

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

“Your identity is your own, and you’re allowed to play around with it and present yourself in different ways.” Holiday Mathis, Toledo Blade

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

Course Professor: Dr. M. Tiamiyu	Term: Spring 2014
Office Hours: TW, 10:00 AM - 12:00 PM, & by appointment	Class Location: 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: Joanna Piedmont (Graduate Student)	Office Hours: Thursdays, 12:30 – 1:30 PM
Office Location: UH 5280	Email: Blackboard Course Web site (<i>Messages</i>)

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.
6. Demonstrate ability to follow directions regarding human personality and individual differences 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 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 readings.

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

WORK WEEK

For this fully online course, check the course schedule regularly for weeks run from 12:00 AM on Mondays through 5:00 PM on Fridays. All assigned work for any week is to be completed by 5:00 PM on Friday of that week. The materials for any week will be posted under the appropriate folder. Begin each week latest 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

In order to succeed in this course, it will be important for students 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. Send and receive email with attachments.
5. Locate and access information using a web search engine.
6. 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
- 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 available: 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. For additional information, please refer to the Discussion sub-section of the Communication Guidelines section later in this syllabus.

Web-delivered/Online Tests: Students will be taking seven web-delivered/online tests via our Blackboard (BB) course Web site (*Exam Room*). See course schedule for availability and due dates, and chapters / topics to be covered in tests.

Important Information Regarding Tests:

The link to each of the seven Tests will be available about **48 hours** before its due date. For all tests, you will have just **one attempt**.

Each test should 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 test). Please plan to do a test before the due date so that if you have technical issues that must be resolved by a Learning Ventures staff, these can be addressed and you can complete the test on time. 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 most appropriate responses for a limited number of days (**I will inform the class about this via our Blackboard course Web site, Announcement tool; an announcement notice will first appear in your UT email account – please do not email me regarding concerns about test items until after you have reviewed the most appropriate responses**). Students must complete Tests sequentially (i.e., you cannot take Test 2 before taking Test 1). In addition, students can no longer take an exam once the most appropriate responses have been made available to the class, so again, please plan accordingly.

To ensure a smooth test taking experience, you should use **Firefox 3.5 or higher** when taking tests, clear your cache and browsing history and review the following Learning Ventures test taking tips prior to beginning the test:

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/>

Note that the Blackboard servers are unavailable from 4:00 to 4:15 a.m. daily for maintenance operations, so please make sure to plan your Blackboard activities accordingly.

If a student has ANY technological issue, please contact a Learning Ventures staff immediately, and if after resolving the issue, the student is unable to complete the exam, please email me immediately **via Blackboard (messages)** so that I can leave a hardcopy of the exam 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 to the Center.** The exam should 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 rarely reset online exams.**

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 within a reasonable period after the due date 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 fashion. Students also need to scan and email as an attachment a copy of the documentation that covers the exam availability period up to the day before they complete the exam on Blackboard. With no acceptable excuse documentation received by me, students will **lose 4 points for each day** that they do not take an exam by the due date and time. Students will not be allowed to take an exam once the most appropriate responses have been made available to the class.

Special Project: Film / Book Review Paper

A film / book review paper must be submitted via our Blackboard course Website (*Assignments tool*) by each student. This is a **relatively formal** paper.

Directions for the Film / Book Review Paper

- 1) Paper should be a Microsoft word typed document, 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) Begin with a separate Title page that has your name, course code and course title, semester/session, a creative and relevant title, a picture/image from the Internet (do NOT use Clip Art), and course professor'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) Describe a character from a movie or novel from the perspective of one of the theories discussed in this course and then conclude with your own impression. Use information from **no fewer than three sources.**
- 4) In this paper you should a) describe the character from a book or a movie, b) describe this person from a theoretical perspective we've covered in this course, c) summarize and present your opinion about how well this theory describes the person in question. **Be creative** (i.e., produce original, appropriate, and valuable ideas).
- 5) Have one separate page of References to list your sources of information (exclude that for your picture/image from the Internet on your title page). Refer to the reference section of our textbook and/or you can use a relevant link that I posted on our course Web site to gain access to a site that illustrates how to write up your references (i.e., your chosen film/book and other sources). Note that if you obtain a book, journal article, etc. from the Internet, copying and pasting the link to your reference page will not be adequate; you need to give the complete reference information.
- 6) **Your final submission will be minimum four pages and maximum five pages (i.e., a title page, maximum three-page main body of submission, and a reference page).**
- 8) Criteria for grading your paper will include how accurately and creatively the psychological principles from the theory is applied, organization, logic, clarity, spelling and mechanics.

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: **April 18, 2014, 5:00 PM.** You can submit your paper as from **March 24, 2014, 5:00 PM.** Documentation for not making a submission by April 18 must cover the period of March 24 up till the day before paper is submitted. Please see the Film / Book Review Paper (SP) Grading Rubric (rubric link is to the left side of our course homepage) 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
Complete & upload your Student Profile form; submit using Assignments Tool on our Blackboard course Web Site; information is for me alone, as the course professor/instructor	4
Introduce yourself on the Class Discussion Board (earn full points first week of classes; partial points thereafter up till the end of the second week)	4
Participation in Weekly FFT Discussions [Four of these are mandatory & will be graded (i.e., Weeks 3, 5, 8, & 12; 23 Points/Week)]*	92
Test 1: 30 multiple-choice questions/statements drawn from the required textbook & online discussions (50 minutes)	60
Test 2: 30 multiple-choice questions/statements drawn from the required textbook & online discussions (50 minutes)	60
Test 3: 30 multiple-choice questions/statements drawn from the required textbook & online discussions (50 minutes)	60
Test 4: 30 multiple-choice questions/statements drawn from the required textbook & online discussions (50 minutes)	60
Test 5: 30 multiple-choice questions/statements drawn from the required textbook & online discussions (50 minutes)	60
Test 6: 30 multiple-choice questions/statements drawn from the required textbook & online discussions (50 minutes)	60
Test 7: 30 multiple-choice questions/statements drawn from the required textbook & online discussions (50 minutes)	60
Special Project: Film / Book Review Paper	60
Total	580

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

* You can also earn maximum 20 extra credit points at the end of the semester by participating in the weekly FFT discussions for the other weeks (i.e. 2, 4, 6, 7, 9, 10, 11, 13, 14 & 15) when discussions are not mandatory.

Final grades will be determined in accordance with the grading system below, which lists category floors (grades and applicable number points; there will be no rounding off of points)*:

A 95% = 551	A- 90% = 522	
B+ 85% = 493	B 80% = 464	B- 75% = 435
C+ 70% = 408	C 65% = 377	C- 60% = 348
D+55% = 319	D 50% = 290	D- 45% = 261
F 0% = 0		

*The above percentages serve as only a guide for students who would like to compute their grades during the semester.

P.S. I reserve the right to discretionary grade adjustments.

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.

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 course professor 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* tool) 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, Mondays to Fridays. Please email me ONLY via our BB course Web site. **Do NOT email me via my UT email address because I would like to keep a record of all my written communication with you in one place (i.e., on Blackboard).**

Discussion*:

In this fully online course, participation is vital to your success, and your active engagement during weekly FFT discussion is crucial to learning. At the beginning of the semester (i.e., before the beginning of the second week), 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 3, 5, 8 & 12 you are expected to go to your **Group Discussion board** to address the week's issues/questions raised in the Food For Thought (FFT) 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 5:00 PM **AND** respond to the postings of at least two of your group members by Friday at 5:00 PM. When responding to a group member, begin your posting with that member's **first** name. Please see the Grading Rubric for Online Discussion for complete grading criteria (rubric link is to the left side of our course homepage). For each of the other weeks of the semester, I strongly recommend that you go to our **Class Discussion board (Weekly Discussions: Not Mandatory/Extra Credit)** to discuss the issues/questions raised in the Food For Thought (FFT) section of the applicable week's module with your group members (such discussions will be very valuable and will earn you maximum 20 extra credit points at the end of the semester).

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