

The University of Texas at Dallas
Course Syllabus

Course Information

Course number: PSY 4331.001

Course title: **PERSONALITY PSYCHOLOGY**

Term: Summer 2022

Meeting times: **Tuesday and Thursday 10:00 am to 12:15 pm, CRA 12.110**

Professor Contact Information

Professor's name: Jesse Poucher

Phone number: 254-315-5827

Email: **jwp082000@utdallas.edu**

Office location: HH 2.102

Office hours: Tuesday&Thursday 9am-10am and by arrangement

Other information: The fastest and best way to reach me is text, or direct email. **Please put the course name in your subject line [SOC] please do not use the eLearning mail system.**

Teaching Assistants

Name: TBA

Email: **TBA**

Office location: TBA

Office hours: TBA

Course Pre-requisites, Co-requisites, and/or Other Restrictions

N/A

Course Description

Why do we do what we do? Why do we react differently to the world around us than others do (or, why are we similar to one person, different from another)? Personality psychologists have developed theories that grapple with these questions of individual distinctiveness, tested those theories with systematic empirical research, and applied the theories to the assessment and treatment of mental health problems. This is a lecture course that surveys and analyzes the most influential theories of personality and the research and clinical practices that these theories have inspired.

Student Learning Objectives/Outcomes

School of Behavioral and Brain Sciences Learning Objectives

After completing the course, students will:

- 1.1 Describe and explain the nature of personality psychology as a scientific discipline.
- 1.2 Describe and analyze major theoretical perspectives and overarching themes of personality psychology and their historical development.
- 1.3 Understand, apply, and analyze personality psychology as a specific content area within psychology.
- 2.1 Identify and explain different research methods used by personality psychologists.
- 3.1 Use critical thinking to evaluate popular media and scholarly literature.
- 3.3 Engage in creative thinking by evaluating new ideas with an open but critical mind.
- 4.1 Demonstrate effective writing skills in various formats and for various purposes.
- 4.3 Demonstrate basic computer skills, proper etiquette, and security safeguards.
- 5.1 Apply psychological concepts, theories, and research findings to issues in everyday life.

- 5.2 Identify appropriate applications of psychology in human service, education, business, and other professions.
 - 5.3 Demonstrate how psychological principles can explain social issues and inform public policy.
 - 80.1 Explain and apply major theoretical and scholarly approaches, empirical findings, and historical trends in a social/behavioral science.
 - 80.2 Explain and apply basic research methods in a social/behavioral science.
 - 80.3 Apply modes of critical thinking used in a social/behavioral science.
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Required Textbooks and Materials

1. Paper and a writing utensil are **REQUIRED**. If you cannot complete in class quizzes, you will not get credit.

- 2. The Primary Textbook: **Burger, Jerry M. *Personality*, 10th Edition. Wadsworth (Thomson Learning).**
 - 3. The optional textbook: **Howard S. Friedman & Miriam W. Shustack, (2008). *The Personality Reader*, 2nd edition, Allyn and Bacon.**
 - 4. Optional reading: **Barrett, Lisa F. (2017) *How Emotions are Made, the Secret Life of the Brain*.** This book may be referred to in class, and speaks to some important differences in how most people BELIEVE emotions work and how they work according to EVIDENCE. It could be very useful in understanding your own personality and the personalities (and actions) of others.
 - 5. Additional chapters, journal articles, and other readings CAN be assigned. Details will be discussed in class.
 - 6. Pick up 5 *Exam System II #229630* answer sheets for exams, available free at the off-campus bookstore. You must bring your answer sheet (and your #2 pencils, of course) to each scheduled exam.
 - 7. We will be using the eLearning system throughout the semester for recording your grades, for providing supplemental readings and handouts.
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Undergraduate Teaching Internship Opportunity

If you decide that you have enjoyed this course, if you have done well (an A is nice, but a B+ might be OK too), and if you would like to gain experience helping others succeed, please apply for a position as an undergraduate teaching intern. This experience is listed on your transcript as a 3-credit course, PSY 4V96.015. Applications are collected and reviewed around registration time each semester. Stop by to see me with questions or for an application.

Assignments & Academic Calendar

Topics, Reading Assignments, Due Dates, Exam Dates: See calendar on next page.

IMPORTANT: I want to help you do well in this class! To get the most benefit from your time in this class, read the material to be discussed ***before*** we discuss it in class. You will find classes to be much more interesting and involving if you *come prepared* to discuss each day's topic.

Please do not make video and/or audio recordings of class sessions without my explicit permission. Video and/or audio recordings of class sessions made with or without permission may not be distributed in any way. This includes but is not limited to postings on the internet, websites, eLearning, or email.

Note: It is a copyright violation for students to post this syllabus or any course materials (lecture notes, etc.) on any websites (other than eLearning), including notehall.com, scribd.com, and the like.

**"Learning is not the product of teaching. Learning is the product of the activity of the learners."
—John Holt**

My job is to guide your learning activity by giving you credit for engaging in the behaviors that will help you learn. The chart below shows how the assignments will help you to achieve the course objectives:

	PSY 4331 Methods of assessing achievement of objectives		
Student learning objectives/outcomes	Exams/quizzes	Essay	In-class discussion
Describe and analyze major theoretical perspectives and overarching themes of personality psychology.	X	X	
Understand, apply, and analyze personality psychology as a specific content area within psychology.	X	X	X
Identify and explain different research methods personality psychologists use to study behavior.	X	X	
Use critical thinking to evaluate popular media and scholarly literature.		X	
Engage in critical thinking, evaluating new ideas with an open but critical mind.	X	X	X
Demonstrate effective writing skills in various formats and for various purposes.		X	X
Demonstrate basic computer skills, proper etiquette, and security safeguards.		X	
Apply psychological concepts, theories, and research findings to issues in everyday life.	X	X	X
Identify appropriate applications of psychology to human service, education, business, and other professions.	X	X	X
Demonstrate how psychological principles can explain social issues and inform public policy.	X	X	X

PSY 4331.001 ♦ PERSONALITY PSYCHOLOGY ♦ Summer 2022

IN CLASS	BEFORE CLASS
<u>May 24</u> Course overview	Relax and prepare for a new semester.
<u>May 26</u> Ch. 1 Brief review of Day 1 Chapter 1 Quiz	Read Chapter 1
<u>May 31</u> Ch. 2 Chapter 2 Quiz	Read Chapter 2
<u>June 2</u> CH. 3 Chapter 3 Quiz	Read Chapter 3
<u>June 7</u> EXAM 1 (Chapters 1-3)	Prepare for Exam 1
<u>June 9</u> CH. 4 Chapter 4 Quiz Review Test 1	Read Chapter 4
<u>June 14</u> Chapter 5 Quiz	Read Chapter 5
<u>June 16</u> CH. 6 Chapter 6 Quiz	Read Chapter 6
<u>June 21</u> EXAM 2 (Chapters 4-6)	Prepare for Exam 2
<u>June 23</u> CH. 7 Chapter 7 Quiz Review Test 2	Read Chapter 7
<u>June 28</u> CH. 8 Chapter 8 Quiz	Read Chapter 8
<u>June 30</u> CH. 9 Chapter 9 Quiz	Read Chapter 9
<u>July 5</u> CH. 10 Chapter 10 Quiz	Read Chapter 10
<u>July 7</u> EXAM 3 (Chapters 7-10)	Prepare for Exam 3
<u>July 12</u> CH. 11	Read Chapter 11

Chapter 11 Quiz Review Test 3	
<u>July 14</u> CH. 12 Chapter 12 Quiz	Read Chapter 12
<u>July 19</u> CH. 13 Chapter 13 Quiz	Read Chapter 13
<u>July 21</u> Exam 4(Chapters 11-13)	Prepare for Exam 4
<u>July 26</u> CH. 14 Chapter 14 Quiz Review Test 4	Read Chapter 14
<u>July 28</u> CH. 15 Chapter 15 Quiz Early Essay Feedback Due	Read Chapter 15
<u>August 2</u> CH. 16 Chapter 16 Quiz	Read Chapter 16
<u>August 4</u> Personality Disorders Slides Personality Disorders Quiz Final Essay is Due	Read Personality Disorders Slides
<u>August 9-10 FINAL EXAMS</u> FINAL EXAM (Chapters 14-16, w short cumulative portion over the BIG picture of the course)	Review for the Final Focus on the new material, the cumulative portion is over the broad main points we learned throughout, if you paid attention to the big picture they'll be very simple questions.

Grading Policy

The basis for assigning grades in this course will be as follows:

(Important note: there are 4 exams and a final exam but I drop the lowest standard exam score, so if one of the first 4 exams is a disaster, don't despair. The final exam cannot be dropped, but it is not worth more points than any other exam)

(Important note: There are 17 3-question quizzes worth 4 points apiece, however there is a maximum of 50 points available. This means you can get 68 maximum points, but only 50 of those points count towards your final grade. This allows you to miss several quizzes or not get maximum points on several quizzes but still get the maximum of 50 points toward your grade. Quizzes cannot be made up for any reason as a result)

	<u>Points</u>	<u>% of final grade</u>
Exams (4 @ 75 pts each)	300	75%
<u>Essay/quizzes</u>	<u>100(50/50)</u>	<u>25%</u>
TOTAL	400	100%

Assignment of letter grades is as follows:

<u>Percent</u>	<u>Letter grade</u>
93-100%	A
90-92%	A-
88-89%	B+
83-87%	B
80-82%	B-
78-79%	C+
73-77%	C
70-72%	C-
68-69%	D+
65-67%	D
0-64%	F

I want to help you be successful in this course in every way I can BEFORE the end of the semester. After Exam 5 the course is over. At that point, I simply cannot and will not give you extra points or additional assignments. I can help you if you ask me "what can I do to improve my grade?" on the first day, not the last day.

ESSAY INFORMATION

“Why DO YOU do what you do?” Essay (or why do you think or feel as you do).

Purpose of the Essay:

To use one of the theories of personality discussed in class to *explain* why you do what you do. The purpose of a personality theory is to answer the question, “Why do we do/think/feel as we do??” Your task, with this paper, is to write 2 pages explaining *something* about your personality, using a theory of personality.

The purpose is for you to demonstrate your skill in applying one of the theories we discuss in class to a real-life person: you!

Here’s a step by step question and answer to help you organize your paper.

1st – what aspect of your personality do you want to write about? You are required to focus on one specific aspect of your personality. Choose one of these:

- a) Focus on a specific pattern of behavior, in which case your title will be:
**Why do I behave as I do?, or
- b) Focus on a specific pattern of thinking – attitudes, values, beliefs, assumptions, expectations, in which case your title will be:
**Why do I think the way that I do?, or
- c) Focus on a specific pattern of emotional reacting or feeling, in which case your title would be:
**Why do I feel as I do?

You must write about a PATTERN, not a single incident – thinking/feeling/behavior in a single situation does not constitute personality. Only a pattern of behavior, thinking, and/or feeling; a value system, a pattern of decision-making, etc. is personality.

2nd – Choose a theorist, NOT FREUD. Which theorist can best explain why you do/think/feel as you do?

Choose one from these theorists that we will discuss in class:

Alfred Adler

Carl Jung

Erik Erikson

Karen Horney

John Bowlby (attachment theory)

Gordon Allport

Raymond Cattell

Henry Murray

Hans Eysenck

Buss & Plomin (temperament)

Carl Rogers

Abraham Maslow

John Watson (classical conditioning)

B.F. Skinner (operant conditioning)

Julian Rotter

Albert Bandura

George Kelly

Albert Ellis

Aaron T. Beck

Walter Mischel

Schema theory

3rd – consider which of the theorist’s principles will offer the best explanation for why you do/think/feel what you do. For some theorists (e.g., Maslow, Watson), our text offers a less detailed description than for others (e.g., Adler, Rogers). You may want to read the chapter covering the theory in our readings book if you need more information to write your paper. You may also use an internet site devoted to that theorist’s work (please cite it if you do).

4th – give yourself enough time to organize your paper carefully, and to go over what you have written and revise. Your organization of the paper will be crucial because you only have two pages to say what you want to say. You will need to use them wisely.

REMEMBER –

I. The topic of your paper is YOU! (Not the theorist). The paper will therefore begin with a description of the “personality pattern” you will be writing about.

To make a better grade, avoid:

Describing why something (external) happened to you – remember that this paper is about you: why you do what you do, think what you think, and/or feel how you feel.

Giving lots of history behind the pattern, unless you will use that history to enrich your explanation.

II. To name the theorist whose ideas offer a reasonable explanation for the pattern of behavior, feeling, or thinking that is the focus of your paper.

III. To offer a series of logical explanations of why you do/think/feel as you do, using the principles of the theory. How would the theorist explain the particular pattern you've chosen to write about?

What this paper isn't about: Picking the theory that "fits" you best and showing how perfectly it fits you. It is about using a theory for explaining why.

Essay grades will be based on:

****How accurately and artfully the psychological principals from the theories are applied;**

****How well-organized and written the essays are: word usage, paragraph and sentence structure, organization, grammar, spelling, and syntax all contribute to (or detract from) the paper grade and how well you followed instructions for the assignment.**

****Intellectual challenge that you took on in your choice of topic and explanation.**

****Suggestion: Don't "pad" your paper to make it longer! Content, organization, and writing are important; length is not. (You can decrease the quality of your paper by padding it). Well-written, brief content takes longer to do than padding, so give yourself time to write and rewrite.**

******IMPORTANT!!! Essays longer than 2 pages will be returned ungraded -- because there are lots of you and only one of me. This is a practical necessity.**

What these essays do not require:

****That you tell your deepest, darkest secrets (although you certainly may write about sensitive material if you want to. Your grade will not depend upon your doing so in any way. I will treat your papers as confidential material.)**

****Any detailed description of your family, your history, childhood traumas, etc. Only mention those things that are immediately & directly pertinent to the argument you are making. Remember you are explaining your personality, not the past.**

****Detailed descriptions of theorists or theories. Only describe those principles that are directly pertinent to your argument, and be super-brief.**

****Flowery, literary, poetic language of any kind. In this class, there are no points on or off for your creative writing ability. Straightforward, expository prose will work best.**

Hint: Short is not usually easier to write than long. In order to say what we want to say in a short essay, most of us have to rewrite & polish it before it is complete.

Course & Instructor Policies

Extra credit: Absolutely no individualized extra credit will be available. If you are concerned about your grades, come see me. I am always available to answer questions about grades and assignments. Please come to see me early to clear up points of confusion rather than waiting, which may simply add to your frustration and decrease your learning efficiency.

Late work: All in-class quizzes must be completed the day they are due. **Late quizzes will not be accepted.** Please note that quizzes can NOT be made up for any reason.

Class attendance: **Class attendance is required**, and is assessed in a variety of ways (extra credit opportunities, quizzes, etc.) Not attending class results in zero points for any in class quizzes or opportunities missed. Class attendance and participation are an important indication of your commitment and professionalism, and are critical to your success in this course. Classes will consist of lectures and discussions, and frequently will cover content not found in the textbook.

Etc.: Course requirements are described in detail later in this syllabus. You are responsible for all of the information included here.

Field Trip Policies

Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean.

No travel and/or risk-related activity is associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations that govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion, and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source (including your own work for other past or current classes) is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources (among others) of turnitin.com, which

searches the web for possible plagiarism and is over 90% effective. Instances of plagiarism that are not detected by turnitin.com are also subject to review by the Office of Judicial Affairs.

Using the work of another student or providing your own work to another student, currently or at any point in the future is considered unacceptable and also will be treated as plagiarism and/or collusion in this or any other course.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts. Please note that privacy regulations prohibit me from emailing your grades to you. Grades will be returned in class on designated days. If you miss one, please come to my office.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student, even though your paperwork may require my signature. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy to the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The

decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed (that's everything but ONE exam). An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Services for Students with Special Educational Needs

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow one week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.

The contact information is:

The Office of Student AccessAbility
Student Services Building Suite 3.200
972-883-2098; studentaccess@utdallas.edu

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes of enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor in advance and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Video, audio, or other recording in class

No instructional materials or any type of recording made in class may be reproduced or disseminated by

students except for the exclusive use of students enrolled in the course in which such materials have been provided. In particular, **course materials may not be posted on the Internet without express written permission. Violations are subject to civil penalties or criminal prosecution under the federal Copyright Act of 1976**, as amended. In addition, students who violate this rule regarding copyright infringement are subject to disciplinary action. It is a condition of a student's enrollment that he or she respect the copyrights of others and adhere to this copyright ruling.

Because your learning is my principal concern, I may make changes to this syllabus—assignments, exams, timelines, etc.—if it will facilitate your learning. All changes will be discussed in class.

NOTE: Please be sure to acquire missed lecture notes, assignments, handouts, and announcements **from a classmate—NOT from me**. You are responsible for **all** information given in class. *This includes any changes to the syllabus, content and format of exams, and details given regarding assignments.* **Please see me for help any time!**

Detailed Descriptions of Course Assignments

Exams

1. **Five exams** focusing on the assigned readings and lecture material will be given to assess your mastery of the material in each section of the course. Exam format will be multiple-choice, based on materials from the readings, lectures, videos, and class discussions.
2. See either of us early if you need help preparing for an exam. It is helpful (but not required) to study first, and then come with a list of specific questions or areas of concern. Also, if you feel that you worked hard studying for an exam, but received a much lower grade than you anticipated, come see me so that we can diagnose where your study strategies went wrong and discuss how you should prepare differently in the future.
3. Preparing for an exam is an important part of the learning process—it takes *weeks* of preparation, not days or hours. Learning and understanding the material are the best preparation for the exams. Keeping up with the readings pays off. **Plan to spend at least 9 hours per week outside of class on reading and writing assignments for this course (12 hours per week for summer courses).**
4. *Policy regarding Make-up exams: **You must be present for exams.*** If you might miss an exam, notify me at 254-315-5827 IMMEDIATELY. I must hear from you **before** the scheduled time of the exam. If you wait to talk to me at the next class meeting, you will not be able to make up the exam. Make-up exams will be given only if: (a) you were seriously ill and have verifiable documentation from a physician, or (b) you were detained the day and time of the exam (and have appropriate verifiable documentation), or (c) you made arrangements prior to the exam to attend an urgent family affair supported by verifiable documentation. In any of these cases, you must notify me in advance of the scheduled time of the exam (call and leave a voice-mail message if you can do nothing else). Otherwise, you will receive 0 points. It is your responsibility to make sure that the exam is made up **before the next class session**. If you do not show up for your makeup exam at the scheduled time, you will receive 0 points. Beware, make-up exams are designed to be more difficult to compensate for having more study time.

In-class Activities

Occasionally, I will ask you to write short essays or complete other activities in class. These essays are designed to prompt you to organize your thoughts on a given topic. Sometimes these activities may count as extra-credit, so it pays to be in class and participate.

In-class Quizzes

At the beginning of every class there will be a short 3-question quiz over the readings that are supposed to be done for the current class. Thus if we are covering chapter 4 today, the quiz at the beginning of class will be over chapter 4, even though we haven't talked about it yet. This is to make sure you are doing the reading before class, so that you can contribute to class discussion. More details on these quizzes will be discussed on the first day of class.

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Remember: You will need to complete two **Research Exposure Credits** for each core course in which you are enrolled this semester. Information about this requirement is posted in eLearning.

It is your responsibility to keep track of your grades so that you know where you stand at all times. Feel free to verify your grades with either of us, at our office (not in class), any time until the last exam. I can help you more effectively if you check your grades in eLearning first, then come see me for any verification or clarification (or anything else).

*** Do not use eLearning to calculate your course grade! ***

You will notice that eLearning will show you a “total possible” that does not match reality. Ignore it. We can use eLearning only to record grades, but the calculations do not fit the way grades are actually calculated. Use the worksheet on this page and the chart on page 6.

You can record your grades here:

(NOTE: there are 5 exams, but we will only be using your best 4 exam scores, everyone has a bad test day sometimes, the final exam however, cannot be dropped)

Exam 1	____/75
Exam 2	____/75
Exam 3	____/75
Exam 4	____/75
In-class Quizzes	____/50
Personality Essay	____/50
TOTAL	____/400 (see chart under Grading Policy)