

PSYC 340 COURSE SYLLABUS

COURSE INFORMATION

Course Number: PSYC 340-001

Course Name: Theories of Personality

Semester: Fall 2026

Course Dates: 8/24/2026-12/18/2026

Class Meeting Location: Alumni Hall 0401

Class Meeting Times: Tuesdays & Thursdays, 11:00 AM to 12:15 PM

Instructor: Professor Amy Quarton, M.A.

Email: aquarto@siue.edu

On-Campus Office Hours: Tuesdays & Thursdays, 8:30 AM to 9:00 AM

Virtual Office Hours: By appointment via Microsoft Teams

Official Course Description

Review and critical evaluation of major theories and supporting evidence.

Prerequisite Knowledge and Credit Hours

- Prerequisite: Undergraduate-level PSYC 111 with a minimum grade of D
- Credit Hours: 3

Course Goals and Objectives

When you have completed this course, you should be able to:

1. Define personality and distinguish relatively enduring personality patterns from temporary emotions, situational behavior, habits, and social roles.
2. Explain the historical development of personality psychology and the contributions of its major theorists.
3. Compare how major personality theories explain motivation, development, behavior, individual differences, and human nature.
4. Select and evaluate appropriate personality-assessment approaches, considering reliability, validity, interpretation, participation, and cultural fairness.
5. Explain the strengths and limitations of major research methods used to study personality.
6. Analyze personality evidence while distinguishing direct observation, reasonable interpretation, and information that cannot be determined.
7. Apply psychodynamic and neo-psychoanalytic theories to interpret personality, conflict, motivation, relationships, and development.
8. Apply lifespan and sociocultural perspectives to examine identity and personality development within social, cultural, and historical contexts.
9. Apply idiographic and quantitative trait approaches to describe individual personality patterns and make cautious behavioral predictions.
10. Apply humanistic theories to analyze needs, motivation, self-concept, personal meaning, and psychological growth.
11. Apply behavioral and social-cognitive theories to explain how consequences, modeling, cognition, and environmental interactions influence behavior.

12. Use modern personality research to evaluate the evidence, strengths, limitations, and scientific usefulness of major theories.
13. Communicate evidence-based personality interpretations and evaluations through collaborative written work and class discussions.

Course Textbook

Schultz, D.P., and Schultz, S.E. (2017). *Theories of personality* (11th ed.). Wadsworth-Cengage Publishers.

Information about textbook rental is available through SIUE Textbook Service.

COURSE REQUIREMENTS

Group Participation

Much of the work in this course will be completed collaboratively. After the final group assignment, each student will confidentially evaluate their own participation and the participation of each member of their group. The 100-point Group Participation grade will be assigned individually; members of the same group may receive different scores.

The group's ratings for each student will be averaged to determine that student's initial participation score. Ratings will address preparation, active involvement in group activities, reliable completion of assigned responsibilities, constructive communication, and respectful collaboration. The instructor will review the average alongside classroom observations, each student's contributions to the group assignments, and any specific examples provided by group members before assigning the final participation grade.

Higher ratings should reflect consistent and meaningful contributions to the group's work. Frequent absences, lack of preparation, disengagement, unreliable completion of responsibilities, or unprofessional interactions may result in lower ratings. Any rating recommending reduced credit must be supported by a specific example.

Group Assignments

Students will complete 12 group assignments during scheduled class meetings. Each group will select one instructor-approved person, such as a fictional character, celebrity, or historical figure, and examine that same person throughout the semester. Each assignment will apply the personality theory introduced in the current chapter to documented patterns of behavior, motivation, relationships, or development. Groups will use specific, locatable evidence from reputable public sources or canonical fictional material, distinguish documented information from interpretation, and evaluate the strengths and limitations of each theory. Groups must use the assigned lecture and textbook material, including the chapter's research section, and provide meaningful in-text citations and a reference list.

Each assignment will be developed across two scheduled class meetings and submitted through Blackboard before the second meeting ends. The submission must list all group

members who participated meaningfully during either meeting and indicate whether each member participated on Day 1, Day 2, or both. Listed group members will receive the same assignment grade. Each assignment is worth 10 points and will be evaluated for accurate application of course concepts, supporting evidence, thoughtful analysis, appropriate citations, and completeness.

Because these assignments depend on live collaboration and class discussion, they cannot be completed individually or made up outside class. A student who misses one of the two meetings may still receive the group's assignment grade by attending and contributing meaningfully during the other meeting. The missed meeting will be considered when determining the student's individual Group Participation grade. A student who misses both meetings will receive zero points for the assignment.

Unit Exams

Four unit exams will be administered during the semester. Exam 1 will cover Chapters 1, 15, 2, and 3; Exam 2 will cover Chapters 4-6; Exam 3 will cover Chapters 7-9; and Exam 4 will cover Chapters 10, 12, and 13. All four unit exams will be administered during scheduled class meetings.

Each exam is worth 50 points. The exams will assess students' understanding and application of material from the assigned textbook chapters, lecture slides, examples, class discussions, and group activities. The exams are not cumulative; however, students are responsible for all assigned material within each unit, including material that may not be discussed in detail during class.

Students who miss Exams 1–3 will have one scheduled makeup opportunity. A student who misses Exam 1 may complete it immediately after taking Exam 2. A student who misses Exam 2 may complete it immediately after taking Exam 3. A student who misses Exam 3 may complete it immediately after taking Exam 4.

Students are responsible for keeping track of missed exams. At least 48 hours before the applicable makeup opportunity, the student must email the instructor, identify the exam missed, and request that a printed copy be available. The instructor will not track missed exams or remind students to request a makeup. If the student does not email the instructor at least 48 hours in advance, the missed exam may not be available at that makeup opportunity.

There is no routinely scheduled makeup opportunity after Exam 4. A student who misses Exam 4 will receive zero points unless an alternative is required by an approved accommodation or applicable university policy.

COURSE AND UNIVERSITY POLICIES

Grading

Your final letter grade will be determined by your performance on the following assignments. Percentages are rounded.

Learning Assignments	Course Outcomes	Points	% of Final Grade
1. Group Assignments (12 @ 10 pts)	1-13	120	28.6
2. Group Participation	13	100	23.8
3. Exams (4 @ 50 pts)	1-12	200	47.6
TOTAL POINTS		420	100

Grading Scale

The course is worth 420 total points. Final grades will be assigned according to the following scale:

- A (Excellent): 90–100% or 378.0–420.0 points
- B (Good): 80–89% or 336.0–377.9 points
- C (Satisfactory): 70–79% or 294.0–335.9 points
- D (Poor): 60–69% or 252.0–293.9 points
- F (Failure): Below 60% or 0–251.9 points

Feedback and Grading

Grading rubrics can be found on Blackboard. Assignments are graded in the order they are submitted in Blackboard. Most grades will be posted within one week of the due date. You can view your grades through the Grades tab in Blackboard. If an assignment includes a rubric, click your score to see the instructor's written feedback, suggestions for improvement, and the rubric scores. You must discuss any grading discrepancies through Teams within one week of the grade being posted. Begin by emailing the instructor with the date and time you would like to meet during regular business hours and explain why you believe your work should be regraded. If your request is approved, the instructor will regrade the assignment. A regrade does not guarantee any change in points. Other grading policies are as follows:

- Occasionally, the instructor may offer extra credit opportunities to the whole class. Please do not ask for individualized extra credit.
- Please do not request rounding or curving.
- Please do not resubmit work after it has been graded. The instructor will grade one submission per student or group, as applicable.

Missed and Late Coursework Policy

Except for the makeup opportunities described in the Unit Exams section or adjustments required by an approved accommodation or applicable university policy, coursework will not be accepted after its stated deadline.

Group assignments must be completed collaboratively during their two scheduled class meetings and submitted through Blackboard before the second meeting ends. Late submissions, individual submissions, and makeup assignments are not available. A student who participates meaningfully during at least one of the two meetings may

receive the group's assignment grade, although missing either meeting may reduce the student's individual Group Participation grade. A student who misses both meetings will receive zero points for the assignment. Missed exams are governed by the procedures described in the Unit Exams section.

For any work submitted through Blackboard, the Blackboard timestamp will determine whether the deadline was met. Students are responsible for verifying that their work was submitted successfully. Technology problems, illness, or other emergencies do not automatically extend a deadline. Students should plan ahead and communicate promptly if they believe an adjustment is required under an approved accommodation or applicable university policy.

Extended Absences Due to Serious Illness, Life Circumstances, Etc. Policy

Students who experience a serious illness, significant personal circumstances, or another situation that may result in frequent or prolonged absences are encouraged to contact the instructor, ACCESS, and their academic advisor as early as possible. Attendance is an essential component of this course because students apply course concepts through live discussion and collaborative group work. Many in-class activities, including the 12 group assignments, cannot be recreated individually outside their two scheduled class meetings.

Missing many class meetings may make it difficult to complete the course successfully. Depending on the circumstances and the amount of work missed, withdrawing and reenrolling in a future semester may be the most appropriate option. Students who remain enrolled are expected to follow course policies and deadlines unless an adjustment is provided through an approved accommodation or applicable university policy. Information about withdrawal deadlines and the Department of Psychology's policies on withdrawals and incomplete grades appears later in this syllabus.

Intermittent/Extended Absences Accommodation Policy

Students approved for an intermittent or extended absence accommodation should ensure that the instructor receives the official accommodation notice from ACCESS and should participate in the individualized process established by ACCESS. When ACCESS provides an Intermittent/Extended Absence Form, the instructor will work with the student and ACCESS to establish reasonable parameters based on the student's approved accommodation and the essential requirements of the course.

An intermittent or extended absence accommodation does not automatically excuse every absence, extend every deadline, or guarantee that every missed activity can be made up. Appropriate adjustments will be considered individually based on the approved accommodation, the course learning objectives, and the nature of the missed activity. Some live discussions and collaborative group assignments may not be reasonably reproducible outside their scheduled class meetings without fundamentally changing the activity.

When possible, students should communicate anticipated absences in advance. If advance notice is not possible, students should contact the instructor as soon as reasonably possible afterward and follow any communication procedures established through ACCESS. Students remain responsible for reviewing missed course material, communicating with their group, and following the procedures described in the Missed and Late Coursework Policy. If absences become extensive enough to interfere with successful completion of the course, students are encouraged to consult with ACCESS and their academic advisor about available options.

Testing Accommodations/Extended Time Policy

Students approved for extended testing time must arrange to take all four exams through the ACCESS Testing Center. Students are responsible for scheduling each exam through the Student Accommodate Portal and complying with all ACCESS procedures and scheduling deadlines, including the current requirement that exams be scheduled at least 72 business hours in advance.

After receiving the testing request from ACCESS, the instructor will provide ACCESS with a copy of the exam and the necessary instructions. The instructor does not schedule ACCESS appointments on behalf of students or provide separate proctoring for students who miss an ACCESS scheduling deadline. These responsibilities also apply to makeup exams: students must coordinate the testing appointment with ACCESS and notify the instructor as required by the Unit Exams policy.

Email Etiquette

Before emailing the instructor, check the syllabus, Blackboard, and other course materials for an answer to your question. Emails should be written in complete, coherent sentences and include:

- Your first and last name;
- Your course number; and
- Your specific question or a clear explanation of the assistance you need.

Academic Integrity/Plagiarism

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.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Diversity and Inclusion

Southern Illinois University Edwardsville (SIUE) is committed to upholding the dignity of every individual at all times. To foster learning, the exchange of ideas, and mutual support, our virtual and physical classrooms must be environments where students and

faculty feel safe, valued, and supported. We recognize that systems of oppression can affect our institutions and classrooms. Therefore, all members of our community share the responsibility to cultivate a learning space that affirms inclusion, equity, and social justice.

The Kimmel Belonging and Engagement Hub is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact the Office of EOA/Title IX Coordination at (618) 650-2333 or eoatitleix@siue.edu.

Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15 to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

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 the replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted.

Religious Accommodations

SIUE is committed to supporting students across our diverse religious, secular, and spiritual cultures and identities. Consistent with state and federal law, SIUE will reasonably accommodate students' religious needs, observances, and practices upon request, such as missing class without academic penalty in observance of religious holidays (see [SIUE's Religious Accommodation Policy](#) for full details). If you require religious accommodations, please follow the policy and reach out to your instructor in advance of the conflict to request the accommodation. If you have questions about this policy or feel you are not being reasonably accommodated, contact SIUE's Office of Equal Opportunity, Access, and Title IX Coordination at (618) 650-2333 or eoatitleix@siue.edu.

Technology Privacy Information

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

ADDITIONAL SUPPORT

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)
- [Applied Communication Studies Skill Center](#)
- [Office of Equal Opportunity, Access, and Title IX Coordination](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and the instructor supports a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling [618-650-2842](tel:618-650-2842).

Military Service and Attendance

Students with military obligations — including National Guard or Reserve duties — should notify their instructors as early as possible about anticipated absences. To request flexibility with coursework or attendance, students should provide documentation such as official military orders, training schedules, or a letter from their unit or commander. This can be submitted at the start of the semester or as soon as it becomes available.

Faculty may consult with the Office of Military and Veteran Services (MAVS) to verify documentation and explore reasonable accommodations for missed coursework. If a student and instructor cannot agree about revised deadlines or make-up work, the student may appeal to the Department Chair or request assistance from MAVS.

For more information about short- or long-term military absences, visit [SIUE's Student Military Service Policy](#).

Office of Military and Veteran Services (MAVS)

The [Office of Military and Veteran Services \(MAVS\)](#) is located on the second floor of the Morris University Center (MUC). It offers support related to VA benefits, military-connected resources, and other services. MAVS offers dedicated support, study

spaces, computer access, and free printing for military-connected students. Contact MAVS at 618-650-5425 or veterans@siue.edu.

Services for Students Needing Accommodations (ACCESS)

Students needing accommodations because of a 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 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

SIUE Campus Climate Reporting Form

The information submitted will help us respond to any incident you or whoever you are reporting on behalf of may have experienced, and aid us in improving our campus climate so that it is safer and enhances belonging and inclusion for faculty, staff, students, and the community. Submit the form here: [SIUE Campus Climate form](#).

Student Success Coaches

Student success coaches work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize Starfish to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

TimelyCare

SIUE has partnered with [TimelyCare](#) to deliver a virtual health and well-being platform for students. The service provides 24/7 access to virtual care at no cost!

Students can go to timelycare.com/SIUE or directly download the TimelyCare app from the App Store to register with their school email address. Students can then start visits from any web-enabled device – smartphone, tablet, laptop, or desktop – anywhere in the United States.

What services are available?

- TalkNow - 24/7, on-demand emotional support.
- Scheduled Counseling - Select the day, time, and mental health provider you choose. (9 visits per year)
- Health Coaching - Support for developing healthy behaviors.

- Basic Needs Support - Get connected to low- or reduced-cost community resources.
- Self-Care Content - Yoga and meditation sessions and group conversations with our providers on a variety of health and well-being topics.

Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. 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 (<http://www.siue.edu/policies/3c2.shtml>). 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."

(<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

Psychology Department's Policy on Incomplete Grades and Withdrawal

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 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.siue.edu/policies/table-of-contents/1j1.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.

Psychology Department's Writing Policy

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; and
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but it 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.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/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). Failure to meet these writing requirements may reduce the assignment grade according to the applicable grading rubric.

SIUE Statement on Diversity

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy

Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students based on age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

COURSE SCHEDULE

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Week	Dates	Topic	Learning Tasks
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1	8/25	Course Overview; Overview of Personality Theory	• Read course syllabus • Group selection • Subject selection
	8/27	Overview of Personality Theory	• Read Chapter 1 • Review Lecture 1 slides
2	9/1	Overview of Personality Theory; Major Influences on Personality	• Read Chapter 1 • Review Lecture 1 slides • Read Chapter 15 • Review Lecture 2 slides • Group Assignment 1
	9/3	Sigmund Freud & Psychoanalytic Theory	• Read Chapter 2 • Review Lecture 3 slides
3	9/8	Sigmund Freud & Psychoanalytic Theory	• Read Chapter 2 • Review Lecture 3 slides • Group Assignment 2
	9/10	Carl Jung & Analytical Psychology	• Read Chapter 3 • Review Lecture 4 slides
4	9/15	Carl Jung & Analytical Psychology	• Read Chapter 3 • Review Lecture 4 slides • Group Assignment 3
	9/17	Exam Day	• Exam 1
5	9/22	Alfred Adler & Individual Psychology	• Read Chapter 4 • Review Lecture 5 slides
	9/24	Alfred Adler & Individual Psychology	• Read Chapter 4 • Review Lecture 5 slides • Group Assignment 4
6	9/29	Karen Horney & Feminine Psychology	• Read Chapter 5 • Review Lecture 6 slides
	10/1	Karen Horney & Feminine Psychology	• Read Chapter 5 • Review Lecture 6 slides • Group Assignment 5
7	10/6	Erik Erikson & Identity Theory	• Read Chapter 6 • Review Lecture 7 slides
	10/8	Erik Erikson & Identity Theory	• Read Chapter 6 • Review Lecture 7 slides • Group Assignment 6
8	10/13	Exam Day	• Exam 2
	10/15	Gordon Allport & Development of the Proprium	• Read Chapter 7 • Review Lecture 8 slides

9	10/20	Gordon Allport & Development of the Proprium	• Read Chapter 7 • Review Lecture 8 slides • Group Assignment 7
	10/22	Trait Approaches	• Read Chapter 8 • Review Lecture 9 slides
10	10/27	Trait Approaches	• Read Chapter 8 • Review Lecture 9 slides • Group Assignment 8
	10/29	Abraham Maslow & Humanistic Approach	• Read Chapter 9 • Review Lecture 10 slides
11	11/3	Election Day	• No Class
	11/5	Abraham Maslow & Humanistic Approach	• Read Chapter 9 • Review Lecture 10 slides • Group Assignment 9
12	11/10	Exam Day	• Exam 3
	11/12	Carl Rogers & Humanistic Approach	• Read Chapter 10 • Review Lecture 11 slides
13	11/17	Carl Rogers & Humanistic Approach	• Read Chapter 10 • Review Lecture 11 slides • Group Assignment 10
	11/19	B.F. Skinner & the Behavioral Approach	• Read Chapter 12 • Review Lecture 12 slides
	11/23-11/29	Fall Break	• No Class
14	12/1	B.F. Skinner & the Behavioral Approach	• Read Chapter 12 • Review Lecture 12 slides • Group Assignment 11
	12/3	Albert Bandura & the Social Learning Approach	• Read Chapter 13 • Review Lecture 13 slides
15	12/8	Albert Bandura & the Social Learning Approach	• Read Chapter 13 • Review Lecture 13 slides • Group Assignment 12
	12/10	Exam Day	• Exam 4
16	12/14-12/18	Finals Week	• No Class