



Syllabus for Course  
*Theories of Personality (PSYC 340- DO1 and D02)*  
Department of Psychology  
Fall 2024  
08/19/2024 - 10/11/2024

## About the Instructor

Name: Rebecca Lin Huller

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Office Hours: 12:00 - 12:30 Monday and Thursday or by appointment

### Office Hours:

I am happy to meet with you via Zoom or telephone whenever you have questions or would like to discuss course material. My regular Zoom office hours are **Monday 12 - 12:30 and Thursday 12 - 12:30**. But if you'd like to meet at a different time, just email me to let me know what days/times work for you and we can set up a time to meet. The link for my Zoom office hours is: <https://siue.zoom.us/j/92792832992>

## Welcome

I am thrilled to extend a warm welcome to you all as we embark on an exciting journey through the intricacies of personality theories. I am Professor Huller, and I am genuinely excited to guide you through this captivating exploration. Studying the theories of personality isn't just about psychology; it's a path towards comprehending ourselves and the world around us at a profound level. I envision our class discussion board as a space for spirited debates, insightful self-reflection, and forging meaningful connections. Together, we will challenge assumptions, broaden horizons, and foster an environment brimming with curiosity and exploration. Remember, your distinctive insights and contributions will shape the dynamic of our class, and you will be surprised at how well you get to know each other within an asynchronous setting. I'm excited to support, guide, and learn alongside each of you. Let's collaborate to create a semester filled with growth, discovery, and a deeper grasp of understanding our own self. Here's to an inspiring and enriching semester ahead!

## Bio

I have worked for over 20 years as a school psychologist in local school districts. I attended Bradley University where I earned a B.A. in Psychology and later earned a M.A. in Child/Clinical Psychology from SIUE and then a Specialist Degree in School Psychology from SIUE. I later

returned to the University of McKendree where I completed a M.A. in Educational Administration. Aside from a busy career working with students, I have also served on the O'Fallon District 90 School Board (10 years) and have taught graduate education classes at the University of McKendree in the past. I am excited to currently be teaching at SIUE.

On a personal note, I have been happily married for 21 years and have 4 wonderful children (Allie - 19, Sarah - 17, Maya -17, and Mariah - 17. My oldest daughter attends college at Notre Dame. My twins and adopted daughter are currently Seniors at OTHS. As a family we love to vacation together and enjoy hiking in the outdoors (well maybe the kids don't like that as much as I would like - but they do it anyway). I am looking forward to a great 8 weeks with this class and getting to know each of you better.

## **Teaching Philosophy**

I believe in a student-centered approach to learning (which is difficult in an asynchronous course but not impossible) and embrace the idea that everyone has their own learning style, strengths, and weaknesses. I work to create a collaborative relationship with students that fosters the desire to acquire and seek new information.

## **Communicating with the instructor**

Given that I work full time and have a busy family schedule, I don't always get to check my email immediately and SIUE's email does not automatically populate to my phone. **Please feel free to text me a short message** - or if you have a longer question just send me a text to let me know that you have sent me an email so that I can get back to you as quickly as possible (618-698-3147). **Text messaging is the fastest way to reach me.**

## **About the Course**

### **Course description**

This course will provide an overview of the constructs, assumptions, and validity of the major personality theories. Additionally, the course will offer some insights into how the personal and professional lives of the foremost personality theorists influenced the theories they developed.

### **Prerequisite knowledge and credit hours**

Psych 111 – Foundations of Psychology

### **Course goals and objectives**

It is my goal that by the completion of this course you will have demonstrated:

- an increased knowledge of the major personality theorists and an understanding of their theories

- increased knowledge about theoretical constructs associated with a variety of personality theories
- an increased knowledge of some of the major tools used in personality assessment
- an ability to apply personality theories
- an ability to communicate information about personality theories and/or constructs in writing

### Course textbooks

- Schultz, D.P., & Schultz, S.E. (2017). *Theories of Personality, 11th Ed.*  
Wadsworth Cengage Publishers
- Other readings as assigned

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option “Off-Campus Classes have special instructions, click here for these.” Note: shipping time may take up to two weeks.

### Other course materials

Any additional needed course materials will be posted through blackboard.

## COURSE ACTIVITIES/ASSIGNMENTS

Your course grade will be based on your combined performance on exams and assignments. **If any extra credit points are offered during the semester those points will only be kept in your point total if you have completed all assignments/exams and turned them in on time. There is no “rounding up” for final grades.**

### Exams

Exams will consist of multiple choice-questions, true-false, short response, and matching questions. You may use your notes, handouts, and textbook during the exams. Exams 1 and 2 will be posted over the weekend (indicated in the class schedule below) and Exam 3 will be mid-week. Once you have started an exam you will be given 90 minutes to complete it. These exams are not easy and require good note taking and studying to pass. **Please prepare for the exam to avoid being unable to finish.** If you have been granted extended testing time through ACCESS, you will have that time to complete each exam.

Exam 1: 100 points

Exam 2: 100 points

Exam 3: 100 points

## **Assignments**

Syllabus Quiz: 10 points

Assessment of Personality: 20 points

Personality Theories Reflection: 100 points

**Pick FOUR** of the following assignments to complete by their listed due date on the course calendar: (200 points total)

- Case Studies (must choose at **to do at least 2 no more than 3** (50 points each)
  - Adler
  - Five Factor
  - Rotter
  - Maslow
  
- Additional projects (Must choose **to do at least one no more than 2**) (50 points each)
  - Freud and Reality Television
  - Visual Representation of Freud/Jung/Adler
  - Skinner Visual Representation
  - Jungian Archetypes in Contemporary Epic Stories

**The TOTAL assignments that must be completed above are 4. You DO NOT get credit for completing extra assignments. Carefully review which four assignments you will choose.**

At the end of the course, you must have four of the above assignments completed. You should choose at least 2 case studies and one additional project. The fourth can be chosen from any group. You will only be given credit for the first 4 assignments I receive that meet the criteria above. Any extra assignments completed will be disregarded when grading.

## **Class Participation/Discussion**

**Discussion Posts:** Given the asynchronous nature of this class combined with the importance of intellectual development through class discussion, participating in the class discussion board will be a critical component of your grade. Although this course gives you some flexibility on what days you complete assignments, you will be expected to post to the discussion board on a weekly basis. This method will encourage more active engagement with the course material and classmates. It is required that you contribute at least **FOUR posts each week** to the discussion board (**1 Discussion question post and 3 Participation posts** -see below) **Out of these four posts, at least ONE post must be your discussion response to one of the instructor's posted discussion question(s). Please note: I usually post TWO instructor questions each week, you are not required to respond to both of these. I post two so you have an option to choose which question you prefer.** If you reply to both instructor questions your second response is considered a **participation post**. Your **discussion post** must be inputted into the Discussion board by **Thursday** each week to assure others have a chance to provide a **participation post** by the **Sunday** deadline. **Your response to the posted discussion question should be substantive and show genuine thought and integration of course material.** Simply agreeing or writing a short two sentence reply is not sufficient. Please see the Rubric below.

**Discussion Questions** each week will be graded on the following scale, ranging from 0-20 points:

Points	
0	You did not make a Discussion reply this week.
10	You made a simplistic reply with minimal content that does not provide opportunity for additional discussion.
16	You answered the question generally well and provided an opportunity for further discussion from others.
20	Your contribution to the discussion was well written and well thought out to integrate course material.

Discussion Questions submitted after Sunday will be accepted but with a 10% deduction per day, and a maximum deduction of 30%. So if you submit on Monday you will lose 10%, Tuesday is 20%, and Wednesday is 30%. This is better than not receiving any points so please submit.

**Participation Posts:** For your next **THREE posts** you may choose to respond to **classmates, post your own questions, reply to responses to your own posts, or reply to the instructor's second posts.** It is critical to be civil in your comments and

to be respectful of others' comments. Please realize that I will remove any inappropriate or disrespectful posts. Such postings will not count toward your participation. Also, within your comments, please do NOT reveal the identity of specific individuals. Please remember that participation in the discussion is a class assignment, and I expect that you will carefully proofread your writing. All contributions each week must be submitted by **SUNDAY** 11:59 pm. There is no credit for late participation posts. Please see the rubric below.

Points	
0	You did not make a participation post this week
1	You only acknowledge that your classmate did a good job and possibly made a brief comment about the course material.
3	You acknowledged what your classmate said and attempted to advance the discussion of the group with your comment, although a more meaningful response could have been attempted
5	You made a post that advanced the discussion in a meaningful way and encouraged others to further their thinking.

**Participation posts made after Sunday will NOT be accepted.**

### **Discussion Board Class Behavior Reminders:**

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively.
  - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
  - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.

- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

## **GRADING SCALE:**

**A: 747 - 830 points**

**B: 664 - 746 points**

**C: 581 - 663 points**

**D: 498 - 580 points**

**F: < 498 points**

## **Grading rubric[s]**

Rubrics for assignments will be posted with the assignments in Blackboard.

## **Feedback and grading timeline**

Discussion board grades with rubric feedback will be posted by 12:00 on Mondays following the previous week. Other assignments may take longer to grade. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric. I try very hard to grade assignments quickly and efficiently so everyone knows exactly where their grade stands in the course.

## **Regular and Substantive Interaction**

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

## **Policy on the Use of Artificial Intelligence in Class**

## Introduction

Artificial intelligence (AI) can be a useful tool for enhancing writing skills by providing assistance with spelling, grammar, and structure. However, it is essential to distinguish between using AI as a supportive tool and relying on it as a substitute for independent thinking. **AI should be cited appropriately when used.**

## Guidelines for Using AI

### Appropriate Use of AI

1. **Spell Check, Grammar Check, and Synonym Identification:**
  - You are free to use AI tools for spell check, grammar check, and finding synonyms (e.g., Grammarly, MS Word).
2. **Sentence Rephrasing and Paragraph Reorganization:**
  - You may use AI recommendations to rephrase sentences or reorganize paragraphs that you have drafted yourself.
3. **Outline Tweaking:**
  - AI can be used to provide recommendations for tweaking outlines that you have drafted yourself.

### Inappropriate Use of AI

1. **Using Entire Sentences or Paragraphs:**
  - You may not use entire sentences or paragraphs suggested by an AI without providing quotation marks and a citation, similar to how you would cite any other source. Citations should be formatted as follows:
    - OpenAI, ChatGPT. Response to prompt: "Explain what is meant by the term 'Triple Bottom Line'" (February 15, 2023, <https://chat.openai.com/>).
2. **Drafting Assignments:**
  - You may not have an AI write a draft (either rough or final) of an assignment for you.

## Academic Integrity

Evidence of inappropriate AI use will result in an Academic Integrity report. Sanctions can range from a zero for the assignment to an F for the course. This policy aims to ensure that we focus on learning together and not on questioning the origins of your work.

## Submission Requirements

If AI is used for spell check, grammar check, or to improve upon original work, all draft copies and interactions with the AI must be saved and submitted along with the final assignment.

## Note on Other Classes



Be aware that other classes may have different policies regarding AI use, and some may forbid AI use altogether. Ensure you understand the specific guidelines for each class you are taking.

By following these guidelines, we can make the most of AI as a tool while maintaining the integrity and originality of our work.

## CLASS SCHEDULE

<u>WEEK</u>	<u>DATES</u>		<u>ASSIGNMENT DUE DATES</u>
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<p>1</p>	<p>08/19– 08/25</p>	<p><b>INTRODUCTION:</b></p> <p><b>WATCH:</b> Introduction</p> <p><b><u>CHAPTER 1: Personality: What it is and Why You Should Care.</u></b></p> <ol style="list-style-type: none"> <li><b>WATCH:</b> Julian Baggini – Is There a Real You?</li> <li><b>READ:</b> Chapter 1 (pp. 1-24, 29-32)</li> <li><b>WATCH:</b> What is Personality?</li> <li><b>WATCH:</b> Personality Theories</li> <li><b>WATCH:</b> How Do We Study and Assess Personality?</li> </ol> <p><b>COMPLETE:</b> 16 Personalities Assessment (<a href="https://www.16personalities.com">https://www.16personalities.com</a>)</p> <p><b><u>CHAPTER 2: Sigmund Freud</u></b></p> <ol style="list-style-type: none"> <li><b>READ:</b> Chapter 2</li> <li><b>WATCH:</b> Freud’s View of Human Nature</li> <li><b>WATCH:</b> Freud’s Structural Model of Personality</li> <li><b>WATCH:</b> Freud’s Psychosexual Stage Theory</li> </ol>	<p>08/22 <b>Due: Syllabus Quiz</b></p> <p>08/22 <b>Due: One Discussion Board Response</b></p> <p>08/25 <b>Due: Assessment of Personality Paper</b></p> <p>08/25 <b>Due: Three Participation Posts</b></p> <p><b>**Pick 4 Assignment**</b></p> <p>08/25 <b>Due Freud and Reality TV assignment</b></p>
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2	08/25-09/01	<p><u>CHAPTER 3: Carl Jung</u></p> <ol style="list-style-type: none"> <li><b>READ:</b> Chapter 3 pg 81 -106</li> <li><b>WATCH:</b> Jung's View of Human Nature and the Unconscious</li> <li><b>WATCH:</b> Archetypes</li> <li><b>WATCH:</b> Multifaceted Personality</li> <li><b>WATCH:</b> Susan Kane – The Power of Introverts</li> </ol> <p><u>CHAPTER 4: Alfred Adler</u></p> <ol style="list-style-type: none"> <li><b>READ:</b> Chapter 4</li> <li><b>WATCH:</b> Adler's Assumptions</li> <li><b>WATCH:</b> Inferiority and Social Interest</li> <li><b>WATCH:</b> Styles of Life and the Three Problems of Life</li> <li><b>WATCH:</b> Family Influences on Personality</li> </ol>	<p>08/29 <b>Due: One Discussion Post</b></p> <p>08/29 <b>**Pick 4 Assignment**</b> <b>Due: Visual Representation of Freud/Jung/ Adler</b></p> <p>08/30 - 09/01 <b>TAKE EXAM #1:</b> Exam will be available from 3:00pm on 08/30 until to 11:59 p.m. on 09/01 (Friday - Sunday)</p> <p>09/01 <b>Due: Three Participation Posts</b></p> <p>09/01 <b>**Pick 4 Assignment**</b> <b>Due: Adler Case Study</b></p>
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3 ,	09/01 - 09/08	<p><u>Chapter 5: Karen Horney</u></p> <ol style="list-style-type: none"><li>1. <b>READ</b>: Chapter 5</li><li>2. <b>WATCH</b>: Horney's Challenges to Freud</li><li>3. <b>WATCH</b>: Personality Development</li><li>4. <b>WATCH</b>: The Idealized Self and the Tyranny of the "Should's"</li></ol> <p><u>CHAPTER 6: Erik Erikson</u></p> <ol style="list-style-type: none"><li>1. <b>READ</b>: Chapter 6</li><li>2. <b>WATCH</b>: Erikson's Assumptions</li><li>3. <b>WATCH</b>: Erikson Stages 1-4</li><li>4. <b>WATCH</b>: Erikson Stages 5-8</li><li>5. <b>WATCH</b>: Identity Status</li></ol>	<p>09/05 <b>DUE: One Discussion Post</b></p> <p>09/08 <b>Due: Three Participation Posts</b></p>
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4	09/08-09/15	<p><b><u>CHAPTER 7: B.F. Skinner</u></b></p> <ol style="list-style-type: none"> <li>1. <b>READ:</b> Chapter 12</li> <li>2. <b>WATCH:</b> Skinner and Operant Conditioning</li> <li>3. <b>WATCH:</b> Skinner and Radical Behaviorism</li> </ol> <p><b><u>CHAPTER 8: Trait Theories – Factor Analysis; Hans Eysenck</u></b></p> <ol style="list-style-type: none"> <li>1. <b>WATCH:</b> Trait Theories and Factor Analysis</li> <li>2. <b>READ:</b> Chapter 8 (pp. 226-230)</li> <li>3. <b>WATCH:</b> Eysenck</li> </ol>	<p>09/12 <b>Due: One Discussion Post</b></p> <p>09/15 <b>**Pick 4 Assignment**</b> <b>Due: Skinner Visual Assignment</b></p> <p>09/15 <b>Due: Three Participation posts</b></p> <p>09/15 <b>**Pick 4 Assignment**</b> <b>Due: Five Factor Case Study</b></p>
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5	0 9 / 1 8 - 0 9 / 2 4	<p><b><u>CHAPTER 9: Trait Theories – Five Factor Model; The Dark Triad/Tetrad</u></b></p> <ol style="list-style-type: none"> <li>1. <b>READ:</b> Chapter 8 (pp. 230-238)</li> <li>2. <b>WATCH:</b> Five-Factor Model</li> <li>3. <b>READ:</b> Chapter 8 (pp. 240-241)</li> <li>4. <b>WATCH:</b> Dark Triad/Tetrad</li> </ol> <p><b><u>CHAPTER 10: Social Learning Theory - Walter Mischel</u></b></p> <ol style="list-style-type: none"> <li>1. <b>WATCH:</b> Mischel</li> </ol>	<p>09/19</p> <p><b>Due: One Discussion Post</b></p> <p>09/20</p> <p><b>TAKE EXAM #2:</b> Exam will be available from 3:00pm. on 09/20 until to 11:59 p.m. on 9/22 (Friday - Sunday)</p> <p>09/22</p> <p><b>Due: Three Participation posts</b></p> <p>09/22</p> <p><b>**Pick 4 Assignment**</b></p> <p><b>Due: Jungian Archetypes in Contemporary Epic Stories.</b></p>
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6	09/22 - 09/29	<p><b><u>CHAPTER 11: Social Learning Theory – Julian Rotter; Albert Bandura</u></b></p> <ol style="list-style-type: none"> <li>1. <b>READ:</b> Chapter 14 (pp. 372-377)</li> <li>2. <b>WATCH:</b> Rotter</li> <li>3. <b>READ:</b> Chapter 13</li> <li>4. <b>WATCH:</b> Bandura</li> </ol> <p><b><u>CHAPTER 12: Claude Steele and Stereotype Threat</u></b></p> <ol style="list-style-type: none"> <li>1. <b>READ:</b> <i>Definition of Stereotype Threat</i> (article on Blackboard)</li> <li>2. <b>READ:</b> <i>Stereotype Threat Widens Achievement Gap</i> (article on Blackboard)</li> <li>3. <b>WATCH:</b> Stereotype Threat – A Conversation with Claude Steele</li> <li>4. <b>WATCH:</b> Stereotype Threat</li> </ol>	<p>09/26 <b>Due: One Discussion Post</b></p> <p>09/29 <b>DUE: Three Participation Posts</b></p> <p>09/29 <b>**Pick 4 Assignment**</b> <b>Due: Rotter Case Study</b></p>
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7	09/29 - 10/06	<p><b><u>CHAPTER13: Humanist Theories - Carl Rogers &amp; Abraham Maslow</u></b></p> <ol style="list-style-type: none"> <li>1. <b>READ:</b> Chapter 10</li> <li>2. <b>WATCH:</b> Rogers</li> <li>3. <b>READ:</b> Chapter 9</li> <li>4. <b>WATCH:</b> Maslow</li> </ol> <p><b><u>CHAPTER 14: Positive Psychology</u></b></p> <ol style="list-style-type: none"> <li>1. <b>READ:</b> Chapter 14 (pp. 395-403)</li> <li>2. <b>WATCH:</b> Positive Psychology</li> </ol>	<p>10/03 <b>Due: One Discussion Post</b></p> <p>10/06 <b>Due: Three Participation Posts</b></p> <p>10/06 <b>**Pick 4 Assignment**</b> <b>Due: Maslow Case Study</b></p>
8	10/06 - 10/13	<p><b><u>CHAPTER 15: Positive Psychology - Humor</u></b></p> <ol style="list-style-type: none"> <li>1. <b>WATCH:</b> Humor</li> </ol>	<p>10/08 TUESDAY <b>Due: One Discussion Post</b></p> <p>10/09 <b>TAKE EXAM #3:</b> Exam will be available from 3:00pm. on 10/09 until to 11:59 p.m. on 10/11 (Wednesday - Friday)</p> <p>10/10 <b>Due: Personality Theories Reflection</b></p> <p>10/11</p>



			<b>Due: Three Participation Posts</b>
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**Calendar View:**

**AUGUST/SEPTEMBER**

	SUNDAY	MON	TUES	WED	THURSDAY	FRIDAY	SAT
<b>W E E K 1</b>		<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u> One discussion board post due Syllabus Quiz Due	<u>23</u>	<u>24</u>
<b>W E E K 2</b>	<u>25</u> Pick 4 Freud and Reality TV assignment Personality Assessment Paper Due THREE Participation Posts Due	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u> ONE Discussion Board Post Due Pick 4 Visual Representation of Freud/ Jung/ Adler	<u>30</u> <b>EXAM 1 OPENS</b>	<u>31</u>

**SEPTEMBER/OCTOBER**

	SUNDAY	MON	TUES	WED	THURSDAY	FRIDAY	SAT
WEEK 3	<u>1</u> <b>EXAM 1 CLOSSES</b>  <u>PICK 4</u> Adler Case Study THREE Participation Posts Due	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u> ONE Discussion Board Post Due	<u>6</u>	<u>7</u>
WEEK 4	<u>8</u> THREE Participation Posts Due	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u> ONE Discussion Board Post Due	<u>13</u>	<u>14</u>
WEEK 5	<u>15</u> THREE Participation Posts Due  <u>PICK 4</u> Five Factor Case Study  <u>PICK 4</u> Skinner Visual Assignment	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u> ONE Discussion Board Post Due	<u>20</u> <b>EXAM 2 OPENS</b>	<u>21</u>

<b>W</b> <b>E</b> <b>E</b> <b>K</b>  <b>6</b>	<u><b>22</b></u> <b>EXAM 2</b> <b>CLOSES</b>  THREE Participation Posts Due  <u>PICK 4</u> Jungian Archetypes in Contemporar y Epic Stories	<u><b>23</b></u>	<u><b>24</b></u>	<u><b>25</b></u>	<u><b>26</b></u> ONE Discussion Board Post Due	<u><b>27</b></u>	<u><b>28</b></u>
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## OCTOBER

	SUNDAY	MON	TUES	WED	THURSDAY	FRIDAY	SAT
<b>W E E K  7</b>	<b><u>29</u></b> THREE Participation Posts Due  <b><u>PICK 4</u></b> Rotter Case Study	<b><u>30</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>  ONE Discussion Board Post Due	<b><u>4</u></b>	<b><u>5</u></b>
<b>W E E K  8</b>	<b><u>6</u></b> THREE Participation Posts Due  <b><u>PICK 4</u></b> Maslow Case Study	<b><u>7</u></b>	<b><u>8</u></b>  ONE Discus sion Board Post Due	<b><u>9</u></b>  <b><u>EXAM 3</u></b> <b><u>OPENS</u></b>	<b><u>10</u></b> Personality Theories Reflection Paper Due	<b><u>11</u></b> THREE Participat ion Posts Due  <b><u>EXAM 3</u></b> <b><u>CLOSES</u></b>	<b><u>12</u></b>

### SIUE UNIVERSITY SYLLABUS REQUIRED INFORMATION BEGINS BELOW:

#### Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

#### Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

## Course and University policies

### Expectations and Policies

- Throughout your time in this course, please make your health a priority. If you or your significant others are dealing with health-related issues that interfere with your ability to perform in this course, please let me know.
- Complete assigned reading as scheduled. Most of the reading in this course will come from the text; however, I will occasionally provide you with supplemental reading material on Blackboard. I will not cover all text material in lectures, so it is important for you to keep up with the reading.
- Turn in assignments by the deadline listed on the syllabus. Late assignments drop a letter grade for each day they are late, starting with the day the assignment is due (e.g., an assignment turned in one hour late drops one letter grade). In cases of emergencies and/or illness exceptions may be made. So please talk to me if illness or an emergency interferes with your ability to turn in an assignment on time.
- Unless otherwise noted you will turn in all assignments through Blackboard. Please submit all assignments as Word documents.
- It is your responsibility to check Blackboard and be sure to check your email—including your SIUE email—for any course-related announcements.
- If you must miss an exam because you are involved in a University-sponsored activity (e.g., member of a sports team, etc.) you may take an exam early. To do this you must notify me at least one week prior to the exam to arrange a test date.
- If you must miss an exam because of a personal/family emergency (e.g., death in the family) you will only be eligible for a make-up exam if you: notify me immediately and provide documentation for the event that caused you to miss the exam.
- Students needing Accommodations – Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support

(ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by email at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at [www.siue.edu/access](http://www.siue.edu/access).

## **Psychology Department Policy on Academic integrity/plagiarism**

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code ( [University's Student Academic Conduct Code](#)). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." ( [SIUE academic dishonesty policy](#)). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

## **Psychology Department Policy on Writing**

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors; • properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<https://www.siue.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

## **Psychology Department Policy on Withdrawals and Incomplete Grades**

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer or abbreviated term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siu.edu/registrars/class/dropping.shtml>).

The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

## **COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2022)**

### **Health and Safety**

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siu.edu/policies/Covid.shtml>

### **Classrooms, Labs, Studios, and Other Academic Spaces**

Under current University policy, SIUE will only require masking in campus healthcare settings. See, <https://www.siu.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml>.

Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings when masking is required may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).
- Students who refuse to wear a face covering when masking is required will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.
- If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and [myaccess@siue.edu](mailto:myaccess@siue.edu)).

### **General Health Measures**

Students and employees are expected to review the [siue.edu/coronavirus](https://www.siue.edu/coronavirus) website (<https://www.siue.edu/about/announcements/coronavirus/>) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
  - Fever (100.4 degrees or above) or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache



- o New loss of taste or smell
- o Sore throat
- o Congestion or runny nose
- o Nausea or vomiting
- o Diarrhea

### **Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

### **Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

### **Potential for Changes in Course Schedule or Modality**

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued. **Academic**

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