

**PSYC 340-D01 – Theories of Personality  
Course Syllabus – Fall 2020**

<b>Course Number:</b>	PSYC 340-D01
<b>Credit Hours:</b>	3 credit hours
<b>Class Meeting Dates:</b>	8/24/2020—10/16/2020
<b>Class Meeting Times:</b>	Online Asynchronous on Blackboard
<b>Instructor:</b>	Amy Quarton, M.A.
<b>Office Hours:</b>	Mondays and Wednesdays from 11 AM to 1 PM and by appointment
<b>Office Location:</b>	Zoom
<b>E-mail:</b>	<a href="mailto:aquarto@siue.edu">aquarto@siue.edu</a>
<b>Prerequisites:</b>	Undergraduate level PSYC 111 Minimum Grade of D
<b>Required Textbook:</b>	<i>Theories of Personality</i> (11 <sup>th</sup> edition) by Schultz and Schultz

**On the first day of class, start with the Course Information Module on Blackboard.**

## **COURSE DESCRIPTION**

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This course focuses on the review and critical evaluation of major theories and supporting evidence.

## **COURSE LEARNING OUTCOMES**

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*When you have completed this course, you should be able to do the following:*

1. Describe the meaning of personality.
2. Describe the scientific methods used to study personality.
3. Explain the advantages and disadvantages of prominent theories of psychology.
4. Identify the individuals that contributed to the development of personality psychology.
5. Apply personality theories to understand and predict behavior.
6. Facilitate meaningful discussions about the history of modern psychology.

## **REQUIRED TEXTBOOK AND TECHNOLOGY**

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- Schultz, D.P., & Schultz, S.E. (2017). *Theories of personality* (11<sup>th</sup> edition). Wadsworth-Cengage Publishers.
- Access to a computer with internet access, an updated internet browser, [Microsoft Word and PowerPoint](#), [Adobe Reader](#) or alternative PDF reader, [Java plugin](#), and media player.
- Access to your SIUE e-mail and Blackboard.
- Assess your readiness to take an online course [here](#).

- Prepare for online coursework by following the instructions [here](#).

## INSTRUCTIONAL METHODS

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*The following learning methods will be used to enhance the learning experience:*

- **Reading Assignments:** The reading assignments are the primary method of developing knowledge and understanding of important concepts.
- **Weekly Lectures:** The content embedded within each module highlights and reinforces essential concepts covered by the assigned chapters.
- **Quizzes:** The low-stakes quizzes assess your understanding of the reading assignments and modules.
- **Class Discussions:** The online class discussions require you to think critically about the course material and consider alternative viewpoints and explanations.
- **Reflection Exercises:** The reflection exercises check your understanding of the material by asking you to reflect on your experiences and practice course-relevant skills.

## POINT SYSTEM FOR LEARNING ASSIGNMENTS

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Learning Assignments	Course Outcomes	Points	% of Final Grade
1. Introduce Yourself Post	6	15	3.6
2. Quizzes (8 @ 10 points each)	1-6	80	19.0
3. Class Discussions (6 @ 25 points each)	1-6	150	37.3
4. Reflection Exercises (7 @ 25 points each)	1-6	175	41.7
<b>TOTAL POINTS</b>		<b>420</b>	<b>100</b>

<sup>a</sup> Percentages may not add up to 100 due to rounding.

## OVERVIEW OF LEARNING ASSIGNMENTS

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### Introduce Yourself Post

Introduce yourself to the class by answering the questions and attaching a photograph of yourself or something that represents who you are as a person. Then, by the end of Week 1, respond to at least four of your classmates' posts by highlighting something that you have in common with each person. Return to the discussion board throughout Week 2 to reply to your classmates' comments on your post and comments. Appendix A includes the instructions and grading rubric.

### Quizzes

Each week you will take a quiz and answer questions that assess your knowledge and understanding of the assigned readings and Blackboard modules. There is no time limit for these quizzes, and there are 10 questions per quiz. Submit your responses before Sunday evenings at 11:59 PM on the dates listed in the Course Calendar.

## Discussions

You will participate in six online class discussions. Your goals are to demonstrate your understanding of course material and your ability to apply it correctly to real-life experiences. Your peer responses should demonstrate your ability to facilitate group discussion and think critically. First, post a response to the questions on the discussion board Friday evening at 11:59 PM each week. Then, respond to at least two of your classmates' posts by Sunday evening at 11:59 PM of the same week. Finally, before Friday evening at 11:59 PM of the following week, respond to your classmates' comments and questions. Appendix B includes the instructions and grading rubric.

## Reflection Exercises

You will complete seven (7) reflection exercises throughout the semester. These assignments are focused on the application of personnel psychology. You will learn more about designing work analyses, recruitment plans, selection systems, performance management systems, and training modules. Incorporate information from the course materials to support your answers. Submit these assignments before 11:59 PM on the Sunday evenings listed in the Course Calendar. Appendix C includes the instructions and grading rubric.

## GRADING DISTRIBUTION

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Grade		%	Points	Description
A	=	90—100	378—420	Excellent
B	=	80—89	336—376.9	Good
C	=	70—79	294—335.9	Satisfactory
D	=	60—69	252—293.9	Poor
F	=	0—59	0—251.9	Failure

## COURSE EXPECTATIONS

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*The instructor can expect you to:*

- Invest an adequate amount of time to your study of this topic. According to university policy, students are expected to work 2 hours outside of class for every 1 hour in class (<http://www.siue.edu/policies/1i4.shtml>). Based on this policy, for a 3-credit, 8-week course, you should plan to devote 12 hours per week to working on the course.
- Rely on the “Coursework” tab on Blackboard to complete the weekly tasks. Begin each week by reading the assigned material and then complete the module on Blackboard.
- Check your SIUE e-mail, course announcements, and feedback on your assignments.
- Submit all assignments before the due date at 11:59 PM. Without an approved extension, all late work will result in automatic point deductions. Even if you miss the due date, always submit your assignments to earn some of the missing points.

- Blackboard automatically assesses many of your submissions for plagiarism. Do not copy and paste from other sources; always use your own words.
- Discuss any grading discrepancies with me as soon as possible via e-mail.
- Contact the technology help desk with your questions related to technical difficulties.

*You can expect the instructor to:*

- Be available to students throughout the week via phone and e-mail.
- Respond to your inquiries within 48 hours.
- Facilitate class discussions and activities that support learning and the exchange of ideas.
- Assign work that is relevant to the course objectives and meaningful to you.
- Return graded assignments within one week of the due date. Provide detailed feedback on most graded assignments.
- Ask for your feedback regarding how the course is going for you and what we might do to improve it.
- Communicate any unplanned changes in the schedule (e.g., due to illness) as soon as possible in person and via Blackboard and your SIUE e-mail.

## **COURSE CONTENT AND CALENDAR**

The table below includes a tentative course schedule. The instructor reserves the right to alter the topics, timeline, and due dates to improve the quality of learning or to accommodate unforeseen events. The instructor will announce any changes to the calendar via e-mail.

<b>Module /Week</b>	<b>Dates</b>	<b>Topics</b>	<b>Tasks for the Week</b>
1	8/24— 8/30	Overview of Personality	<ul style="list-style-type: none"> <li>○ Complete Course Information Module</li> <li>○ Introduce Yourself (8/28) &amp; Comment (8/30)</li> <li>○ Read Chapter 1</li> <li>○ Review Lecture 1</li> <li>○ Submit Quiz 1 (8/30)</li> </ul>
2	8/31— 9/6	Freud and Jung and the Psycho-analytic Approach	<ul style="list-style-type: none"> <li>○ Reply to Comments on Introduce Yourself (9/4)</li> <li>○ Read Chapter 2 and Chapter 3</li> <li>○ Review Lecture 2</li> <li>○ Post (9/4) &amp; Comment (9/6) on Discussion Board 1</li> <li>○ Submit Quiz 2 (9/6)</li> <li>○ Submit Reflection Exercise 1 (9/6)</li> </ul>
3	9/7— 9/13	Adler and Horney and the Psycho-analytic Approach	<ul style="list-style-type: none"> <li>○ Reply to Comments on Discussion Board 1 (9/11)</li> <li>○ Read Chapter 4 and Chapter 5</li> <li>○ Review Lecture 3</li> <li>○ Post (9/11) &amp; Comment (9/13) on Discussion Board 2</li> <li>○ Submit Quiz 3 (9/13)</li> <li>○ Submit Reflection Exercise 2 (9/13)</li> </ul>

4	9/14— 9/20	Erikson and the Life- Span Approach	<ul style="list-style-type: none"> <li>○ Reply to Comments on Discussion Board 2 (9/18)</li> <li>○ Read Chapter 6</li> <li>○ Review Lecture 4</li> <li>○ Post (9/18) &amp; Comment (9/20) on Discussion Board 3</li> <li>○ Submit Quiz 4 (9/20)</li> <li>○ Submit Reflection Exercise 3 (9/20)</li> </ul>
5	9/21— 9/27	Allport and the Genetic Approach	<ul style="list-style-type: none"> <li>○ Reply to Comments on Discussion Board 3 (9/25)</li> <li>○ Read Chapter 7 and Chapter 8</li> <li>○ Review Lecture 5</li> <li>○ Post (9/25) &amp; Comment (9/27) on Discussion Board 4</li> <li>○ Submit Quiz 5 (9/27)</li> <li>○ Submit Reflection Exercise 4 (9/27)</li> </ul>
6	9/28— 10/4	Maslow and Rogers and the Humanistic Approach	<ul style="list-style-type: none"> <li>○ Reply to Comments on Discussion Board 4 (10/2)</li> <li>○ Read Chapter 9 and Chapter 10</li> <li>○ Review Lecture 6</li> <li>○ Post (10/2) &amp; Comment (10/4) on Discussion Board 5</li> <li>○ Submit Quiz 6 (10/4)</li> <li>○ Submit Reflection Exercise 5 (10/4)</li> </ul>
7	10/5— 10/11	Skinner and the Behavioral Approach	<ul style="list-style-type: none"> <li>○ Reply to Comments on Discussion Board 5 (10/9)</li> <li>○ Read Chapter 12</li> <li>○ Review Lecture 7</li> <li>○ Post (10/9) &amp; Comment (10/11) on Discussion Board 6</li> <li>○ Submit Quiz 7 (10/11)</li> <li>○ Submit Reflection Exercise 6 (10/11)</li> </ul>
8	10/12— 10/16	Bandura and the Social- Learning Approach	<ul style="list-style-type: none"> <li>○ Reply to Comments on Discussion Board 6 (10/16)</li> <li>○ Read Chapter 13</li> <li>○ Review Lecture 8</li> <li>○ Submit Quiz 8 (10/16)</li> <li>○ Submit Reflection Exercise 7 (10/16)</li> </ul>

## **PSYCHOLOGY DEPARTMENT POLICIES**

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### **The 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.siu.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.siu.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.siu.edu/education/psychology/plagiarism.shtml>.

### **Services for Students Needing Accommodations**

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at [siue.edu/access](http://siue.edu/access) or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto: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.

### **The Psychology Department’s Policy on Incomplete Grades**

It is the student’s responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the professor. If a professor agrees to give a student an INC grade, the professor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the professor, and the Department of Psychology secretary will keep one copy. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

### **The 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;
- 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). The penalty for unacceptable writing in this class is as follows: You will have one week to revise and resubmit your paper through Blackboard, and you will lose 10 points from the final grade.

### **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 on the basis of 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.

### **SIUE Psychology Department Twitter**

By following our department's Twitter page (@SIUEpsychology) you will be able to get announcements, find out what is happening in the department, and learn more about recent psychology news. Also, this is also a great way to stay connected with the Department of Psychology after you graduate from SIUE.

### **Other Resources**

Lovejoy Library

618-650-4636

<http://www.siu.edu/lovejoylibrary/>

Computer Labs

<http://www.siu.edu/its/labsclassrooms/>

Technology Support

Lovejoy Library Room 0005

618-650-5500

[help@siue.edu](mailto:help@siue.edu)

Writing Center

MUC –Student Success Center 1254

618-650-2045

<http://www.siu.edu/lss/writing/index.shtml>

## **COVID-19 PANDEMIC POLICIES RELATED TO CLASSROOM INSTRUCTION (FALL 2020)**

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### **Health and Safety**

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. 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

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield 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 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 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

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at [cougarcare@siue.edu](mailto:cougarcare@siue.edu) or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.

- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs.  
Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

### **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.siue.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. 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.siue.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 changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

## Appendix A – Introduce Yourself Criteria

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### OBJECTIVES

*By the end of this assignment, you should be able to:*

- Introduce yourself to the instructor & the rest of the class.
- Learn about your classmates.
- Become familiar with the discussion board posting process.

### REQUIREMENTS

- Post your answers to the five (5) questions below & embed a photo that represents your personality by 11:59 PM on Friday evening of Week 1.
- Comment on four (4) of your classmates' posts by 11:59 PM on Sunday evening of Week 1.
- Reply to your classmates' comments on your posts/comments by 11:59 PM on Friday evening of Week 2.

### INSTRUCTIONS

#### **Step 1: Post Your Introduction**

By 11:59 PM on Friday evening of the first week, post your response to the five (5) questions below & then embed a photo that represents your personality. The photo can be a selfie, a photo with family or friends, of a pet, a symbol, or a hobby. Understanding who is on the other side of the computer promotes better class discussions & a more positive learning environment.

- **Part A:** What is your status as a student (e.g., freshman, sophomore, junior, senior, graduate student) & your major/minor?
- **Part B:** What are your career goals?
- **Part C:** What do you hope to get out of this class? What do you want to learn more about?
- **Part D:** What are your hobbies? What do you like to do for fun?
- **Part E:** Without peeking ahead, how would you describe your personality? Illustrate your answer by uploading a photo that represents your personality.

#### **Step 2: Comment on Three Posts**

By 11:59 PM on Sunday evening of the first week, read at least four of your classmates' posts & respond with a comment on each post that identifies something you have in common with them or a question you have about the information they shared.

#### **Step 3: Answer Your Classmates**

Before 11:59 PM on Friday evening of the second week, reply to your classmates' comments on your posts. Responding to your classmates is especially crucial for the first week of class. By

reciprocating other’s interest in your ideas, you help establish a productive norm that will benefit the entire class throughout the semester.

## GRADING RUBRIC

Criteria	Ratings			Points
<b>Step 1 – Post Completeness</b>	Answered all the questions using clear, concise, & grammatically correct language	Answered some of the questions; language was unclear, wordy, or grammatically incorrect at times	Did not answer all the questions; language was unclear, wordy, or grammatically incorrect	<b>5</b>
<b>Step 1 – Post Photo</b>	Embedded a photo that represents one’s personality	Did not embed a photo		<b>2.5</b>
<b>Step 1 – Post Deadline</b>	Responses & photo submitted on time	Responses or photo submitted late	Responses & photo submitted late	<b>1</b>
<b>Step 2 – Comments</b>	Posted comments on four (4) classmates’ posts	Posted comments on less than four (4) classmates’ posts	Did not post comments	<b>4</b>
<b>Step 2 – Comments Deadline</b>	All comments submitted on time	Only some of the comments submitted on time	All comments submitted late	<b>0.5</b>
<b>Step 3 – Replies to Comments</b>	Replied to most of their classmates’ comments	Did not reply to any of their classmates’ comments		<b>2</b>
<b>TOTAL:</b>				<b>15</b>

## Appendix B – Discussion Board Criteria

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### OBJECTIVES

*By the end of this assignment, you should be able to:*

- Demonstrate your understanding of essential concepts.
- Incorporate information from various course materials.
- Assess your knowledge of course material.
- Flex your critical thinking skills.

### REQUIREMENTS

1. Post your answers to the questions on Blackboard by 11:59 PM on Friday evening of each week.
2. Comment on two (2) of your classmates' posts by 11:59 PM on Sunday evening of each week.
3. Reply to your classmates' comments on your posts/comments by 11:59 PM on Friday evening of the following week.

### WEEKLY INSTRUCTIONS

#### **Step 1: Post Your Answer**

By 11:59 PM on Friday evening of each week, post your response to the discussion board prompt on Blackboard. Demonstrate your understanding of course material & your ability to apply it correctly to real-life experiences. Use at least 200 words & incorporate information from the course materials to support your answers.

#### **Step 2: Comment on Two Posts**

By 11:59 PM on Sunday evening of each week, read at least two of your classmates' posts & respond with a comment on each one. Ask a question, give an example that supports or refutes the main idea of the post, identify any unforeseen consequences, suggest a resource that could be beneficial to the whole class. Demonstrate your ability to facilitate group discussion & think critically using at least 50 words in each comment.

#### **Step 3: Answer Your Classmates**

Before 11:59 PM on Friday evening of the following week, reply to your classmates' comments on your posts/comments. Note that you have an entire week from the due date of the initial post to respond.

## GRADING RUBRIC

Criteria	Ratings			Points
<b>Step 1 – Post Completeness</b>	Answered all the questions using clear, concise, and grammatically correct language and at least 200 words	Answered some of the questions; language was unclear, wordy, or grammatically incorrect at times; used about 150 words	Did not answer all the questions; language was unclear, wordy, or grammatically incorrect; used less than 100 words	<b>4</b>
<b>Step 1 – Post Understanding</b>	Demonstrated complete understanding of concepts; showed exceptional evidence of critical analysis	Demonstrated an incomplete understanding of concepts; showed some evidence of critical analysis	Did not demonstrate understanding of concepts; did not show evidence of critical analysis	<b>8</b>
<b>Step 1 – Post Deadline</b>	Submitted on time		Submitted late	<b>2</b>
<b>Step 2 – Comments</b>	Posted comments on two (2) classmates' posts	Posted comments on one (1) classmate's post	Did not post comments	<b>8</b>
<b>Step 2 – Comments Deadline</b>	All comments submitted on time	Only some of the comments submitted on time	All comments submitted late	<b>1</b>
<b>Step 3 – Replies to Comments</b>	Replied to most of their classmates' comments	Did not reply to any of their classmates' comments		<b>2</b>
<b>TOTAL:</b>				<b>25</b>

## Appendix C – Reflection Exercise Criteria

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### OBJECTIVES

*By the end of this assignment, you should be able to:*

- Apply psychological principles to real-world situations.
- Demonstrate your understanding of course concepts.
- Analyze personality theories and models.

### REQUIREMENTS

- Answers to the questions on Blackboard

### INSTRUCTIONS

By 11:59 PM on the due dates listed in the Course Calendar, submit your answers to the questions posted on Blackboard. Use what you have learned from the assigned readings & the Blackboard modules to demonstrate your understanding of the course material & apply the concepts to real-life situations.

### GRADING RUBRIC

Criteria	Ratings			Points
<b>Completeness</b>	Answered all the questions	Answered some of the questions	Did not answer all the questions	<b>6</b>
<b>Understanding</b>	Demonstrated complete understanding of concepts; showed exceptional evidence of critical analysis; applied concepts correctly	Demonstrated an incomplete understanding of concepts; showed some evidence of critical analysis; made some errors in applying concepts	Did not demonstrate understanding of concepts; did not show evidence of critical analysis; did not apply concepts correctly	<b>14</b>
<b>Articulation</b>	Used clear, concise, and grammatically correct language	Used language that was somewhat unclear or wordy; contained several grammatical errors	Used language that was difficult to understand; contained numerous grammatical errors	<b>2</b>
<b>Deadline</b>	Submitted on time		Submitted late	<b>3</b>
<b>TOTAL:</b>				<b>25</b>