Personality and Individual Differences

Department of Psychology, College of Arts and Letters
PSY 3200-901 (CRN 50644)

Syllabus

"The mind, once expanded to the dimensions of larger ideas, never returns to its original size." ~Oliver Wendell Holmes

"There are no "stupid" questions, only inadequate answers." ~ Michael Atkinson

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

"Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own." ~ Nikos Kazantzakis

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Instructor: Dr. Mojisola. F. Tiamiyu
Email: mojisola.tiamiyu@utoledo.edu
Office Hours: MW: 2:30 – 5 PM & By Appointment
Office Location: UH 1063
Instructor Phone: 419-530-2853

Offered: Fall 2021 (August 30 – December 17)
Course Website: Blackboard Learn
Class Location: Blackboard Learn
DL/Online/Asynchronous
Credit Hours: 3.00

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Teaching Assistant: Mr. Chris Jurgens, M.S.
Email: christopher.jurgens@rockets.utoledo.edu
Office Hours: TR: 11:00 AM – 12:00 PM & By Appointment
Office Location: UH 5070C
Office Phone: 419-530-2577

CATALOG/COURSE DESCRIPTION
Overview of major theoretical ideas and empirical research in personality and individual differences.

COURSE OVERVIEW
This fast-paced but NOT self-paced asynchronous (NOT Live) online course is an overview of major theoretical ideas and empirical research on human personality and individual differences. We will get to review the basic concepts of personality psychology, the methods for studying it, and its foundational approaches/perspectives. Furthermore, we will explore personality in applied contexts. This course will provide the chance for students to draw on their own experiences as they weigh research and ideas we come across. Furthermore, this course should help students to apply personality theories and research findings not only to careers in psychology but also to many other careers such as education, entrepreneurship, law enforcement, medicine, nursing, parenthood, social work, teaching, etc. Finally, the course will afford students opportunities to demonstrate responsibility by following instructions for all course requirements.

Related TAGs: Psychology of Personality (**OSS018)**

STUDENT LEARNING OUTCOMES (SLOs)
Upon completion of this course, the student will be able to:

1. Compare and contrast the major approaches/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 personality psychologists and made available through diverse media (e.g., e-books/textbooks, newspapers, professional and lay periodicals, and the Internet).
6. Demonstrate ability to follow directions, including those regarding exams and the special project.

TEACHING PHILOSOPHY

I (the course instructor) am committed to facilitating students' understanding of the lived experiences of various groups in western and non-western societies from multiple perspectives. Thus, in sharing my understanding of the lived experiences of these groups with my students, the issue of diversity (as defined in its broadest sense), is always emphasized. I began teaching in a Nigerian university 35 years ago (this is my 24th. year at UToledo), and having pursued my undergraduate studies in Nigeria and my graduate studies in Canada, I have firsthand experience of the challenges we all face because of our multiple roles in society. Juggling academic schedules, work, and family commitments build character and resilience. I expect students to take responsibility for their learning by reading the required e-Book and other readings related to the course, completing and submitting assignments by their due dates and times, and being ready to participate actively in discussions and any course-related activities. These are indications of a positive attitude, which is a key ingredient to realizing our goals in this course. The course experience should be an "AHA!" one (i.e., insightful). I am also committed to creating a positive learning environment where learning is not a “spectator” sport. Students are encouraged to think about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives and real-life problems/issues. In summary, my teaching philosophy guides my high expectations of students.
P.S. Read my *Professor Intro.* and our *T.A. Intro.* on our Bb course website
P.P.S. Watch a brief video "Meet Dr. Tiamiyu" by clicking on the Web Conference (Collaborate) link.

TEACHING METHODOLOGY

I (the course instructor) have designed this fully online course to stimulate student learning through the web-based delivery of readings, exams, and a special project.

Readings: I have organized our Readings according to the course schedule provided towards the end of this syllabus, and I will announce any necessary changes ahead of time. Each student is responsible for completing the assigned readings.

PowerPoint Slides: I will use PowerPoint slides, as a mode of teaching, to highlight and/or amplify information relevant to the topics we will cover in the course as appropriate. I will base the notes on the PowerPoint slides mostly on our required e-Book. I will make my notes interactive by including relevant questions and/activities for students to ponder upon them and encourage them to discuss in the peer-to-peer interactions discussion board/space.

Video Clips: Video clips provided in our e-book will highlight and/or amplify relevant topics.

Work Week: In this fully online course, refer to our Course Schedule (towards the end of this Syllabus) regularly for weeks run from Mondays through Sundays: specifically, they begin at midnight on Monday morning and end at 11:59 PM of the following Sunday. Students must complete all assigned work for any week by 11:59 PM on Sunday in that week. Expect to receive an email/announcement from me (the course instructor) at least twice a week [(i.e., the beginning and towards the end of each week)]. **If your work, family, or other schedules will not permit you to complete assignments by their due dates, please consider taking the course at a more convenient term.**

PREREQUISITES AND COREQUISITES

Completion of Introduction to Psychology (**(**OSS015) is recommended but not required.

TEXTS AND ANCILLARY MATERIALS

Twenge, J. M. & Campbell, W. K. (2020). *REVEL for Personality Psychology: Understanding Yourself and Others* (2nd. Ed.). Pearson Education, Inc.

According to my Pearson Education contact, this is the link students need to access (purchase) the Revel e-book at: https://console.pearson.com/enrollment/vd21hj
Also, if you ever need help, check out these Revel student resources at:
https://www.pearsonhighered.com/revel/students/support/

TECHNOLOGY REQUIREMENTS, SKILLS, AND PRIVACY POLICIES

Please view the technology considerations for this course, including technical skills needed, general technology requirements, and technology privacy policies.

ACCESSIBILITY OF COURSE TECHNOLOGIES

Please view Accessibility of Course Technologies for information regarding the accessibility of Blackboard and other technologies used in this course.

ACADEMIC POLICIES

Undergraduate Academic Policies
Graduate Academic Policies

COURSE EXPECTATIONS

Class Attendance: I expect students to attend every class meeting of courses in which they are registered. For this online course, this means that a student must check-in/login our course website at least once a week to read the course announcement, check a Test score, submit an assignment, if applicable, etc. (completing the weekly Test ONLY, does NOT constitute attendance) – Blackboard will let me know your class activity/attendance. No on-campus/online live meetings will be required.

Class Introductions: The *Class Introduction Board*, which can be accessed by clicking on the *Discussion Board* link 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 up to the maximum allotted points the first week of classes; no point earned thereafter). **P.S. Read my introduction on our Bb course website via the *Professor Introduction* link and our Teaching Assistant's introduction on our Bb course website via the *Teaching Assistance Introduction* link.**

Student Profile: Students will be completing and uploading a *Student Profile Form* on our Blackboard (Bb) course website during the first two weeks of classes. Earn up to the maximum allotted points the 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 beginning of the third week of classes.

Syllabus Quiz:
Students will be taking a short online quiz via the *Exam Room* on our Blackboard course website, **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 of classes (i.e., Monday morning). Students will not be able to see their quiz scores until after the quiz due date 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 website (*My Grades*).** I will credit students with their earned points for completing the quiz by its due date -- no points thereafter. **Please plan accordingly.**

Tests/Exams:
Students will be taking **five online tests/exams** via the *Exam Room* on our Blackboard course website (see Course Schedule for chapters or topics of focus for each test). The link to a test will be available at the beginning of the week (i.e., Monday morning) as indicated on our Course Schedule. 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

have to be resolved by our IT Help Desk staff, the staff can do so 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 website (*My Grades*). Thereafter, I will not be permitting any student to complete the exam.
P.S. 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.
P.P.S.: Joining the class after the term has officially started and a quiz/test due date is passed, are not acceptable excuses for making up the quiz/test/other assignments.
P.P.P.S.: I expect students to read ALL of the assigned chapters before reading my PowerPoint slides. In preparing for a specific test, I encourage students to complete also the relevant end-of-chapter quizzes of our required REVEL e-book, which I will make available before the end of Monday of that week. ***Scores on these "practice" quizzes however will NOT be included in students' final scores/grades.***
P.P.P.P.S. ALL Tests are due on a Sunday by 11:59 PM. PLEASE plan accordingly.

Taking a Test / Quiz after the due date
Occasionally students become ill during the period that I have made available an exam (i.e., Test / Syllabus Quiz) on Blackboard. I will allow the taking of an exam after the due date/time (but before I make test scores available to the whole class) for legitimate health **or** personal reasons (with acceptable excuse documentation). Students who fall into either of these two categories should email me promptly. 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 complete the exam on Blackboard. With no acceptable excuse documentation (**e.g., doctor's note, obituary announcement of the death in the family**) received by me promptly, students will NOT be permitted to complete an exam after its due date.
P.S. If submitting a doctor's note, please MASK/REMOVE the health condition stated therein.
P.P.S. I will not allow students to complete an exam if they do not give me a heads-up with acceptable documentation of their inability to complete it by its due date. So PLEASE plan accordingly as I aim to make available class scores for an exam shortly after its due date.

Special Project (SP) – Educational Brochure
Each student will work on a project to educate about **ONE of the following positive psychology topics** (**i.e.,** Authenticity, Eudaimonia/meaning-making, Flourishing, Grit, **OR** Post-traumatic growth) **and relate it to personality**. The project format will be **a Trifold Brochure (you can use a variety of font sizes but *minimum font-size 12 of text*)** submitted via our Bb course website (click the *SP Assignment* link on the left side of our course website). Your Trifold Brochure/submission will be a document with text and images on both sides. **If you wish, you can use an online Brochure template (trifold - front and back) that you find online.** See one **sample** Brochure (from the Internet) on our Blackboard course website via *Special Project: Sample Brochure* link.
Your Brochure should include your first then your last name; the course code and title; the semester and year; and the instructor's name (Dr. M. Tiamiyu).

Organize your Brochure using the following sub-titles first: **WHAT (**i.e., the topic of your project, **e.g.,** Authenticity and Personality, etc.**)**; **WHY** (i.e., reasons for selecting topic); and **WHO** (i.e., your target audience – e.g., children/adolescents/adults, counselors, educators, parents, etc.). Your Brochure should **then summarize information that educates your target audience about your topic – this is a very important grading criterion; it will be the major part of your submission**. You can get relevant information by using a research database such as PsycINFO via UToledo's online University Libraries Catalog and/or the Internet.

Your Special Project/Brochure is due as a **Microsoft Word/PDF attachment via our Blackboard course website** (the *SP Assignment* tool) **by 11:59 PM on Sunday, November 28** (as our TA needs sufficient time to grade all students' Brochures before the end of the semester). Students can begin to submit their Special Projects from Monday morning, November 22. **BE CREATIVE** with your Brochure: use relevant and colorful pictures/images; **I have allotted separate points (5 points) for submitting on time and for the actual project (55 points).**

P.S.: Students will lose 5 points for each day they submit their projects after the due date **(November 28**) up to the day before they make their submissions without an acceptable excuse note. Students' acceptable excuse documentation shall cover November 22 up to the day before they make the submission and must be scanned and emailed to me as a Microsoft Word/JPEG/PDF **ATTACHMENT** as soon as possible. **If submitting a doctor's note, please REMOVE/mask the health condition stated therein**.
P.P.S. Students who do not complete this course requirement by the official last day of classes (i.e., Friday, December 10) will have the applicable points per day deducted from their final total points if all the allotted points for the project have been used up. ***For example, a student can earn -20/60 points (the 20 points will be deducted from their final total points)***.

P.P.P.S. Here are some things to consider when putting together and/or uploading your Brochures. A) Once you have uploaded your Brochure, you need to see it on the box screen to make sure that I can view it. B) Brochures will be based on content, clarity, creativity, and adherence to the SP directions above. C) I have provided additional directions for uploading your Brochures on Bb (*SP Assignment* link).

COMMUNICATION GUIDELINES
Email:
I expect students to check our Blackboard course website frequently for important course information. Whenever I make available *course news/*announcements on Blackboard, students will also receive these via their UT email accounts OR might be prompted to log in to their Blackboard course website, **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 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, Monday through Friday (response might be delayed over the weekend). **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 website by clicking on the link, "Email Correspondence."

Netiquette
It is important to be courteous and civil when communicating with others. Students taking remote/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**

OVERVIEW OF COURSE GRADE ASSIGNMENT
Summary Course Requirements and Associated Point/Percentage Values and Student Learning Outcomes (SLOs)
(Please monitor your scores regularly via our Bb course website – *My Grades*)

ASSIGNMENTS/ASSESSMENTS	TOTAL POINTS	% OF FINAL GRADE	SLO ALIGNMENT
Use black colored font to fully complete and upload your Student Profile form [e.g., name, telephone number, career goal, etc.] **as a Microsoft Word attachment** via **the Student Profile link/area on our Blackboard course website**. Information is for me ONLY, as the course professor/instructor (earn up to the maximum allotted points first week of classes; up to maximum 2 points thereafter up until the end of the second week of classes; no point thereafter).	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; no point thereafter).	2	.5%	SLO 6
Syllabus Quiz: 8 multiple-choice / true or false questions/statements based on our syllabus (15 minutes).	4	1%	SLO 6
Special Project (SP): SP submitted by the due date (5 points) SP presentation/slides (55 points)	60	16%	SLO 3, 5, 6
Test 1: 30 multiple-choice questions/statements based on our e-Book (50 minutes).	60	16%	SLO 1, 2, 4-6
Test 2: 30 multiple-choice questions/statements based on our e-Book (50 minutes).	60	16%	SLO 1, 2, 4-6
Test 3: 30 multiple-choice questions/statements based on our e-Book (50 minutes).	60	16%	SLO 1, 2, 4-6
Test 4: 30 multiple-choice questions/statements based on our e-Book (50 minutes).	60	16%	SLO 1, 2, 4-6
Test 5: 30 multiple-choice questions/statements based on our e-Book (50 minutes).	60	16%	SLO 1, 2, 4-6
Total	**370**	**~100%**	**All SOL**

P.S. There is no cumulative final exam; however, students must meet all of the above course requirements.
P.P.S.: Joining the class after the term has officially started shall not be an acceptable excuse for making up missed course requirements.

GRADING
Students who do not attend class (see Institutional Classroom Attendance Policy section below) will be given a final grade of "F." This will have an impact on your overall grade point average. You need to contact the **Registrar's Office** after the official "drop" date to withdraw formally from this or any other course.

FINAL GRADES: The grading system below will serve as a guide, and it lists category floors (grade, percentage points, and actual points). **Note that I will be using actual points (NOT percentage points) earned to determine final grades, and I will not be rounding off actual points:**

A 93% = 344	A- 90% = 333	
B+ 85% = 314	B 80% = 296	B- 75% = 277
C+ 70% = 259	C 65% = 240	C- 60% = 222
D+ 55% = 203	D 50% = 185	D- 45% = 166
F 0% = 0		

I reserve the right to discretionary grade adjustments.

Midterm Grades:
I will compute official mid-term grades, post them on our Blackboard course website *(My Grades)*, and submit them 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 website (*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.

Assurance Statement:
I advise you (the student) to drop the course if you do **NOT** agree to the following….

Work Integrity:	I will complete all required Tests/Exams and any other assignments individually. I will not engage in any activities that would dishonestly improve my scores/grades, or improve or hurt the scores/grades of other learners.
Test/Exam Sharing:	I will not share the Test questions or answers (and my Special Project) online/on any website, via email, photocopying, or by any other means.

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

UNIVERSITY POLICIES
Institutional Classroom Attendance Policy
Please be aware that the university has implemented an attendance policy, which requires faculty to verify student participation in every class a student is registered at the start of each new semester/course. For this course, if you have not attended/participated in class (completed any course activities or assignments) within the first 14 days, I am required by federal law to report you as not attended. Unfortunately, not attending/participating in class impacts your eligibility to receive financial aid, so you must attend class and complete coursework in these first two weeks. Please contact me as soon as possible to discuss options and/or possible accommodations if you have any difficulty completing assignments within the first two weeks.

Policy Statement on Non-Discrimination based on Disability (ADA)
The University is an equal opportunity educational institution. Please read The University's Policy Statement on Nondiscrimination Based on Disability – Americans with Disabilities Act Compliance.

Academic Accommodations
The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an Accommodations Memo from the Office of Accessibility and Disability Resources, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course.

For students who have not established accommodations with the Office of Accessibility and Disability Resources and are experiencing disability access barriers or are interested in a referral to health care resources for a potential disability, please connect with the office by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu.

ACADEMIC AND SUPPORT SERVICES
Please view the Learner Support page for links and descriptions of the technical, academic, and student support services available to UT students.

SAFETY AND HEALTH SERVICES FOR UT STUDENTS*
Please use the following link to view a comprehensive list of Campus Health and Safety Services available to you as a student.

INCLUSIVE CLASSROOM STATEMENT

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

COURSE SCHEDULE

(Subject to Modification)

WEEK	DATES M=Monday S=Sunday	TOPIC/LEARNING OUTCOME / ASSESSMENT MEASURE
1	M, 8/30 – S, 9/05	**By Sunday, 9/05 at 11:59 PM complete the following:** 1. Review thoroughly our Blackboard course website, especially our Syllabus; email me if you have questions or need any clarification. 2. **Use black colored font** to fully complete, & upload your Student Profile Form **via the Student Profile link/area on our Blackboard course website. Maximum 4 points:** earn up to the maximum allotted points the first week of classes; up to the maximum half of the allotted points thereafter until the end of the second week of classes; no point thereafter**.** Information is for me alone, as the course professor. **Please do not email me your form – you earn the allotted points ONLY when you submit via the course website.** 3. Introduce yourself on the **Class Introduction Board (maximum 2 points)**. 4. Complete **Syllabus Quiz** (**maximum 4 points).** 5. Read in e-Book, Chapter 1: Understanding Yourself and Others.
2	M, 9/06 – S, 9/12	**By Sunday, 9/12 at 11:59 PM complete the following:** 1. Read in e-Book, Chapter 2: Assessment and Methods. 2. If you have not already done so, upload your Student Profile Form **to earn partial credit**.
3	M, 9/13 – S, 9/19	**By Sunday, 9/19 at 11:59 PM complete the following:** 1. Read in e-Book, Chapter 3: The Big Five Personality Traits. 2. **Test 1 (Chapters 1 - 3) due.** [SLO 1, 2, 4-6] *** Test 1 is available for completion as from 12:00 AM on September 13**

4	M, 9/20 – S, 9/26	**By Sunday, 9/26 at 11:59 PM complete the following:** 1. Read in e-Book, Chapter 4: Biological Underpinnings of Personality.
5	M, 9/27– S, 10/03	**By Sunday, 10/03 at 11:59 PM complete the following:** 1. Read in e-Book, Chapter 5: Self-Concept and Self-Processes.
6	M, 10/04 – S, 10/10	**By Sunday, 10/10 at 11:59 PM complete the following:** 1. Read in e-Book, Chapter 6: Psychodynamic Approaches. 2. **Test 2 (Chapters 4 - 6) due.** [SLO 1, 2, 4-6] *** Test 2 is available for completion as from 12:00 AM on Oct. 4**
7	M, 10/11 – S, 10/17	**FALL BREAK WEEK – NO ASSIGNMENTS**
8	M, 10/18 – S, 10/24	**By Sunday, 10/24 at 11:59 PM complete the following:** 1. Read in e-Book, Chapter 7: Motivation.
9	M, 10/25 – S, 10/31	**By Sunday, 10/31 at 11:59 PM complete the following:** 1. Read in e-Book, Chapter 8: How Learning Shapes Behavior.
10	M, 11/01 – S, 11/07	**By Sunday, 11/07 at 11:59 PM complete the following:** 1. Read in e-Book, Chapter 9: Personality Across the Lifespan. 2. **Test 3 (Chapters 7 - 9) due.** [SLO 1, 2, 4-6] *** Test 3 is available for completion as from 12:00 AM on Nov. 1**
11	M, 11/08 – S, 11/14	**By Sunday, 11/14 at 11:59 PM complete the following:** 1. Read in e-Book, Chapter 10: Gender and Personality.
12	M, 11/15 – S, 11/21	**By Sunday, 11/21 at 11:59 PM complete the following:** 1. Read in e-Book, Chapter 11: Culture and Personality.

13	M, 11/22 – S, 11/28	**By Sunday, 11/28 at 11:59 PM complete the following:** 1. Read in e-Book, Chapter 12: Personality in the Workplace. 2. **Test 4 (Chapters 10 - 12) due.** [SLO 1, 2, 4-6] *** Test 4 is available for completion as from 12:00 AM on Nov. 22** 3a. **Special Project-- Students can begin to submit as from 12:00 AM on Nov. 22** 3b. **Special Project due.** [SLO 3, 5, 6]
14	M, 11/29 – S, 12/05	**By Sunday, 12/05 at 11:59 PM complete the following:** 1. Read in e-Book, Chapter 13: Personality and Relationships.
15	M, 12/06 – S, 12/12	**By Sunday, 12/12 at 11:59 PM complete the following:** 1. Read in e-Book, Chapter 14: Personality and Mental Health. 2. Read in e-Book, Chapter 15: Personality and Physical Health. 3. **Test 5 (Chapters 13 - 15) due.** [SLO 1, 2, 4-6] *** Test 5 is available for completion as from 12:00 AM on December 6**
	COURSE EVALUATION	**The Provost Office/its representative will administer all course evaluations for the term. PLEASE, evaluate this course when you receive an invitation to do so. Thanks in advance.**

P.S. Students must complete all course requirements **by 11:59 PM, the last day of OUR classes (Sunday, December 12)**. Please note that I will be sending students' final grades to the Registrar's office **during Finals Week**, which is Dec. 13 – Dec. 17, 2021.

WELCOME!

I look forward to engaging with you throughout this semester!