

University of Toledo
College of Languages, Literature and Social Sciences
Department of Psychology
PSY 3200-911
Personality and 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

"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

Instructor: Dr. M. Tiamiyu	Term: Summer Session 1 2013
Office Hours: W, 11:00 am - 1:00 pm & by appointment	Class Location/Times: Online
Office Location: UH 1063	Office Phone: 419-530-2853
Course Website: https://blackboard.utdl.edu	Email: Blackboard Course Web site (<i>Messages</i>)
Instructor's Personal Website: http://homepages.utoledo.edu/mtiamiy/	

Teaching Assistant (TA):

Name: John Van Dusen

Office: UH 1630

Office Hours: M, 10 am – 12:00 pm & by appointment

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COURSE/CATALOG DESCRIPTION

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

COURSE OVERVIEW

This 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.

STUDENT LEARNING OUTCOMES

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

1. Demonstrate a basic understanding of the major theoretical ideas of some 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 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 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 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 primarily based on the required textbook.

Class Discussion Board: The class discussion board on our Blackboard course Website will be the forum for students to introduce themselves to the class during the first week of classes, and communicate about student-related matters (e.g., organize student study groups for tests) throughout the semester/session.

Group Discussion Board: Each student will be assigned to a group by the beginning of week two. The group discussion board on our Blackboard course Website will be the forum for students to discuss among their GROUP members, the posted discussion issues / questions, which will be graded. Please, when you are addressing a particular course mate's response / comment, 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., Matthew), distinguish them by also using the first letter of their last name (e.g., Matthew M or Matthew F.).

WORK WEEK

In this fully online course, check the course schedule regularly for weeks run from Mondays through Fridays: specifically, they begin at 12:00 AM Monday morning and end at 5:00 PM on Friday evening. All assigned work for any week is to be completed by 5:00 PM of Friday in that week. *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 Schedule and then viewing the content for the week in the appropriate Module.

*** For the last week of classes, assigned work must be completed by 12 noon on Friday (see end of course schedule for additional information).**

P. S. After the first week, students are strongly advised to begin reading ahead the relevant chapters for the upcoming week in their textbook (e.g., begin reading on Saturday and Sunday, before the applicable PowerPoint slides and other materials are posted on Monday)

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 – **Strongly Recommended**

Internet Service

High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming audio and video content.

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 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>.

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 six tests 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 two days before its due date. For the sake of students who are taking an online course for the first time, you will have a maximum of two attempts for the first test and the higher score will count towards your final grade. For all other 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 do a test before the due date so that if you have technical issues that must be resolved by Learning Ventures, 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).

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:

How to clear cache:

http://www.utoledo.edu/dl/faculty/fac_browser.html

Test-taking tips:

<http://wordpress.utoledo.edu/learningventures/2012/02/03/blackboard-test-taking-tips-updated-232012/>

If a student has ANY technological issue, please contact Learning Ventures, and if after resolving the issue, the student is unable to complete the exam, please email me immediately via Blackboard so that I can leave a hardcopy of the exam and a Scranton answer sheet for you at the main campus Testing Center (Memorial Field House Room 1080).

419.530.2011) ... *no books, notes and other aids will be allowed by the staff of the Testing Center* My ability to prepare and drop off the exam will depend on the time of the day the student contacts me, so s/he would need to **call the Testing Center first to make sure the exam is there before going**. The exam must be done in a timely manner in order for me not to deduct the applicable points per day for completing it after the due date as indicated in our syllabus (read paragraph below). **In short, students should know that I do NOT reset online exams under ANY circumstances (hence the maximum 2 attempts for Test 1, as low-stake/practice-that-counts).**

Taking a Test after the due date

Occasionally students become ill during the period a test has been made available on Blackboard Taking a test after the due date will be allowed for legitimate health **or** personal reasons (with proper documentation). Students who fall into either of these two categories must scan and email me as an attachment documentation that covers the exam availability period up to the day before they complete the exam on Blackboard With no proper documentation received by me, a student will **lose 4 points for each day** that s/he does not take a test by the due date.

Special Project: "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* link) by each student. This is a **relatively formal** paper.

Directions for the "Dear Me" Paper

- 1) Minimum two pages (typed, double-spaced, font style Times New Roman, font size 12, 1" margins, use black ink on 8" X 11" paper format with white background), no longer than three pages.
 - 2) Title page (not included in your minimum two-page paper) with your name, complete course code and course title, semester/session and year, a picture/image from the Internet (do NOT use Clip Art), and instructor's name (Dr. Tiamiyu) Do not number this page.
 - 3) Begin the body of your letter with a **creative address** (i.e., Dear ??) that summarizes who you were at 16 years of age. (Start page numbering here, as page 1)
 - 4) Reflect upon who you were at 16 years of age and who you are today. 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., **be creative**.
 - 5) Integrate relevant information from a minimum of four self-identified EMPIRICALLY-based journal articles, your own personal experiences, and knowledge about personality and individual differences acquired in this course into your paper (e.g., include relevant information related to some of the theories you come across in the course) Remember to include your journal citations in the body of your paper following APA style
 - 6) Have one separate APA-style page of references (not included in your minimum two-page typed paper) to list the journal articles you used. Follow the APA, Publications Manual Style Guide (6th Edition) ... you can use a relevant link that I have posted on our course Web site to gain access to a site that illustrates how to write up your references. Note that if you obtain a journal article from the Internet, copying and pasting the link to your page of references will not be adequate; you need to give the complete reference information, APA style The title of the page should be, References.
 - 7) **Submit paper as an attachment (i.e., one file) using our Blackboard course Website Assignment link.** Your final submission will be minimum four pages and maximum five pages ... move more towards the maximum number of pages permitted (and in this order: a title page, three-page main body of submission, and a reference page). **Please DO NOT email me your submission via Blackboard / my UT email account - it will not be graded.**
 - 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 journal articles or the course; emphasis should be on the application of the information acquired).
 - 9) Your paper's due date is **Friday, June 14, 2013 (5 p.m.)**. You can submit your paper as from **Monday, June 3, 2013 (5 p.m.)**.
 - 10) You lose points for not following the above directions Please see the "Dear Me" paper Grading Rubric (which I have provided online) for additional and complete grading criteria
- P.S.** No paper will be accepted once final grades have been submitted to the Registrar's office.

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 Mandatory Weekly Group Discussions (i.e., Weeks 2 - 5; 20 Points/Week]	80
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
Special Project: "Dear Me" Paper	60
Total	500

P.S.: There is no cumulative final exam; however, all of the above course requirements must be met in order for a student not to earn an incomplete (IN) as a final grade

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

A 95% = 475	A- 90% = 450	
B+ 85% = 425	B 80% = 400	B- 75% = 375
C+ 70% = 350	C 65% = 325	C- 60% = 300
D+ 55% = 275	D 50% = 250	D- 45% = 225
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 our Blackboard Course Website (*Messages*) frequently for important course information. When I post announcements on Blackboard, students will also receive these via their UT email account, so also check this account frequently. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know I am here to help, and will do my best to respond to email within 24 hours. **Please, if emailing me about ANY course-related matter, always do so via our Blackboard Course Website (*Messages*), because I would like to catalog our correspondence and would not like your email to get lost among the hundreds I receive via my UT email account.**

Group Discussion:

In this fully online course, participation is vital to your success, and your active engagement during weekly group discussion is mandatory and crucial to learning. By the beginning of week two, you will be assigned to a discussion group designed to help you understand assigned readings, learning activities, and course assignments. On Monday morning of each week starting from week two, a series of discussion questions will be posted in the discussion folder for that week. To earn full credit, you must respond to all the initial weekly questions, for each of the four weeks indicated in the schedule, **by Wednesday at 5:00 PM** of that week, and respond to the postings of at least two of your peers **STARTING from Wednesday AFTER 5:00 PM and by Friday at 5:00 PM** of that week. Please see the Grading Rubric for Group Discussions for complete grading criteria.

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. 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