Personality and Individual Differences
College of Languages, Literature and Social Sciences
Department of Psychology
PSY 3200-911 (CRN 32429)
(Credit Hours: 3 Semester Hours)
Syllabus*

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

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

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

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Instructor: Dr. M. F. Tiamiyu
Email: mojisola.tiamiyu@utoledo.edu
Office Hours: W, 11:00 AM - 1:00 PM & by appointment

Office Location: UH 1063
Office Phone: 419-530-2853
Term: Summer Session 1 2019 (May 13 – June 21, 2019)

Class Location: DL / Online
Class Day/Time: Mondays – Sundays
Course Website: https://blackboard.utdl.edu

My Dept. Website: http://www.utoledo.edu/al/psychology/
Credit Hours: 3

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

COURSE OVERVIEW
This fast-paced but NOT self-paced online course is an overview of major theoretical ideas and empirical research on human personality and individual differences. We will get to review the 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 chances for students to draw on their own experiences as they weigh research and ideas we come across. This course will in addition afford students with opportunities to demonstrate responsibility by following instructions for all course requirements. 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 teaching, nursing, medicine, social work, education, law enforcement, and parenthood.

STUDENT LEARNING OUTCOMES (SLO)
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 STRATEGIES
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 calendar 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 reading(s).

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

Work Week: In this fully online course, refer to our Course Schedule (towards the end of this syllabus) regularly for weeks typically run from Mondays through Sundays: specifically, they begin at 12:00 AM Monday morning and end at 11:59 PM Sunday night. ** Students must complete all assigned work for any week by 11:59 PM of 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).
** For the LAST week of classes, the assigned work (i.e., exam) must be completed by 11:59 PM on THURSDAY (see end of course schedule for additional information).

PREREQUISITES AND COREQUISITES
Completion of Introduction to Psychology is recommended but not required.

REQUIRED E-BOOK
Twenge, J. M. & Campbell, W. K. (2020). *REVEL for Personality Psychology: Understanding Yourself and Others* (2nd. Ed.). Pearson. According to the Pearson Education District Sales Manager, here is the link students need to access the e-book: https://console.pearson.com/enrollment/7zzwi7

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

Browser Check Page
Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you (the student) 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 (e.g., Microsoft Word)
- Adobe Acrobat Reader
- Internet Browser (e.g., Firefox, Chrome, IE, Safari)

Internet Service
I recommend high-speed Internet access as dial-up may be slow and limited in downloading information and completing online tests/exams.

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

UT Virtual Labs
Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise

have access to. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at http://www.utoledo.edu/it/VLab/Index.html.

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

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

Resources Related to Sexual or Gender-based Violence and Harassment
The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24-hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. You can be also access The YWCA H.O.P.E. Center as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees has to be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: http://www.utoledo.edu/title-ix/. You can find policies relating to Title IX at http://www.utoledo.edu/title-ix/policies.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.

I will not tolerate academic dishonesty. 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.

The University expects all students to attend every class meeting of courses in which they are registered. Please, read the **Missed Class Policy**.

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.

Class Introductions: The Discussion Board for *Class Introductions* 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 beginning of the third week of classes. No on-campus meetings will be required.
P.S. Read my introduction on our Bb course website via the *Professor Introduction* link.

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 (i.e., 12:00 AM on Monday).

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., 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 IT Help Desk staff, they 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/exam due date is past, are not an acceptable excuse for making up the quiz/exam/other assignments.
P.P.P.S.: I expect students to read ALL of the assigned readings; however, I will provide a Review Guide Sheet for each of the Tests, which students might find helpful as they prepare to take a particular Test. After completing the first Test, students will be in a better position to determine whether future Review Guide Sheets will be helpful or not in preparing for future Tests.

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 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 in a timely manner. In addition, for my records and to be fair to all other students, students will need to email me as soon as possible a scanned copy of their excuse documentation (**as a Microsoft Word / PDF / JPEG attachment)** that covers at least 72 hours before the exam due date up to the day before they actually complete the exam on Blackboard. With no acceptable excuse documentation (**e.g., doctor's note, obituary announcement of death in the family**) received by me in a timely manner, 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(s) stated therein.
P.P.S. I will not allow students to complete an exam, if they do not give me a heads-up with an acceptable documentation of their inability to complete it by its due date. So PLEASE plan accordingly as my aim is to post scores for an exam shortly after its due date.

Special Project (SP)

Each student will work on a project in which s/he will apply knowledge gained in the course to a self-identified personality and individual differences related topic. Do a project that will be beneficial to you in future (e.g. think of your career goal). The project format will be in the form of a PowerPoint presentation/slides submitted via our Bb course website (click the *SP Assignment* link on the left side of our course website).

In identifying a topic, you can consider for example your major and/or your career goal. For instance, if your major is Psychology and your career goal is to be a Clinical psychologist, ask the following questions. What does a Clinical Psychologist do? How can such a clinician help his or her patients/clients or groups of Clinicians? What topics will s/he be interested in and want to educate his/her audience about – e.g., specific mental health issue, other issue(s)? Is there a specific age group (e.g., adolescents, parents of adolescents), gender, race, etc., that you would want to focus on, or do you want to focus on the public/general population? PLEASE, this is just one way of selecting a topic.

Your project/submission should include your first then last name; the course code and title; the session and year; a creative title; and the instructor's name (Dr. M. Tiamiyu) on your first slide. Your submission should also include a reference section titled References towards the end. In this Reference section, provide the complete information about your sources/references (use APA style; you can refer to this website: http://library.nmu.edu/guides/userguides/style_apa.htm#withDOI).

The main body of your submission should begin with and have the following sub-titles: WHAT (i.e., the topic of your project); WHY (i.e., reasons for selecting topic of your project); and WHO (target/audience of the project, e.g., parents of adolescents with Autism, adolescents with autism, etc.). This section of your submission should also include sources of your

information where applicable (in brackets, e.g., Cole, 2017 or Cole &Smith, 2019; i.e., use APA style, you can refer to this website: http://library.nmu.edu/guides/userguides/style_apa.htm#withDOI).

I will not specify number of sources or length of your submission as this will depend on your topic; however, I cannot imagine how an acceptable submission will have less than six (6) references and less than ten (10) slides (excluding the title slide and the reference section slides).

Your Special Project submission is due as an attachment via our Blackboard course website via the *SP Assignment* tool **by 11:59 PM on Sunday, June 9** (as I need sufficient time to grade all students' submissions before the end of the term). Students can begin to submit their Special Projects as from 12:00 AM on Monday, June 3. **I have allotted** s**eparate points (10 points) for submitting on time) and for the actual project (50 points).**
P.S.: Students will lose 10 points for each day they submit their projects after the due date (June 9, 2019) up to the day before they make their submissions without an acceptable excuse note. Students' acceptable excuse documentation shall cover June 3 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 the health condition stated therein**.
P.P.S. Students who do not complete this course requirement by 5 PM of the official last day of classes (i.e., June 21) will earn a "0" for the project.
P.P.P.S. Here are some things to consider when putting together and/or uploading your PowerPoint (PPT) slides: You need to include relevant and creative pictures/images on your slides; mainly having texts on your slides will not earn you a high score. It will take longer for you to upload your slides because of its larger size compared to a word document paper, and once your submission has uploaded you need to see it in the box screen to make sure that I can view it/the PPT. I have also provided additional directions for uploading your submission on Bb (*SP Assignment* link).
P.P.P.P.S I will grade submissions based on content, clarity and creativity.

GRADING
Students who do not attend class (e.g., do not check in on our Bb course website regularly, do not complete assignments, etc.) will be given a final grade of "F," which will have an adverse impact on your overall grade point average. To withdraw from this course or any other course officially, students need to contact the **Registrar's Office** after the official "drop" date.

The following point values will be the basis of final course grades (monitor your scores regularly via Bb – *My Grades*):

ASSIGNMENTS/ASSESSMENTS	TOTAL POINTS	% OF FINAL GRADE	SLO ALIGNMENT
Complete and upload your Student Profile form as an attachment via **Student Profile link/area on our Blackboard course website**. Information is for me ONLY, as the course professor/instructor (earn full points first week of classes; half points thereafter up until the end of the second week of classes; no point thereafter; **this course requirement should be met by all students**.)	4	1%	SLO 6
Introduce yourself on the Class Discussion Board, including your major, work-related experience, etc. **by replying to my post** (earn full points first week of classes; half of the points thereafter up till the end of the second week of classes; no point thereafter; **this course requirement should be met by all students**)	2	.5%	SLO 6
Syllabus Quiz: 8 multiple-choice / true or false questions/statements based on our syllabus (15 minutes); **this course requirement must be met by all students**	4	1%	SLO 6
Special Project (SP). **This course requirement must be met by all students**: SP submitted by due date (10 points) SP presentation/slides (50 points)	60	16%	SLO 3, 5, 6
Test 1: 30 multiple-choice questions/statements based on our e-book (60 minutes). **This course requirement must be met by all students**	60	16%	SLO 1, 2, 4-6
Test 2: 30 multiple-choice questions/statements based on our e-book (60 minutes). **This course requirement must be met by all students**	60	16%	SLO 1, 2, 4-6
Test 3: 30 multiple-choice questions/statements based on our e-book (60 minutes). **This course requirement must be met by all students**	60	16%	SLO 1, 2, 4-6
Test 4: 30 multiple-choice questions/statements based on our e-book (60 minutes). **This course requirement must be met by all students**	60	16%	SLO 1, 2, 4-6
Test 5: 30 multiple-choice questions/statements based on our e-book (60 minutes). **This course requirement must be met by all students**	60	16%	SLO 1, 2, 4-6
Total	**370**	**~100%**	**All SOL**

P.S. There is no cumulative final exam; however, all of the above course requirements should be met otherwise a student could earn an IN (incomplete) as a final grade.
P.P.S.: Joining the class after the term has officially started and some course requirements met is not an acceptable excuse for making up missed course requirements.

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

A 95% = 351   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:
As this is a six-week summer course, official mid-term grades will not be calculated and submitted to the Registrar's office, however, it is important that students monitor their performance during the session / term. To calculate 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 as a student will complete all required Tests/Exams and any other assignments using only my own work. 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)/Assignment Sharing: I as a student will not share the Test (exam) questions or answers/Special Project on any website, via email, photocopying, or by any other means.

COMMUNICATION GUIDELINES
Email:
I expect students 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 accounts, OR might be prompted to log in to our 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 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. I will consider students' experiences and needs, as well as emerging knowledge, 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 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. 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
eLibrary is a customized gateway to UT Libraries for online students. The relevant University staff designed it 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, the relevant University staff assigned all new students a Success Coach to help students navigate their college experience by serving as a single point of contact. Your Success Coach can help you build and develop skills, refer you to support services, and aid in your overall success at The University so be sure to stay connected to him/her throughout your academic journey! If you need assistance connecting with your Success Coach, send an email to successcoach@utoledo.edu.

COURSE SCHEDULE

(Subject to Modification)

WEEK	DATES M=Monday S=Sunday R = Thursday	TOPIC / LEARNING OUTCOME / ASSESSMENT MEASURE
1	M, 5/13 – S, 5/19	**By Sunday, 5/19 at 11:59 PM complete the following:** 1. Review thoroughly our Blackboard course website and Syllabus; email me if you have questions or need any clarification 2. Upload your Student Profile form **via Student Profile link/area on our Blackboard course website** (**maximum 4 points:** earn full points first week of classes; partial points thereafter up till the end of the second week of classes); information is for me alone, as the course professor 3. Introduce yourself on the **Class Discussion Board (maximum 2 points:** earn full points first week of classes; partial points thereafter up till the end of the second week of classes). 4. Complete Syllabus Quiz (**all students must meet this course requirement).** 5. Read in e-book, Chapter 1: Understanding Yourself and Others. 6. Read in e-book, Chapter 2: Assessment and Methods. 7. Read in e-book, Chapter 3: The Big Five Personality Traits. 8. **Test 1** **(Chapters 1 - 3) due.** [SLO 1, 2, 4-6]
2	M, 5/20 – S, 5/26	**By Sunday, 5/26 at 11:59 PM complete the following:** 1. Read in e-book, Chapter 4: Biological Underpinnings of Personality. 2. Read in e-book, Chapter 5: Self-Concept and Self-Processes. 3. Read in e-book, Chapter 6: Psychodynamic Approaches. 4. **Test 2** **(Chapters 4 - 6) due.** [SLO 1, 2, 4-6]
3	M, 5/27 – S, 6/2	**By Sunday, 6/2 at 11:59 PM complete the following:** 1. Read in e-book, Chapter 7: Motivation. 2. Read in e-book, Chapter 8: How Learning Shapes Behavior. 3. Read in e-book, Chapter 9: Personality Across the Lifespan. 3. **Test 3** **(Chapters 7 - 9) due.** [SLO 1, 2, 4-6]
4	M, 6/3 – S, 6/9	**By Sunday, 6/9 at 11:59 PM complete the following:** 1. **Special Project** **due.** [SLO 3, 5, 6] No Test this week so students can finalize and submit their Special Projects.

5	M, 6/10 – S, 6/16	**By Sunday, 6/16 at 11:59 PM complete the following:** 1. Read in e-book, Chapter 10: Gender and Personality. 2. Read in e-book, Chapter 11: Culture and Personality. 3. Read in e-book, Chapter 12: Personality in the Workplace. **4. Test 4 (Chapters 10 - 12) due.** [SLO 1, 2, 4-6]
6	M, 6/17 – **R, 6/20*****	*****By *THURSDAY*, 6/20 at 11:59 PM complete the following:** 1. Read in e-book, Chapter 13: Personality and Relationships. 2. Read in e-book, Chapter 14: Personality and Mental Health. 3. Read in e-book, Chapter 15: Personality and Physical Health. 4. **Test 5 (Chapters 13 - 15) due.** [SLO 1, 2, 4-6]
	M, 6/10 – M, 6/17	**DEPT. OF PSYCHOLOGY *COURSE EVALUATION* FORM AVAILABLE FOR COMPLETION ON OUR BLACKBOARD COURSE WEBSITE**

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

* All course requirements must be completed by the official last day of classes **(Friday, June 21)** by **12 NOON**. Please note that I will be sending students' final grades to the Registrar's office by **5 PM on Friday, JUNE 21**.

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