

University of Toledo
College of Languages, Literature and Social Sciences
Department of Psychology
PSY 3200-911
Personality & Individual Differences
(3 Credit Hours)
Syllabus

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

"Your identity issues come to the forefront. You're a manifestation of your beliefs, your personal history, past choices and ancestry" – Holiday Mathis

Instructor: Dr. M. Tiamiyu	Term: Summer Session 1 2012
Office Hours: W, 11:30 am - 1:30 pm & by appointment	Class Location/Times: Online
Office Location: UH 1063	Office Phone: 419-530-2853
Course Website: https://blackboard.utdl.edu	
Instructor's Personal Website: http://homepages.utoledo.edu/mtiamiy/	

COURSE/CATALOG DESCRIPTION

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

COURSE OVERVIEW

This 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.

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 some classical human personality and individual differences theorists;
2. Demonstrate a basic understanding of the applications of human personality and individual differences theories and empirical research based on these theories;
3. Relate course materials to personal perspectives on human personality and individual differences;
4. Demonstrate skills in communicating using written materials to discuss topics related to human personality and individual differences;
5. Utilize critical thinking skills in the application of human personality and individual differences theories and empirical research based on these theories.

TEACHING STRATEGIES

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

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

PowerPoint Slides: PowerPoint slides, as a mode of teaching, will be used to highlight and/or amplify information relevant to the topics to be covered in the course. The notes are mainly based on our textbook; however, I have also included information from other sources, particularly information that are research-related. The notes are color-coded. Pay particular attention to the green-font notes, they are very test-related, and the purple-font notes are also test-related. The red-font notes are mainly issues/questions for you to consider, and some of these will be posted for group discussions.

Class Discussion & Group Discussion Boards: The class discussion and group discussion boards on our Blackboard course Website will be the medium for class discussions amongst students and me (instructor). No on-campus meetings will be required.

WORK WEEK

In this fully online course, check the course schedule regularly for weeks run from Mondays through Sundays: specifically, they begin at 12:01 AM Monday morning and end at 11:59 PM on Sunday night. All assigned work for any week is to be completed by the end of Sunday in that week. The materials for any week will be posted by Monday morning of that week, if not earlier, under the appropriate folder. Begin each week on Monday by checking the Schedule and then viewing the content for the week under Weekly Content.

PREREQUISITES

Completion of PSY 1010 or equivalent is not required, but recommended.

TECHNICALSKILLS

To succeed in this course, it will be important for learners to possess the following technical skills:

1. Rename, delete, organize, and save files.
2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.
4. Download and install programs and plug-ins.
5. Send and receive email with attachments.
6. Locate and access information using a web search engine.
7. Use a learning management system.

REQUIRED TEXTBOOK

Allen, Bem (2006). *Personality theories: Development, growth, & diversity* (5th. Ed.). Boston, MA: Allyn & Bacon [ISBN: 0-205-43912-8]

TECHNOLOGY REQUIREMENTS

Browser Check Page

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

<http://www.utdl.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html>

Software

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

- Word Processing Software
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Mozilla Firefox Browser - **Recommended**

Internet Service

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

Use of Public Computers

If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is available at <http://www.utoledo.edu/it/CS/Lab hours.html>.

UT Virtual Labs

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

COURSE REQUIREMENTS

Class Participation:

Course participation is expected and graded. Please refer to the Discussion sub-section of the Communication Guidelines section later in this syllabus.

Tests:

Students will be taking six tests (see course schedule for chapters or topics to be covered in each test). Each test must be **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 note that the schedule for our last week of classes is different from the previous weeks, so plan accordingly. You can see how your test was scored right after you submit it. You can also see the correct responses. The link to a test will be available two days before its due date; however, it will no longer be available after the test due date.

P.S. Students may be asked to take supervised tests

Make-up Tests

Occasionally students become ill immediately before a test. Make-up tests will be allowed for legitimate health or personal reasons (with proper documentation). Students who fall into either of these two categories must arrange with me in a timely fashion a test make-up date and time. With no proper documentation, a student will **lose 4 points for each day** that s/he does not take a test by the due date.

P.S. Missed tests will be taken in the Main Campus Test Center with no book or notes allowed. Location: Field House Room 1080; 419-530-2011 – call for office/test hours

Special Project 1: "Who Am I?" Paper

A paper in which you answer the question "Who Am I?" must be submitted via our Blackboard course Web site (Assignments tool) by each student.

Directions for the "Who Am I?" Paper

- 1) Write **one page** (typed, single-spaced, font style Times New Roman, font size 12, 1" margins, and use black ink on 8" X 11" white paper).
- 2) Include your name, and a **creative title** at the top of the page. Use minimal space for this (e.g., two to three lines).
- 3) Reflect on who you are. You might wish to consider some or all of the following questions: How do you see yourself? What are the factors that have contributed to who you are? How is your current self, different from who you were five years ago and who you may be in five years' time? Etc.
- 4) Criteria for grading your paper will include content (what you write, organization, logic, and clarity), spelling and mechanics, and creativity.

P.S. Your paper's due date: **May 20, 2012**. Please see the "Who Am I?" Grading Rubric for complete grading criteria ... which I have made available

Special Project 2: Career-Related Research Paper

A career-related research paper must be submitted via our Blackboard course Web site (Assignments tool) by each student.

Directions for the Career-Related Paper

- 1) Minimum two pages (typed, double-spaced, font style Times New Roman, font size 12, 1" margins, pages numbered and use black ink on 8" X 11" white paper) no longer than three pages.
- 2) Title page (not included in your minimum two-page paper) with your name, course code and course title, semester/session, a creative title, a picture/image from the Internet (do NOT use Clip Art), and instructor's name (Dr. Tiamiyu).
- 3) Write about the possible applications of some of what you learn in this course (i.e., theoretical concepts and research findings) to your future job/career ... what would you like to be when you "grow" up? What knowledge have you acquired in this course that will help you achieve your career goals, etc.?
- 4) Use information from **various** kinds of sources (e.g., books, journal articles, newspapers, magazines, interviews, the Internet, etc.) ... **Be creative.**

5) Have a separate APA-style reference page (not included in your minimum two-page paper) to list your sources of information (excluding that for your picture/image from the Internet on your title page). [Follow the APA, Publications Manual Style Guide (6th Edition)]

6) Integrate relevant information from your sources, your own personal experiences, and knowledge about personality and individual differences into your paper.

7) Criteria for grading your paper will include content (what you write, organization, logic, and clarity), spelling and mechanics, and creativity. (**Do not** just describe or repeat what you obtained from your sources or the course or repeat what you wrote in your "Who Am I?" paper; look at the big picture).

P.S. You lose points for not following the above directions. Your paper's due date: **June 17, 2012**. Please see the Career-Related Research Paper Grading Rubric for complete grading criteria...which will be available by **June 4, 2012**

COURSE POLICIES

Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty available at <http://www.utoledo.edu/dl/students/dishonesty.html>.

GRADING

The final course grade will be based on the following point values:

Course Requirement	Point Values
Online Participation in Weekly Discussions (Six Total; 10 points/week)	60
Special Project 1: "Who Am I?" Paper	20
Test 1: 40 multiple-choice/true or false questions/statements drawn from textbook, PowerPoint slides & online discussions (60 minutes)	80
Test 2: 40 multiple-choice/true or false questions/statements drawn from textbook, PowerPoint slides & online discussions (60 minutes)	80
Test 3: 40 multiple-choice/true or false questions/statements drawn from textbook, PowerPoint slides & online discussions (60 minutes)	80
Test 4: 40 multiple-choice/true or false questions/statements drawn from textbook, PowerPoint slides & online discussions (60 minutes)	80
Test 5: 40 multiple-choice/true or false questions/statements drawn from textbook, PowerPoint slides & online discussions (60 minutes)	80
Test 6: 40 multiple-choice/true or false questions/statements drawn from textbook, PowerPoint slides & online discussions (60 minutes)	80
Special Project 2: Career-Related Research Paper	60
Total	620

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

Final grades will be determined in accordance with the grading system below, which lists category floors (grade, percentage, & points):

A 95% = 589	A- 90% = 558	
B+ 85% = 527	B 80% = 496	B- 75% = 465
C+ 70% = 434	C 65% = 403	C- 60% = 372
D+ 55% = 341	D 50% = 310	D- 45% = 279
F 0% = 0		

I reserve the right to discretionary grade adjustments.

AMERICANS WITH DISABILITIES ACT:

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact the Office of Accessibility for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

COMMUNICATION GUIDELINES

Email:

Students are expected to check their UT email account frequently for important course information. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know. I am here to help, and will do my best to respond to email within 24 to 48 hours.

Discussion*:

In this fully online course, participation is vital to your success, and your active engagement during weekly discussion is crucial to learning. At the beginning of the semester/session, 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, a series of discussion questions will be posted in the discussion folder for that week. To earn full credit, you must reply to the initial weekly questions by Wednesday at 11:59 PM and respond to the postings of at least two of your peers by Sunday at 11:59 PM. Please see the Grading Rubric for Online Discussions for complete grading criteria.

*** P.S. Due dates for last week of classes are different; see our course Schedule**

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