INSTRUCTOR: Rosann M. Ross, M.A., L.P.C., N.C.C.
OFFICE: McKee 0014M
PHONE: 351-2485
EMAIL: rosann.ross@unco.edu

OFFICE HOURS: I will answer emails within 24-48 hours after receiving them. Please put “PSY 350” in the subject line when emailing.

CLASS INFORMATION:
Prerequisite: PSY 120
Hours: January 7, 2019 – April 26, 2019
Location: Cyberspace


COURSE OBJECTIVES:
1. To become identify the major Western theoretical approaches to the study of personality and to be able to critically evaluate these theories through class discussions and exams.
2. To examine the multicultural perspectives on each personality theory studied.
3. To recognize the different scientific methodologies used to study personality.
4. To become aware of, and be able to apply to your life, the practical applications of the study of personality.
5. To demonstrate the ability to use the terminology of the discipline.
6. To better understand the self and others by experientially applying theoretical concepts through personal reflections.

EVALUATION:
1. Four multiple choice exam (40 points each) 160 points
2. Six personal reflections (10 points each) 60 points
3. Dream Journal 20 points

TOTAL POINTS AVAILABLE 240 points

Grading
You can view your up-to-date grades anytime in the student tools area on Blackboard. This course is +/- letter-graded. The point cutoffs are as follows:
92-100% = A
89-91% = A-
86-88% = B+
82-85% = B
79-81% = B-
76-78% = C+
72-75% = C
69-71% = C-
66-68% = D+
62-65% = D
59-61% = D-
<58% = F

COURSE FORMAT:
This course is offered online through Canvas. A common misunderstanding about online learning is that it is “self-paced” and that there are no specific schedules or guidelines. However, as in your face-to-face classes, there are schedules and deadlines that must be met. An excellent time management tip is to set aside a specific time to attend this online course. It has been calculated that the number of hours in class and expected hours outside of class is based on a formula: A 3-credit class is three hours in class per week, and another 2-3 hours for each credit outside of class. In other words, for this 3-credit course, you should expect to spend a total of 9-12 hours per week completing the work assigned in the syllabus. The Course Outline provides the sequence of events and timing.
PLEASE NOTE: ALL ASSIGNMENTS AND THE EXAMS ARE DUE AT 12:00 NOON, NOT MIDNIGHT, except for the Dream Journal.

EXAMS

The four exams will be available at the end of each UNIT in Canvas. Each exam consists of multiple choice questions and is worth 40 points. Each exam will be available on the dates listed in the course outline. YOU MUST COMPLETE EACH EXAM BY 12:00 P.M. (NOON) ON THE DUE DATE LISTED. NO LATE EXAMS WILL BE ACCEPTED. IT IS YOUR RESPONSIBILITY TO KEEP TRACK OF THE EXAM DUE DATES! Please note that the 4th exam is due the last day of classes, NOT during finals week.

EXAM SCHEDULE

<table>
<thead>
<tr>
<th>Exam</th>
<th>Available</th>
<th>Due</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>Tuesday, January 22</td>
<td>Friday, January 25</td>
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<tr>
<td>Exam 2</td>
<td>Tuesday, February 5</td>
<td>Friday, February 8</td>
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<tr>
<td>Exam 3</td>
<td>Tuesday, March 26</td>
<td>Friday, March 29</td>
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<tr>
<td>Exam 4</td>
<td>Tuesday, April 23</td>
<td>Friday, April 26</td>
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PLEASE DO NOT WAIT UNTIL THE LAST MINUTE TO TAKE THE EXAM!!! Because the longer that you are online taking an exam, the greater there is the chance for technical problems, so please be certain that you are fully prepared to take the exam. The time limit for each exam is 90 minutes. You cannot start an exam, stop, and then go back later to finish it. Again, do not open an exam until you have thoroughly studied the material and are ready to complete the exam in one 90- minute period.

Exams are open-book, but consulting with anyone during an exam is prohibited. That is, you may not work collaboratively with a classmate or anyone else when taking an exam. Also, although the exams are open-book, you will be responding to 40 items in 90 minutes. There will not be much opportunity to look up information in your text or notes.

ASSIGNMENTS

Please be sure that you are familiar with how to submit Assignments; I will be collecting all of the assignments through the course Assignment link as WORD documents. Points will be docked from your grade if the assignment is not submitted correctly. After you open your course, from the menu, choose the Assignment link. Click on the HELP button at the top of the page for information on how to submit your paper or contact the Help Desk.

PERSONAL REFLECTIONS

Throughout each of the chapters in the textbook are several “Personal Reflections” exercises. These are designed to give you a better feel for some aspects of each theory. Each will help you relate the theory in an experiential way to your own life. You can look at these assignments as tools to help you understand yourself a little better in the context of different theories. Please remember that these reflections are for your own benefit, and not to be written in any specified manner. Whatever you share in these reflections will not be shared with the class, and will be kept confidential by me. Given this, please allow yourself the freedom for deep introspection, as some of these reflections may touch something that is hidden within you, or something you may have kept from your consciousness. Should you feel especially uncomfortable when writing these reflections, please contact me via email, and we can discuss your feelings.

The write-ups of your experience will be due according to the course schedule by 12:00 noon on the dates listed. Each write-up is worth 10 points for a total of 60 points. Please complete the reflections as a Word document, and submit your paper through the assignment link in Canvas. ABSOLUTELY NO LATE WRITE-UPS WILL BE ACCEPTED.

Personal Reflection Schedule

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Location</th>
<th>Due</th>
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<tbody>
<tr>
<td>Reflection #1</td>
<td>In Assignment Link, “Life History Questionnaire”</td>
<td>Thursday, January 17</td>
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<tr>
<td>Reflection #2</td>
<td>“The Shadow” – In text, Page 65</td>
<td>Thursday, January 27</td>
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<tr>
<td>Reflection #3</td>
<td>“Understanding Life Goals” - In text, Page 89</td>
<td>Thursday, February 7</td>
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<tr>
<td>Reflection #4</td>
<td>“Connections and Disconnections” – In text, page 145</td>
<td>Thursday, April 28</td>
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<tr>
<td>Reflection #5</td>
<td>“Your Own Peak Experiences” – In text, page 309</td>
<td>Thursday, April 11</td>
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<tr>
<td>Reflection #6</td>
<td>In Assignment Link, “The Letter”</td>
<td>Thursday, April 25</td>
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DREAM JOURNAL

Dreams are considered by most personality theorists as integral to understanding personality. Although each has his/her own way of interpreting/explaining the meaning of dreams, the important point to remember is that the purpose of dreams is typically
addressed in each theorist’s conception of personality. This exercise is designed to assist you in paying attention to, and perhaps understanding better, an aspect of your personality that you may take for granted.

Make a dream journal by keeping a pad of paper by your bed. In the morning before you do anything else, make a few notes about your dream. Even if you have never remembered dreams before, this procedure will help you to recall them. Later in the day, write out your dreams in as much detail as you can recall. What are your associations with particular aspects of your dream? See if these associations point to possible meanings. For example, might your dreams be attempts at wish fulfillment? Try to guess what various segments of your dreams might mean. Pay attention to those fragments that seem part of your ‘day residue.’ Do you notice anything that reflects your desires or attitudes towards others?

Keep this journal for at least the first 10 weeks. There is a minimum requirement three (3) dreams and a maximum of ten (10) dreams for the journal. As you read various parts of the text, you will learn other ways to analyze dreams. After you have read each theory, go over your dream journal and see if you can make new interpretations. Notice especially any recurrent themes or patterns. (Adapted from Frager & Fadiman, 1998, p. 35.)

At the end of the 10 weeks, write a 1-3 page SUMMARY of your dream journal. Point out themes, emotions, insights and/or interpretations that have occurred to you during the course of recording your dreams. Also in the summary, point out how your interpretations may have changed or how they compare to the theorists’ ideas about dream interpretation. The journal, along with your summary, is due Friday, March 22 by 11:55 p.m. The Journal (recorded dreams) is worth 10 points, and the Summary is worth 10 points. PLEASE SUBMIT BOTH PARTS OF THIS ASSIGNMENT AS ONE WORD DOCUMENT TO THE ASSIGNMENT LINK.

Please keep in contact with me regarding any problems you may have in remembering your dreams. There are several techniques available that aid in recalling your dreams. Give yourself permission to experience this part of your personality!

EXTRA CREDIT
You can receive 5 points of extra credit by filling out the instructor evaluation survey. You will receive an email from the Dean’s office close to the end of the semester with instructions on how to access that survey. I only get a list of those who completed the survey; I will not be able to see any of the responses until after grades have been posted. Please be honest and candid with your answers, as the results of these surveys most definitely impact my teaching in terms of course improvement. You will need to complete this evaluation before April 26, even though it will be open until the end of finals week.

COMMUNICATION BETWEEN STUDENT AND INSTRUCTOR
Students are encouraged to stay in contact with the instructor to ensure that all questions are answered and all assignments are clearly understood. The following procedures are recommended for communicating with me:

• Use the “General Class Questions” forum to ask any questions that you may have regarding assignments, course requirements, etc., especially if the answer will benefit the entire class.
• Send an email to me to ask questions about private issues, such as a score that you received on an exam or assignment. When sending an email, always include “PSY 350-970” in the subject line of the message.
• I will post important information, such as revised deadlines or reminders of tasks that need to be done, on the announcements page of Canvas or through an email. Check out announcements and your email weekly.

NOTES:
1. ALL CORRESPONDENCE FOR THIS CLASS WILL BE DONE THROUGH YOUR UNC BEAR EMAIL ACCOUNT. BE CERTAIN TO CHECK YOUR EMAIL DAILY so that you are aware of any changes, announcements, etc. relating to this course. Contact User Support at 970-351-4357 for problems and questions.

2. Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disability Support Services at 351-2289.

3. This syllabus is vital to this class. Please keep it and refer to it often for due dates, readings, etc.

Academic Dishonesty
All work done for PSY 350 must be your own work. Students who cheat and/or plagiarize will receive an “F” for the course.

The University of Northern Colorado’s Student Code of Conduct (www.unco.edu/dos/pdf/StudentCodeofConduct.pdf) and Honor Code (www.unco.edu/dos/communityStandards/honor_code/index.html) strictly prohibit any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in
scholarship and is in conflict with academic and professional ethics and morals. All incidents of alleged plagiarism or other forms of academic dishonesty will be investigated and violations of academic integrity will result in a consequence that may be as severe as an F in the class and a recommendation for expulsion. For more information on plagiarism and appropriate paraphrasing, please see: http://www.unco.edu/dos/academicIntegrity/students/index.html.

Diversity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in…educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in…educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).