Syllabus for Course
Theories of Personality (PSYC 340-D02)
Department of Psychology
Fall 2022
08/22/2022 - 10/15/2022

About the Instructor
Name: Rebecca Lin Huller
Phone: 618-698-3147
Email: rhuller@siue.edu
Office Hours: 12:00 - 12:30 Monday and Thursday or by appointment

Office Hours:
I am happy to meet with you via Zoom or telephone whenever you have questions or would like to discuss course material. My regular Zoom office hours are Monday 12 - 12:30 and Thursday 12 - 12:30. But if you’d like to meet at a different time, just email me to let me know what days/times work for you and we can set up a time to meet. The link for my Zoom office hours is: https://cusd187-org.zoom.us/j/89148669204?pwd=eVh0VlpLbHZjY0l4dzMrK3poeUZOdz09

Bio
I am a School Psychologist in the Cahokia School District where I have worked for 20+ school years and presently serve as the MTSS supervisor for the district. I attended Bradley University where I earned a B.A. in Psychology and later earned a M.A. in Child/Clinical Psychology from SIUE and then a Specialist Degree in School Psychology from SIUE. I later returned to the University of McKendree where I completed a M.A. in Educational Administration. Aside from a busy career working with students, I also serve on the O’Fallon District 90 School Board and have taught some graduate education classes at the University of McKendree in the past. This will be my second time teaching a class at SIUE - so please be patient as I use their new platforms.

On a personal note, I have been happily married for 20 years and have 4 wonderful children (Allie - 19, Sarah - 16, Maya -16, and Mariah - 16). My oldest daughter attends college at Notre ame. My twins and adopted daughter are currently juniors at OTHS. As a family we love to vacation together and enjoy hiking in the outdoors (well maybe the kids don’t like that as much as I would like - but they do it anyway). I am looking forward to a great 8 weeks with this class and getting to know each of you better.

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

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

Revised: 8/1/2022
About the Course

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

Prerequisite knowledge and credit hours

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

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

Course textbooks

- Other readings as assigned

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

Other course materials
Any additional needed course materials will be posted through blackboard.

COURSE ACTIVITIES/ASSIGNMENTS

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

Exams
Exams will consist of multiple choice-questions, true-false, short response, and matching questions. You may use your notes, handouts, and textbook during the exams. Exams will be posted for 24 hours (indicated in the class schedule below). Once you have started an exam you will be given 90 minutes to complete it. These exams are not easy and require good note taking and studying to pass. Please prepare for the exam to avoid being unable to finish. If you have been granted extended testing time through ACCESS, you will have that time to complete each exam.

Revised: 8/1/2022
Exam 1: 100 points
Exam 2: 100 points
Exam 3: 100 points

Assignments
Syllabus Quiz: 10 points
Assessment of Personality: 20 points
Personality Theories Reflection: 100 points

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

- Case Studies (must choose at least any **TWO case studies**) (50 points each)
  - Adler
  - Five Factor
  - Rotter
  - Maslow

- Additional projects (Must choose at least ONE of the following projects) (50 points each)
  - Freud and Reality Television
  - Visual Representation of Freud/Jung/Adler
  - Skinner Visual Representation

At the end of the course you must have four of the above assignments completed you should choose at least 2 case studies and one additional project. **The fourth can be chosen from any group.**

Class Participation/Discussion

**Discussion Posts:** Given the asynchronous nature of this class combined with the importance of intellectual development through class discussion, participating in the class discussion board will be a critical component of your grade. Although this course gives you some flexibility on what days you complete assignments, you will be expected to post to the discussion board on a weekly basis. This method will encourage more active engagement with the course material and classmates. It is required that you contribute at least **FOUR posts each week** to the discussion board. **Out of these four posts, at least ONE post must be your response to one of the instructor posted discussion questions.** This response must be inputted into the Discussion board by **WEDNESDAY** each week to assure others have a chance to provide a participation post by the Saturday deadline.

Your response to the posted discussion question should be substantive and show genuine thought and integration of course material.

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>0</td>
<td>You did not make a Discussion reply this week.</td>
</tr>
<tr>
<td>10</td>
<td>You made a simplistic reply with minimal content that does not provide opportunity for additional discussion.</td>
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You answered the question generally well and provided an opportunity for further discussion from others.

Your contribution to the discussion was well written and well thought out to integrate course material.

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

**Participation Posts**: For your next THREE posts you may then choose to respond to others posts, post your own questions, reply to responses to your own posts, or reply to instructor posts. It is critical to be civil in your comments and to be respectful of others’ comments. Please realize that I will remove any inappropriate or disrespectful posts. Such postings will not count toward your participation. Also, within your comments, please do NOT reveal the identity of specific individuals. Please remember that participation in the discussion is a class assignment, and I expect that you will carefully proofread your writing. All contributions each week must be submitted by Saturday at 11:59 pm. There is no credit for late participation posts.

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<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>0</td>
<td>You did not make a participation post this week</td>
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<tr>
<td>1</td>
<td>You only acknowledge that your classmate did a good job and possibly made a brief comment about the course material.</td>
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<td>3</td>
<td>You acknowledged what your classmate said and attempted to advance the discussion of the group with your comment, although a more meaningful response could have been attempted</td>
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<tr>
<td>5</td>
<td>You made a post that advanced the discussion in a meaningful way and encouraged others to further their thinking.</td>
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Participation posts made after Saturday will NOT be accepted.

**Discussion Board Class Behavior Reminders:**

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

Revised: 8/1/2022
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

**GRADING SCALE:**

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<th>Grade</th>
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<td>B</td>
<td>664 - 746</td>
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<td>C</td>
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<td>D</td>
<td>498 - 580</td>
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**Grading rubric[s]**
Rubrics for assignments will be posted with the assignments in Blackboard.

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

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

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**CLASS SCHEDULE**

Revised: 8/1/2022
<table>
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<tr>
<th>WEEK</th>
<th>DATES</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>1</td>
<td>08/22 – 08/28</td>
<td><strong>INTRODUCTION:</strong> Watch: Introduction</td>
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<td></td>
<td>08/29 - 09/04</td>
<td><strong>CHAPTER 1: Personality: What it is and Why You Should Care.</strong></td>
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<td>1. Watch: Julian Baggini – Is There a Real You?</td>
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<td>2. Read: Chapter 1 (pp. 1-24, 29-32)</td>
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<td>3. Watch: What is Personality?</td>
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<td>4. Watch: Personality Theories</td>
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<td>5. Watch: How Do We Study and Assess Personality?</td>
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<td><strong>CHAPTER 2: Sigmund Freud</strong></td>
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<td>1. Read: Chapter 2</td>
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<td>2. Watch: Freud’s View of Human Nature</td>
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<td>3. Watch: Freud’s Structural Model of Personality</td>
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<td>4. Watch: Freud’s Psychosexual Stage Theory</td>
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<td><strong>CHAPTER 3: Carl Jung</strong></td>
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<td>1. Read: Chapter 3 pg 81 -106 9992. Watch: Jung’s View of Human Nature and the Unconscious</td>
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<td>3. Watch: Archetypes</td>
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<td>4. Watch: Multifaceted Personality</td>
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<td>5. Watch: Susan Kane – The Power of Introverts</td>
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<td><strong>CHAPTER 4: Alfred Adler</strong></td>
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<td>1. Read: Chapter 4</td>
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<td><strong>Syllabus Quiz</strong></td>
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<td>by 11:59 p.m. on 08/25</td>
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<td>Due: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 08/24.</td>
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<td>Complete: 16 Personalities Assessment (<a href="https://www.16personalities.com">https://www.16personalities.com</a>)</td>
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<td>Due: Assessment of Personality Paper by 11:59 p.m. on 08/26</td>
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<td>DUE: Three Participation Posts to Discussion Board by 11:59 p.m. on 08/27</td>
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<td><strong>Pick 4 Assignment</strong></td>
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<td>Due: Freud and Reality TV assignment by 11:59 p.m. on 08/29</td>
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<td>Due: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 08/31</td>
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| 2. **WATCH**: Adler’s Assumptions  
| 3. **WATCH**: Inferiority and Social Interest  
| 4. **WATCH**: Styles of Life and the Three Problems of Life  
| 5. **WATCH**: Family Influences on Personality  |

**Pick 4 Assignment**

**Visual Representation of Freud/Jung/Adler**

Comparison due by 11:59 on 09/02

**TAKE EXAM #1**: Exam will be available from 12:01 a.m. on 09/02 until to 11:59 p.m. on 09/03 (Friday and Saturday)

Due: Three Participation Posts to Discussion Board by 11:59 p.m. on 09/03

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<th>3</th>
<th>09/05 - 09/11</th>
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**Chapter 5: Karen Horney**

1. **READ**: Chapter 5  
2. **WATCH**: Horney’s Challenges to Freud  
3. **WATCH**: Personality Development  
4. **WATCH**: The Idealized Self and the Tyranny of the “Should’s”

**Pick 4 Assignment**

DUE: Adler Case Study by 11:59 p.m. on 09/05

DUE: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 09/07

**DUE: Three Participation Posts to Discussion Board** by 11:59 p.m. on 09/10

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**CHAPTER 6: Erik Erikson**

1. **READ**: Chapter 6  
2. **WATCH**: Erikson’s Assumptions  
3. **WATCH**: Erikson Stages 1-4  
4. **WATCH**: Erikson Stages 5-8  
5. **WATCH**: Identity Status

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<table>
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Chapters</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>4</td>
<td>09/12 - 09/18</td>
<td><strong>CHAPTER 7: B.F. Skinner</strong></td>
<td>DUE: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 09/14</td>
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<td>1. READ: Chapter 12</td>
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<td>2. <strong>WATCH</strong>: Skinner and Operant Conditioning</td>
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<td>3. <strong>WATCH</strong>: Skinner and Radical Behaviorism</td>
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<td><strong>CHAPTER 8: Trait Theories – Factor Analysis: Hans Eysenck</strong></td>
<td><strong>Pick 4 Assignment</strong> <strong>DUE: Skinner Visual Assignment</strong> by 11:59 on 09/16</td>
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<td>1. <strong>WATCH</strong>: Trait Theories and Factor Analysis</td>
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<td>2. READ: Chapter 8 (pp. 226-230)</td>
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<td>3. <strong>WATCH</strong>: Eysenck</td>
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<td><strong>Pick 4 Assignment</strong> <strong>DUE: Five Factor Case Study</strong> by 11:59 on 09/19</td>
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Chapters</th>
<th>Assignments</th>
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<tr>
<td>5</td>
<td>09/19 - 09/25</td>
<td><strong>CHAPTER 9: Trait Theories – Five Factor Model; The Dark Triad/Tetrad</strong></td>
<td>DUE: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 09/21</td>
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<td>1. READ: Chapter 8 (pp. 230-238)</td>
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<td>2. <strong>WATCH</strong>: Five-Factor Model</td>
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<td>3. READ: Chapter 8 (pp. 240-241)</td>
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<td>4. <strong>WATCH</strong>: Dark Triad/Tetrad</td>
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<td><strong>CHAPTER 10: Social Learning Theory - Walter Mischel</strong></td>
<td><strong>Pick 4 Assignment</strong> <strong>DUE: Jung comparison assignment</strong> by 11:59 on 09/26</td>
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<td>1. <strong>WATCH</strong>: Mischel</td>
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<td><strong>Pick 4 Assignment</strong> <strong>DUE: Jung comparison assignment</strong> by 11:59 on 09/26</td>
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Revised: 8/1/2022
| 6 | 09/26 - 10/02 | **CHAPTER 11: Social Learning Theory – Julian Rotter; Albert Bandura**  
1. **READ:** Chapter 14 (pp. 372-377)  
2. **WATCH:** Rotter  
3. **READ:** Chapter 13  
4. **WATCH:** Bandura  

**CHAPTER 12: Claude Steele and Stereotype Threat**  
1. **READ:** Definition of Stereotype Threat  (article on Blackboard)  
2. **READ:** Stereotype Threat Widens Achievement Gap  (article on Blackboard)  
3. **WATCH:** Stereotype Threat – A Conversation with Claude Steele  
4. **WATCH:** Stereotype Threat  

**DUE:** One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 09/28  

**DUE:** Three Participation Posts to Discussion Board by 11:59 p.m. on 10/01  

**Pick 4 Assignment**  
**DUE:** Rotter Case Study by 11:59 p.m. on 10/03  

| 7 | 10/03 - 10/09 | **CHAPTER 13: Humanist Theories - Carl Rogers & Abraham Maslow**  
1. **READ:** Chapter 10  
2. **WATCH:** Rogers  
3. **READ:** Chapter 9  
4. **WATCH:** Maslow  

**CHAPTER 14: Positive Psychology**  
1. **READ:** Chapter 14 (pp. 395-403)  
2. **WATCH:** Positive Psychology  

**DUE:** One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 10/05  

**DUE:** Three Participation Posts to Discussion Board by 11:59 p.m. on 10/08/202  

**Pick 4 Assignment**  
**DUE:** Maslow Case Study by 11:59 on 10/10  

Revised: 8/1/2022
CHAPTER 15: Positive Psychology - Humor
1. WATCH: Humor

DUE: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 10/12

DUE: Personality Theories Reflection by 11:59 p.m. on 10/13

DUE: Three Participation Posts to Discussion Board by 11:59 p.m. on 10/15

TAKE EXAM #3: Exam will be available from 12:01 am 10/14 - 11:59 p.m. on 10/15

Calendar View:

AUGUST/SEPTEMBER

<table>
<thead>
<tr>
<th></th>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td>One Discussion Board Post Due</td>
<td>Syllabus Quiz</td>
<td>Personality Assessment Paper Due</td>
<td>THREE Participation Posts Due</td>
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<td>Pick 4</td>
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<td>One Discussion Board Post Due</td>
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<td>Freud and Reality TV assignment</td>
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<td>Visual Representation of Freud/Jung/Adler</td>
<td>THREE Participation Posts Due</td>
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## SEPTEMBER/OCTOBER

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<th>SUNDAY</th>
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<td><strong>PICK 4 Adler Case Study</strong></td>
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<td><strong>ONE Discussion Board Post Due</strong></td>
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<td><strong>ONE Discussion Board Post Due</strong></td>
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<td><strong>PICK 4 Skinner Visual Assignment</strong></td>
<td><strong>THREE Participation Posts Due</strong></td>
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<td><strong>PICK 4 Five Factor Case Study</strong></td>
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## OCTOBER

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Revised: 8/1/2022
SIUE UNIVERSITY SYLLABUS REQUIRED INFORMATION BEGINS BELOW:

Technology requirements

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

Technology capabilities

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

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

Course and University policies

Expectations and Policies

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

- If you must miss an exam because of a personal/family emergency (e.g., death in the family) you will only be eligible for a make-up exam if you: notify me immediately and provide documentation for the event that caused you to miss the exam.

- Students needing Accommodations – Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by email at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

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

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

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

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

Psychology Department Policy on Withdrawals and Incomplete Grades
All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer or abbreviated term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see Revised: 8/1/2022
The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student’s records. If the work is not completed by the time specified on the Memorandum, the student’s grade will be changed from I to F.

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

**Health and Safety**

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

The full text of the **COVID-19 People-Focused Health and Safety Policy** can be found here: [https://www.siue.edu/policies/Covid.shtml](https://www.siue.edu/policies/Covid.shtml)

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


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

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

Revised: 8/1/2022
**General Health Measures**

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

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

**Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: [https://www.siue.edu/policies/3c2.shtml](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 or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here: [https://www.siue.edu/policies/3c1.shtml](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 alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

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