



Personality and Individual Differences

University of Toledo
College of Languages, Literature and Social Sciences
Department of Psychology
PSY 3200-911 (CRN 32429)
(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: Summer Session 1 2016 (May 16 – June 24, 2016)

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 but NOT self-paced online course is an overview of major theoretical ideas and empirical research on human personality and individual differences. 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 chances for students to apply personality theories and research findings not only to careers in psychology, but also to many other careers such as teaching, nursing, medicine, social work, education, law enforcement, and parenthood. This course will in addition afford students with opportunities to demonstrate responsibility by following instructions for group discussions and exams.

Related TAGs: Psychology (OSS 018)

STUDENT LEARNING OUTCOMES (SLO)

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

1. Compare and contrast 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 findings (outcomes), and applications developed by psychologists and made available through diverse media (e.g., textbooks, newspapers, professional and lay periodicals, and the Internet).
6. Demonstrate ability to engage in group discussions and efficiently complete exams/other assignments.

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.

Class Discussion Board. The Class Discussion Board on our Blackboard (BB) course Website will be the forum for students to introduce themselves to the class during the first two weeks of classes (earn the full allotted points first week of classes; earn half of the allotted points thereafter up till the end of the second week of classes). No on-campus meetings will be required.

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 topics which will be graded. **If a student considers any topic 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 addressing a particular course mate’s response / contribution, 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 lose points if it is unclear that you have responded to the minimum number of course mates (i.e., if you do not address/name the course mate you are responding to).** *Group discussion activities cannot be made-up, so plan accordingly.* No on-campus meetings will be required.

Format of Postings:

On the applicable week (see course schedule), each student should go to our Bb course Web site (click on **Group Discussion Board**). Next, click on “reply” to complete the initial FFT – Food For Thought activity any time **FROM** 12:00 AM on Monday up till 11:59 PM on Wednesday. Thereafter, **STARTING** from 12:00 AM on Thursday up till 11:59 PM on Sunday of that week, students should click on “reply” to respond to the postings of at least TWO of their course mates. Response to course mates could include comments, suggestions, and any other appropriate feedback. This format **will NOT allow students to create a thread** in their group discussion board/forum.

P.S. Students lose points for posting earlier or later than the specified discussion periods indicated on the course schedule.

Video Clips: Video clips will be used to highlight and/or amplify topics discussed when appropriate.

Work Week In this fully online course, check the Course Schedule (towards the end of this syllabus) regularly for weeks typically run 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. 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, the assigned work (i.e., exam) must be completed by 11:59 PM on THURSDAY (see end of course schedule for additional information).**

PREREQUISITES AND COREQUISITES

Completion of Introduction to Psychology

REQUIRED TEXTS AND ANCILLARY MATERIALS

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

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 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.

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.utd.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 (e.g., Microsoft Word)
- Adobe Acrobat Reader
- Internet Browser (e.g., Firefox, Chrome, IE, Safari)

Internet Service

High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests/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/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](#)

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 of courses in which they are registered. Please read the **Missed Class Policy**.

COURSE EXPECTATIONS

Class Introduction: 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 two weeks of classes (earn the full allotted points first week of classes, earn

half of the allotted points thereafter up till the end of the second week of classes; no point earned as from the end of the second week of classes). No on-campus meetings will be required.

P.S. Read my introduction on our Bb course Web site via the *Professor Introduction* 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, 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).

Class Participation:

Course participation is expected and graded. Please refer to the Teaching Strategies section (Group Discussion sub-section) previously 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 the 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/>

If a student has ANY technological issue, please contact the UT Online Help Desk.

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.

Taking a Test / Quiz after the due date

Occasionally students become ill during the period an exam (i.e., Test / Syllabus Quiz) has been made available on Blackboard. Taking an exam after the due date/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. In addition, for my records and to be fair to all other students, students will need to email me as soon as possible a scanned copy of their excuse documentation (as a Microsoft Word / PDF / JPEG attachment) that covers at least 72 hours before the exam due date up to the day before they actually complete the exam on Blackboard (or at the Testing Center). With no acceptable excuse documentation (e.g., doctor's note, obituary announcement of death in the family) received by me, students will lose 4 points for each day that they do not complete an exam by the due date/time.

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

GRADING

Students who do not attend class or stop attending at some point throughout 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 full points first week of classes; half points thereafter up till the end of the second week of classes, no points as from the end of the second week of classes; this course requirement should be met by all students.) | 4 | < 1% | SLO 6 |
| Introduce yourself on the Class Discussion Board, including your major, work-related experience, etc. by replying to my post (earn full points first week of classes; half points thereafter up till the end of the second week of classes; no points as from the end of the second week of classes; 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), this course requirement must be met by all students. | 4 | < 1% | SLO 6 |
| Participation in Mandatory Weekly Group Discussions (i.e., Weeks 2 - 5; 30 Points/Week)]. This course requirement must be met by all students. | 120 | 25% | 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 | 12% | 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 | 12% | 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 | 12% | 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 | 12% | 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 | 12% | 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 | 12% | SLO 1, 2, 4-6 |
| Total | 490 | 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.**

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% = 465 | A- 90% = 441 | |
| B+ 85% = 416 | B 80% = 392 | B- 75% = 367 |
| C+ 70% = 343 | C 65% = 318 | C- 60% = 294 |
| D+ 55% = 269 | D 50% = 245 | D- 45% = 220 |
| F 0% = 0 | | |

I reserve the right to discretionary grade adjustments.

Midterm Grades:

As this is a six-week summer course, official mid-term grades will not be calculated and submitted to the Registrar's office, however, it is important that students monitor their performance during the session. To calculate grades so far, students should look up their Final Points/Scores on our Blackboard course Web site (*My Grades*), divide this by the total points earned in the course so far, and multiply by 100. Compare the obtained percentage points to the grading system above to determine the corresponding letter grade.

COMMUNICATION GUIDELINES

Email:

Students are expected to check our Blackboard Course Website frequently for important course information. When I post *course news* / announcements on Blackboard, students will also receive these via their UT email account OR might be prompted to log in to our Blackboard course Web site, so also check your UT email 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 YOU SUCCEED, and will do my best to respond to email you back within 24 hours to 48 hours. **Please, if responding to any course news / announcement OR emailing me about ANY course-related matter, always include "PSY 3200: [INSERT YOUR SUBJECT HERE]" in the subject line as I would not want 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 activities will be posted in the discussion folder for that week. To earn full credit, you must respond to all the initial weekly activities, for each of the four weeks indicated in the course schedule, **BY Wednesday at 11:59 PM** of that week, and respond to the postings of at least two of your peers **STARTING from Thursday at 12:00 AM and BY Sunday at 11:59 PM** of that week. Please see the "Group Discussion: Grading Rubric" (link is to the left side of our course homepage) for more specific information and complete grading criteria.

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

P.P.S. Students lose points for posting earlier or later than specified in the course schedule.

P.P.P.S. The class will receive an announcement/email from our TA when group discussion scores for a particular week have been posted on our course Web site (*My Grades*). Students have ONE week from that date to request for specific feedback from our TA, if need be.

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 R = Thursday | 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, 5/16 – S, 5/22 | <p>By Sunday, 5/22 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 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; partial points thereafter up till the end of the second week of classes), information is for me alone, as the course professor 3. Introduce yourself on the Class Discussion Board (maximum 2 points: earn full points first week of classes; partial points thereafter up till the end of the second week of classes). 4 Complete Syllabus Quiz (this course requirement should be met by all students). 5. Read in textbook, Chapter 1: Personality and the Scientific Outlook (also refer to Module 1 for additional information; NO GROUP DISCUSSION ACTIVITY). 6 Read in textbook, Chapter 2: Freud's Psychoanalytic Theory and related research (also refer to Module 1 for additional information; NO GROUP DISCUSSION ACTIVITY). 7. Test 1 (Chapters 1 & 2: Personality and the Scientific Outlook; Freud) due. [SLO 1, 2, 4-6] |
| 2 | M, 5/23 – S, 5/29 | <p>[Group Discussion Activity: Mandatory & will be graded] [SLO 3, 5, 6] By Wednesday, 5/25 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Complete the weekly FFT activity via your Group Discussion Board. <p>Between Thursday at 12:00 AM and Sunday 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. <p>By Sunday, 5/29 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1 Read in textbook, Chapter 3. Jung's Analytic Psychology and related research (also refer to Module 2 for additional information). 2. Read in textbook, Chapter 4 Adler's Individual Psychology and related research (also refer to Module 2 for additional information). 3. Test 2 (Chapters 3 & 4: Jung, Adler) due. [SLO 1, 2, 4-6] |
| 3 | M, 5/30 – S, 6/5 | <p>[Group Discussion Activity: Mandatory & will be graded]. [SLO 3, 5, 6] By Wednesday, 6/1 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Complete the weekly FFT activity via your Group Discussion Board. <p>Between Thursday at 12:00 AM and By Sunday 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. <p>By Sunday, 6/5 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1 Read in textbook, Chapter 5: Horney's Social and Cultural Psychoanalysis and related research (also refer to Module 3 for additional information). 2 Read in textbook, Chapter 6: Erikson's Psychoanalytic Ego Psychology and related research (also refer to Module 3 for additional information) 3. Test 3 (Chapters 5 & 6: Horney, Erikson) due. [SLO 1, 2, 4-6] |

| | | |
|---|----------------------|--|
| 4 | M, 6/6 – S, 6/12 | <p>[Group Discussion Activity: Mandatory & will be graded]. [SLO 2-6] By Wednesday, 6/8 at 11:59 PM complete the following: 1 Complete the weekly FFT activity via your Group Discussion Board. Between Thursday 12:00 AM and By Sunday at 11:59 PM: 1 Revisit your discussion group and respond to at least two of your group members.</p> <p>By Sunday, 6/12 at 11:59 PM complete the following: 1 Read in textbook, Chapter 8 Allport's Trait Theory and related research, (also refer to Module 4 for additional information). 2 Read in textbook, Chapter 11 Kelly's Theory of Personal Constructs and related research (also refer to Module 4 for additional information). 3. Test 4 (Chapters 8 & 11: Allport; Kelly) due. [SLO 1, 2, 4-6]</p> |
| 5 | M, 6/13 – S, 6/19 | <p>[Group Discussion Activity: Mandatory & will be graded]. [SLO 2, 3, 5, 6] By Wednesday, 6/15 at 11:59 PM complete the following: 1. Complete the weekly FFT activity via your Group Discussion Board Between Thursday at 12:00 AM and By Sunday at 11:59 PM: 1. Revisit your discussion group and respond to at least two of your group members.</p> <p>By Sunday, 6/19 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 5 for additional information) 2. Read in textbook, Chapter 13 Carl Rogers' Person-Centered Theory and related research (also refer to Module 5 for additional information). 3. Test 5 (Chapters 12 & 13: Maslow; Rogers) due. [SLO 1, 2, 4-6]</p> |
| 6 | M, 6/20 – R, 6/23*** | <p>***By THURSDAY, 6/23 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 6 for additional information; NO GROUP DISCUSSION ACTIVITY). 2. Read in textbook, Chapter 18. Theory and Research in Contemporary Personality Psychology (also refer to Module 6 for additional information; NO GROUP DISCUSSION ACTIVITY). 3. Test 6 (Chapters 17 & 18: Bandura; Theory and Research in Contemporary Personality Psychology) due. [SLO 1, 2, 4-6]</p> |
| | M, 6/13 – R, 6/23 | <p>DEPT. OF PSYCHOLOGY COURSE EVALUATION FORM AVAILABLE FOR COMPLETION ON OUR BLACKBOARD COURSE WEB SITE</p> |

For some amusing personality tests, go to. <http://testdex.com/index.html>

* All course requirements must be completed by the official last day of classes (**Friday, June 24**) by **12 NOON**. Please note that I will be sending students' final grades to the Registrar's office before **5 PM on Friday, JUNE 24** (i.e., before the office closes). I will be traveling out of the country on Saturday, June 25, and will not have access to the Internet. So, students who do not meet all course requirements by the time I submit grades will earn an incomplete (IN) grade, which will be changed to another grade in August, if all course requirements are met.

WELCOME!

I look forward to engaging with you throughout this summer session ... I will stretch you but not break you! :-)