



POINT LOMA

NAZARENE UNIVERSITY

PSY 103-3
General Psychology (3 Units)
Dr. Kristen Bonwell
Point Loma Nazarene University, Psychology Department
(Liberty Station Conference Center Location)
Fall 2018

Class Meetings: M/W, 4:00-5:15 pm at Liberty Station, Room 204B
Office: Culbertson Hall, Room 102
Email address: kbonwell@pointloma.edu OR kbonwell@san.rr.com
Office Hours 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.

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. Students who were not in high school in the previous year or transfer students who have more than 24 transferrable units are required to take Psychology 103 instead of Psychology 101.

Prerequisite(s): [PSY 101](#) (may be taken concurrently).

The Relationship between Psych 103 and other College Curricula

Psych 103 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 101. 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 103 instead of 101. 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.

- | | |
|----------------------|--|
| <u>Paper:</u> | Communication Skills
Thinking and Reasoning
Global Awareness |
| <u>Exams:</u> | Information Competency
Thinking and Reasoning
Global Awareness |

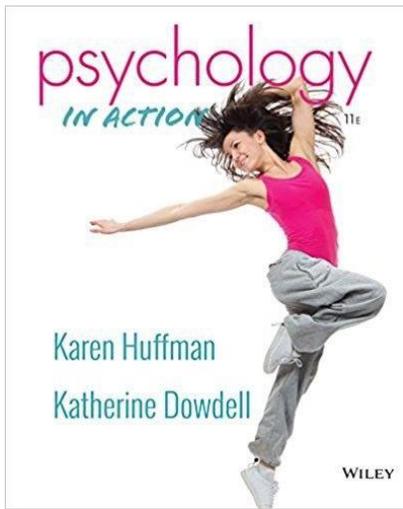
Course Credit Hour Information:

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. Specific details about how the class meets the credit hour requirement can be provided upon request.

The Purpose of the Classroom

As you are well aware, college students are expected to learn a large proportion of the content of the course from study of the textbook. This is why most students are expected to study a minimum of two hours per class in order 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 application speeches, 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.



Required Textbook

Huffman, K. & Dowdell, K. (2015). *Psychology in Action* (11th ed.). Wiley.

ISBN: 978-1118801536 (paperback) OR 78-1119000594 (e-textbook) OR 978-1119049760 (hardcover) etc.

Required Materials:

1. Note-taking materials (e.g., paper & pen/pencil).
2. Bring required text to class.
3. Bring pencil and eraser for exams. Scantrons (#882) will be provided.



Academic Accommodations

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

Attendance

This course will strictly follow the PLNU attendance policy as specified in the University Catalog. Please note the following key points and elaborations of the attendance policy.

- "There are no allowed or excused absences except when absences are necessitated by certain University-sponsored activities and are approved in writing by the Provost."

- You are not excused for being ill. Illness does not comprise an excused absence. You are not excused from class if you have a Doctor's appointment. You are not excused from class if you have a Doctor's excuse. The University allows you four absences for these (and other) situations outside your control.
- University-sponsored activities that are approved in writing by the Provost usually are for NAIA events for student athletes and occasionally field trips for other PLNU courses.
- When you are **absent** in this class **three times** (for any cause), a Notice of Deenrollment will be sent to the Vice Provost for Academic Administration. **Your fourth absence will result in deenrollment.**
- Save your absences for situations that are outside of your control. Do not consider your allowable absences as the number of times that you can miss class without being deenrolled. If you become ill after you used your allowable absences you will be deenrolled from the course.

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 [Class Schedules](#) site and noted on the class schedule below. 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.

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 ACCOMMODATIONS 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.

PLNU ATTENDANCE AND PARTICIPATION POLICY

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.

<u>Grade Composition</u>	<u>%/Points</u>
Participation	13.3% (40 pts)
Test 1	16.6% (50 pts)
Test 2	16.6% (50 pts)
Test 3	16.6% (50 pts)
(Drop lowest of 4 tests)	
Case Presentation	4% (12 pts)
Paper	13.3% (40 pts)
Final Essay (Psych. & You)	2.7% (8 pts)
Cumulative Final Exam	16.6% (50 pts)

<u>Course Grade Scale:</u>		
<u>Total Points</u>	<u>%</u>	<u>Grade</u>
277 – 300 points	(93-100%)	A
269 – 276 points	(90-92%)	A -
263 – 268 points	(88-89%)	B +
251 – 262 points	(84-87%)	B
239 - 250 points	(80-83%)	B-
230 – 238 points	(77-79%)	C +
209 – 229 points	(70-76%)	C
194 – 208 points	(65-69%)	C-
185 – 193 points	(62-64%)	D+
149 – 184 points	(50-54%)	D -
≤ 148 points	(49% or below)	F

*300 total possible points

*4 tests, drop lowest;

*3 highest tests count in grade computation

If you need to miss a test for any reason, you will need to **notify the professor prior to the examination** for consideration to be administered a make-up test (if you fail to do so you will receive a 0% on the test and it will be dropped as your lowest test grade). If a make-up test is administered there will be a **10% penalty** (unless the absence is associated with a University-sponsored activity that is approved in writing by the Academic Provost).

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

Participation (40 points)

Class attendance entails more than making an appearance; it involves paying attention, taking notes, asking questions, arriving to class prepared to discuss the topic being covered, engaging in classroom activities/exercises and being courteous to all class members.

Tests (150 pts total)

There will be four non-cumulative tests for the course. Each test will consist of 50 multiple-choice questions (50 points total) and will cover all assigned reading, lecture material, and other material presented in class (e.g., discussions, videos, and films). Your highest three test scores (of the four tests) will count towards your final grade (the lowest will automatically be dropped). The four tests will be held during regular class periods. The date and time of the cumulative final examination is noted below.

If a student does not attend class and take an exam on the scheduled day, that exam will be dropped. If this occurs on a second occasion, the exam score will be zero, and so on. Make-up exams are not allowed.

Written & Oral Case Presentation (12 points)

You and a partner will write and present a case demonstrating your understanding and application of the course material. Instructions and grading criteria will be presented in class.

APA Research Paper (40 points)

The paper is due on Monday, November 5th at the beginning of class. Please provide a hard-copy of your paper. The rubric will be distributed and reviewed in class, and it is posted under “Files” in Canvas.

Late Work: Work is considered late if it is not turned at the specified time on the day it is due and points will be deducted from the grade. If it is turned in by the next day (i.e. 24 hours late) it is due, **5%** will be deducted. If it is turned in by the next day of class at the beginning of class, **10%** will be deducted. After that **20%** will be deducted. Once work has been returned to the class, late work will not be accepted. Further, no late work will be accepted after the final day of class.

Final Essay “Psychology and You: Three Components” (8 points)

Objective: Demonstrate an understanding of self that fosters personal wellbeing

Instructions:

1. 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.
2. Be sure to write approximately 500 words.
3. Turn your assignment in electronically on Canvas

	Final Essay Criteria	Score
1a: Why these?	<ul style="list-style-type: none">● Clear/concise; relates three concepts to own life (4 points)● Somewhat clear/concise; relates at least two concepts to own life (3 points)● Clarity needs work <u>and</u> relates one or fewer concepts to own life (2 points)● Off topic (1 points)	____/4
1b: Thriving	<ul style="list-style-type: none">● Provides clear picture of how course content fosters personal wellbeing and uses at least one personal example per concept (4 points)● Somewhat clear picture or fewer than one personal example per concept (3 points)● Pictures needs work <u>and</u> examples not used (2 points)● Off topic (1 points)	____/4
Total		____/8

Cumulative Final Exam (50 points)

There will be one cumulative final exam for the course. It will consist of 50 multiple-choice questions (50 points total) and will cover all assigned reading, lecture material, and other material presented in class (e.g., discussions, videos, and films).

Possible Hints to Successful Performance

Many students do poorly in this class because they have memorized the basics of the important concepts but they have not learned how to accurately use these concepts to solve problems. 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 frequently experienced by students who do poorly on the tests is a 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 the final cumulative exam. Tests will be reviewed in class during the class meeting following the exam. Further, tests will be available to look at by appointment for a period of up to one week following the examination. Contact the professor 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.



CLASS SCHEDULE

(subject to minor modifications)
 M/W [8/28/18 (Mon. Schedule) through Friday 12/14/18]

<u>Week</u>	<u>Scheduled Lecture Topics</u>	<u>Required Reading</u>
1 8/28 (T) 8/29 (W)	Intro./Syllabus; Intro. & Research Methods Intro. & Research Methods/Neuro & Bio Found.	Syllabus & Ch. 1 Chs. 1 & 2
2 9/3 (M) 9/5 (W)	HOLIDAY! Neuroscience & Biological Found.	Ch. 2
3 9/10 (M) 9/12 (W)	Stress & Health Management EXAM 1	Ch. 3 Chs. 1, 2 & 3
4 9/17 (M) 9/19 (W)	States of Consciousness Learning	Ch. 5 Ch. 6
5 9/24 (M) 9/26 (W)	Learning Memory	Ch. 6 Ch. 7
6 10/1 (M) 10/3 (W)	Thinking, Language & Intelligence EXAM 2	Ch. 8 Chs. 5, 6, 7 & 8
7 10/8 (M) 10/10 (W)	Lifespan Development I & II Lifespan Development I & II	Chs. 9 & 10 Chs. 9 & 10
8 10/15 (M) 10/17 (W)	Lifespan Development I & II Gender & Human Sexuality	Chs. 9 & 10 Ch. 11
9 10/22 (M) 10/24 (W)	Motivation & Emotion EXAM 3	Ch. 12 Chs. 9, 10, 11 & 12
10 10/29 (M) 10/31 (W)	Personality Personality ASSIGNMENT (Participation Pts)	Ch. 13 Ch. 13
11 11/5 (M) 11/7 (W)	Personality, PAPER DUE Psychological Disorders	Ch. 13 Ch. 14

12	11/12 (M) 11/14 (W)	Psychological Disorders Therapy	Ch. 14 Ch. 15
13	11/19 (M) 11/21 (W)	Therapy THANKSGIVING BREAK!	Ch. 15
14	11/26 (M) 11/28 (W)	Social Psychology EXAM 4	Ch. 16 Chs. 13, 14, 15 & 16
15	12/3 (M) 12/5 (W)	EXAM 4 Review/Case Presentations Reflection/Review Session/ FINAL ESSAY DUE	

**Finals Week 12/14/18 (FRIDAY) FINAL COMPREHENSIVE EXAM (Chs. 1-3, 5-16)
4:30 – 6:30 pm @ LS 204B (our regular classroom)**

PLEASE NOTE: THIS IS THE FRIDAY OF FINALS WEEK. DO NOT PURCHASE A TICKET HOME BEFORE THIS DATE. THIS IS THE ONLY TIME YOU CAN TAKE THE EXAM.

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

I have read and understand the attached syllabus for Dr. Kristen Bonwell's psychology course, and I agree to its contents.

*****I will submit a written agreement via Canvas by the second day of class. Agreements received by the 2nd day of class will earn the first participation point for the course.*****

Student's Printed Name:

Date: _____

Signature: _____