



Personality and Individual Differences

University of Toledo
College of Languages, Literature and Social Sciences
Department of Psychology
PSY 3200-901 (CRN 50644)
(Credit Hours: 3 Semester 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

“Discussion is an exchange of knowledge; an argument an exchange of ignorance.” ~ Robert Quillen

“Rules are not necessarily sacred, principles are.” ~ President Franklin D. Roosevelt

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Term: Fall 2017 (August 28, 2017 – December 15, 2017)

Class Location: DL / Online
Class Day/Time: Mondays – Sundays
Course Website: <https://blackboard.utdl.edu>
Personal Website: <http://homepages.utoledo.edu/mtiamiy/>
Credit Hours: 3

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COURSE/CATALOG DESCRIPTION

Overview of major theoretical ideas and empirical research in personality and individual differences.

COURSE OVERVIEW

This fast-paced online course is an overview of major theoretical ideas and empirical research on human personality and individual differences (UT General Catalog). We will get to review 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.

Related TAGs: Psychology (OSS 018)

STUDENT LEARNING OUTCOMES (SLO)

Upon completion of this course, the student will be able to:

1. Compare and contrast each of the major perspectives of personality.
2. Explain the relevance of past and current research within personality psychology to the evaluation of personality theories and their applications.
3. Apply basic principles of personality psychology to the understanding of everyday life such as interpersonal relations, workplace issues, etc.
4. Explain the major approaches to the assessment of personality.
5. Assess and critically analyze theories, research methods and research findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet.
6. Demonstrate ability to follow directions, including those regarding group discussions and exams.

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 discussions and / or projects.

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

PowerPoint Slides: PowerPoint slide presentations (PDFs), 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 primarily based on the required textbook.

Group Discussions: In this fully online course, participation is vital to your success, and your active engagement during the weekly group discussions is crucial to learning. The *Group Discussion Board* on our Blackboard course Website will be the forum for students to discuss among their GROUP members, the Food For Thought (FFT) discussion issues / questions raised in each of the Modules. **If a student considers any issue / question to be “sensitive,” please share only what you feel comfortable sharing; you can also generalize your response rather than particularizing it to you.** In addition, when you are replying to or commenting on a particular course mate’s post, always refer to that individual by his or her first name, and if there are two students in your group with the same first name (e.g., Jennifer), distinguish them by also using the first letter of their last name (e.g., Jennifer B. or Jennifer M.). **You do not earn points if it is unclear that you have responded to the minimum number of course mates (i.e., if you do not name the course mate you are responding to, post does NOT count / is not graded).** This group discussion format **will NOT allow students to create a thread** in their group discussion board/forum. *Group discussion activities cannot be made-up, so plan accordingly.* No on-campus meetings will be required.

Additional Directions Regarding Group Discussion Postings:

“Mandatory Weekly Group Discussions” AND “Non-mandatory (Extra Credit Weekly Group Discussions)”...

Each student should go to our Bb course Web site (click on **Group Discussion Board** anytime **FROM** 12:00 AM on Monday of the applicable week (see course schedule). In the board/forum, click on “reply” to respond to the initial FFT– Food For Thought discussion issues / questions, which had been raised in the relevant Module. Later on in the week and up till 11:59 PM on Sunday of that week, students should “reply” to the postings of **at least TWO** of their group members. In this connection, ALL students should endeavor to respond to the initial FFT– Food For Thought discussion issues / questions in a timely fashion (i.e., by mid-week), so as to give group members ample time to respond to at two of their course mates’ posts **BY** 11:59 PM on Sunday. Please see the Grading Rubric: Group Discussion (link is to the left side of our course homepage) for additional information and complete grading criteria.

P.S. Group discussion activities cannot be made-up, so plan accordingly.

P.P.S. The class will receive an announcement/email from our TA when MANDATORY group discussion scores and general group feedback for each of these particular weeks have been posted on our course Web site. Students have ONE week from that date to request for specific individual feedback from our TA, if they wish.

Work Week: In this fully online course, check the Course Schedule (towards the end of this syllabus) regularly for weeks run as from Mondays through Sundays: specifically, they begin at 12:00 AM Monday morning and end at 11:59 PM Sunday night. All assigned work for any week is to be completed by 11:59 PM of Sunday in that week, unless otherwise specified. The materials for any week will be posted by Monday morning of that week, under the appropriate folder. Begin each week on Monday by checking the Course Schedule and then viewing the content for the week in the appropriate Module.

PREREQUISITES AND COREQUISITES

Completion of Introduction to Psychology.

REQUIRED TEXTBOOK

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

RECOMMENDED ADDITIONAL READINGS

Additional readings (mostly original journal articles) on personality theories and research will be recommended when necessary. Access such readings via the respective course modules.

TECHNOLOGY REQUIREMENTS

Technical Skills

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 documents.
5. Send and receive email with attachments.
6. Locate and access information using a web search engine.
7. Use a learning management system.

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 have recent software and 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 (e.g., Microsoft Word)
- Adobe Acrobat Reader
- Internet Browser (e.g., Firefox, Chrome, IE, Safari)

Internet Service

High-speed Internet access is recommended in downloading information and completing online quizzes/tests.

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/exams. A list and schedule for on-campus computer labs is available at http://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>.

UNIVERSITY POLICIES

Policy Statement on Non-Discrimination on the basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.](#))

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office](#).

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources [here....](#)

Complaints can be reported online:

UT's Title IX coordinator: <https://www.utoledo.edu/offices/oid/title-ix/index.html>

ACADEMIC POLICIES

As a student in my course and enrolled at The University of Toledo you should be familiar with the policies that govern the

institution's academic processes, for example, Academic Dishonesty, Enrollment Status, and Grades and Grading. Please read Undergraduate Academic 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>. For additional academic policies, please read the Course Expectations section below.

Students are expected to attend every class meeting (face-to-face / DL) of courses in which they are registered. Please read the **Missed Class Policy**.

COURSE EXPECTATIONS

Class Introduction Board: The class introduction board on our Blackboard (BB) course Website will be the forum for students to introduce themselves to the class during the first week of classes (earn the full allotted points first week of classes; no point thereafter). No on-campus meetings will be required.

P.S. Read my introduction on our Bb course Web site via the *Professor Intro* link.

Syllabus Quiz:

Students will be taking a short online quiz via the *Exam Room* on our Blackboard course web site, during the **first week of classes ONLY**, to assess their understanding of the syllabus content. The link to the quiz will be available at the beginning of the first week (i.e., 12:00 AM on Monday, 8/28/17). Students will not be able to see their quiz scores until after the quiz due date (i.e., 11:59 PM on Sunday, 9/03/17) when all students must have completed this assignment. **I will make an announcement informing students as to when their quiz scores and the most appropriate responses to the quiz items are available on our Blackboard course Web site (*My Grades*).** Receive earned points for completing the quiz first week of classes; no points thereafter.

Class Participation:

Class/course participation is expected and graded. Please refer to the Teaching Strategies section (Group Discussion sub-section) earlier in this syllabus and the Communication Guidelines section (Discussion sub-section) later in this syllabus.

Tests/Exams:

Students will be taking six online tests/exams via the *Exam Room* on our Blackboard course web site (see course schedule for chapters or topics to be covered in each test). The link to a test will be available at the beginning of a test-taking week (i.e., 12:00 AM on Monday). For all tests, you will have just ONE attempt. Each test must be *individually 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 complete a test **ONLY** when you think you are ready to take it, **BUT** before the due date. The latter is important so that if you have technical issues that must be resolved by our Learning Ventures staff, these can be addressed and you can complete the test by the due time. You will see your test score after ALL students have completed the exam hence all students must complete an exam in a timely fashion. I will make an announcement informing students as to when scores are available on our Blackboard course Web site (*My Grades*). Thereafter, no student will be permitted to complete the exam.

To ensure a smooth test-taking experience, it is recommended that you use Firefox 3.5 or higher when taking tests, to clear your cache and browsing history prior to beginning the test, and to review the following Learning Ventures test taking tips via this link:

<http://wordpress.utoledo.edu/learningventures/2014/01/27/blackboard-test-taking-tips-updated-232012/>

Also, note that the Blackboard servers are unavailable from 4:00 to 4:30 a.m. daily for maintenance operations. Please make sure to plan your Blackboard activities accordingly.

If a student has ANY technological issue, please contact our IT Help Desk: <http://www.utoledo.edu/it/CS/HelpDesk.html> immediately. All exams/assignments must be completed by their due dates (refer to paragraph below).

Taking an Exam after the due date

Occasionally students become ill during the period an exam has been made available on Blackboard. Taking an exam after the due time will be allowed for legitimate health or personal reasons (**with acceptable excuse documentation**). Students who fall into either of these two categories should email me in a timely manner (see P.P.S. below). In addition, for my records and to be fair to all other students, students will need to email me a scanned copy of their excuse documentation (**as a Microsoft Word / PDF / JPEG attachment**) that covers at least 48 hours before the exam due date up to the day before they

actually complete the exam on Blackboard. Examples of acceptable excuse documentation are a **doctor's note and obituary announcement of death in the family.**

P.S. If submitting a doctor's note, please MASK / REMOVE the health condition(s) stated therein.

P.P.S. NO student will be allowed to complete an exam, if you do not give me a heads-up with an acceptable documentation of your inability to complete it by its due date. So, please plan accordingly as my aim is to post exam scores shortly after its due date.

GRADING

Students who do not visit or who stop visiting our course Web site (i.e., do not complete assignments, etc.) at some point in the semester will be given a final grade of "F" which will impact your overall grade point average. To formally withdraw from this or any other course you need to contact the **Registrar's Office.**

The final course grade will be based on the following point values (monitor your scores regularly via BB – *My Grades*):

ASSIGNMENTS/ASSESSMENTS	TOTAL POINTS	% OF FINAL GRADE	SLO ALIGNMENT
Complete & upload your Student Profile form as an attachment via Student Profile link/area on our Blackboard course Web site; information is for me ONLY, as the course professor/instructor (earn the full allotted points first week of classes; no point thereafter); this course requirement should be met by all students.	4	< 1%	SLO 6
Introduce yourself on the Class Introduction Board (via our Discussion Board), including your major, work-related experience, etc. by replying to my post (earn the full allotted points first week of classes; no point thereafter); this course requirement should be met by all students.	2	<1%	SLO 6
Syllabus Quiz: 8 multiple-choice/true or false questions/statements drawn from our syllabus (15 minutes); receive earned points first week of classes; no point thereafter; no makeup of quiz; this course requirement must be met by all students.	4	<1%	SLO 6
Participation in Weekly Group Discussions [Six of these are mandatory & will be graded (i.e., Weeks 2, 4, 6, 9, 11 & 13; 30 Points/Week)]*. This course requirement must be met by all students.	180	<33%	SLO 2-6
Test 1: 30 multiple-choice questions/statements drawn from our textbook (60 minutes). This course requirement must be met by all students.	60	~11%	SLO 1, 2, 4-6
Test 2: 30 multiple-choice questions/statements drawn from our textbook (60 minutes). This course requirement must be met by all students.	60	~11%	SLO 1, 2, 4-6
Test 3: 30 multiple-choice questions/statements drawn from our textbook (60 minutes). This course requirement must be met by all students.	60	~11%	SLO 1, 2, 4-6
Test 4: 30 multiple-choice questions/statements drawn from our textbook (60 minutes). This course requirement must be met by all students.	60	~11%	SLO 1, 2, 4-6
Test 5: 30 multiple-choice questions/statements drawn from our textbook (60 minutes). This course requirement must be met by all students.	60	~11%	SLO 1, 2, 4-6
Test 6: 30 multiple-choice questions/statements drawn from our textbook (60 minutes). This course requirement must be met by all students.	60	~11%	SLO 1, 2, 4-6
Total	550	~100%	All SOL

P.S.: There is no cumulative final exam; however, all of the above course requirements should be met, otherwise a student could earn an IN (incomplete) as a final grade.

P.P.S.: **Joining the class after the term has officially started and some course requirements have been met is not an acceptable excuse for making up missed course requirements.**

* You can also earn maximum 24 extra credit points by the end of the semester for participating in the weekly FFT discussions for the other weeks (i.e. 3, 5, 7, 10, 12 & 14) when discussions are not mandatory.

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

A 95% = 522	A- 90% = 495	B- 75% = 412
B+ 85% = 467	B 80% = 440	C- 60% = 330
C+ 70% = 385	C 65% = 357	D- 45% = 247
D+ 55% = 302	D 50% = 275	
F 0% = 0		

I reserve the right to discretionary grade adjustments.

Midterm Grades:

Official mid-term grades will be computed, posted on our Blackboard course Web site (*My Grades*) and submitted to the Registrar's office. During the semester, to compute grades so far, students should add up all their available (earned) points on our Blackboard course Web site (*My Grades*), divide this score by the total points possible in the course so far, and multiply by 100. Compare the obtained percentage to the grading system above to determine the corresponding letter grade.

Important Study Hint for the Course:

Use the *Messages: Among Students* link to the left side of our Bb course Web site to communicate with other course mates as you deem fit (e.g., about course materials, forming study groups, etc.).

COMMUNICATION GUIDELINES

Email:

Students are expected to check our Blackboard Course Website frequently for important course information. When the course instructor posts *course news/announcements* on Blackboard, students will also receive these via their UT email accounts, OR might be prompted to log in to our Blackboard course Web site, **so also check your UT email account at least once a day.** This class is being taught for you the student, so if you are having trouble, please email me (the course instructor) via my UT email account (mojisola.tiamiyu@utoledo.edu) ... I am here to help YOU SUCCEED, and will do my best to respond to you within 24 hours. **Please, if emailing about ANY course-related matter, always include "PSY 3200: [INSERT SUBJECT MATTER HERE]" in the subject line as I would not want your email to get lost among the hundreds I receive daily via my UT email account.**

P.S. Please be sure to read the additional expectations regarding correspondence with me by e-mail on our Blackboard course Web site by clicking on the link, "Email Correspondence."

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>

FLEXIBILITY CLAUSE: The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

STUDENT SUPPORT SERVICES

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 / Learning Ventures 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 / Learning Ventures at (419) 530-2400. 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

Please refer to the Academic Accommodations sub-section above.

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

Success Coach

As of Fall 2013, all new students were assigned a Success Coach to help students navigate their college experience by serving as a single point of contact. Your Success Coach can help you build and develop skills, refer you to support services, and aid in your overall success at The University so be sure to stay connected to him/her throughout your academic journey! If you need assistance connecting with your Success Coach send an email to successcoach@utoledo.edu.

COURSE SCHEDULE
 (Subject to Modification)

WEEK	DATES M=Monday S=Sunday F=Friday	TOPIC / LEARNING OUTCOME / ASSESSMENT MEASURE (A week's Module will be made available on our Blackboard course Web site the Monday of an upcoming week)
1	M, 8/28 – S, 9/03	<p>By Sunday, 9/03 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Review thoroughly our Blackboard course Web site and Syllabus; email me if you have questions or need any clarification (also refer to Module 1 for additional information) 2. Upload your Student Profile Form via Student Profile link/area on our Blackboard course Web site (maximum 4 points: earn full points first week of classes; half of the full points thereafter up till the end of the second week of classes; no point thereafter; this course requirement should be met by all students; information is for me alone, as the course professor 3. Introduce yourself on the Class Introduction Board (maximum 2 points: this course requirement should be met by all students). 4. Complete Syllabus Quiz (maximum 4 points: this course requirement should be met by all students). <p>(Also refer to Module 1 for additional information)</p>
2	M, 9/04 – S, 9/10	<p>By Sunday, 9/10 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Read in textbook, Chapter 1: Personality and the Scientific Outlook (also refer to Module 2 for additional information) 2. If you have not already done so, upload your Student Profile Form to earn partial credit. <p>[Group Discussion Activity: Mandatory & will be graded]. [SLO 3, 5, 6]</p> <p>By mid-week complete the following:</p> <ol style="list-style-type: none"> 1. Respond to the weekly FFT questions <p>By Sunday, 9/10 at 11:59 PM</p> <ol style="list-style-type: none"> 1. Discuss questions with some of your group members (at least two of them). <p>P.S. See Grading Rubric: Group Discussion (link is to the left side of our course homepage)</p>
3	M, 9/11 – S, 9/17	<p>By Sunday, 9/17 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Read in textbook, Chapter 2: Freud's Psychoanalytic Theory and related research (also refer to Module 3 for additional information) 2. Test (Chapters 1 & 2: Personality and the Scientific Outlook; Freud) due. [SLO 1, 2, 4-6] <p>By mid-week complete the following:</p> <ol style="list-style-type: none"> 1. Respond to the weekly FFT questions via your Group Discussion Board. <p>By Sunday, 9/17 at 11:59 PM</p> <ol style="list-style-type: none"> 1. Revisit your discussion group and respond to at least two of your group members.

4	M, 9/18 – S, 9/24	<p>By Sunday, 9/24 at 11:59 PM complete the following: 1. Read in textbook, Chapter 3: Jung’s Analytic Psychology and related research (also refer to Module 4 for additional information).</p> <p>[Group Discussion Activity: Mandatory & will be graded]. [SLO 3, 5, 6]</p> <p>By mid-week complete the following: 1. Respond to the weekly FFT questions</p> <p>By Sunday, 9/24 at 11:59 PM 1. Discuss questions with some of your group members (at least two of them).</p> <p>P.S. See Grading Rubric: Group Discussion (link is to the left side of our course homepage)</p>
5	M, 9/25 – S, 10/01	<p>By Sunday, 10/01 at 11:59 PM complete the following: 1. Read in textbook, Chapter 4: Adler’s Individual Psychology and related research (also refer to Module 5 for additional information).</p> <p>2. Test 2 (Chapters 3 & 4: Jung, Adler) due. [SLO 1, 2, 4-6]</p> <p>By mid-week complete the following: 1. Respond to the weekly FFT questions via your Group Discussion Board.</p> <p>By Sunday, 10/01 at 11:59 PM 1. Revisit your discussion group and respond to at least two of your group members.</p>
6	M, 10/02 – S, 10/08	<p>By Sunday, 10/08 at 11:59 PM complete the following: 1. Read in textbook, Chapter 5: Horney’s Social and Cultural Psychoanalysis and related research (also refer to Module 6 for additional information).</p> <p>[Group Discussion Activity: Mandatory & will be graded]. [SLO 3, 5, 6]</p> <p>By mid-week complete the following: 1. Respond to the weekly FFT questions</p> <p>By Sunday, 10/08 at 11:59 PM 1. Discuss questions with some of your group members (at least two of them).</p> <p>P.S. See Grading Rubric: Group Discussion (link is to the left side of our course homepage)</p>
7	M, 10/09 – S, 10/15	<p>By Sunday, 10/15 at 11:59 PM complete the following: 1. Read in textbook, Chapter 6: Erikson’s Psychoanalytic Ego Psychology and related research (also refer to Module 7 for additional information).</p> <p>2. Test 3 (Chapters 5 & 6: Horney, Erikson) due. [SLO 1, 2, 4-6]</p> <p>By mid-week complete the following: 1. Respond to the weekly FFT questions</p> <p>By Sunday, 10/15 at 11:59 PM 1. Discuss questions with some of your group members (at least two of them).</p>

8	M, 10/16 – S, 10/22	Fall Break: No Module 8
9	M, 10/23 – S, 10/29	<p>By Sunday, 10/29 at 11:59 PM complete the following: 1. Read in textbook, Chapter 8: Allport's Trait Theory and related research, (also refer to Module 9 for additional information).</p> <p>[Group Discussion Activity]: Mandatory & will be graded. [SLO 3, 5, 6]</p> <p>By mid-week complete the following: 1. Respond to the weekly FFT questions via your Group Discussion Board.</p> <p>By Sunday, 10/29 at 11:59 PM 1. Revisit your discussion group and respond to at least two of your group members.</p> <p>P.S. See Grading Rubric: Group Discussion (link is to the left side of our course homepage)</p>
10	M, 10/30 – S, 11/05	<p>By Sunday, 11/05 at 11:59 PM complete the following: 1. Read in textbook, Chapter 11: Kelly's Theory of Personal Constructs and related research (also refer to Module 10 for additional information).</p> <p>2. Test 4 (Chapters 8 & 11: Allport; Kelly) due. [SLO 1, 2, 4-6]</p> <p>By mid-week complete the following: 1. Respond to the weekly FFT questions</p> <p>By Sunday, 11/05 at 11:59 PM 1. Discuss questions with some of your group members (at least two of them).</p>
11	M, 11/06 – S, 11/12	<p>By Sunday, 11/12 at 11:59 PM complete the following: 1. Read in textbook, Chapter 12: Maslow's Self-Actualization Position and related research (also refer to Module 11 for additional information).</p> <p>[Group Discussion Activity]: Mandatory & will be graded. [SLO 2, 3, 5, 6]</p> <p>By mid-week complete the following: 1. Respond to the weekly FFT questions</p> <p>By Sunday, 11/12 at 11:59 PM 1. Discuss questions with some of your group members (at least two of them).</p> <p>P.S. See Grading Rubric: Group Discussion (link is to the left side of our course homepage)</p>
12	M, 11/13 – S, 11/19	<p>By Sunday, 11/19 at 11:59 PM complete the following: 1. Read in textbook, Chapter 13: Carl Rogers' Person-Centered Theory and related research (also refer to Module 12 for additional information).</p> <p>2. Test 5 (Chapters 12 & 13: Maslow; Rogers) due. [SLO 1, 2, 4-6]</p> <p>By mid-week complete the following: 1. Respond to the weekly FFT questions via your Group Discussion Board.</p> <p>By Sunday, 11/19 at 11:59 PM 1. Revisit your discussion group and respond to at least two of your group members.</p>

13	M, 11/20 – S, 11/26	<p>By Sunday, 11/26 at 11:59 PM complete the following: 1. Read in textbook, Chapter 17: Bandura’s Social-Cognitive Theory and related research (also refer to Module 13 for additional information)</p> <p>[Group Discussion Activity: Mandatory & will be graded]. [SLO 2, 3, 5, 6]</p> <p>By mid-week complete the following: 1. Respond to the weekly FFT questions</p> <p>By Sunday, 11/26 at 11:59 PM 1. Discuss questions with some of your group members (at least two of them).</p> <p>P.S. See Grading Rubric: Group Discussion (link is to the left side of our course homepage)</p> <p>-- Dept. of Psychology COURSE EVALUATION FORM Available For Completion On Our Blackboard Course Web Site From 12:00 AM Monday, November 20 ... Click on Dept. Course Evaluation Content Link. LAST DAY TO COMPLETE FORM IS 11:59 PM SUNDAY, NOVEMBER 26</p>
14	M, 11/27 – S, 12/03	<p>By Sunday, 12/03 at 11:59 PM complete the following: 1. Read in textbook, Chapter 18: Theory and Research in Contemporary Personality Psychology (also refer to our last module, Module 14 for additional information)</p> <p>2. Test 6 (Chapters 17 & 18: Bandura; Theory and Research in Contemporary Personality Psychology) due. [SLO 1, 2, 4-6]</p> <p>By mid-week complete the following: 1. Respond to the weekly FFT questions</p> <p>By Sunday, 12/03 at 11:59 PM 1. Discuss questions with some of your group members (at least two of them).</p>
15	M, 12/04 – F, 12/08	<p>-- Check All Scores and Final Grades on our Blackboard Course Web site (<i>My Grades</i>) before 5 PM on Friday (December 8)</p> <p>-- Final Grades to be sent to the Registrar’s Office by 5 PM on Friday (December 8)</p>

For some Personality tests (including amusing tests), go to: <http://testdex.com/index.html>

P.S. *All course requirements must be completed before 5 PM on Friday (December 8). Please note that I will be sending students’ final grades to the Registrar’s office **by 5 PM on Friday, December 8** (i.e., end of the workday).

WELCOME!
 I look forward to engaging with you throughout this semester! :-)