Who are you? How did you become this way? What will you become?

Most everyone asks these questions about themselves, and others, at one time or another. Personality psychologists, through scientific inquiry, provide some answers to these fundamental, yet elusive, questions.

The primary objective of this course is to introduce students to current approaches to the study of personality and personality processes. The scientific study of personality is concerned with understanding and explaining the whole, functioning individual, within their social context. No doubt, this is an ambitious project!

No one scientific approach or perspective can fully meet this goal. Instead, what has emerged in this discipline are a number of different perspectives, each with its own set of strengths and weaknesses. Together, they give us insight into the nature of human nature.

In this survey course you will learn about the major perspectives personality psychologists have developed to answer the above questions. The course begins with a broad introduction to the domain of personality psychology, and considers the scientific tools used to study personality. We then explore the various perspectives developed by personality psychologists (e.g., trait approach, biological approach, psychodynamic approach, etc.). The course ends with an overview of conceptual frameworks and investigative strategies for understanding personality.
Learning Outcomes

This class is designed to address 5 broad Course Learning Outcomes (CLOs). These CLOs are outcomes students will have demonstrated upon successful completion of the course. The specific CLOs for this course contribute to the overall experience, learning opportunities, and Program Learning Outcomes (PLOs) students are exposed to when completing the SJSU Psychology Major.

The SJSU Psychology Major is designed to address 5 broad Program Learning Outcomes (PLOs). These PLOs are outcomes students should be able to demonstrate after having successfully completed the Psychology Major.

Course Learning Outcomes (CLOs)

Upon successful completion of this course:

**CLO1 – Knowledge Base of Personality Psychology** – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in personality psychology.

**CLO2 – Research Methods in Personality Psychology** – Students will be able to

(a) identify and evaluate the strengths and limitations of basic research methods as used in personality psychology (case study, observational, correlational, experimental), and

(b) accurately interpret basic statistical information typically presented in personality research (means, standard deviations, t-tests, ANOVAs, factor analysis, correlations, p-values, tables, etc.).

**CLO3 – Critical Thinking Skills in Personality Psychology** – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to personality psychology (e.g., evaluate the validity of research studies, theories, research applications).

**CLO4 – Application of Personality Psychology** – Students will be able to apply personality psychological principles to individual, interpersonal, group, and societal issues.

**CLO5 – Values in Personality Psychology** – Students will be able to identify, evaluate, and discuss

(a) ethical issues as they relate to the practice of personality psychological research (e.g., informed consent process),

(b) how values may inform personality psychological research (e.g., types of problems investigated), and

(c) value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
Program Learning Outcomes (PLOs)

Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

Textbook


Another resource that may be useful to you is the textbook website. This website contains chapter overviews, quizzes, and other resources to help you learn the course material:

http://psychology.wadsworth.com

Under Select a Course click on personality, Click on icon of our textbook

Other Readings & Resources

Readings: See additional readings list at the end of this syllabus. Articles may be added to this list as needed.

Society for Personality and Social Psychology: http://www.spsp.org/

Personality Project: http://personality-project.org/personality.html


Owl APA style resource: https://owl.english.purdue.edu/owl/resource/560/01/

Other equipment/material requirements

- 3 Scantron forms 882-ES
- Regular access to a computer and internet connection
- Handouts will be made available in a timely manner via Canvas. It is your responsibility to print out and bring copies of handouts to the appropriate lecture.
Course Canvas site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides (generally posted after lecture is presented)
- Assignment submission
- Assignment feedback from instructor
- Grade roster

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. Check this site regularly for course announcements, articles, assignments, and other course materials.

Accessing Course Canvas site

To access the Canvas site go to http://www.sjsu.edu/at/ec/canvas/ and click on “Log in to Canvas”

Username = SJSU 9-digit ID

Password = your current SJSUOne password

For additional information or help with logging in:

Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/

Note: clearing your browsing history may help if you have trouble logging into the site.

Course Structure

Lectures & Discussions

This will be a lecture course meeting twice a week. There will be occasional film and video presentations, in-class demonstrations, discussion groups, and in-class presentations by students to supplement the lectures. Students will be expected to have done the assigned readings for the week prior to attending lecture. Furthermore, students are expected to actively participate in all class discussions and activities.

Readings

Readings will be assigned from the Burger textbook and several outside articles. Assigned readings appear in the course schedule and the reading list, and will be posted to the course Canvas site.

The textbook readings are meant to supplement the materials presented in lecture. The textbook provides a broad overview of personality psychology.
Lectures will be coordinated with the text readings, but will often go into greater depth than the readings on a particular topic. Therefore, simply reading the text and never coming to lecture is NOT enough to do well in this course.

**Assignments and Grading Policy**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf).

**Exams (150 points)**

There will be three examinations for this course. These examinations will include a mix of multiple choice, fill-in-the-blank, short answer, and essay questions based on the material presented in lectures and in the assigned readings. Each exam will include 35 - 60 questions each worth 1 point. Essay questions may also be included whose point value will vary between 5 – 10 points. Each exam will be worth 50 points for a total of 150 points across the 3 exams. The exams are generally non-cumulative and will only include material as indicated on the course schedule. The exception is the final exam which may include cumulative essay questions.

**Research Paper (50 points)**

The major writing assignment for this class will be a 6 - 8 page typed, double-spaced, APA style literature review paper. This paper will review the research done in a specific area of personality psychology. Further instructions regarding this paper will be made available during the term.

**Assignments & Participation (approximately 50 points)**

Throughout the term you will be given assignments to be completed inside or outside of class. Some of these will be completed individually, and some will be done in groups. These assignments will include (but are not limited to) reaction/assessment of personality measures, quizzes, video discussions, article summaries, and participation in class discussion.

Please note that not all assignments are listed on the course schedule. Additional take home assignments will be announced in class and on Canvas in a timely fashion throughout the semester. In-class assignments may not be announced prior to class. Thus, regular attendance is crucial.

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Make-up Exams**

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.
Late Assignments

Assignments are due at the start of class (turned in during class or uploaded to Canvas) on the day indicated on the course schedule. Late assignments will receive $\frac{1}{2}$ credit if turned in within 1 week of the due date, but may not have instructor feedback. Assignments will not be accepted after 1 week past the due date.

The major research paper is due on the day indicated on the course schedule. Late papers will receive a 5% grade reduction for each day late. Papers will not be accepted after 1 week past the due date.

If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Extra Credit

Extra credit assignments are given at the instructor's discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

Tentative Grade Determination

Final grades in this course will be assigned as indicated below:

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<th>Percent</th>
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<td>76 – 73</td>
<td>C</td>
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<tr>
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<td>72 – 70</td>
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<td>89 – 87</td>
<td>B+</td>
<td>69 – 67</td>
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<td>86 – 83</td>
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<td>82 – 80</td>
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<td>79 - 77</td>
<td>C+</td>
<td>59 or less</td>
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University Policies

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/ace to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at
Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 2.5 hours of direct faculty instruction (i.e., time spent in the classroom) and six hours of out-of-class student work (e.g., reading, studying, doing assignments, doing research) each week.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”
  - If you wish to record lectures for your private, study purposes, please discuss this with the instructor. Written permission to record lectures will need to be granted for the whole semester or on a class-by-class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
Contacting Instructor

1. **I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. **Through Canvas (Canvas) mail function.** Best for private questions and comments.

3. **Through Canvas (Canvas) discussion board.** Best for questions about the course that need not remain private. Chances are others have the same questions you have.

4. **Through regular email.** clifton.oyamot@sjsu.edu.

5. **By phone.** Best if you need to contact me quickly and cannot use email at the time.

6. **Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).**

   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 154: absence on 10-10-11).

   b. **Greetings** should be formal and use your instructors title (e.g., Dear Dr. Oyamot or Professor Oyamot)

   c. **Identify yourself** and the course/section you are in.

   d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.

   e. **Expect replies within 1 - 3 days.** Polite follow-ups are encourage if you have not heard from me in a reasonable amount of time.

Example email correspondence

**Subject:** Psyc 139: Assignment due date question

Dear Professor Oyamot (or Dr. Oyamot),

My name is Miranda Jackson and I am in your 139 class that meets T/Th 10:30 - 11:45. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Miranda

student id # 001234567

Regular attendance is necessary to do well in the course. Although the course has an online resource, this resource is not a substitute for attending lectures.

Laptops

In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You
will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

**Cellphones and other electronic devices**
Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

**Late arrivals**
If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

**Be respectful of others**
Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

**I expect you to come to class prepared**
“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

**Communication**
Use email! Use office hours! Talk to me!!

**Check the course Canvas site regularly**
If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

**Recording of Class Lectures & Sharing/Distribution of Course Content**
Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted for the whole semester or on a class-by-class basis.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **This policy extends to both content presented in the classroom and posted on the Canvas site.**
Student Resources

Librarian: Psychology
The SJU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian:  Bernd Becker
408.808.2348
Bernd.Becker@sjsu.edu
http://libguides.sjsu.edu/psychology

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

(Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling).
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<tr>
<th>WEEK</th>
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<th>TOPIC</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE**</th>
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<tr>
<td>1</td>
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<td>Introduction to the course</td>
<td>Syllabus</td>
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<td>2</td>
<td>T</td>
<td>27-Jan</td>
<td>The Domain of Personality Psychology</td>
<td>Burger 1</td>
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<td>Conceptual Approaches</td>
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<td>Methodological Approaches</td>
<td>Burger 2</td>
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<td>Th</td>
<td>5-Feb</td>
<td>Trait Approach</td>
<td>Burger 7</td>
<td>Case Study 30 Assignment</td>
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<td>10-Feb</td>
<td>Five Factor Model</td>
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<td>Research Topic Assignment</td>
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<td>Th</td>
<td>12-Feb</td>
<td>Five Factor Model</td>
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<td>5</td>
<td>T</td>
<td>17-Feb</td>
<td>Self-Monitoring</td>
<td>Snyder (1974)</td>
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<td>Authoritarianism</td>
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<td>Th</td>
<td>26-Feb</td>
<td>Motivations</td>
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<td>Psychoanalytic Approach</td>
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<td>Psychoanalytic Approach</td>
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<td>Neo-Freudians</td>
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<td>Th</td>
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<td>13</td>
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<td>Social Learning Approach</td>
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<td><strong>Avoiding Plagiarism Assignment</strong></td>
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<td>16-Apr</td>
<td>Social Learning Approach</td>
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<td>21-Apr</td>
<td>Cognitive Approach</td>
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<td>Cognitive Approach</td>
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<td>T</td>
<td>28-Apr</td>
<td>Cognitive Approach</td>
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<tr>
<td></td>
<td>Th</td>
<td>30-Apr</td>
<td><strong>NO CLASS</strong></td>
<td></td>
<td>Online Discussion/Activity</td>
</tr>
<tr>
<td>16</td>
<td>T</td>
<td>5-May</td>
<td>Life Narratives</td>
<td>Life narratives reading</td>
<td>Life narrative Assignment</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>7-May</td>
<td>Discuss Literature Reviews</td>
<td></td>
<td><strong>Literature Review</strong></td>
</tr>
<tr>
<td>17</td>
<td>T</td>
<td>12-May</td>
<td>Course Retrospective</td>
<td></td>
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<tr>
<td>FINAL</td>
<td>F</td>
<td>15-May</td>
<td>9:45 – 12:00</td>
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</table>

**EXAM 3: 13, 14, 15, 16, outside readings, cumulative essay question**

* This is a tentative timeline. We may find ourselves spending more time on particular topics due to student interest, or the need to clarify further information presented.

** The way to turn in the assignment (either through Canvas or in-class) will be specified in the assignment instructions be posted in Canvas. Note that not all in-class assignments have been listed. From time-to-time you will have assignments given out in class that will count to your participation grade. These assignments cannot be made-up if you are missed the class.
Additional Readings (Tentative)

Copies of these articles will be made available on the Canvas site. Please contact me ASAP if you have trouble getting these articles.

The reading list may be modified or added to during the term. Updates will be announced in class and on the Canvas site.


Other readings listed in schedule will be posted on Canvas in a timely fashion.