

# Texas A&M University Central Texas PSYC 3350-115 (Personality) (8 Weeks) Online Course

## INSTRUCTOR AND CONTACT INFORMATION

**Instructor:** Brian L. Nowell, M.S., Ph.D. (Positive/Developmental Psychologist)

**Office:** TAMUCT Campus--Warrior Hall—Counseling & Psychology Department—318D

**Email:** Use the Canvas ***Inbox*** icon (left menu) within the course to send messages within our online Canvas course classroom (Canvas Messages). To reach me outside of our online course classroom, please use our TAMUCT e-mail system ([blnowell@tamuct.edu](mailto:blnowell@tamuct.edu)). I am currently text disabled (so e-mail instead).

**Virtual Office Hours:** Available by appt., most days/times through Canvas WebEx (left menu link).

### TAMUCT Campus Office Hours:

- Mondays & Wednesdays (1:00 p.m.—4:30 p.m.) (If needed, early evening time, by appointment only)
- Tuesdays & Thursdays (2:00 p.m.—3:00 p.m.) (If needed, early evening time, by appointment only)

**Mode of instruction and course access:** *This course is a face-2-face course, and it uses the TAMUCT Canvas LMS (<https://tamuct.instructure.com/login/ldap>) for assignments, grades, and supplemental course materials. You will use your username and password communicated to you separately to logon to this system.*

**Student-instructor interaction:** I check e-mail correspondence several times each day and usually reply within a short time. If you send a message using ***Inbox*** within our Canvas online course classroom (a Canvas Message) and do not hear back from me soon, then please e-mail me ([blnowell@tamuct.edu](mailto:blnowell@tamuct.edu)). I have family and other important community responsibilities every Saturday and Sunday, and so I am most likely to be unavailable to answer e-mails on those days.

## Warrior Shield App (911 Cellular)

**911 Cellular:** This is our new Emergency Warning System for Texas A&M University – Central Texas 911Cellular 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 911 Cellular through their myCT email account.

- **Warrior Shield AP (for iPhone and iPad at Apple App Store):** The Warrior Shield safety application, developed by 911 Cellular, not only connects the user to the proper 9-1-1 center, but also provides the user's location through an internal positioning system or geographic locator. Once the application is opened, the user hits the "911" button and if they take no further action within three seconds the application summons help. The dispatcher can then forward the information including the user's location to first responders. In addition to connecting the user to 911, the app has several other features: iReports Safe Walk Friend Watch Personal Profile <https://apps.apple.com/us/developer/texas-a-m-university-central-texas-police-department/id1465791523>
- Connect at **911Cellular** [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

# Required Reading(s) and Textbook(s)

## Required textbook:

• ***Personality (10<sup>th</sup> ed.) Burger, J.M. (2019).***

E-Book

Loose Leaf ISBN 978-1337559058

Hard Cover (Rent or Buy) ISBN 9781337559010

Please purchase or rent our course textbook as soon as possible. **You cannot pass this course without the textbook.** Also, please do not use a previous edition of this textbook, because the textbook content changes with each edition. Our course exams are composed from the content in the 10th edition only.

## COURSE REQUIREMENTS

### Course Learning and Evaluation Requirements:

**16 Textbook Chapter Quizzes** (multiple choice) (10 points each; All textbook chapter quizzes combined are worth 16% of final course grade) [Total 160 points]

**8 Weekly Critical Thinking Discussion Postings (3 parts: SimCheck (2 chosen topics) posting, Individual Discussion Initiation (2 chosen topics) posting, and 2 substantive replies to class members' postings** (The total points for these three parts combined are 50 points possible each week; All of these weekly discussion postings combined are worth 40% of final course grade) [Total 400 points]

**4 Major Exams** (4 multiple choice--100 points each exam; Combined Exams are Worth 40% of final course grade) [Total 400 points]

#### **Exam 1. (100 points)**

This multiple-choice exam will cover chapters 1 through 4 of the course-textbook.

#### **Exam 2. (100 points)**

This multiple-choice exam will cover chapters 5 through 8 of the course-textbook.

#### **Exam 3. (100 points)**

This multiple-choice exam will cover chapters 9 through 12 of the course-textbook.

#### **Exam 4. (100 points)**

This multiple-choice exam will cover chapters 13 through 16 of the course-textbook.

**Textbook Chapters' Assessments, Scorings, and Insights, Assignment Document** (40 points worth 4% of final course grade) [Total 40 points]

***Total Possible Points for Entire Course: 1000 points***

## Grading Criteria Rubric and Conversion

### Individual Exams, Quizzes, Online Discussions Postings = Final Course Grade

A = 90-100% (900-1000 points) (Outstanding Course Scholarship)  
B = 80-89.99% (800-899.99 points) (Good Course Scholarship)  
C = 70-79.99% (700-799.99 points) (Satisfactory Course Scholarship)  
D = 60-69.99% (600-699.99 points) (Marginal Course Scholarship)  
F = below 60% (0-599.99 points) (Course Failure)

(In rare/valid instances an Incomplete (I) will be given if the appropriate conditions are met. The missing work must be completed in 30 days or the (I) will automatically become an F).

**Dr. Nowell will accept late assignments. After an assignment deadline has passed, there is a 10% earned-grade reduction per day that an assignment is late. Missed assignments (*except for critical thinking substantive discussion replies to class members' critical thinking discussion threads*) can be submitted after being 5 days late (until midnight of the last day of this course), for 50% of the grade points that would have been earned if the assignment were submitted before its deadline.**

*I do not round grades up to the next grade at the end of the semester. Any requests for "bumping up" grades will not be given a reply.*

### Posting of Grades:

*Exam Grades will usually post immediately upon submission on the Canvas Grade Book. You should monitor your grading status through this tool.*

*Reaction Journal Grades will post 72 hours after the due date has passed, or before that time when possible.*

*Final Course Grades will be submitted to the registrar usually within 48 hours after the course end date.*

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

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> ].

**Username:** Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

**Password:** Your MyCT password

### Technology Support.

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

- 24 hours a day, 7 days a week
- Email: [helpdesk@tamu.edu](mailto: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.***

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor (Dr. Nowell).

***Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of assignment and evaluation deadlines.***

### **Instructor’s Personal Statement**

*It is very important for any of us to understand to some degree various perspectives on human personality. Human Personality is a very complex part of human life that is affected by many facets of our individual lives including our environment, physiology, behaviors, beliefs and thoughts, emotions/motivations/attitudes, relationships, unconscious programming/memory/habits, spirituality, and learning preferences/styles.*

**Note:** *The learning model for this course is: (1) Engaging in this course each week properly prepared (all weekly preparatory readings, exercises, assignments, quizzes completed on time); and (2) Quality Critical Thinking Discussion participation (information research, writing, critical thinking discussion postings, substantive replies/additions to class members’ critical thinking discussion threads).*

*Class Members taking this course will be provided with an engaging, personally relevant, and academically sound introduction to human personality development, analysis, and outcomes as they are applied to real-life.*

**Note:** *During this course, class members may find their own ideas and beliefs about human personality development, analysis, and outcomes being challenged, or perhaps reinforced. It is pertinent that every class member remember that what is acceptable to one person, may be ignored, misunderstood, or rejected by another. Therefore, class members are expected to express their SME information research, personal opinions and personal beliefs in a respectable and mature manner when participating in the class critical thinking discussions.*

*As your instructor and learning facilitator, I will provide information and feedback in ways that I have found to be effective for internalization and life application. I expect every class member to be respectful of others, regardless of varying opinions. We can all agree to disagree and to learn to appreciate diversity of thoughts and beliefs as a tool that allows us to gain a better understanding of the world around us. Always be kind and sensitive while presenting your observations, any personal experiences, your researched (SME) information, and your facts/data supported opinions on the class discussion topics.*

### **COURSE AND UNIVERSITY PROCEDURES AND POLICIES**

#### **Drop Policy:**

If you discover that you need to drop this course, you must contact or go to the Registrar’s Office and submit a completed [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf). You can download this form at this URL [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors (I) **cannot** drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be returned, completed and signed. Once you return the signed form to the Registrar's Office and wait 24 hours, 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 any potential penalty for absence. Should you miss the deadline or fail to follow the procedure, and you do not appropriately participate in the course, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **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.

### **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 at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

**Note:** To ensure that appropriate accommodations can be provided, students in this course who have registered with the Office of Access and Inclusion (OAI) and are in need of accommodations should present faculty with documentation of their need (i.e., the letter from the OAI) at least one week prior to the date an exam or assignment is due.

### **Important information for 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 the [Student Affairs](#) web page [<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 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:**

No cost 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.

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](mailto: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 FREE online tutoring and *writing support*. This tool provides tutoring in over 40 subject areas. Access **Tutor.com** through Canvas.

### **University Writing Center (UWC)**

Similar to last semester, the **University Writing Center (UWC)** offers you flexibility in how you can engage with the UWC at the beginning of the semester due to our current cultural conditions relative to the COVID-19 pandemic.

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services are online only.

The UWC also has two videos to introduce you to the tutoring services of the UWC. This link is: <https://tamuct.instructuremedia.com/embed/0eba0825-19b2-44c1-8dfe-db621dfa5662>

You can also learn from a shorter UWC video as well by using this link: <https://www.youtube.com/watch?v=ycAYL9YPMTc&feature=youtu.be>

In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **University Library**

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 (hours of library operation vary). Research sessions can be scheduled for more comprehensive assistance, and they 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].

**For Spring 2021, all reference service will most likely be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**

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### **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 or Stalking) 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].

### **The Course Operation and Being a Disciplined Learner**

Effective course learning requires class members to be very self-disciplined; be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, the Weekly Assignments will be posted on the Course Schedule with corresponding due dates listed within the Course Schedule. All graded weekly assignments are due by Sunday, 11:59 p.m. of the associated week, except for Week 16 which ends for our course on Thursday of that week.

If a class member experiences a technical problem that prevents submitting an assignment by the due date, the student should contact the instructor (Dr. Nowell) immediately. All assignments in this course are due by the listed due dates (Tuesdays and Thursdays before class time) found on the Course Schedule and at our course Canvas pages for each specific assignment. All weekly graded quizzes are due by Sunday, 11:59 p.m. of the associated week, except for Week 16 which ends for our course on Thursday of that week.

It is the class member's responsibility to read any announcements posted by the instructor (Dr. Nowell) under the Announcements section of our Canvas homepage or in e-mail. Students are expected to follow all instructions provided by the instructor (Dr. Nowell) for each specific assignment, precisely.

The following schedule is subject to change at the instructor's discretion, to facilitate class members' learning needs/pace. You will be notified of any major grade affecting changes prior to the changes.

### COURSE SCHEDULE

**Weekly graded quizzes are due by Wednesdays, 11:59 p.m., as scheduled.**

**Some graded assignments due by Fridays, 11:59 p.m., as scheduled.**

**Some graded assignments and all Exams are due by end-of-week Sundays, 11:59 p.m., as scheduled.**

COURSE DATES	ASSIGNED CLASS DISCUSSIONS	READINGS/GRADED ASSIGNMENTS
<b>Week 1</b> <span style="color: blue;">19 January-24 January</span>	<b>Textbook Chapters</b> <b>1 &amp; 2</b>	<ol style="list-style-type: none"> <li>1. Carefully Read Textbook Chapters 1 &amp; 2</li> <li>2. C-1 Quiz--Due <span style="color: green;">Wednesday (11:59 p.m.)</span></li> <li>3. C-2 Quiz--Due <span style="color: green;">Wednesday (11:59 p.m.)</span></li> <li>4. C-1/2 Critical Thinking Discussion (CTD) <span style="color: red;">SimCheck</span>—Due no later than by <span style="color: blue;">Friday (11:59 pm)</span></li> <li>5. C-1/2 Critical Thinking Discussion (CTD) Initial Posting—Due no later than by <span style="color: blue;">Friday (11:59 pm)</span></li> <li>6. C-1/2 Critical Thinking Discussion (CTD) 2 Substantive Responses—Due <span style="color: red;">Sunday (11:59 p.m.)</span></li> </ol>
<b>Week 2</b> <span style="color: blue;">25 January-31 January</span>	<b>Textbook Chapters</b> <b>3 &amp; 4</b>	<ol style="list-style-type: none"> <li>1. Carefully Read Textbook Chapters 3 &amp; 4</li> <li>2. C-3 Quiz--Due <span style="color: green;">Wednesday (11:59 p.m.)</span></li> <li>3. C-4 Quiz--Due <span style="color: green;">Wednesday (11:59 p.m.)</span></li> <li>4. C-3/4 Critical Thinking Discussion (CTD) <span style="color: red;">SimCheck</span>—Due no later than by <span style="color: blue;">Friday (11:59 pm)</span></li> <li>5. C-3/4 Critical Thinking Discussion (CTD) Initial Posting—Due no later than by <span style="color: blue;">Friday (11:59 pm)</span></li> <li>6. C-3/4 Critical Thinking Discussion (CTD) 2 Substantive Responses—Due <span style="color: red;">Sunday (11:59 p.m.)</span></li> <li>7. <span style="color: red;">Exam 1</span> Chapters (1,2,3,4) <span style="color: red;">Sunday (11:59 p.m.)</span></li> </ol>
<b>Week 3</b> <span style="color: blue;">1-7 February</span>	<b>Textbook Chapters</b> <b>5 &amp; 6</b>	<ol style="list-style-type: none"> <li>1. Carefully Read Textbook Chapters 5 &amp; 6</li> <li>2. C-5 Quiz--Due <span style="color: green;">Wednesday (11:59 p.m.)</span></li> <li>3. C-6 Quiz--Due <span style="color: green;">Wednesday (11:59 p.m.)</span></li> <li>4. C-5/6 Critical Thinking Discussion (CTD) <span style="color: red;">SimCheck</span>—Due no later than by <span style="color: blue;">Friday (11:59 pm)</span></li> <li>5. C-5/6 Critical Thinking Discussion (CTD) Initial Posting—Due no later than by <span style="color: blue;">Friday (11:59 pm)</span></li> <li>6. C-5/6 Critical Thinking Discussion (CTD) 2 Substantive Responses—Due <span style="color: red;">Sunday (11:59 p.m.)</span></li> </ol>

<p style="text-align: center;"><b>Week 4</b> <b>8-14 February</b></p>	<p style="text-align: center;"><b>Textbook Chapters</b> <b>7 &amp; 8</b></p>	<ol style="list-style-type: none"> <li>1. Carefully Read Textbook Chapters 7 &amp; 8</li> <li>2. C-7 Quiz--Due <b>Wednesday (11:59 p.m.)</b></li> <li>3. C-8 Quiz--Due <b>Wednesday (11:59 p.m.)</b></li> <li>4. C-7/8 Critical Thinking Discussion (CTD) <b>SimCheck</b>—Due no later than by <b>Friday (11:59 pm)</b></li> <li>5. C-7/8 Critical Thinking Discussion (CTD) Initial Posting—Due no later than by <b>Friday (11:59 pm)</b></li> <li>6. C-7/8 Critical Thinking Discussion (CTD) 2 Substantive Responses—Due <b>Sunday (11:59 p.m.)</b></li> <li>7. <b>Exam 2</b> Chapters (5,6,7,8) <b>Sunday (11:59 p.m.)</b></li> </ol>
<p style="text-align: center;"><b>Week 5</b> <b>15-21 February</b></p>	<p style="text-align: center;"><b>Textbook Chapters</b> <b>9 &amp; 10</b></p>	<ol style="list-style-type: none"> <li>1. Carefully Read Textbook Chapters 9 &amp; 10</li> <li>2. C-9 Quiz--Due <b>Wednesday (11:59 p.m.)</b></li> <li>3. C-10 Quiz--Due <b>Wednesday (11:59 p.m.)</b></li> <li>4. C-9/10 Critical Thinking Discussion (CTD) <b>SimCheck</b>—Due no later than by <b>Friday (11:59 pm)</b></li> <li>5. C-9/10 Critical Thinking Discussion (CTD) Initial Posting—Due by <b>Friday (11:59 pm)</b></li> <li>6. C-9/10 Critical Thinking Discussion (CTD) 2 Substantive Responses—Due by <b>Sunday (11:59 pm)</b></li> </ol>
<p style="text-align: center;"><b>Week 6</b> <b>22-28 February</b></p>	<p style="text-align: center;"><b>Textbook Chapters</b> <b>11 &amp; 12</b></p>	<ol style="list-style-type: none"> <li>1. Carefully Read Textbook Chapters 11 &amp; 12</li> <li>2. C-11 Quiz--Due <b>Wednesday (11:59 p.m.)</b></li> <li>3. C-12 Quiz--Due <b>Wednesday (11:59 p.m.)</b></li> <li>4. C-11/12 Critical Thinking Discussion (CTD) <b>SimCheck</b>—Due by <b>Friday (11:59 pm)</b></li> <li>5. C-11/12 Critical Thinking Discussion (CTD) Initial Posting—Due by <b>Friday (11:59 pm)</b></li> <li>6. C-11/12 Critical Thinking Discussion (CTD) 2 Substantive Responses—Due <b>Sunday (11:59 p.m.)</b></li> <li>7. <b>Exam 3</b> Chapt (9,10,11,12) <b>Sunday (11:59 p.m.)</b></li> </ol>
<p style="text-align: center;"><b>Week 7</b> <b>1-7 March</b></p>	<p style="text-align: center;"><b>Textbook Chapters</b> <b>13 &amp; 14</b></p>	<ol style="list-style-type: none"> <li>1. Carefully Read Textbook Chapters 13 &amp; 14</li> <li>2. C-13 Quiz--Due <b>Wednesday (11:59 p.m.)</b></li> <li>3. C-14 Quiz--Due <b>Wednesday (11:59 p.m.)</b></li> <li>4. C-13/14 Critical Thinking Discussion (CTD) <b>SimCheck</b>—Due by <b>Friday (11:59 pm)</b></li> <li>5. C-13/14 Critical Thinking Discussion (CTD) Initial Posting—Due by <b>Friday (11:59 pm)</b></li> <li>6. C-13/14 Critical Thinking Discussion (CTD) 2 Substantive Responses—Due <b>Sunday (11:59 p.m.)</b></li> </ol>
<p style="text-align: center;"><b>Week 8</b> <b>8-12 March</b> <b>Friday is our Last</b> <b>Course Day</b></p>	<p style="text-align: center;"><b>Textbook Chapters</b> <b>13, 14, 15, &amp; 16</b> <b>Exam-4</b> <b>(C13-C16)</b> <b>By Friday</b></p>	<ol style="list-style-type: none"> <li>1. Carefully Read Textbook Chapters 15 &amp; 16</li> <li>2. C-15 Quiz--Due <b>Wednesday (11:59 p.m.)</b></li> <li>3. C-16 Quiz--Due <b>Wednesday (11:59 p.m.)</b></li> <li>4. C-15/16 Critical Thinking Discussion (CTD) <b>SimCheck</b>—Due by <b>Thursday (11:59 pm)</b></li> <li>5. C-15/16 Critical Thinking Discussion (CTD) Initial Posting—Due by <b>Thursday (11:59 pm)</b></li> <li>6. C-15/16 Critical Thinking Discussion (CTD) 2 Substantive Responses—Due <b>Friday (11:59 p.m.)</b></li> <li>7. <b>Exam 4</b> Chapt (13,14,15,16) <b>Friday (11:59 p.m.)</b></li> </ol>

**Dr. Nowell will accept late assignments. After an assignment deadline has passed, there is a 10% earned-grade reduction per day that an assignment is late. Missed assignments (*except for critical thinking substantive discussion replies to class members' critical thinking discussion threads*) can be submitted after being 5 days late (until midnight of the last day of this course), for 50% of the grade points that would have been earned if the assignment were submitted before its deadline.**

## **Important Spring Semester 2021 Dates & Deadlines**

**January 18, 2021** Martin Luther King, Jr Day (University Closed)

**January 19, 2021** Add, Drop and Late Registration Begins for 16- and First 8-Week Classes \$25 Fee assessed for late registrants

**January 19, 2021** Classes Begin for Spring Semester

**January 21, 2021** Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes

**January 26, 2021** Deadline to Drop First 8-Week Classes with No Record

**February 3, 2021** Deadline to Drop 16-Week Classes with No Record

**February 26, 2021** Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)

**March 1, 2021** Deadline for Teacher Education Program Applications

**March 12, 2021** Classes end for 1st 8-Weeks Session March 15, 2021 Deadline for Clinical Teaching/Practicum Applications

**March 16, 2021** Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)

**March 15-19, 2021** Spring Break (No Classes - Administrative Offices Open)

**March 22, 2021** Class Schedule Published for Summer Semester

**March 22, 2021** Add, Drop, and Late Registration Begins for Second 8- Week Classes \$25 Fee assessed for late registrants

**March 22, 2021** Classes Begin for Second 8-Week Session

**March 24, 2021** Deadline for Add, Drop, and Late Registration for Second 8-Week Classes

**March 26, 2021** Deadline for Spring Graduation Application for Ceremony Participation

**March 29, 2021** Deadline to Drop Second 8-Week Classes with No Record

**April 1, 2021** Deadline for GRE/GMAT Scores to Graduate School Office

**April 5, 2021** Registration Opens for Summer Semester

**April 16, 2021** Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Spring Semester to Graduate School Office

**April 30, 2021** Deadline to drop Second 8-week Classes with a Quit (Q) or Withdraw (W).

**May 14, 2021** Deadline to Withdraw from the University for 16- and Second 8-Week Classes

**May 14, 2021** Spring Semester Ends

## Guidance for Critical Thinking Discussion (CTD) Assignments

One focus of this course is on your gaining understanding of different theories and assessments of Personality as divided into the textbook chapters and topics.

A second focus of this course is on helping you understand how to apply the things that you learn in this course to your life, so that you are much more able to understand, effectively communicate with, and accomplish more with individuals of all ages as well as with their family, friends, community members, school associates, work associates, caregivers, and teachers. And, if you choose to become a parent or are already a parent, what you learn in this course will increase your parenting success and happiness.

To help you relate to this course in a very personal way, for the purposes of these **Critical Thinking Discussion Writing Assignments (CTDs)**, you have been assigned to be a Ph.D. Psychologist who is specialized in assessing, understanding, and consulting with individuals, parents, schools, and/or organizations about Personality.

Your tasks for each **Critical Thinking Discussion Writing Assignment (CTD)**, for this week and all remaining weeks of this course, are:

- (1) Carefully/thoughtfully read the assigned 2 textbook chapters for the week;
- (2) Decide what are the most important and practical things/topics/insights (**only one thing/topic/insight from each textbook chapter**) in this week's textbook chapter(s) are as they relate to your work as a Ph.D. Psychologist who is specialized in assessing, understanding, and consulting with individuals, parents, schools, and/or organizations about Personality.
- (3) List your 1 most important thing/topic/insight, from each of the 2 chapters for the week, in your own word processing document at the top of your **(CTD)** document, and;
- (4) In your own **(CTD)** word processing document, thoroughly and specifically describe why/how each of your chosen things/topics/insights is very important to your work of assessing, understanding, and/or consulting with individuals, parents, schools, and/or organizations about Personality.
- (5) Whenever possible (which is probably true for every week), find and include Psychological Subject Matter Experts (SMEs) theories, observations, data, and/or opinions which illustrate, support, and/or oppose what you have written for each of your selected topics.
- (6) In your writing, always be guided by the "Proper Paraphrasing" and "Avoiding Plagiarism" handouts (Canvas--Files link in left menu--Course Handouts folder).

(7) If it is helpful for you, take advantage, well before the due date of this assignment, of the writing quality feedback/help provided by the TAMUCT Writing Center (in person or online).

(8) In each paragraph of your **Critical Thinking Discussion Writing Assignment (CTD)**, include proper APA citations in your writing and proper APA full references at the end of your writing for any included information that is not your own opinions, ideas, beliefs, observations, and/or experiences. This includes any information from our course textbooks/readings.

Because this **Critical Thinking Discussion Writing Assignment (CTD)** is to be your start of your threaded online discussion, do not include a title page or abstract.

**Your combined writing about your 2 chosen topics/insights, is to be a minimum of 600 words (a higher quality assignment will almost always require more words than this minimum).**

(9) **Include a word count at the bottom** of your (CTD). (Please do not include the reference list in that word count.) Random checks of word counts will be made, especially if the instructor is uncertain of the word count. The student will receive a zero if the posted word count is incorrect. **Most word processing programs have a tool that automatically tallies the word count.**

(10) Save your **Critical Thinking Discussion Writing Assignment** document on your personal computer or flash/jump drive (doc, docx, txt, rtf formats only); and next;

(11) Post your **CTD** assignment first at the week's **Critical Thinking Discussion SimCheck** assignment at our Canvas course page. When the small colored icon appears, click on that to see if anything needs to be fixed relative to technical plagiarism errors. If anything is flagged by SimCheck in your **CTD** document, and needs correction, make the corrections in your **CTD** document and save the corrected version to your device/jump drive. The **Critical Thinking Discussion SimCheck** assignment is not graded, but it must be submitted or I will not give your graded **CTD** any grade points until you do submit your ungraded **Critical Thinking Discussion SimCheck** assignment.

(12) Each Friday, to Begin your graded critical thinking discussion thread for the week, post (Copy and Paste) your saved **Critical Thinking Discussion Writing Assignment (CTD)** on our Canvas course page (**text, not file upload**). ***To do this, click the "Reply" button at the bottom of the instructions for this assignment.***

**This first part of this weekly graded assignment is due no later than by 11:59 p.m. Friday and is ½ of the assignment. It can be submitted later in the week for a reduced grade.**

(13) After you have posted your **Critical Thinking Discussion Writing Assignment (CTD)** for the week, read the **CTD** postings by your classmates, and then provide a **Substantive Reply** to at least 2 of your classmates' discussion threads. Your substantive replies to at least 2 of your classmates' discussion threads is the other ½ of this **Critical Thinking Discussion Writing Assignment (CTD)**. **This second part of this weekly graded assignment is due no later than by 11:59 p.m. Sunday and is the second ½ of the Critical Thinking Discussion assignment.** It cannot be submitted for its grade points after its due day and time.

**Substantive Replies** to your classmates' critical thinking discussion threads meet 2 or more of the following criteria:

- Thoughtful, insightful ideas or arguments on the topic.
- Invitations for other class members to participate in the critical thinking discussion in specific on-topic ways.
- Defense or further clarification of ideas/positions with which you agree.
- Refutation or further clarification of ideas/positions with which you do not agree.
- Links to important Subject Matter Expert information that is closely related to the critical thinking topic being discussed.
- In-text APA format citations of your reply's information sources.

**Whenever you believe it is appropriate for your Critical Thinking Discussion Writing Assignment and/or your Substantive Replies to your classmates, you are invited and welcome to include your personal observations, experiences, and opinions, supported by data.**

For class members that are seeking an "A" each week for their **Critical Thinking Discussion Writing Assignment**, in addition to ample textbook information, it is a requirement to include supporting information from at least one peer-reviewed psychological journal article as SME information support for their chosen topics/insights. Be sure to use the most pertinent information from the peer reviewed article, if you choose to do this. If you choose to include peer-reviewed material, you can use our course syllabus guidelines (also see below) to retrieve peer-reviewed articles from the online library at TAMUCT.

**These weekly Critical Thinking Discussion Writing Assignments are graded for quality of information research (SMEs), quality of thinking, and quality of writing (which includes, correct grammar/spelling/writing mechanics/APA formatting, and a good quality coverage of the chosen topics/insights).**

**Dr. Nowell will accept late assignments. After an assignment deadline has passed, there is a 10% earned-grade reduction per day that an assignment is late. Missed assignments can be submitted after being 5 days late (until midnight of the last day of this course), for 50% of the grade points that would have been earned if the assignment were submitted before its deadline.**

**Please do not submit any writing that you have previously submitted for any course, for any of your writing assignments for this course. A grade of zero will be earned for any writing assignments of this sort.**

**This assignment is graded for quality of thinking, quality of Subject Matter Expert (SME) "information research", and quality of writing.**

## **Finding Quality SME Sources of Information for a Topic or Person**

There are several good avenues to find high quality SME information.

Talk with a Reference Librarian at our TAMUCT library (in person if possible or virtually). Reference Librarians are specially trained and have good professional experience in finding all sorts of SME and other information

Use Wikipedia **only** to learn more about your chosen topic or person and to see the many excellent SME **primary** sources of information at the end of the article about your topic or person. Try several well-thought

search terms to find information about your chosen topic or person, because there are most likely various articles in Wikipedia about the topic or person.

A primary source of information is the original source, not information from someone who has read the original source. As best as possible, find and use primary sources of SME information to support your thinking and writing about your chosen topic or person.

Textbooks, Magazines, Newspapers, Wikipedia, Dictionaries, Encyclopedias. Most Internet Articles, etc. are not primary sources, but can have quality references that are primary sources. They can also have useful information to help you understand and write with greater quality about your topic or person. So, do read these secondary sources to learn about your topic or person and to find the referenced quality primary sources of SME information.

If your chosen topic or person is mentioned in our textbook, there will also most likely be associated SME primary references.

## How to find Peer Reviewed Articles

Psychological journal articles are the best source of Subject Matter Expert (SME) information to use to support what you write in your Reaction Journal Assignments. If you choose to include that sort of SME information in your RJ Assignments, be sure to use the most pertinent information from the peer reviewed article, if you choose to do this. If you choose to include peer-reviewed material, you can use the following guideline to retrieve peer-reviewed articles from the online library at TAMU-CT.

1. **University Library Online:** Click or use this URL in your browser <http://tamuct.libguides.com/index>
2. Click: A-Z Databases (left side of page)
3. Choose your database. For example, scroll way down to "P" and choose Psychology and Behavioral Sciences Collection
4. The next step may ask you to login using normal log in credentials, if you are off campus.
5. Type in search topic in top box just under the name of the data base. For example for Module 1, you may type in: Premarital Sex
6. It is VERY IMPORTANT that before you hit search that you check the box that says: **Peer Reviewed** AND the box that says: **Full Text** under the section called Limit Results
7. Click Search. This should bring up various peer-reviewed articles for your review.
8. If you don't find any relevant articles, try a different search word.
9. Please keep a copy of the article on your desktop or at least know how to retrieve it again should I ask you to provide the article to me through e-mail when I begin grading.
10. Cite the article in your reference list as you compose your discussion using APA formatting. If you don't already know APA formatting, view the information found to the left in this link about **in-text citations** (within the body of your discussion) and **Reference List: Articles in Periodicals:**  
<https://owl.english.purdue.edu/owl/resource/560/01/>

## Rubric for your Critical Thinking Discussion (CTD) Assignments

The following criteria will be considered in evaluating the quality of your **Critical Thinking Discussion (CTD) Assignments.**

1. Accuracy: Are your statements, facts, and/or ideas correct?

2. Clarity: Is your writing clear and easy to follow? It helps to read your written assignment out loud to yourself. Using this method, you can catch incomplete sentences, grammar errors, typos, and/or lapses in your thought.
3. Depth: Are **each** of the issues and implications that you have focused on, thought out and explored?
4. Originality: What is your thesis (the main point or points of your writing)? When your own views are present, are they well articulated? Use your own words. Do not copy material directly from any readings or other sources without giving the author(s) proper credit by citation in the paragraph and full reference at the end of the paper. If you want to use any author's/person's exact words, put them in quotations and properly APA cite the author's last name, year of publication, and page number or paragraph number from your source material. Remember that you are encouraged to describe/express your own personal experiences, personal observations, and data supported personal opinion(s). **Quoted material must not exceed 10% of the written assignment.**
5. Supporting Evidence: Support your ideas/opinions/observations with empirical evidence if at all possible. This is a crucial part of any well written APA writing assignment. You may support your ideas with theories, previously conducted research, or other information that you encounter from books, and other sources (journal articles, online psychological SME articles, interviews with someone you know or meet, etc.). You may also use your personal experiences and observations as supporting evidence when appropriate.
6. APA Formatted References: Did you use appropriate references to support the main points of your writing? You may look in the course readings or a textbook and find references listed in the bibliography that might support your writing, then find and read those referenced journal or book articles. **Be sure that you have these referenced articles if you use them.** That means that you have the articles on hand and that you read them if you use them. Make sure that your references strongly relate to the point that you are making, or support your inferences.
7. Form, composition, spelling, etc: Try to make your writing neat and error free. It helps to run your spell checker and grammar checker before submitting your work and/or have a grammar/spelling competent peer or friend read over your work before submitting it.
8. When you paraphrase, use proper paraphrasing (see the handout on Proper Paraphrasing that I have provided). Please be sure that any paraphrased material that you include in your writing is also cited and referenced correctly.
9. APA Style: Follow the formatting rules of the American Psychological Association for your writing. Use your APA publication manual. You may also want to visit the APA or any other appropriate website for additional formatting information.
10. I have also posted two additional potentially useful handouts in our Course Handouts folder. (Whole Person Diagram, Seven Whole-Person Attributes) These are optional to use for guidance for your research and writing.

**This document is subject to change at the instructor's discretion. Students will be notified of any grade affecting changes prior to implementation of changes.**