



Point Loma Nazarene University  
Department of Undergraduate Psychology

**Psychology 103 (Section 2)  
General Psychology (3 units) Spring 2019**

<b>Instructor:</b> Gimel Rogers, Psy.D.	<b>Meeting Days:</b> Tuesdays and Thursdays
<b>Phone:</b> 323-230-3540	<b>Meeting Times:</b> 9:00am-10:15am
<b>Email:</b> grogers@pointloma.edu	<b>Meeting Location:</b> Evans 122
<b>Office Location:</b> Culbertson Hall	<b>Final Exam:</b> May 2 —10:30 a.m. - 1:00 p.m.
<b>Office Hours:</b> Tuesdays and Thursdays by appointment	

**University Mission Statement:** 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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Course Description:**

This course is designed as an introduction to the field of Psychology and the study of human behavior. It includes the topics of human development, relationships, social psychology, learning, perception, cognition, normal and abnormal behavior, psychological testing, and a basic understanding of the biological bases of the mind.

**Catalog 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.

**Student Learning Outcomes:**

1. Discuss and critically evaluate the core ideas of psychology.
2. Learn the fundamental principles, generalizations, and theories of psychology.
3. Develop ways of cultivating psychological wellness in yourself and others.
4. Begin forming a response to psychological research and theory

**Course Text:**

Meyers, D.G. & Dewall, C.N. (2016). *Exploring Psychology – 10<sup>th</sup> edition*. New York: Worth Publishers.

**Course Requirements:****1. Participation – 10% of final grade**

Students are expected to attend and participate in class. Students should arrive on time and are expected to attend class in its entirety. In addition, students should arrive prepared to contribute to the discussion based on both their completion of the reading assignments and their varied life experiences. It is possible to miss TWO classes and still receive an A in the participation category. A level participation requires that you come to class consistently, arrive on time and stay until the end, and verbally participate based on having read and reflected on the week's readings. **Due every class.**

**2. Final Essay – 10% of final grade**

Write an essay explaining how insights from psychology can tell you more about yourself, other people, or your relationships. In your essay, be sure to: **A.** Choose three concepts from this course that involve you or your life in some way (e.g., depression, stress, cognition, etc.). Define them in your own words. Explain why you chose to include each of those three concepts. Be sure to discuss how each concept affects you/your life on a personal level. **B.** Describe how learning about these concepts can help you thrive and achieve personal well being. Include examples of how this course gave you insight on how to better thrive on a personal level. **C.** Be sure to write approximately 2-3 pages. **Due 4/23.**

**3. Quizzes – 20% of final grade**

There will be a total of four quizzes throughout the semester.

**4. Class Enhancement Presentation – 20% of final grade**

Student will select one class to present an enhancement to the lecture. The presentation should be 15 - 20 minutes and should summarize key concepts from their selected chapter and a research article written in the last 7 years on the topic. The article should focus on a traditionally underrepresented group such as persons living in poverty, persons with a disability, ethnically diverse persons, religious persons, or persons residing outside of the United States. The student should then create a discussion question to spark thought and discourse among their classmates. The student may have a written handout (not a research paper but a summary sheet) for their classmates and, or use visuals aid, (e.g., Power Point). The research article may focus on direct victims, witnesses, or offenders. The research article must come from a research journal not a popular magazine or website. **Presentations will start January 17<sup>th</sup>.**

**5. Midterm Exam – 20% of final grade**

Students will be given an exam that focuses on key terminology from the class enhancement presentations. Other topic areas that the professor includes will be covered. **Scheduled for 2/28.**

**6. Final Exam – 20% of final grade**

Students will be given an exam that focuses on key terminology from the class enhancement presentations since the midterm. Other topic areas that the professor includes will be covered. **Scheduled for 5/2.**

**Grading:**

Participation / Final Essay: 20%

Midterm Exam: 20%

Quizzes: 20%

Final Exam: 20%

Class Enhancement Presentation 20%

**Total: (500 pts) 100%****Percentage Score**

A	=	93-100%	B+	=	88-89%	C+	=	77-79%	D+	=	62-64%
A-	=	90-92%	B	=	84-87%	C	=	70-76%	D	=	55-61%
			B-	=	80-83%	C-	=	65-69%	D-	=	50-54%
									F	=	Below 50%

**Psychology 103 Tentative Schedule/Content Outline**

<b>Date</b>		<b>Presenters</b>
1/10	Introductions/Syllabus Review/Presentation Sign-up	
1/15	Ch. 1	
1/17	Ch. 1/2	2 Presentations
1/22	Ch. 2/3	2 Presentations
1/24	Ch. 3/4	2 Presentations
1/29	Ch. 4/5	2 Presentations
1/31	Ch. 5/6 ( <b>Quiz 1</b> )	1 Presentation
2/5	Ch. 6/7	2 Presentations
2/7	Ch. 7/8	2 Presentations
2/12	Ch. 8/9	2 Presentations
2/14	Ch. 9 / Form Groups and Develop Ideas	1 Presentation
2/19	Group Presentations ( <b>Quiz 2</b> )	
2/21	Ch. 10	2 Presentations
2/26	Midterm Review & Discuss Stress Papers	<b>Stress Papers Due (Quiz 3)</b>
2/28	<b>Midterm</b>	
3/5	<b>Spring Break - No Class</b>	
3/7	<b>Spring Break - No Class</b>	
3/12	Ch. 10/11	2 Presentations
3/14	Ch. 11/12	2 Presentations
3/19	Ch. 12/13	2 Presentations
3/21	Ch. 13	2 Presentations
3/26	Ch. 13/14	2 Presentations
3/28	Ch. 14/15	2 Presentations
4/2	Ch. 15	2 Presentations
4/4	Ch. 15	2 Presentations

4/9	Appendix A-C	2 Presentations
4/11	Appendix A-C	2 Presentations
4/16	Appendix A-C	2 Presentations
4/18	<b>Easter Recess - No Class</b>	
4/23	Final Exam Review / <b>Quiz 4</b>	<b>Final Essay Due</b>
4/25	Final Exam Review	
5/2	<b>Final Exam</b>	<b>10:30 a.m.</b>

**Course Policies:**

1. Exams and Quizzes: There will be no make-ups for any exam or quiz without prior written permission from the instructor.

**Final Examination Policy:**

Successful completion of this class requires taking the final examination on its scheduled day.

**Attendance and Participation Policy:**

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. Faculty members may file a written report which may result in de-enrollment in the event that a student is absent for more than 10 percent of class meetings. If the absences exceed 20 percent, students may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. A complete description of the PLNU Attendance and Participation Policy can be found online.

**Lateness:** I understand that circumstances beyond your control might cause you to be late to class. Please don't let being late deter you from attending class. But, please, don't make it a habit.

**Cell Phones:** Please make certain to turn your cell phone ring to vibrate prior to lecture and that it is put away unless previously discussed with the instructor.

**Missed Exams/Assignments:** Make-ups for missed exams secondary to illness will be allowed only if the instructor is notified of the illness prior to the scheduled administration of the exam and a letter from a physician confirms the illness. Make-ups for missed exams secondary to other unforeseeable and extraordinary circumstances will be at the discretion of the instructor. Late assignments will be given a 10% deduction for every day that they are late.

**Professionalism Policy:**

One important aspect of professionalism is learning the norms of appropriate dress. For instance, being mindful of attire and how it affects the learning space. Another aspect of professionalism, is being mindful of timeliness and use of technology in class. One goal of developing your professional identity is how you choose to represent yourself. During this semester, I encourage you to create your own professional identity when attending class. It should be noted, during your presentations, business or business casual attire is required. Further, as an institution of higher education, the University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity for all who seek it. The APA Code of Ethics and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are inappropriate, abusive and insulting.

**Course Credit Hour Information:**

Following the PLNU Credit Hour Policy, to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 15 week semester will approximate 3 hours/week classroom or direct faculty instruction. In addition, out of class student work will approximate a minimum of 6 hours each week. Specific details about how the class

meets the credit hour requirement can be provided upon request.

**Copyright Policy:**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by US Copyright Act for classroom education. Any use of those materials outside of the class may violate the law. More information on the PLNU Copyright Policy can be found online.

**Academic Integrity and Dishonesty Policy:**

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 will follow and students may appeal using the procedures in the University Catalog. A complete copy of the Academic Honesty Policy is available online.

**FERPA Policy:**

In compliance with federal law, neither your PLNU student ID nor your social security number will be used in publicly posted grades or returned sets of assignments without your written permission. In addition, in compliance with FERPA policy, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. Further, when contacting me via phone, do not to leave any personal information on my voicemail.

**Academic Accommodations:**

Any student in this course who has a disability that might prevent him or her from fully demonstrating his or her abilities should meet with an advisor in the Disability Resource Center within the first two weeks of class to initiate disability verification and discuss accommodation that may be necessary to ensure full participation in the successful completion of course requirements. The Disability Resource Center can be contacted by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu).

**Information Literacy:**

Information literacy is defined as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

1. Determine the nature and extent of the information needed.
2. Access needed information effectively and efficiently.
3. Evaluate information and its sources critically and incorporates selected information into

his or her knowledge base and value system.

4. Individually or as a member of a group, use information effectively to accomplish a specific purpose.
5. Understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

### **Use of Library:**

This course may require students to complete course assignments using resources available from the University Libraries. [Research Guides](#) and assistance for this course are available online.

### **Expectations for Psychology 103 regarding academic integrity in this class:**

- Expectations are consistent with those outlined in the academic policy.
- Collaboration is permitted in preparing for examinations.
- Any material (including but not restricted to textbook, other texts, journals, magazines, websites) incorporated into writing assignments (reaction papers, term paper, other non-examination writing assignments) must be properly cited. Plagiarism will not be tolerated.

### **Consequences for violations of academic integrity in this class:**

- Consequences are consistent with those outlined in the academic integrity policy.
- Any type of plagiarism will result in an “F” for the particular assignment in question.
- Cheating during an examination will result in an “F” grade for the particular examination in question.
- The instructor reserves the right to issue a grade of “F” in the class for violations of the Academic Integrity Policy. This includes, but is not limited to: repeated violations of the Academic Integrity Policy, cheating of any sort during examinations and quizzes, turning in assignments not written by the student, among other violations.

### **Canvas Support:**

If you have questions about the content you find in my Canvas course or need clarification on assignment instructions please let me know. If you are unsure how to use any given feature in Canvas you will find the [Canvas Guides](#) to be a very helpful resource. If you cannot access something in my Canvas course or it appears that some part of the course is not working properly, please contact the Office of Instructional Technology for support at [oit@pointloma.edu](mailto:oit@pointloma.edu). Include specific information in the request (course ID, section, assignment or module name, etc.) to expedite the troubleshooting process. Screenshots are super helpful!



## Appendix A Terms to Know

- |                              |                                    |
|------------------------------|------------------------------------|
| 1. Accommodation             | 40. Evidence-based Practice        |
| 2. Acquisition               | 41. External locus of Control      |
| 3. Action Potential          | 42. Free Association               |
| 4. Active Listening          | 43. Frontal Lobes                  |
| 5. Adrenal Glands            | 44. Glial Cells                    |
| 6. Aggression                | 45. Habituation                    |
| 7. Agonist                   | 46. Heuristic                      |
| 8. All-or-None Response      | 47. Hippocampus                    |
| 9. Alpha Waves               | 48. Homeostasis                    |
| 10. Altruism                 | 49. Hypothalamus                   |
| 11. Amygdala                 | 50. Id                             |
| 12. Antagonist               | 51. Independent Variable           |
| 13. Assimilation             | 52. Internal locus of Control      |
| 14. Attachment               | 53. Intrinsic Motivation           |
| 15. Attribution Theory       | 54. Learned Helplessness           |
| 16. Autonomic Nervous System | 55. Limbic System                  |
| 17. Axon                     | 56. Medulla                        |
| 18. Biopsychosocial Approach | 57. Mirror Neurons                 |
| 19. Catharsis                | 58. Myelin Sheath                  |
| 20. Central Nervous System   | 59. Neurogenesis                   |
| 21. Cerebellum               | 60. Neuron                         |
| 22. Cerebral                 | 61. Neurotransmitters              |
| 23. Chromosomes              | 62. Occipital Lobes                |
| 24. Classical Conditioning   | 63. Operant Conditioning           |
| 25. Cognition                | 64. Parasympathetic Nervous System |
| 26. Coping                   | 65. Parietal Lobes                 |
| 27. Corpus Callosum          | 66. Peripheral Nervous System      |
| 28. Correlation              | 67. Pituitary Gland                |
| 29. Critical period          | 68. Placebo                        |
| 30. Culture                  | 69. Prosocial Behavior             |
| 31. Defense Mechanism        | 70. Psychology                     |
| 32. Delta Waves              | 71. Resilience                     |
| 33. Dendrites                | 72. Schema                         |
| 34. Dependent Variable       | 73. Somatic Nervous System         |
| 35. DSM-5                    | 74. Superego                       |
| 36. Ego                      | 75. Sympathetic Nervous System     |
| 37. Emotion                  | 76. Thalamus                       |
| 38. Endocrine System         | 77. Trait                          |
| 39. Endorphins               |                                    |

**Appendix B**  
**Other Interesting Resources**

Butler-Bowdon, T. (2017). *50 psychology classics: Your shortcut to the most important ideas on the mind, personality, and human nature* (2nd ed). Hachette, UK: John Murray Press.

Levy, D. A. (2010). *Tools of critical thinking: Metathoughts for psychology* (2nd ed.). Long Grove, IL: Waveland Press.