University of Toledo
College of Languages, Literature and Social Sciences
Department of Psychology
PSY 3200-901
Personality & Individual Differences
(3 Credit Hours)
Syllabus

"The human mind is like an umbrella – it functions best when open." Walter Gropius, German-American Architect

"Your identity issues come to the forefront. You're a manifestation of your beliefs, your personal history, past choices and ancestry" – Holiday Mathis

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Instructor: Dr. M. Tiamiyu
Office Hours: MT, 10:00 AM - 12:00 PM & by appointment
Office Location: UH 1063
Course Website: https://blackboard.utdl.edu
Instructor's Personal Website: http://homepages.utoledo.edu/mtiamiy/

Term: Fall 2012
Class Location/Times: Online
Office Phone: 419-530-2853
Email: Blackboard Course Web site (*Messages*)

COURSE/CATALOG DESCRIPTION
Overview of major theoretical ideas and empirical research in personality and individual differences. (UT General Catalog)

COURSE OVERVIEW
In this course, we will get to review the basic concepts and principles of the major, grand theories of personality. We will consider the philosophical orientations of personality theorists, analyze the major contributions of these theorists, critique their works from a variety of perspectives, and examine some empirical personality and individual differences research. This course would provide an opportunity for students to apply personality theories and research findings not only to careers in psychology, but also to many others such as teaching, nursing, medicine, social work, education, law enforcement, and parenthood.
P.S.: Completion of PSY 1010 or equivalent is not required, but recommended.

COURSE OBJECTIVES
Upon completion of this course, the student will be able to:
1. Demonstrate a basic understanding of the major theoretical ideas of major, classical human personality and individual differences theorists;
2. Demonstrate a basic understanding of the applications of human personality and individual differences theories and empirical research based on these theories;
3. Relate course materials to personal perspectives on human personality and individual differences;
4. Demonstrate skills in communicating using written materials to discuss topics related to human personality and individual differences;
5. Utilize critical thinking skills in the application of human personality and individual differences grand theories and empirical research based on these theories.

TEACHING STRATEGIES
This fully online course is designed to stimulate student learning through the web-based delivery of readings, as well as collaborative activities involving asynchronous discussion and group projects.

Readings: Readings will be organized according to the course schedule provided, and any necessary changes will be announced ahead of time. Each student is responsible for completing the assigned reading.

PowerPoint Slides: PowerPoint slides, as a mode of teaching, will be used to highlight and/or amplify information relevant to the topics to be covered in the course. The notes on the PowerPoint slides are mainly based on our textbook.

Discussion Boards: The class discussion and group discussion boards on our Blackboard course Website will be the medium for class discussions amongst students and me (instructor). No on-campus meetings will be required.

WORK WEEK
In this fully online course, check the course schedule regularly for weeks run from Mondays through Sundays: specifically, they begin at 12:00 AM Monday morning and end at 11:59 PM on Sunday night. All assigned work for any week is to be completed by the end of Sunday in that week. The materials for any week will be posted by Monday morning of that week, if not earlier, under the appropriate folder. Begin each week on Monday by checking the Schedule and then viewing the content for the week in the appropriate module.

PREREQUISITES
Completion of PSY 1010 or equivalent is not required, but recommended.

TECHNICALSKILLS
To succeed in this course, it will be important for learners to possess the following technical skills:

1. Rename, delete, organize, and save files.
2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.
4. Download and install programs and plug-ins.
5. Send and receive email with attachments.
6. Locate and access information using a web search engine.
7. Use a learning management system.

REQUIRED TEXTBOOK
Ryckman, R. (2013). *Theories of Personality* (10th. Ed.). Belmont, CA: Wadsworth Cengage Learning [ISBN-978-1-111-83066-3]

TECHNOLOGY REQUIREMENTS
Browser Check Page
Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course:
http://www.utdl.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html

Software
Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the Online Learning Download Center at http://www.utoledo.edu/dl/main/downloads.html:

- Word Processing Software
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Mozilla Firefox Browser - **Recommended**

Internet Service
High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online exams.

Use of Public Computers
If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is availableathttp://www.utoledo.edu/it/CS/Lab_hours.html.

UT Virtual Labs
Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at http://www.utoledo.edu/it/VLab/Index.html.

COURSE REQUIREMENTS
Class Participation:
Course participation is expected and graded. Please refer to the Discussion sub-section of the Communication Guidelines section later in this syllabus.

Tests:
Students will be taking seven tests (see course schedule for chapters or topics to be covered in each test). Each test must be **completed** (not started) by the due date and time (see course schedule for test due dates – the due date and time are also listed with the exam). Please plan to do a test before the due date so that if you have technical issues that must resolved these can be addressed and you can complete a test by the due date. You can see how your test was scored right after you submit it. When all students have taken a test, you can also see the correct responses for a limited number of days (I will send an email regarding this). The link to a test will be available two days before its due date; however, a test will no longer be available to be taken after the test due date.
P.S. Students may be asked to take supervised tests

Make-up Tests
Occasionally students become ill immediately before a test. Make-up tests will be allowed for legitimate health **or** personal reasons (with proper documentation). Students who fall into either of these two categories must arrange with me in a timely fashion a test make-up date and time. With no proper documentation, a student will **lose 4 points for each day** that s/he does not take a test by the due date.
P.S. *Missed tests will be taken in the Main Campus Test Center with no book or notes allowed. Location: Field House Room 1080; 419-530-2011 – call for office/test hours*

Special Project 1: "Dear Me" Paper
A paper in which you write a letter to your 16-year-old self (i.e., a "Dear Me" Paper) must be submitted via our Blackboard course Website (Assignments tool) by each student.

Directions for the "Dear Me" Paper
1) Write **one full page** (typed, single-spaced, font style Times New Roman, font size 12, 1" margins, and use black ink on 8" X 11" white paper).
2) Include your full name at the top left-hand corner of the page.
3) Begin your letter with a **creative title** (i.e., Dear ??) that summarizes who you were at 16 years of age.
4) Reflect on who you were at 16 years of age. You might wish to consider some or all of the following questions: How do you see yourself at 16? What are the factors that contributed to who you were then? How is your current self, different from who you were at 16? Etc.
5) **Submit paper as an attachment** using our Blackboard course Website Assignment tool.
6) Criteria for grading your paper will include content (what you write, organization, logic, and clarity), spelling and mechanics, and creativity.

7) Your paper's due date and time: **August 26, 2012, 11:59 PM**. You **lose 4 points for each day** you submit your paper after the due date with no acceptable reason. Please see the "Dear Me" Grading Rubric (which I have provided online) for additional and complete grading criteria.

Special Project 2: Career-Related Research Paper
A career-related research paper must be submitted via our Blackboard course Website (Assignments tool) by each student. This is a **relatively formal** paper compared to your special project 1 paper.
Directions for the Career-Related Paper
1) Write **minimum two full pages** (typed, double-spaced, font style Times New Roman, font size 12, 1" margins, pages numbered and use black ink on 8" X 11" white paper)
2) Title page (not included in your minimum two-page written paper) with your name, course code and course title, semester/session, a creative title, a picture/image from the Internet (do NOT use Clip Art), and instructor's name (Dr. Tiamiyu). Do not include any page number on this page; your page numbering (i.e., page 1) should begin on the page following your title page.
3) Write about the possible applications of some of what you learn in this course (i.e., theoretical concepts and research findings) to your future job/career ... what would you like to be when you "grow" up? What knowledge have you acquired in this course that has contributed to or refined your decision-making, and will help you achieve your career goal(s), etc.?
4) Use information from **various** kinds of sources (e.g., books, journal articles, newspapers, magazines, interviews, the Internet, etc.) ... use minimum four different sources beyond our textbook and the Powerpoint slide notes. **Be succinct ... Be creative.**
5) Have one separate APA-style reference page (not included in your minimum two-page written paper) to list your sources of information (excluding that for your picture/image from the Internet on your title page). [Follow the APA, Publications Manual Style Guide (6th Edition)]
6) Integrate relevant information from your sources, your own personal experiences, and knowledge about personality and individual differences into your paper. Include in-text citations in your paper (follow APA style)
7) **Your final submission will be minimum four pages & maximum five pages ... move more towards the maximum number of pages permitted (i.e., a title page, three-page main body of submission, & a reference page).**
8) Criteria for grading your paper will include content (what you write, organization, logic, and clarity), spelling and mechanics, and creativity. (**Do not** just describe or repeat what you obtained from your sources or the course, apply what you learned; look at the big picture, look towards the future).
P.S. You lose points for not following the above directions. You also **lose 4 points for each day** you submit your paper after the due date with no acceptable reason. Your paper's due date: **December 2, 2012, 11:59 PM**. You can submit your paper as from **October 29, 2012**. Please see the Career-Related Research Paper Grading Rubric (which I have provided online) for additional and complete grading criteria.

COURSE POLICIES
Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty available at http://www.utoledo.edu/dl/students/dishonesty.html.

GRADING
The final course grade will be based on the following point values:

Course Requirement	Point Values
Online Participation in Weekly Discussions [Four of these will be graded (i.e., Weeks 2, 4, 8, & 11; 10 Points/Week)]	40
Special Project 1: "Dear Me" Paper	20
Test 1: 30 multiple-choice/true or false questions/statements drawn from textbook, PowerPoint slides & online discussions (50 minutes)	60
Test 2: 30 multiple-choice/true or false questions/statements drawn from textbook, PowerPoint slides & online discussions (50 minutes)	60
Test 3: 30 multiple-choice/true or false questions/statements drawn from textbook, PowerPoint slides & online discussions (50 minutes)	60

Test 4: 30 multiple-choice/true or false questions/statements drawn from textbook, PowerPoint slides & online discussions (50 minutes)	60
Test 5: 30 multiple-choice/true or false questions/statements drawn from textbook, PowerPoint slides & online discussions (50 minutes)	60
Test 6: 30 multiple-choice/true or false questions/statements drawn from textbook, PowerPoint slides & online discussions (50 minutes)	60
Test 7: 30 multiple-choice/true or false questions/statements drawn from textbook, PowerPoint slides & online discussions (50 minutes)	60
Special Project 2: Career-Related Research Paper	60
Total	**540**

P.S.: There is no cumulative final exam; however, all of the above course requirements must be met.

Final Grades: The grading system below will serve as a guide, & it lists category floors (grade, percentage, & points) ... note that final grades are determined by points earned, & there will be no rounding off of points:

A 95% = 513	A- 90% = 486	
B+ 85% = 459	B 80% = 432.	B- 75% = 405
C+ 70% = 378	C 65% = 351	C- 60% = 324
D+ 55% =.297	D 50% = 270	D- 45% = 243
F 0% = 0		

I reserve the right to discretionary grade adjustments.

AMERICANS WITH DISABILITIES ACT:

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact the Office of Accessibility for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

COMMUNICATION GUIDELINES
Email:
Students are expected to check their Blackboard course Web site (messages) mailbox and their UT email account frequently for important course information. This course is being taught for you, so if you are having trouble understanding any aspect of it, please let me know as soon as possible. I am here to help, and will do my best to respond to your email within 24 to 48 hours.

Discussion*:
In this fully online course, participation is vital to your success, and your active engagement during weekly discussion is crucial to learning. At the beginning of the semester, you will be assigned to a discussion group designed to help you understand the assigned readings, learning activities, and course assignments. On Monday morning of Weeks 2, 4, 8 & 11 you are expected to go to your **Group Discussion folder** to address the week's issues/questions raised in the Food For Thought section of that week's module. **Your response and discussion with others in your group will be graded.** To earn full credit for each of these weeks, you must reply to the initial questions by Wednesday at 11:59 PM **AND** respond to the postings of at least two of your group members by Sunday at 11:59 PM. When responding to a group member, begin your posting with that member's **first** name. Please see the Grading Rubric for Online Discussions for complete grading criteria (rubric is included in Modules 2, 4, 8, and 11 folders). For each of the other weeks of the semester, I highly recommend that you go to our **Class Discussion board (Weekly Discussions Not Graded forum)** to discuss the issues/questions raised in the Food For Thought section of the applicable week's module with your course mates (such discussions will be very valuable but will not be graded).

Netiquette
It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success

when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of Internet etiquette: http://www.albion.com/netiquette

TECHNICAL SUPPORT
If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk website is available at: http://www.utoledo.edu/dl/helpdesk/index.html
Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's IT Help Desk at (419) 530-2400 or ithelpdesk@utoledo.edu. The IT Help Desk website is available at http://www.utoledo.edu/it/CS/HelpDesk.html.

LEARNER SUPPORT
The University of Toledo offers a wide range of academic and student support services that can help you succeed:
eTutoring Services
The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.
Learn more at: https://www.etutoring.org/login.cfm?institutionid=232&returnPage

eLibrary Services Portal
The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.
Learn more at: http://www.utoledo.edu/dl/students/elibrary.html

Office of Accessibility
The Office of Accessibility provides accommodations and support services to students with disabilities.
Learn more at: http://www.utoledo.edu/utlc/accessibility/index.html

Counseling Center
The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.
Learn more at: http://www.utoledo.edu/studentaffairs/counseling/

Services for Online Students
Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the link below to learn more about the wide range of services for online students.
Learn more at: http://www.utoledo.edu/dl/students/student_serv.html

WEEK	DATES	LEARNING AND DISCUSSION ACTIVITIES
1	8/20 – 8/26	**By Sunday at 11:59 PM:** 1. Review our Blackboard course site and Syllabus; email me if you have questions or need any clarification 2. Introduce yourself on the Class Discussion board (Introductions & Bio forum); **(earn 4 extra credit points).** 3. Read in textbook, Chapter 1: Personality and the Scientific Outlook, and the PowerPoint slides. **4. Special Project 1 Due.**
2	8/27 – 9/02	**By Sunday at 11:59 PM:** 1. Read in textbook, Chapter 2: Freud's Psychoanalytic Theory and related research, and the PowerPoint slides **2. Test 1 (Chapters 1 & 2: Personality and the Scientific Outlook; Freud) Due.** **By Wednesday at 11:59 PM:** 3. Respond to the weekly FFT questions [*Mandatory & will be graded*]. **By Sunday at 11:59 PM:** 4. Revisit your discussion group and respond to at least two of your group members..
3	9/03 – 9/09	**By Sunday at 11:59 PM:** 1. Read in textbook, Chapter 3: Jung's Analytic Psychology and related research, and the PowerPoint slides **By Wednesday at 11:59 PM:** 2. Respond to the weekly FFT questions **By Sunday at 11:59 PM:** 3. Discuss questions with some of your group members.
4	9/10 – 9/16	**By Sunday at 11:59 PM:** 1. Read in textbook, Chapter 4: Adler's Individual Psychology and related research, and the PowerPoint slides. **2. Test 2 (Chapters 3 & 4: Jung; Adler) Due.** **By Wednesday at 11:59 PM:** 3. Respond to the weekly FFT questions [*Mandatory & will be graded*]. **By Sunday at 11:59 PM:** 4. Revisit your discussion group and respond to at least two of your group members.
5	9/17 – 9/23	**By Sunday at 11:59 PM:** 1. Read in textbook, Chapter 5: Horney's Social and ltural Psychoanalysis and related research, and the PowerPoint slides.

		By Wednesday at 11:59 PM: 2. Respond to the weekly FFT questions **By Sunday at 11:59 PM:** 3. Discuss questions with some of your group members.
6	9/24 – 9/30	**By Sunday at 11:59 PM:** 1. Read in textbook, Chapter 6: Erikson's Psychoanalytic Ego Psychology and related research, and the PowerPoint slides. 2. **Test 3 (Chapters 5 &6: Horney; Erikson) Due.**
		By Wednesday at 11:59 PM: 3. Respond to the weekly FFT questions **By Sunday at 11:59 PM:** 4. Discuss questions with some of your group members.
7	10/1 – 10/7	**Fall Break: No Assignment Due**
8	10/8 – 10/14	**By Sunday at 11:59 PM:** 1. Read in textbook, Chapter 8: Allport's Trait Theory and related research, and the PowerPoint slides
		By Wednesday at 11:59 PM: 2. Respond to the weekly FFT questions [*Mandatory & will be graded*]. **By Sunday at 11:59 PM:** 3. Revisit your discussion group and respond to at least two of your group members.
9	10/15 – 10/21	**By Sunday at 11:59 PM:** 1. Read in textbook, Chapter 11: Kelly's Theory of Personal Constructs and related research, and the PowerPoint slides. 2. **Test 4 (Chapters 8, 11: Allport; Kelly) Due.**
		By Wednesday at 11:59 PM: 3. Respond to the weekly FFT questions **By Sunday at 11:59 PM:** 4. Discuss questions with some of your group members.
10	10/22 – 10/28	**By Sunday at 11:59 PM:** 1. Read in textbook, Chapter 12: Maslow's Self-Actualization Position and related research, and the PowerPoint slides.
		By Wednesday at 11:59 PM: 3. Respond to the weekly FFT questions **By Sunday at 11:59 PM:** 4. Discuss questions with some of your group members.

11	10/29 – 11/4	**By Sunday at 11:59 PM:** 1. Read in textbook, Chapter 13: Carl Rogers' Person-Centered Theory and related research, and the PowerPoint slides; **2. Test 5 (Chapters 12 & 13: Maslow; Rogers) Due.** **3. October 29:** As from today, you can submit your Special Project 2 paper **(Due Date: Dec. 2)**r
		By Wednesday at 11:59 PM: 4. Respond to the weekly FFT questions [*Mandatory & will be graded*]. **By Sunday at 11:59 PM:** 4. Revisit your discussion group and respond to at least two of your group members.
12	11/5 – 11/11	**By Sunday at 11:59 PM:** 1. Read in textbook, Chapter 14: May's Existential-Analytic Position and related research, and the PowerPoint slides.
		By Wednesday at 11:59 PM: 2. Respond to the weekly FFT questions **By Sunday at 11:59 PM:** 3. Discuss questions with some of your group members.
13	11/12 – 11/18	**By Sunday at 11:59 PM:** 1. Read in textbook, Chapter 15: Skinner's Operant Analysis and related research, and the PowerPoint slides. **2. Test 6 (Chapters 14 &15: May; Skinner Due).**
		By Wednesday at 11:59 PM: 2. Respond to the weekly FFT questions **By Sunday at 11:59 PM:** 3. Discuss questions with some of your group members.
14	11/19 – 11/25	Thanksgiving Week: No Assignment Due
15	11/26 – 12/02	**By Sunday at 11:59 PM:** 1. Read in textbook, Chapter 17: Bandura's Social-Cognitive Theory and related research, and the PowerPoint slides. **2. Special Project 2 Due**

		By Wednesday at 11:59 PM: 3. Respond to the weekly FFT questions **By Sunday at 11:59 PM:** 3. Discuss questions with some of your group members.
16	12/03 – 12/09	**By Sunday at 11:59 PM:** 1. Read in textbook, Chapter 18: Theory and Research in Contemporary Personality Psychology, and the PowerPoint slides. **2. Test 7 (Chapters 17 &18: Bandura; Theory and Research in Contemporary Personality Psychology) Due.**
		3. Last Week of Classes
17	12/10 – 12/16	**Finals Week: Final Grades Will Be Ready … Happy Holidays! :-)**

P.S. Schedule (Subject to Modification)
For some amusing personality tests: http://testdex.com/index.html