

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a.	Submitted by the College of: <u>Arts and Sciences</u>	Today's Date: <u>8/30/2011</u>			
b.	Department/Division: <u>Psychology</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change[OSC1] definition)				
e.	Contact Person Name: <u>Mary Beth Diener McGavran</u>	Email: <u>mdiener@uky.edu</u>	Phone: <u>257-3779</u>		
f.	Requested Effective Date: <input type="checkbox"/> Semester Following Approval		OR	<input checked="" type="checkbox"/> Specific Term ² : <u>Summer</u>	
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>PSY 313</u>	Proposed Prefix & Number: <u>PSY 313 (add online DL option)</u>			
b.	Full Title: <u>Personality and Individual Differences</u>	Proposed Title: <u>same</u>			
c.	Current Transcript Title (if full title is more than 40 characters): _____				
c.	Proposed Transcript Title (if full title is more than 40 characters): _____				
d.	Current Cross-listing: <input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number): _____		
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____				
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	<u>3</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	_____ Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	<u>3 (when taught online) Other – Please explain:</u>		<u>3 lecture when taught on campus: 3 other when taught online</u>
f.	Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
	Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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g.	Current number of credit hours: <u>3</u>	<i>Proposed number of credit hours:</i> <u>3</u>	
h.	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>If YES: Maximum number of credit hours:</i> _____		
	<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	<u>An introduction to the psychology of individual differences, theories of personalite and personality development. Individual didderences in cognitive ability and personality will be addressed. Differing theoretical approaches to personality will be covered.</u>	
	<i>Proposed Course Description for Bulletin:</i>	<u>same</u>	
j.	Current Prerequisites, if any:	<u>PSY 100 or equivalent, and PSY 215 or PSY 216, and status as a PSY major or minor. Registration is open only to PSY majors during the priority registration window.</u>	
	<i>Proposed Prerequisites, if any:</i>	<u>same</u>	
k.	Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A	<input type="checkbox"/> Already approved for DL*
		<input checked="" type="checkbox"/> <i>Please Add</i> ⁶	<input type="checkbox"/> <i>Please Drop</i>
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l.	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning
		<input type="checkbox"/> Both	
	<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> <i>Community-Based Experience</i>	<input type="checkbox"/> <i>Service Learning</i>
		<input type="checkbox"/> <i>Both</i>	
3.	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain and offer brief rationale: _____		
5.	Course Relationship to Program(s).		
a.	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the depts. and/or pgms: _____		
b.	Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁷ , list the program(s) here: _____		
6.	Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)	

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

Course Prefix and Number: PSY 313

Proposal Contact Person Name: Mary Beth McGavran Phone: 257-3779 Email: mdiener@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Psychology	April 2011 and 8/15/2011	Rich Milich / 7-4396 / milich@uky.edu	
A&S Undergraduate Program	7/12/2011	Anna Bosch / 7-6689 / bosch@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PSY 313	Date: 4/11/2011
Instructor Name: Mary Beth McGavran	Instructor Email: mdiener@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>This course will be taught online through Blackboard. It will include pre-recorded lectures, online activities and written assignments, and online exams. The instructor will communicate with students through email and online chat. The syllabus will conform with University Senate Guidelines and Distance Learning Considerations.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The course format, assessment, and grading are similar to the in-class course. It will include lectures which students view and accompanying power point slides. Students will submit responses online and the instructor will respond. There is also a venue to have online discussions regarding course material. Students will use the text in the same way as students who take a more traditional classroom course.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The course will use the Blackboard platform. Online lectures will be posted using Camtasia (or a similar software) in the Blackboard course shell. This type of platform ensures that students have access to all course material. Online assignments will be submitted through Blackboard and all grades will be posted using the Grade Center on Blackboard. Online assignments are open book, as are the online exams. The exams will use a time limited format and students will only have one time access.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No.</p> <p>If yes, which percentage, and which program(s)?</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	<p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Students who are registered through UK will have access to the technological services. If they meet the University requirements for credit load, they will also have access to the full range of student services provided by UK. Students will be provided with a copy of the UK Student Academic Services document, and the technological services and support available will be outlined in the syllabus.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Students must display mastery of the learning objectives in order to successfully pass the course. It is unlikely that students would be able to pass the course without accessing the text and the online lectures. Students will have additional library resources available to them through the library website for distance learning.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>No additional laboratory or facility is required.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>The syllabus lists technical support services available and students will be provided with a list of available University resources.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.<input type="checkbox"/> The technological requirements for the course.<input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).<input type="checkbox"/> Procedure for resolving technical complaints.<input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.<input type="checkbox"/> Maximum timeframe for responding to student communications.<input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none"><input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."<input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)<ul style="list-style-type: none"><input type="checkbox"/> Carla Cantagallo, DL Librarian<input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)<input type="checkbox"/> Email: dllservice@email.uky.edu<input type="checkbox"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Mary Beth McGavran</p> <p>Instructor Signature:</p>

Personality and Individual Differences
PSY 313 XXX
Proposal for Summer 2012, syllabus modified for distance learning online requirements

Dr. Mary Beth McGavran

Class Time: asynchronous online

Office: 112 Kastle Hall

Phone: 257-3779

Email: mdiener@email.uky.edu

Office Hours: Email is the preferred method of contact. Email with questions or to arrange a time to talk via skype.

Maximum timeframe for response to student communications via email: Students should expect a response from the instructor within 24 hours of submitting communication on weekdays Monday through Thursday and within 36 hours of submitting communication on the weekend Friday through Sunday.

Course Description and Overview: This course is an introduction to the psychology of individual differences, theories of personality and personality development. Individual differences in cognitive ability and personality will be addressed, and differing theoretical approaches to personality will be covered. Prereq: PSY 100 and PSY 215 or 216 and PSY major or minor.

Course Goals/Objectives: This course will focus on historical personality theories as well as modern research in personality and individual differences. At the end of this course, students should have a foundation of knowledge related to theories of personality, personality development, and research related to personality and individual differences. Students should be able to apply this knowledge to behavior. Students should also be able to evaluate personality theories using scientific principles.

Learning outcomes for the course:

1. Describe, compare, and contrast major theoretical approaches to personality.
2. Discuss current research related to topics in personality psychology.
3. Analyze theories of personality based on current research.
4. Apply personality theories and research to everyday human behavior and problems.

Required Text:

Friedman, H.S. & Schustack, M.W. (2010). *Personality: Classic Theories and Modern Research* (5th edition). Boston: Allyn & Bacon. ISBN-10: 9780205050178

Technological Requirements for this Course

1. **Computer Requirements:** In order to participate in this course, you will need access to a computer with the minimum hardware, software and internet configuration described at this site: :

<http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>

Note: the use of Internet Explorer is NOT recommended for use with Blackboard. Firefox is the recommended Internet browser for the course. You can download Mozilla Firefox (free) at this site: <http://www.mozilla.com/en-US/firefox/upgrade.html>

You will need to install a number of plugins on your computer. The links to the specific plugins required for this course can be found your course. If using a UK computer these plugins should be already installed.

- You will need Flash, Adobe Acrobat Reader and QuickTime movie player. To check to see if your computer has these plugins or to download these plugins, click this link:
<http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx>.
If you do not have these, you can download them from this site.
- You will also need Windows Media Player. To download Windows Media Player, click this link:
<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>
- Students and faculty can download Microsoft Office Suite (including Word and PowerPoint) from this site: <https://download.uky.edu/>.

2. Technical Assistance: If you experience technical difficulties with accessing course materials, the Customer Service Center may be able to assist you. You may reach them at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

The **Teaching and Academic Support Center** (TASC) website (<http://www.uky.edu/TASC/>) offers additional information and resources that can promote a successful “online course” learning experience. They have the answers to many commonly asked questions, and their website has directions to solve many problems that users encounter. They may also be reached at 859-257-8272.

Further assistance may be found at **Information Technology Customer Service Center** (<http://www.uky.edu/UKIT/>; 859-257-1300).

3. Distance Learning Library Services
As a Distance Learning student you have access to the Distance Learning Library services at <http://www.uky.edu/Libraries/DLLS>. This service can provide you access to UK’s circulating collections and can deliver to you manuscripts or books from UK’s library or other libraries. The DL Librarian, Carla Cantagallo, may be reached at 859-257-0500, ext 2171, or 800-828-0439 (option #6) or by email at dlservice@email.uky.edu. For an interlibrary loan visit:
http://www.uky.edu/Libraries/linpage.php?lweb_id=253&llib_id=16

Course Requirements:

Class material:

- 1) The course will be conducted in an online format. For each topic covered, you'll watch **online lectures**. You will access these lectures through the Blackboard Course Wiki (<http://wiki.uky.edu/blackboard/Wiki%20Pages/Home.aspx>), where you will find a link to the lectures. It is to your benefit to view the online lectures, participate in the online course chats, and read the chapters. Some lectures will cover material not in the book. Even when the lecture material overlaps with the text, one way to improve your learning is to be exposed to the same material in different ways (e.g. through hearing and reading). It is to your benefit to engage with the material regularly.
- 2) Online material will also include activities which are designed to help you think about the material and actively integrate it. Some of these activities will require written responses, which you will submit online. You can access the course video lectures, assignments, and course slides via the Blackboard course website.
- 3) You will have 3 exams. Each exam is worth 35 points. The tests questions will be multiple-choice, true/false, and short answer, and will pertain to the most recent chunks of material (see course schedule). You are responsible for all information presented in class and in the required chapters from the text. Tests are not comprehensive.

Grading:

1. Exams. There will be three exams worth 35 points each for a total of 105 points. Each test will consist of a combination of short answer, true false, and multiple choice questions based on the lectures and readings. The tests are not cumulative. Each exam will be graded on a scale where A = 90% and above, B = 80 - 89.9%, C = 70 - 79.9%, D = 60-69.9%, and E = below 60%. I occasionally curve exam grades; my curve would help not hurt students. The exams are not cumulative.
2. In-lecture online assignments. During the video lectures, I will assign short written assignments or exercises based on material presented and/or the readings. These writing assignments and exercises will be submitted online through the course shell. You must submit these assignments during the period in which we are covering the associated chapter/topic. Assignments that are not submitted by the end of that section (i.e. by the start of the exam window) will be considered missing. Missing assignments will not receive any points. Assignments can only be made-up if you have an excused, documented absence that meets the University excused absence policy; any make-up assignment will need to be discussed with me.

There will be 5 brief assignments or activities that occur during the video lectures. Each assignment can earn up to 5 points for a total of 25 possible points. Late assignments will not receive any points. The assignments are designed to fulfill a number of purposes:

- help you immediately process the material, clarifying what you do and do not understand;
- help you organize your thoughts in a coherent manner;
- make you a more active learner. Encourage you to actively use the information rather than merely passively writing it down;
- help you think more critically;
- become a better writer and thus a better thinker. Writing is a skill that one must practice, just like any other skill;

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course Participation, Attendance, and Absences

This course will be conducted online. Students are expected to read required readings and online video lectures of course material. It is unlikely that you will be able to learn the material without regular engagement with the material. Furthermore, the video lectures will contain directions for written assignments and activities to aid your learning and thinking about the material. Therefore, your learning and your grade are very likely to suffer if you choose not to read the material and/or watch the lectures.

Excused Absences:

With respect to tests, there are two types of absences: excused and unexcused. An excused absence, as defined by the University Bulletin, is an absence due to one of five reasons: (1) illness of student or close family member; (2) death of family member; (3) attendance on a sponsored University trip; (4) major religious holiday; and (5) extreme personal emergency which the instructor finds reasonable cause for non-attendance. **In order for your absence to be considered excused for an exam, you must notify me before the test window closes that you will be missing the exam.** I will require written and scanned documentation to verify the reason for your absence. Students with an excused absence will take a make-up exam within three days. Alternatively, it may be possible in some cases to have the other exams weighted more heavily toward the final grade. Students with unexcused absences for an exam, which includes absences for which appropriate documentation is not provided, will receive a zero for that exam.

Policy on classroom civility and decorum: The university, college, and department have a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time to time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right-and the responsibility-to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such factors.

Policy on Academic Integrity: All written work should be the product of the personal efforts of the individual(s) whose name(s) appear on the work. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2). Cheating on any exam (e.g. talking with other people, having someone other than you take the exam, etc.) will not be tolerated. In addition, students must acknowledge all sources and references that are used in written work. Any time students submit work purported to be their own but which in any way borrows ideas, organization, wording, or anything else from a source without appropriate acknowledgment, the students are guilty of plagiarism. These rules apply to all written assignments. Cheating or plagiarism will result in a lower or failing grade. Students should be aware that according to faculty senate rules, those charged with plagiarism may not withdraw for any reason from the course in which the offense occurred.

Academic Accommodations Due to Disability

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director, at 859-257-2754 or jkarnes@email.uky.edu

Grading:

130 points possible (3 exams @ 35 points each or 105 points or 81% of grade; 5 written assignments @ 5 points each or 25 points or 19% of grade)

A = 117 – 130

B = 104 – 116

C = 91 – 103

D = 78 – 90

E = 77 or lower

Being one point away from the next higher grade is a very sad situation, but it is unethical to change the grading scale or “add” points for a student at the end of the semester. I highly recommend that you keep track of your points as the course progresses so that you can assess your grade on an ongoing basis. This tracking will prevent any surprises at the end of the semester. You can access your grades online through Blackboard at any time. I also recommend that you email me early in the course if you are having trouble in the class. Less can be changed as the end of the course approaches.

Course Schedule:

****dates will added for appropriate summer session****

Date

Topic

Reading

I. Personality: Theories and methods

II. Trait Theories

intro. to personality, theories Ch. 1
research methods, begin trait theories Ch. 2 and 8
no class—I will be at a conference
Five Factor Model, relevant research Ch. 8
exam #1 (Chs. 1, 2, and 8)

III. Psychodynamic Theories

IV. Biological Theories

V. Phenomenological (Humanistic) Theories

psychodynamic theories Ch. 3 and 4
attachment theory & research, temperament Ch. 5
inheritance, evolution, BIS/BAS, hormones
Rogers, Maslow, Q-sort Ch. 9
exam #2 (Chs. 3, 4, and 5)

VI. Learning Theories

VII. Cognitive and Social-Cognitive Theories

VIII. Integration and Wrap-up

classical and operant conditioning Ch. 6
cognitive and social-cognitive theories Ch. 7 and 10
issues, applications, integration Ch. 7 and 10
exam #3 (Chs. 6, 7 and 10)