Personality and Individual Differences
University of Toledo
College of Languages, Literature and Social Sciences
Department of Psychology
PSY 3200-901 (CRN 29395)
(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

Instructor: Dr. M. F. Tiamiyu
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Office Hours: MW, 10:00 AM - 12:00 PM and by appt.
Office Location: UH 1063
Office Phone: 419-530-2853
Term: Spring 2016 (January 11, 2016 – May 6, 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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Teaching Assistant: Ms. Shannon M. Manley   **Office Location:** UH 1540
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COURSE/CATALOG DESCRIPTION
Overview of major theoretical ideas and empirical research in personality and individual differences.

COURSE OVERVIEW
This fast-paced online course is an overview of major theoretical ideas and empirical research on human personality and individual differences (UT General Catalog). We will get to review the philosophical orientations of personality theorists, analyze the major contributions of these theorists, critique their works from a variety of perspectives, and examine some empirical personality and individual differences research. This course would provide an opportunity for students to apply personality theories and research findings not only to careers in psychology, but also to many others such as teaching, nursing, medicine, social work, education, law enforcement, and parenthood.

Related TAGs: Psychology (OSS 018)

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

TEACHING STRATEGIES

This fully online course is designed to stimulate student learning through the web-based delivery of readings, as well as collaborative activities involving asynchronous discussions and / or projects.

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

PowerPoint Slides· PowerPoint slide presentations (PDFs), as a mode of teaching, will be used to highlight and/or amplify information relevant to the topics to be covered in the course. The notes on the PowerPoint slides are primarily based on the required textbook.

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

Group Discussions: 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 Food For Thought (FFT) discussion issues / questions raised in each of the Modules. **If a student considers any issue / question to be "sensitive," please share only what you feel comfortable sharing; you can also generalize your response rather than particularizing it to you.** In addition, when you are addressing a particular course mate's response / comment, 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 will lose points if it is not clear that you have responded to the minimum number of course mates.** *Group discussion activities cannot be made-up, so plan accordingly* No on-campus meetings will be required
Format of Postings:
Each student should first click on "reply" to respond to the initial FFT– Food For Thought discussion issues / questions any time from 12:00 AM on Monday up till 11:59 PM on Wednesday of the applicable week on the group discussion board. 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 This format will NOT allow students to create a thread in their group discussion board/forum. Please see the Grading Rubric: Group Discussion (link is to the left side of our course homepage) for additional information and complete grading criteria.

Work Week In this fully online course, check the Course Schedule (towards the end of this syllabus) regularly for weeks 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, unless otherwise specified The materials for any week will be posted by Monday morning of that week, under the appropriate folder. Begin each week on Monday by checking the Schedule and then viewing the content for the week in the appropriate Module.

PREREQUISITES AND COREQUISITES
Completion of Introduction to Psychology

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

TECHNOLOGY REQUIREMENTS
Technical Skills
To succeed in this course, it will be important for learners to possess the following technical skills:
1. Rename, delete, organize, and save files.
2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.
4. Download documents.
5. Send and receive email with attachments
6. Locate and access information using a web search engine.
7. Use a learning management system.

Browser Check Page
Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with

Blackboard, the course management system that hosts this course:
http://www.utdl.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html

Software
Student computers need to have recent software and the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the Online Learning Download Center at http://www.utoledo.edu/dl/main/downloads.html:

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

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

Use of Public Computers
If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests/exams. A list and schedule for on-campus computer labs is availableathttp://www.utoledo.edu/it/CS/Lab_hours.html.

UT Virtual Labs
Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at http://www.utoledo.edu/it/VLab/Index.html.

UNIVERSITY POLICIES
Policy Statement on Non-Discrimination on the basis of Disability (ADA)
The University is an equal opportunity educational institution. Please read The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.)

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

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

Complaints can be reported online·
UT's Title IX coordinator: https://www.utoledo.edu/offices/oid/title-ix/index.html

ACADEMIC POLICIES
As a student in my course and enrolled at The University of Toledo you should be familiar with the policies that govern the institution's academic processes, for example, Academic Dishonesty, Enrollment Status, and Grades and Grading Please read Undergraduate Academic Policies.

Academic dishonesty will not be tolerated Please read The University's Policy Statement on Academic Dishonesty available at http://www.utoledo.edu/dl/students/dishonesty.html. For additional academic policies, please read the Course Expectations section below

Students are expected to attend every class meeting 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 Intro* link.

Syllabus Quiz:
Students will be taking a short online quiz via the *Exam Room* on our Blackboard course web site, during the **first week** of classes, 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). You will see your quiz score right after you submit it.

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 a test-taking week (i.e., 12:00 AM on Monday). For all tests, you will have just ONE attempt. Each test must be *individually* **completed** (not started) by the due date and time (see course schedule for test due dates – the due date and time are also listed with the exam). Please plan to complete a test ONLY when you think you are ready to take it, BUT before the due date. The latter is important so that if you have technical issues that must be resolved by our Learning Ventures staff, these can be addressed and you can complete the test by the due time. You will see your test score after ALL students have completed the exam hence all students must complete an exam in a timely fashion. I will make an announcement informing students as to when scores are available on our Blackboard course Web site (*My Grades*) Thereafter, no student will be permitted to complete the exam.

To ensure a smooth test-taking experience, it is recommended that you use Firefox 3.5 or higher when taking tests, to clear your cache and browsing history prior to beginning the test, and to review the following Learning Ventures test taking tips via this link:
http://wordpress utoledo edu/learningventures/2014/01/27/blackboard-test-taking-tips-updated-232012/

Also, note that the Blackboard servers are unavailable from 4:00 to 4:25 a.m. daily for maintenance operations. Please make sure to plan your Blackboard activities accordingly.

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 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 the student 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).

Taking an Exam 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 document / PDF attachment)** that covers at least 48 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.

Special Project. Film / Book Review Paper
A film / book review paper must be submitted via our Blackboard course Website (*Special Project Paper 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 background

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 (or other sources), and course professor's name (Dr M. Tiamiyu). Do not include any page number on this 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. Refer to the reference section towards the back of our textbook and / or you can use a relevant APA-style Referencing 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 movie / book and your 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 (i.e., a separate title page, maximum two-page main body of submission, and a separate reference page). There is no maximum page limit for the main body of your submission.**

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 is due by **11:59 PM on Sunday, May 1, 2016.** You can submit your paper as from **12:00 AM on Monday, April 25, 2016.** Documentation for not making a submission by April 29 must cover the period of April 25 up till the day before paper is submitted. Please see the Grading Rubric: Special Project (Film / Book Review) Paper (rubric link is to the left side of our course homepage) for additional and complete grading criteria.

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; partial points thereafter up till the end of the second week of classes, no point 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 Introduction Board, including your major, work-related experience, etc. **by replying to my post** (earn full points first week of classes; partial 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; **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 by the end of the first week -- *2 points are also deducted for not meeting this course requirement by the end of the semester.***	4	< 1%	SLO 6
Participation in Mandatory Weekly Group Discussions [Four of these are mandatory & will be graded (i.e., Weeks 4, 6, 11 & 13; 30 Points/Week)]*. **This course requirement must be met by all students.**	120	23%	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
Special Project: Film / Book Review Paper	30	5%	SLO 5 & 6
Total	**520**	**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.
* You can also earn maximum 24 extra credit points at the end of the semester by participating in the weekly FFT discussions for the other weeks (i.e. 2, 3, 5, 7, 8, 10, 12 & 14) when discussions are not mandatory.

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

A 95% = 494	A- 90% = 468	
B+ 85% = 442	B 80% = 416	B- 75% = 390
C+ 70% = 364	C 65% = 338	C- 60% = 312
D+ 55% = 286	D 50% = 260	D- 45% = 234
F 0% = 0		

I reserve the right to discretionary grade adjustments.

Midterm Grades:
Official mid-term grades will be computed, posted on our Blackboard course Web site *(My Grades)* and submitted to the Registrar's office During the semester, to compute grades so far, students should 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.

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

COMMUNICATION GUIDELINES
Email:
Students are expected to check our Blackboard Course Website frequently for important course information. When 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 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 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 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 refer to the Group Discussion Grading Rubric (link is to the left side of our course homepage) for additional information and complete grading criteria. ***Group discussion activities cannot be made-up, so plan accordingly***

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 T = Thursday F = Friday	TOPIC / LEARNING OUTCOME / ASSESSMENT MEASURE (A week's Module will be made available on our Blackboard course Web site the Monday of an upcoming week)
1	M, 1/11 – S, 1/17	**By Sunday, 1/17 at 11:59 PM complete the following:** 1 Review thoroughly our Blackboard course Web site and Syllabus; email me if you have questions or need any clarification (also refer to Module 1 for additional information) 2. Upload your Student Profile Form **via Student Profile link/area on our Blackboard course Web site (maximum 4 points:** earn full points first week of classes; partial points thereafter up till the end of the second week of classes; ; no points thereafter); information is for me alone, as the course professor 3 Introduce yourself on the **Class Introduction Board (maximum 2 points:** earn full points first week of classes; partial points thereafter up till the end of the second week of classes; no points thereafter). 4. Complete Syllabus Quiz **(maximum 4 points: this course requirement should be met by all students;** *2 points are also deducted for not meeting this course requirement by the end of the semester*).
2	M, 1/18 – S, 1/24	**By Sunday, 1/24 at 11:59 PM complete the following:** 1. Read in textbook, Chapter 1. Personality and the Scientific Outlook (also refer to Module 2 for additional information) 2. If you have not already done so, upload your Student Profile Form and introduce yourself to the class, **to earn partial credit.** **By Wednesday, 1/20 at 11:59 PM complete the following:** 1 Respond to the weekly FFT questions **Between Thursday, 1/21 at 12:00 AM and Sunday, 1/24 at 11:59 PM** 1. Discuss questions with some of your group members (at least two of them).
3	M, 1/25 – S, 1/31	**By Sunday, 1/31 at 11:59 PM complete the following:** 1. Read in textbook, Chapter 2· Freud's Psychoanalytic Theory and related research (also refer to Module 3 for additional information) 2. Test 1 **(Chapters 1 & 2: Personality and the Scientific Outlook; Freud) due.** [SLO 1, 2, 4-6] **By Wednesday, 1/27 at 11:59 PM complete the following:** 1. Respond to the weekly FFT questions via your Group Discussion Board. **Between Thursday, 1/28 at 12:00 AM and Sunday, 1/31 at 11:59 PM** 1. Revisit your discussion group and respond to at least two of your group members.

4	M, 2/1 – S, 2/7	**By Sunday, 2/7 at 11:59 PM complete the following:** 1 Read in textbook, Chapter 3. Jung's Analytic Psychology and related research (also refer to Module 4 for additional information). [*Group Discussion Activity: Mandatory & will be graded*] [SLO 3, 5, 6] **By Wednesday, 2/3 at 11:59 PM complete the following:** 1. Respond to the weekly FFT questions **Between Thursday, 2/4 at 12:00 AM and Sunday, 2/7 at 11:59 PM** 1. Discuss questions with some of your group members (at least two of them)
5	M, 2/8 – S, 2/14	**By Sunday, 2/14 at 11:59 PM complete the following:** 1. Read in textbook, Chapter 4· Adler's Individual Psychology and related research (also refer to Module 5 for additional information). 2. Test 2 **(Chapters 3 & 4: Jung, Adler) due.** [SLO 1, 2, 4-6] **By Wednesday, 2/10 at 11:59 PM complete the following:** 1. Respond to the weekly FFT questions via your Group Discussion Board. **Between Thursday, 2/11 at 12:00 AM and Sunday, 2/14 at 11:59 PM** 1. Revisit your discussion group and respond to at least two of your group members.
6	M, 2/15 – S, 2/21	**By Sunday, 2/21 at 11:59 PM complete the following:** 1. Read in textbook, Chapter 5· Horney's Social and Cultural Psychoanalysis and related research (also refer to Module 6 for additional information). [*Group Discussion Activity: Mandatory & will be graded*]. [SLO 3, 5, 6] **By Wednesday, 2/17 at 11:59 PM complete the following:** 1. Respond to the weekly FFT questions **Between Thursday, 2/18 at 12:00 AM and Sunday, 2/21 at 11:59 PM** 1. Discuss questions with some of your group members (at least two of them).
7	M, 2/22 – S, 2/28	**By Sunday, 2/28 at 11:59 PM complete the following:** 1. Read in textbook, Chapter 6 Erikson's Psychoanalytic Ego Psychology and related research (also refer to Module 7 for additional information). 2. Test 3 **(Chapters 5 &6: Horney, Erikson) due.** [SLO 1, 2, 4-6] **By Wednesday, 2/24 at 11:59 PM complete the following:** 1. Respond to the weekly FFT questions **Between Thursday, 2/25 at 12:00 AM and Sunday, 2/28 at 11:59 PM** 1. Discuss questions with some of your group members (at least two of them).
8	M, 2/29 – S, 3/6	**By Sunday, 3/6 at 11:59 PM complete the following:** 1 Read in textbook, Chapter 8. Allport's Trait Theory and related research, (also refer to Module 8 for additional information). **By Wednesday, 3/2 at 11:59 PM complete the following:** 1. Respond to the weekly FFT questions via your Group Discussion Board. **Between Thursday, 3/3 at 12:00 AM and By Sunday, 3/6 at 11:59 PM** 1. Revisit your discussion group and respond to at least two of your group members.

9	M, 3/7 – S, 3/13	Spring Break: No Assignment (No Module 9)
10	M, 3/14 – S, 3/20	By Sunday, 3/20 at 11:59 PM complete the following: 1 Read in textbook, Chapter 11: Kelly's Theory of Personal Constructs and related research (also refer to Module 10 for additional information) 2. **Test 4** (Chapters 8 & 11: Allport; Kelly) due. [SLO 1, 2, 4-6] By Wednesday, 3/16 at 11:59 PM complete the following: 1. Respond to the weekly FFT questions Between Thursday, 3/17 at 12:00 AM and Sunday, 3/20 at 11:59 PM 1. Discuss questions with some of your group members (at least two of them)
11	M, 3/21 – S, 3/27	By Sunday, 3/27 at 11:59 PM complete the following: 1 Read in textbook, Chapter 12. Maslow's Self-Actualization Position and related research (also refer to Module 11 for additional information). [*Group Discussion Activity*: *Mandatory & will be graded*]. [SLO 2, 3, 5, 6] By Wednesday, 3/23 at 11:59 PM complete the following: 1. Respond to the weekly FFT questions Between Thursday, 3/24 at 12:00 AM and Sunday, 3/27 at 11:59 PM 1. Discuss questions with some of your group members (at least two of them).
12	M, 3/28 – S, 4/3	By Sunday, 4/3 at 11:59 PM complete the following: 1. Read in textbook, Chapter 13· Carl Rogers' Person-Centered Theory and related research (also refer to Module 12 for additional information). 2. **Test 5** (Chapters 12 & 13: Maslow; Rogers) due. [SLO 1, 2, 4-6] By Wednesday, 3/30 at 11:59 PM complete the following: 1. Respond to the weekly FFT questions via your Group Discussion Board. Between Thursday, 3/31 at 12:00 AM and By Sunday, 4/3 at 11:59 PM 1. Revisit your discussion group and respond to at least two of your group members.
13	M, 4/4 – S, 4/10	By Sunday, 4/10 at 11:59 PM complete the following: 1. Read in textbook, Chapter 17· Bandura's Social-Cognitive Theory and related research (also refer to Module 13 for additional information) [*Group Discussion Activity*: *Mandatory & will be graded*]. [SLO 2, 3, 5, 6] By Wednesday, 4/6 at 11:59 PM complete the following: 1. Respond to the weekly FFT questions Between Thursday, 4/7 at 12:00 AM and Sunday, 4/10 at 11:59 PM 1. Discuss questions with some of your group members (at least two of them).
14	M, 4/11 – S, 4/17	By Sunday, 4/17 at 11:59 PM complete the following: 1. Read in textbook, Chapter 18: Theory and Research in Contemporary Personality Psychology (also refer to our last module, Module 14 for additional information) 2. **Test 6** (Chapters 17 &18: Bandura; Theory and Research in Contemporary Personality Psychology) due. [SLO 1, 2, 4-6]

		By Wednesday, 4/13 at 11:59 PM complete the following: 1. Respond to the weekly FFT questions **Between Thursday, 4/14 at 12:00 AM and Sunday, 4/17 at 11:59 PM**
15	M, 4/18 – S, 4/24	1. Woık on Specıal Pıoject paper . -- Please see the Grading Rubric: Special Project Paper (rubric link is to the left side of ouı course homepage) for additional and complete grading criteria
16	M, 4/25 – S, 5/1	1. As fıom **12:00 AM Monday, April 25,** students can start to submit their Special Project paper **as an attachment (Microsoft Word document) using *Special Project Paper* Tool** on our Bb course Web site click on the link and you will see directions for uploading your paper – all the best! :-) -- **Paper Due: 11:59 PM Sunday, May 1** 2. **Dept. of Psychology *COURSE EVALUATION* FORM Available For Completion On Our Blackboard Course Web Site ... Click on Course Evaluation Content Area/Link. LAST DAY TO COMPLETE FORM IS 11:59 PM SUNDAY, MAY 1**
17	M, 5/2 – F, 5/6	-- Check All Scores and Final Gıades on our Blackboard Course Web site (*My Grades*) before **5 PM on Friday (May 6)** -- **Final Grades to be sent to the Registrar's Office before 5 PM Friday May 6**

For some amusıng personality tests, go to: http //testdex com/ındex.html

P.S. All course ıequirements must be completed **before 5 PM on Friday (May 6)**. Please note that I will be sending students' final grades to the Regıstıar's office **before 5 PM on Friday (May 6)**.

WELCOME!
I look forward to engaging and learning with you throughout this summer session! :-)