cultural blocks to successful college and life experience
5. Detect alternative ways of thinking
6. Develop curiosity about yourself as a stimulus to learning to learn
7. Identify Psychology as a resource for learning and solving academic, personal, spiritual, and cultural problems

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

Autobiography.....	25%	90 points
Small Groups.....	12.5%	45 points
Exam 1.....	12.5%	45 points
Exam 2.....	12.5%	45 points
Exam 3.....	12.5%	45 points
Exam 4 (Final).....	12.5%	45 points
Class Papers/Quizzes/OTHER.....	12.5%	45 points
	100%	360 points

Your autobiography will be graded according to the following:

- Spelling, Grammar 10 points**
- Telling the story**

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Effort/Coverage..... 30 points

Creativity 20 points

Interpreting the story

Effort/Coverage..... 15 points

Insight(s) 15 points

Grade Scale:

	A 100% - 93%	A- 92.99% - 90%
	360-333	332-323
B+ 89.99% - 88%	B 87.99% - 84%	B- 83.99% - 80%
322-315	314-301	300-287
C+ 79.99% - 78%	C 77.99% - 74%	C- 73.99% - 70%
286-279	278-265	264-251
D+ 69.99% - 66%	D 65.99% - 60%	D- 59.99% - 50%
250-236	235-215	214-179
	F 49.99% - 0%	

Attendance

The faculty members strongly believe that you should be exposed to all elements of PSY 101. On the other hand, we realize that you might have to miss class for an emergency operation, death in the family, or some other calamity. Therefore, you are allowed 2 absences each from small group and section classes without penalty. For each absence above 2 absences you will lose 5 points from your course grade. For example, if you missed 2 small groups and 3 classes, you would lose 5 points from your semester grade. If you missed 3 small groups and 4 classes, you would lose 15 points from your semester grade. This may not seem like a large amount but it almost always results in a significant lowering of your grade according to the grading policy.

The only excused absence occurs when you miss class due to a college-sponsored activity (approved in writing by the Academic Dean). Excused absences for serious illness (hospitalization) and other calamities are up to the discretion of the section professor. Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, 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.

Students not present for a test will receive 0 points on the missed test. If a student cannot take a test due to extreme circumstances beyond their control the professor needs to be notified prior to the examination. If the professor is unavailable, you need to email or voicemail the professor prior to the examination. If you notify the professor prior to the examination you might be excused.

Policy on electronic devices

In addition to the focus on each student's "story," another aspect of PSY 101 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 good 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, texting or listening to any electronic device detracts from the classroom environment. Please be engaged and respectful during class. Failure to be respectful may result in a reduction in your grade for the course.

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 Class Schedules site. No requests for early examinations or alternative days will be approved.

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.

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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. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodation Policy

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information. **NOTE: If you have a learning issue, whether diagnosed or not, please discuss this with DrJ. If you have accommodations noted through the DRC, please contact me. I welcome the opportunity to understand and insure your learning needs are addressed without question.**

Assignments – General Guidelines

It is important for university students to communicate effectively. Consequently, writing clear and error-free English is a priority. In this course, students will be graded on their ability to express their knowledge of psychological concepts and theories as they apply to personal development – particularly their own. Evaluation will be based on the integration of information from lectures, readings, discussions, Small Group requirements, and field experiences and the coherence, spelling and grammar of all written work.

Instructions for Individual Assignments: *Each assignment for the course has specific instructions provided in Canvas. Most assignments will be submitted in Canvas, but students are to read instructions carefully for each assignment and follow the instructions.*

Format for Assignments - All written assignments not completed during the class period must be typewritten (unless directed to do otherwise). When typing your assignment font size must be 12 point (Prof preference: Times New Roman). Text must be double-spaced with no indented first lines of paragraphs and one extra space between paragraphs. Leave a 1" margin on all borders of the page.

- **Please include a footer on a single line including three items across the page on one line: your name, the date, and the assignment title as listed in the Course Requirements section of the syllabus or Class Schedule.**
- **Documents are to be saved in MS Word format, MS PPT, or PDF format for submission. I WILL NOT ACCEPT ANY OTHER FORMAT (ie., Pages, Keynote, Google Docs, Google Slides)**
- **Important:** *For all written assignments submitted in class – few as they are -- Please staple all the pages together when submitting a writing assignment*

Spelling and grammar – On all written work, misspelled words and gross mechanical errors are not acceptable - deductions may be made for errors in spelling and grammar.

Deadlines - All assignments are to be turned in at the beginning of the class period when they are due (as designated in the class schedule)

Exams

As the syllabus indicates, the course is divided into four main sections (around the four main themes from Peck). Each of the Exams will cover **only the material from the particular section** and information just covered in the readings and class lecture/discussions - **To be clear -- this means that the Exams - including the Final - will not be comprehensive.**

The four Exams will be occurring at the end of each section and will include two components:

1. **Online Exam 25pts** : will include multiple-choice and True False questions and be taken online and in class on exam day,
2. **Essay Response 20 points:** A reflective and summative learning activity or written response to key questions or issues directly related to your life experience and the content for each particular section will be required for each exam. These

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Essay Responses are intentionally designed to be helpful in preparing for the exam. Instructions and format will vary for each section Essay Response, but will always be based on class readings and content and direct application to your individual experiences in your family and at PLNU -- *Reminder -- keep up with the reading!!*

Please Note – Written Exams will be taken online in Canvas:

- All of the Exams will be taken **during** class – which means a mobile computing device will be required to be brought to class
- Each exam will be timed – 35 minutes.
- Clear instructions will be provided.

If you must miss an Exam, you must notify the Professor prior to the test time. If you fail to show up for an Exam (in class or online) and have not notified the professor before the test time, you will receive a zero and will not be allowed to make up the Exam. If you notify the professor ahead of time, and there is a "reasonable" excuse for missing the Exam, it is possible other arrangements may be made to take the Exam. YOU must take the responsibility for notifying the professor beforehand and making that arrangement with the professor.

Reflection Responses

Reflection Responses/Points:	<i>Personal History Timeline and Reflection – Marks and Moments</i>	5 points
	<i>Four Section Responses (10 pts each)</i>	40 points total
	Reflection Responses Total Points	45 points

Personal History Timeline and Reflection – Moments that Mark and Mold a Life

In the beginning of the semester (due per class schedule) each student will be required to complete a **Personal History Timeline and Reflection** which **includes** two components: (1) The *Personal History Timeline Graphic/Outline* and a *Personal History Reflection*.

1. The **Timeline** should include key moments and events that have occurred in your life that have marked or molded your life story – brief “snapshots” of the who, what, when, and where of your personal history from that make up and shape your Life Story. The *Timeline* of events can be in graphic or outline form. A sample form is provided, but as the instructions indicate, any format is acceptable for the Timeline.
2. The Reflection should be narrative and provides opportunity for you to reflect on those key factors and moments that have shaped (marked and molded) your life to what it is today. It is part of the process of understanding and it is key to the process and assignment of “writing your story” for this course.
3. The following resources and guidelines are provided to assist your thinking as you **begin** writing your story. Developing and completing your *Personal History Reflection* is a definitive beginning in meeting the *Autobiography* course requirement due at the end of the semester.
 - a. You will begin by making a list/outline of key moments and memories from your life. You may well find it helpful in using one or more of the “framing” techniques listed in the **Guidelines and Suggested Topics for Framing Your Personal History-Autobiography (posted in Canvas)** to help guide or frame your beginning thoughts.
 - b. Be sure to assign a date to each event to help create a Life Calendar of key dates and events from birth to the present
 - c. Use the **Personal History Timeline Graphic** provided in Canvas (or create your own graphic representation of your Timeline) or list the events in an Outline format as you build your **Personal History Timeline** for submission.
 - d. **Personal History Reflection:** For each event - add a brief narrative of the event – AND – the impact it had on your thinking and beliefs
 - e. Students are highly encouraged to follow the above steps regardless of the assignment format and presentation used.
4. Students are reminded this *Personal History Reflection* is a starting point, an encouraging “nudge” to begin the process of understanding and writing your “story”, and a way to kick-start the autobiography thinking process. Read the guidelines for the autobiography and use this reflection assignment to help you begin to think about your story.

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Section Reflection Responses

Students will be required to engage and complete a variety of Reflection Learning Activities to respond to the content for each of the four sections to focus on the content of Peck's book:

Reflection 1: *World View* Reflection 2: *Discipline* Reflection 3: *Love* Reflection 4: *Grace*

1. The Student **Reflection Responses** development will be supported utilizing a variety of reflective processes:
 - a. Small Group Discussions – often in class – sometimes online
 - b. Individual or Table Team Creative “Thinking/Reflection” Activities
 - c. Personal Quiet Reflection Time utilizing a variety of “reflection” methods
 - d. **Bonus Consideration** assignments.
2. Reflection Responses for each student must result in a written or created product and demonstrate clearly three components for each of the four **Student Reflection Responses** submitted for each section:
 - a. Clear connections to class readings, class discussions and course materials provided for each section
 - b. Specific examples from a student's own life and experiences to illustrate the key concepts/ideas/insights gained from the reflection process
 - c. Clear evidence that the text material has been read
3. **Reflection Responses** are intended for each student in the class to reflect personally and deeply on the reading material, class discussions, and reflection activities from each of the sections respectively. Each **Reflection Response** should naturally focus on key ideas from the course content and your personal thinking for each particular section.
 - a. **For each student to receive the 10 points credit for the Reflection - It must be clearly evident that each student participated fully in the collaborative learning and engaged in personal self-reflection time. Reflection Responses will be due no later than the first-class session after each Section Exam**
 - b. **Possible Reflection Response Options**
 - A well-written **reflective essay or written response**
 - A **10-15 slide media presentation**
 - A **5 minute Video Project/presentation**
 - A **Graphic Representation** with brief one page written Outline Summary explaining the Graphic
 - A **pre-approved** and **self-selected Creative Application** for Seeking/Finding/Representing Reflective Grace Moments related to the section content

Autobiography

The perspective of this course is centered on you and your personal and spiritual development. The organizing theme for Psych 101 is "life as narrative". It is about “*Knowing and Understanding YOUR Story*”. It is about your life story, the past, the present as it is now unfolding, and the future. One way to look at it is to consider your life like a STORY - a story you write and edit and continue to develop and unfold each day. With this in mind, your AUTOBIOGRAPHY for this class requires you to address two sections: **Section I: "Telling the Story"** - your story with you the author writing it and **Section II: "Interpreting the Story"** - your interpretation of your life story and "what it means" to you.

Hint: *"One effective way to distinguish between "telling" and "interpreting" is to approach the telling as a "visit to a therapist" with you talking to the therapist about your life; and the interpreting as the "therapist's report or analysis of findings" based on the information you supplied."*

Direction and a guided instruction for writing your autobiography are provided in the **Guidelines for Your Personal History-Autobiography** posted in Canvas.

A personal note from your Professor: *As you write this - know that I am very aware that this is your story and what you write is very personal. Be assured I respect each of you highly as a person and I will honor and respect the confidentiality of your work and the value of your personhood and the respectful privacy that is a part of personal story. With that said, make this more than an assignment - make it a real learning experience for you. And ahead of time, before I read a word of your written work, thank you for the trust you place in me as your professor - what an amazing privilege for allowing me to join you so personally on your journey. Know that I do not take that confidence or privilege lightly. My deepest desire is that God speaks deeply into your life this semester and with this assignment. Listen for His Word*

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Small Group Grade

Listed below in the Syllabus you will see the composition of your small group grade. During week 6 you will be given a mid-term grade by your small group leader. This grade will be given to your section professor for your review. This is not your final small group grade but a preliminary check to ensure that you are completing all assignments required of you. Your final small group grade will be given to your section professor the last week of classes.

Please note that we require you to have a daily planner. If you don't already use one, the planner is especially helpful juggling, social activities, and tests etc. as you transition.

We also require that you become involved with a formal social activity on campus as soon as possible. This can include D groups, intramurals, musical groups, a varsity sport, cheer, departmental organizations, and so on.

In addition, you will receive credit for visiting your academic advisor. This is usually done during registration for next semester's courses. However, we encourage you to make a meeting with your academic advisor sooner to introduce yourself and ask any questions that you might have about your academic/life journey.

Bonus Considerations

Although there is no "Extra Credit" given in college work, for this course students may obtain **Bonus Considerations (BCs)** for completion of provided reflection activities or learning experiences to increase and enhance self-awareness and/or self-reflection. Students will be provided experiences and learning activities throughout the semester that will enable them to go deeper in their personal journey and to explore critical life issues in becoming a maturing young adult. This learning can earn BCs. **If ALL regular assignments** are completed, BCs allow for positive or "Bonus" consideration to be given to a student for their performance in the course and in determining a final grade submitted for the course. The following guidelines will be used in evaluating BC's.

1. All BC learning activities are **OPTIONAL** and not a course requirement.
2. All BC learning activities will be posted in Canvas. Some may be time specific and required to be completed by a specified date. Most can be completed at any time up to the last day of course.
3. Any student may complete a BC learning activity. They can be completed at **any time** during the course and submitted at **any time** up to the last day of class, even if a regular course assignment has not been completed at the time they submit a completed BC. **But to receive credit for BC's submitted, students must complete ALL regular course assignments.** (Regular assignments may be submitted late after their due date, but will not receive full credit – but by submitting ALL assignments it will qualify students to receive all BC's).
4. BC's do not add points to a student's overall point total for the course and are not calculated in course grading as a regularly required assignment for the course. However, a BC Point Total is accumulated: the more BC's - the higher the BC Point Total – the higher the BC Point Total – the higher the potential to influence an upward shift differential for a final course grade
5. For a student to receive credit for any Bonus Considerations completed and submitted – **ALL REGULAR ASSIGNMENTS FOR THE COURSE MUST BE COMPLETED.**
6. BCs will be recorded in the Student Grade Book in Canvas as credit/no credit with an evaluation score of 1-3.
 - a. 1 = Accepted – *minimal* performance/achievement
 - b. 2 = Accepted – *standard* performance/achievement
 - c. 3 = Accepted – *exceptional* performance/achievement

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Small Group Grade Sheet

Freshman's name: _____ Professor: _____

Small Group #: _____ Leader (first & last name): _____

Section #: _____

SMALL GROUP ATTENDANCE

of Small Group Absences: _____ **Points**

0 absences = 0 points

1 absences = 0 points

2 absences = 0 points

3 absences = -5 points

4 absences = -10 points

5 absences = -15 points

6 absences = -20 points

7 absences = deenrollment

SMALL GROUP PARTICIPATION

- Letters/Reports to Small Group Leader
(Every other week = 8 weeks @ 3 points each = 24 possible points.)

24 - (# of letters missed x 3) = _____ **Points**

- Effort/Attitude as participant in Group (freshman rates this element)

I have done my best to help make my small group a "community of love."

(Circle one) 1 2 3 4 _____ **Points**

- Complete Small Group Leader Evaluation Survey
(possible 5 points) _____ **Points**

"TRANSITION TO COLLEGE" ACTIVITIES

- Use of "Daily Planner" or Calendar _____ **Points**
(show use of calendar to small group leader; possible 5 points)

- Join/Participate in a PLNU club or group _____ **Points**
(possible 7 points)

Name of group (including athletics) or club: _____

(45 possible points) **TOTAL POINTS** =