

Texas A&M University - Central Texas

PSYC 3350.110 - Personality - Fall 2019

Instructor: Sam Fiala, Ph.D., L.P.
 Class Meetings: T/R 9:30-10:45am
 Office: Warrior Hall 318-B Email: sam.fiala@tamuct.edu Office phone: 254-519-5759
 Office hours: Mon 2-5 Tue 11-1, Wed 9-12, Thur 11-2 (and by appt...I'm typically in the office 9-5)
 Course Web Page: <https://tamuct.instructure.com>

Course Overview:

An introduction to personality, the unique and relatively stable patterns of behavior, thoughts, and feelings that make individual human beings. The different theoretical approaches - psychodynamic, cognitive, behavioral, humanistic, and existential - will be covered and will be related to personality and personality development. Prerequisite(s): PSYC 2301 or approval of Department Chair.

Table 1: Student Learning Outcomes:

Course-Level SLO	Activity/Assignment	Program-Level SLO
Demonstrate their content-specific knowledge of multiple theories of personality and of the degree to which these theories are supported by empirical research.	Discussion Postings; Exams	1. Demonstrate factual knowledge (terminology, classifications, methods, trends). 2. Demonstrate knowledge of fundamental principles, generalizations, or theories.
Critically evaluate an empirical study which serves as the basis for claims made about personality.	Article Critique	4. Demonstrate skill in expressing oneself in oral presentations and in writing. 6. Analyze and critically evaluate ideas, arguments, and points of view.
Collaborate with colleagues to articulate how different theories of personality can be applied to describe an individual's personality and to identify what factors influenced the development of that personality.	Character Study	3. Apply course material to improve thinking, problem solving, and decisions, both in coursework and in real-life situations. 4. Demonstrate skill in expressing oneself in oral presentations and in writing. 7. Practice skills in working with others as a member of a team
Gather and interpret information needed to begin the assessment of an individual's personality.	Peer Personality Profile	3. Apply course material to improve thinking, problem solving, and decisions, both in coursework and in real-life situations. 5. Find and use resources for answering questions and solving problems. 8. Demonstrate specific skills, competencies, and points of view needed by professionals in fields most closely related to specific courses

Mode of Instruction & Course Access

This is a *web-enhanced* course; approximately 20% of course instruction will be delivered asynchronously online via discussion postings. Because of this, there will be three days during the semester when we do not meet face to face (see calendar below). The majority of course instruction and student interaction will take place in a face-to-face classroom setting. Online interactions for the course will rely on TAMUCT's learning management system (Canvas <<https://tamuct.instructure.com>>). See the *Technological Requirements* section of the syllabus for more information on accessing/using Canvas.

Student-instructor Interactions

Learning is best fostered when open lines of communication are maintained among students and between students and the instructor. During our face-to-face interactions, I hope you will feel comfortable asking questions and offering your own course-relevant insights. Some students are so excited about the material that they share too often and dominate class discussions; when this happens, it can detract from the learning experiences of other students. For this reason, I suggest that if you find yourself making disproportionately more comments during a single class meeting than your colleagues, consider whether your comments are enhancing or diminishing the learning environment. Other students are on the other end of the spectrum, rarely making an in-class contribution. As with most things in life, I encourage you to find the middle ground. You have lived life and know things...at some point the class would benefit from hearing your thoughts and/or questions.

The best way to ask me a question or make a comment outside of the classroom is via my university email <sam.fiala@tamuct.edu>. I will check this email account daily M-F. I will strive to respond to you within 48 hours of receiving your message. I will also create a space in the discussion boards for you to pose general class questions to your colleagues. This is often a good place for students to help each other find the answers to course-relevant questions. Please remember to maintain appropriate decorum in these interactions.

If you need to meet with me outside of my regularly scheduled office hours, you are welcome to drop by and see if I'm available. To make the most efficient use of your time, I suggest you email me ahead of time and schedule an appointment. I can also meet via phone or via WebEx.

Participation/Attendance

This course will cover a substantial amount of information in a relatively short period of time. Class time will be used to help identify what information in your text is *essential knowledge*, to elaborate on and provide examples of concepts, and to introduce additional information not found in your text. I highly encourage you to regularly attend class prepared to engage the material if you wish to get the most out of this learning experience. There are four designated "Learning Activity" days where we will be engaged in some exercises to give you a deeper understanding of the material. If you miss more than one of these days, there will be an automatic 5-point deduction from your final grade.

Required Reading

Personality (10th ed.) Burger, J.M. (2014). ISBN: 9781337559010

Recommend Reading

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author. (ISBN: 978-1-4338-0561-5)

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer (Sec. 51.9705).

Technological Requirements & Support

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

Academic Honesty Policy

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

My interactions with you are based on an expectation of mutual trust and honor. You are required to do your own work on exams and assignments (unless I explicitly say otherwise) and to appropriately credit sources when submitting written assignments. Violation of this trust will result in an F in this course, and you will be reported to Student Services for violating the Academic Integrity policy.

Library Services

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence, Stalking or Sexual Harassment) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

Warrior Shield

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct. Copyright. (2017) by Sam Fiala at Texas A&M University-Central Texas, College of Education; 1001 Leadership Place, Killeen, TX 76549; 254-519-579; sam.fiala@tamuct.edu

What you will be graded on:

I. Discussion Postings (6 postings X 3 points = 18 total points)

Discussion postings are due at 11:59pm on the Sunday of the week they are assigned (see calendar below). Postings will be evaluated using the rubric posted below.

Depth of thought evident in post:

0 = no post; or post is not explicitly related to an assigned prompt

1 = post is reflective of limited thought/effort

1.5 = post is reflective of moderate thought/effort

2 = post is reflective of deep thought and/or high effort

Writing Standards:

0 = no post; several writing and usage errors interfere with comprehension of the explanation

0.5 = some grammatical errors distract the reader and slow comprehension of the explanation

1.0 = few grammatical errors if any; errors do not interfere with comprehension or distract reader

II. Peer Personality Profile (15 points):

This assignment was designed to give you an opportunity to interact with your classmates and to think critically about how personality is assessed/measured. You will be assigned a peer in the class who you will interview (and who will interview you) to create a personality profile based on the Big 5 personality factors (trait theory). You will be given time to collect your data for this assignment (i.e., to interview your colleague) during class on October 9th. You should come to class that day with your prepared interview questions (minimum of 10); you will have 20 minutes to interview your peer. By 11:59pm Sunday October 14th you will submit (1) a list of the questions you asked with a rationale provided for why each question was asked (good idea to do this in tabular format) and (2) your conclusions regarding where your partner falls on the continuum for each of the Big 5 personality traits (low, average, or high) that are backed up by citing responses to the questions you asked. You will be graded on the quality of the questions that you asked and on the degree to which your conclusions are substantiated by the data you generate; grading rubric will be posted in Canvas.

III. Character Study (Group presentation = 5 points; Paper = 10 points)

This assignment is designed to give you an opportunity to think creatively about personality, apply your newly acquired knowledge of personality theory, and gain more experience working collaboratively with your colleagues. In class on September 25th you (and a group of your peers) will choose a fictional character (from literature, t.v., movies, video games, etc.) to study. You may consult materials beyond our text to enhance your knowledge of personality theory and your knowledge of your character's history, but you should not consult other sources for information on what the personality profile of your character is (e.g., don't Google "What is Wonder Woman's personality?"). You will collaborate with your group members to create a personality profile for the character that describes the character's personality (using 2 or more of the perspectives covered in class) and hypothesizes about what events/factors influenced the development of that character's personality (again using 2 or more of the perspectives covered in class). Together, you will present the profile you develop in class at the end of the semester; each group member should submit an electronic copy of the presentation materials to me in Canvas. On this submission each member can notate what aspects represent their unique contribution to the presentation. A rubric detailing how the presentations will be evaluated will be posted in Canvas. This portion of the assignment will be worth 5 points. NOTE: Regardless of the date of your group's presentation, **all materials for the presentation will be due Monday Nov 25th 11:59pm.**

In addition to the group presentation, you will individually write a brief summary of the personality profile. This summary should be completed using information that was gathered collaboratively, but each student **should write their paper individually**. I would caution you not to even read your fellow-group members' drafts. If you need some peer feedback, ask someone in another group to read your paper. If two papers are more similar than would be expected given the shared source material, it will be considered evidence of academic dishonesty. A rubric will be provided in Canvas, and this portion of the assignment will be worth 10 points.

NOTE: Regardless of the date of your group's presentation, **all materials for the presentation will be due Sunday Dec 8th 11:59pm.**

IV. Article Critique (7 points)

This assignment is designed to give you an opportunity to evaluate the claims made by scientists who study personality. For each theory discussed in our text there is a chapter that addresses empirical research relevant to that theory. You are free to pick any article cited in one of these chapters to find, read, and critique using the Article Critique Form that is posted in Canvas. This form will direct you to (a) summarize the essential features of the study's method, (b) identify the primary conclusions of the study's authors, and (c) evaluate how strengths and weaknesses of the study's methodology impact the validity of the conclusions drawn by its authors. Note: the article you select must be an "empirical" article that is not a meta-analysis. That means that it is reporting on the methodology and findings from a study that was conducted and also not an empirical study of multiple published studies. There will be other articles cited in the book that are "scholarly" but not empirical (e.g., theoretical articles, review articles, etc.). If you are unsure about the article you are interested in, check with me. A rubric detailing how this assignment will be grade will be posted in Canvas.

V. Exams (3 X 10 points each + Final exam 15 points = 45 points total)

There will be three in-class exams covering course material (readings and lectures). A comprehensive final examination that includes all content discussed in the course will be given online during final exam week. The exam will be available at 6a.m. on Thursday December 13th. Once you begin, you will have 3 hours to complete the exam. The exam must be completed by 11:59pm on Thursday December 13th. You may use your book and notes when taking the exam. However, using internet resources and/or working with another individual to complete the exam constitute academic dishonesty and will result in failure of the exam and potentially other academic consequences. I write my own exam questions and try to frame questions in such a way that you must apply the knowledge you have gained rather than simply regurgitate it.

Grading

Discussion postings (6 x 3)	18
Peer personality paper	15
Character study (paper = 10; presentation = 5)	15
Article Critique	7
Exams (3 x 10)	30
Final Exam	15
<hr/>	
TOTAL	100

Course grades will be based on the percentage of total points earned by each student and will be assigned as follows:

A	90-100 %	B	80-89 %	C	70-79 %	D	60-69 %	F (<60 %)
	90-100 pts		80-89 pts		70-79 pts		60-69 pts	<600 pts
	Mastery of content		Above average		Average understanding		Below average	Failure to
			understanding of content		of content		understanding of content	understand content

Late work policy

If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each 24-hour period it's late (with a maximum reduction of 30%). **However, no late work will be accepted for assignments turned in more than 7 days past its due date.** No late work will be accepted after Dec 15th at 12pm (noon). If you miss an exam, you will not be able to make it up without documentation of an excused absence. Any such make-up must occur within 7 days of the originally scheduled exam.

Some Thoughts About This Course

For those of you who are considering pursuing a career in mental health, this is an important foundational course. A solid understanding of "normal" personality is a pre-requisite for clinical work – therapy or assessment. Those of you who are pursuing other career paths will also hopefully find this a valuable learning experience. If whatever career you are considering involves working with other people, then you will probably benefit from a course that examines why people act the way they do.

One last thought on grades...it is unfortunate that I cannot grade you on effort or passion for learning. I believe these are essential to academics, but they are difficult to measure objectively. I can only evaluate the products that you generate (e.g., exam responses, papers). This product is the result of your own intelligence, your effort, my ability to teach, and luck. It is unfortunate that luck enters the equation, but it is unavoidable. There may be semesters when life tosses you around quite a bit and earning a "C" is more impressive for you than the "A" that the person next to you earned. In these instances, I encourage you to take pride in your effort and not worry too much about grade that cannot perfectly represent your achievements.

Table 1 Course Calendar

WEEK	READ	TUESDAY CLASS ACTIVITY/DISCUSSION	THURSDAY CLASS ACTIVITY/DISCUSSION	ASSIGNMENT/ASSESSMENT DUE SUNDAY 11:59PM
WEEK 1 AUG 26-SEP 1	Ch. 1	Course overview; Defining personality	No face-to-face class	Discussion post #1
WEEK 2 SEP 2-SEP 8	Ch. 2	Researching personality	Assessment of personality	
WEEK 3 SEP 9-15	Ch. 3-4	Freudian Approach: Theory, Application, and Assessment	Freudian Approach: Research	Discussion post #2
WEEK 4 SEP 16-22	Ch. 5-6	Neo-Freudian Approach: Theory, Application, and Assessment	Neo-Freudian Approach: Research	
WEEK 5 SEP 23- SEP 29		Learning Activity 1	EXAM 1	Discussion post #3
WEEK 6 SEP 30 -OCT 6	Ch. 7-8	Trait Approach: Theory, Application, and Assessment	Trait Approach: Research	
WEEK 7 OCT 7-OCT 13		Learning Activity 2	No face-to-face class	Peer Personality Profile: Questions & Summary; Discussion post #4
WEEK 8 OCT 14-OCT 20	Ch. 9-10	Biological Approach: Theory, Application, and Assessment	Biological Approach: Research	
WEEK 9 OCT 21-27	Ch. 11-12	Humanistic Approach: Theory, Application, and Assessment	Humanistic Approach: Research	
WEEK 10 OCT 28- Nov 3		Learning Activity 3	EXAM 2	Discussion post #5
WEEK 11 Nov 4-Nov 10	Ch. 13-14	Behavioral/Social Learning: Theory, Application, and Assessment	Behavioral/Social Learning: Research	Article Summary & Critique
WEEK 12 Nov 11-Nov 17	Ch. 15 -16	Cognitive Approach: Theory, Application, and Assessment	Cognitive Approach: Research	
WEEK 13 Nov 18-Nov 24		Learning Activity 4	EXAM 3	Discussion post #6
WEEK 14 Nov 25-DEC 1		Character Profile Presentations	No face-to-face class Thanksgiving	
WEEK 15 DEC 2-DEC 8		Character Profile Presentations	Character Profile Presentations	Character Profile Paper
WEEK 16 DEC 9-DEC 13		No face-to-face class	FINAL EXAM (ONLINE) No face-to-face class	Evaluation of Faculty

**###large portions of this syllabus were blatantly pirated from a wide variety of sources###
##Professor reserves the right to amend the syllabus at any time##**

Other important dates:

- August 28 Deadline for Add, Drop, and Late Registration for 16- and First 8-week
- September 11 Deadline to drop 16-week Classes with No Record
- October 4 Deadline for Graduation Application for Ceremony Participation
- November 8 Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
- December 13 Fall Commencement Ceremony