



Personality Theory
PSYCO 333 X50 - 44170
Winter 2021

- Instructor:** Michael Sharp, Ph.D.
- E-mail:** msharp1@ualberta.ca (put PSYCO 333 X50 in subject of email)
- Web Page:** Can be accessed through eClass
- Office and Office Hours:** Virtually, by appointment (See “Office Hours” below for further details)
- Teaching Assistant:** Christine Kershaw (kershaw@ualberta.ca)
- Lecture Room/Time:** Monday: 5:00 – 8:00 pm (*Due to remote delivery, there will be no physical lecture room. Some course requirements will take place during this time. This course will be utilizing the video conferencing program, Zoom.*)
- Required Textbook:** Carver, C. S., & Scheier, M. F. (2016). *Perspectives on personality* (8th ed.). Boston: Pearson.
- Additional readings may be required; info will be posted on eClass.

Important Dates: See the current Calendar for the [Academic Schedule, Dates, and Deadlines](#), which include the Registration Add/Drop deadline and Withdrawal date.

First Day of Classes	January 11
Add/Drop Deadline	January 22
Withdrawal 50% Refund Deadline (grade of W)	February 10
Reading Week	February 16-19
Final Withdrawal Date (grade of W)	April 9
Last Day of Classes	April 16
Midterm Exam	March 1
Final Exam (tentative)	April 12 @ 5:00 pm
Date of Deferred Final Exam	May 3

The Course

Course Description and Objectives: From the course calendar section: An in-depth treatment of psychological theories of personality. **Prerequisites:** PSYCO 223, 239, or 241. Note: Not open to students with credit in PSYCO 233 or PSYCO 305 Topic: Personality. [Faculty of Arts].

The objective of this course is to provide an introduction to perspectives on personality psychology, highlighting the most influential theories and research in the field. In addition to examining the research methods used in empirical investigations of personality, the course will explore a range of perspectives (or theoretical approaches) regarding personality and human nature. Among these perspectives of personality are the trait, psychoanalytic, neo-analytic, learning, and humanistic approaches. In addition, this course will examine in detail important individual differences in the field of social and personality psychology, such as narcissism, attachment styles, self-esteem, and self-control, to name but a few. Finally, this course will also cover current empirical investigations into the nature and function of personality as well as personality disorders, the influence of culture, the influence of personality on mental and physical health, and how the personality concepts described in the lectures and readings may (or perhaps may not) be reflected in real world examples (see class schedule below for a complete list of topics covered).

Hopefully, by the end of the term you will have the skills to (1) **identify, describe, and compare/contrast** the core theoretical approaches (perspectives; paradigms) and concepts involved in the study of personality, (2) **interpret, critically evaluate, and discuss** scientific research on personality, (3) **create** new research questions in this area of research, and (4) **apply** findings from the personality literature to understand experiences from your daily life, and in **creating your own predictions** about behavior.

Please note: In this course, we will discuss several examples of social behavior that may be unpleasant and/or controversial (e.g., aggression, deception, rape, objectification, abortion, child abuse, and so forth). Additionally, discussions of the theories and empirical research may challenge your pre-existing beliefs about social behavior. Some students might find these topics or discussions uncomfortable or anxiety provoking. Nevertheless, all students will be responsible for all required topics, lectures, readings, assignments, and activities. I encourage concerned students to review the readings and slides in advance, so that they can anticipate the presentation of material they find discomforting.

Technology Requirements/Recommendations for Remote Learning: For an optimal online learning experience, please review the University guidelines for [Technology for Remote Learning](#). If a student has any questions or concerns about these requirements/recommendations, it is highly recommended that they contact the instructor at the beginning of term.

Due to the remote delivery of the course, students must have a device (e.g., computer) that can reliably connect to a functional (e.g., having an appropriate speed) and consistent internet connection. This is due to the delivery of course content through video lectures, submissions of assignments through eClass, online exams, and class activities and discussions.

Lecture: This course is scheduled to have one three-hour lecture each week. Due to the current COVID-19 pandemic and related policies, however, the course will be delivered

online. Thus, lectures will be administered through recorded video lectures that will be posted to eClass. In addition to recorded lectures, there may be additional video and audio clips from other sources that will be required; these will also be posted on eClass or a link will be provided in the case they are unable to be embedded. The videos for each scheduled lecture will be posted to eClass by 5:00 pm on the scheduled day (i.e., the time we would have originally met for lecture). Lectures will also be posted in the order they should be watched. Additional videos may also be assigned to watch.

In addition to lecture videos, students will be expected to complete assigned readings (see eClass for the appropriate references for the readings), which should be read before watching the lecture videos and any class meetings that may be scheduled. These readings are meant to introduce topics that will be elaborated on in lecture or as an example of something to be discussed. In some cases, readings may be replaced with a longer video that will need to be watched before watching the video lectures.

The purpose of the lectures will be not to repeat material covered in readings. Although I will provide a review of some of the required readings (but may not cover everything that may be tested on), I will also clarify and elaborate on the content as well as introduce new material. All of the material in the video lectures, additional required video/audio clips, required readings, class/group activities/assignments/discussions, and lecture notes are eligible to be covered on the exams.

Lecture notes will be posted on eClass along with the video lectures. However, to ensure students are watching and paying attention to the videos, these slides will contain only some of the information provided in the videos and it is up to the students to take their own, more comprehensive, notes. A video outlining helpful notetaking tips will be posted on eClass under “Student Resources”. The tentative (i.e., subject to change) outline for the course, including exam dates, is provided on the final page of this syllabus.

Grading and Assessments

Grade Evaluation**:

Distribution of Grades												
Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% Range	≥95	90-94.99	85-89.99	80-84.99	75-79.99	71-74.99	67-70.99	63-66.99	60-62.99	55-59.99	50-54.99	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

***Note:** This table contains an approximate guideline for the course, however the instructor reserves the right to adjust this table and assign appropriate grades based on relative performance.

****Note:** This is not a curved course and this is a *guideline* (i.e., the instructor reserves the right to revise grade cutoffs) for the conversion of percentage grades to the equivalent letter grade. Cutoffs may be adjusted so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores, and will reflect your performance in relation to the rest of the class. Midterm and final exam grades will be posted under “My Grades” on eClass. Neither the midterm nor final exams will be passed back to the students. Grades are unofficial until approved by the Department and/or Faculty offering the course.

Missing a significant portion of the course work will result in a “1” being applied to your final letter grade on your transcript (e.g., a student may receive a C1, indicating that they received a C and missed significant course work). **This notation will be applied to the grades of any students who have an unexcused absence from any of the exams, failed to complete at least one assignment, or failed to complete at least one reading assessment.**

Grades are unofficial until approved by the Department and/or Faculty offering the course.

Components of Course Grade:

Assessment:	Weight:	Date:	Final grades will be reported using letter grades. Final grades will be determined after combining scores for all components of the course into a percentage total for each student. These percentages will then be converted into letter grades based on the following conversion system. *Note: There is no possibility of a reexamination in this course.
Midterm	35 %	March 1	
Final Exam	35 %	April 12	
Reading Assessments	15 %	Throughout (see course schedule below)	
Assignments	15 %	Throughout (see course schedule below)	
Total	100%		

Exams (70% total; 35% midterm and 35% final): In this course, there will be two exams: a midterm and a final exam (each worth 35% of your final grade). Both exams will be scheduled for 2-hours (5:00 – 7:00 pm). The exams will not be cumulative. That is, they will only cover the course material and readings covered before that exam for the midterm exam and the course material after the midterm for the final exam. However, knowledge of some concepts from the beginning of the course (e.g., various personality traits) will be expected for the second half of the course.

Questions may contain some combination of multiple choice, matching, fill-in-the-blank and short answer. Students are allowed to use readings, lecture notes, or their own notes during the exam (i.e., an open-note exam). As the exams will be conducted online, as well as being open-notes, students will be expected to manage their own time during the exams as no additional time will be afforded to students for poor use of time.

The emphasis of the exams will be on identification, conceptual, definitional, and application questions. Students should know the material in three ways: (a) understand the technical language; (b) be able to word it in ordinary language; and (c) be able to recognize it in the real world. Students should also be able familiar with the names of the key researchers and be able to link these researchers to the topics and theories with which they are associated.

The final exam is scheduled by the University exams office and is tentatively scheduled for **Monday, April 12, 2020 from 5:00 – 8:00 pm** (note: students must verify the date and time on Bear Tracks when the Final Exam Schedule is posted). **There is no possibility of a re-examination in this course. WARNING: Students must verify this date on BearTracks when the Final Exam Schedule is posted.**

***Missed Midterm Exams:** Students are expected to write all exams as scheduled; see the course outline above for the dates. If a midterm is missed due to a serious medical condition or other serious circumstances outside the student's control, the student will be allowed to take a make-up exam. However, this make-up exam will differ from the original exam to ensure academic integrity and may include all written questions. **For this to happen, the instructor must be contacted within 24 hours of the scheduled test. Failure to contact the instructor within 24 hours will result in a grade of zero being applied to the missed test.**

For an excused absence (for exam or assignment) where the cause is religious belief, a student must contact the instructor within the first two weeks of the start of classes to request accommodation for the term. Instructors may request adequate documentation to substantiate the student request. Deferral of term work or tests is a privilege and not a right; there is no guarantee that a deferral will be granted. *Misrepresentation of facts to get a deferral is a serious breach of the Code of Student Behavior.*

***Deferred Final Examination:** A student who cannot write the final examination due to incapacitating illness, severe domestic affliction or other compelling reasons can apply to their Faculty for a deferred final examination. Students who failed at the start of term to request exam accommodations for religious beliefs are expected to follow the normal deferred final examination process. Such an application must be made to the student's Faculty office within two working days of the missed examination and must be supported by appropriate documentation or a Statutory Declaration (see Calendar for information on [Attendance](#)). Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*.

If a student is granted a deferral for the Final Exam (with a valid reason), the deferred exam will be cumulative, and will consist entirely of short and long answer questions. **The deferred examination will be held on Monday, May 3 from 5:00 – 7:00 pm.**

Reading Assessments (15%; a total of 4 out of 5 will be counted): Students will complete 4 of 5 possible reading assessment quizzes over the course of the term. These quizzes will make up 15% of the final grade. These quizzes consist of 10 multiple choice questions regarding the material covered in the textbook chapters for each section of the course. Students will complete these quizzes through the appropriate "Quizzes" function on eClass under the "Reading Assessments" tab.

Once the student has begun the quiz, they will have 15 minutes to complete it. Students will only be allowed one attempt per quiz. Dues dates will be found on the course website (eClass) and can be seen below in the course outline (the last page of the syllabus). Quizzes must be completed and submitted **before 11:55 pm** on the given due date. Each quiz will be available (or open) at least one week before the due date, allowing ample time for completion. Late quizzes will not be permitted for any reason. Any unfinished quizzes by the deadline will be automatically submitted as is.

The instructor will go over how to complete these quizzes during class, and instructions can be found on eClass. It is the student's responsibility to ensure that they know how to access and complete these assignments, and that they do so by the due date. Quizzes will be graded out of 10 points (1 point per question).

Because there are 5 quizzes, but students are only responsible for doing 4, this means that students can miss 1 quiz without their grades being affected. This allowance will minimize the impact of adding the class close to the add/drop deadline, one instance of computer/internet issues, poor time management (e.g., not aware a reading assessment was due on a given day), etc. It also means that if students receive a poor score on one quiz, they will have the opportunity to make it up by completing the additional quiz, and therefore not have that poor score count towards the final grade. Thus, the best 4 quiz scores for each student will be counted towards this 15% portion of their final grade.

Assignments (15%; a total of 2 of 3 will be counted): Students will complete 2 of a possible 3 written assignments. The assignments will each be graded out of 10 points, and the scores for the best 2 assignments for each student will be averaged and worth 15% of the final grade. Because the lowest grade of the 3 assignments will be dropped, this means that students will be permitted to miss 1 assignment (for whatever reason) without it affecting their grade. It also means that if they receive a poor grade on 1 assignment, they will have the opportunity to do better by completing the 3rd assignment. Students who fail to submit assignments early on and then encounter a legitimate medical or other problem later will suffer for their earlier decisions to not submit assignments. Obviously, the best approach is to complete two assignments as soon as possible. Students will not be allowed to drop a score because they did poorly on the assignment. If they complete and submit an assignment, it counts. No exceptions.

For each assignment, students will complete the assigned readings and respond to a series of questions posted on eclass (i.e., the class website). **Assignments must be saved as a .pdf, an .rtf document, a .doc document or a .docx document.** **Assignments submitted in other formats will not be graded.** It is your responsibility to ensure that your assignment has been submitted in one of the approved formats. The format of the assignments will be 3 double-spaced pages (max), with Times New Roman 12 pt font, and 1 inch margins (1 point will be deducted from the assignment total for failing to follow these instructions). Additionally, students should number each question so it is clear which answers pertain to which questions. Failing to properly indicate which answers correspond to which question may result in the student losing points. Students are not required to include references, however, they should be sure to refer to specific readings in their answers. **Students who go over the page limit will lose points.** Students who go over the page limit by 100 words or less will have 1 point deducted (e.g., lose 1 point out of 10; even for going over by only 1 word). Likewise, students who go over the page limit by 101-200 words will have 2 points deducted, and so on.

Students will submit their assignments through the appropriate assignments function on the course website. The instructor will go over how to submit these assignments during class. If you are unsure about how to submit an assignment, you are encouraged to contact the instructor prior to the due date. **It is the student's responsibility to ensure that they know how to submit these assignments. Due dates for these assignments can be found on the lecture outline, and on the class schedule on the course website. Assignments must be submitted before 11:55 pm on the given due date. A late penalty will be applied to the assignments such that 2 points will be deducted off the total for each day late (starting at 11:56 pm of the due date).** The assignments will be posted on Cat at least 1 week prior to their respective due dates. Thus, students are encouraged to submit assignments well before the due dates. These assignments should be graded within 1 week of submission, and these grades will appear on the course website.

Representative Evaluative Material: Representative evaluative material will be provided through a “practice test” posted on eClass. The practice test will consist of some types of questions you may expect from the exam and will allow students to try the testing mechanics on eClass. However, the practice test is not meant to be a thorough study guide for students for any particular exam outside of seeing how different questions formats may be used.

Re-Marking Policy: If you believe that there is a grading error, you must complete a Re-marking Request Form (available on the course website) where you will have an opportunity to outline the perceived error and refer to any evidence (e.g., reference to a statement from the readings, or a particular lecture slide). If granted, the instructor may re-mark the requested question or assignment in full, which may result in one of three outcomes: a) an increased grade, b) no grade change, or c) a decreased grade (the instructor may have noticed an oversight from the initial marking and re-marked the question or assignment accordingly). Students will submit completed forms via email to the instructor (NOT the TA) whose decision will be final. Any requests for re-grading must be received no later than two weeks after the grade for the assessment in question is released, except the final paper which score is final.

Additional Information

(Virtual) Classroom Etiquette: Students are expected to behave appropriately during virtual meetings, reflecting respect for the instructor and their classmates. Frequent talking or other disruptions will not be tolerated. Students are expected to turn off all cell phones, pagers, and music devices virtual meetings so as not to disrupt or annoy the class. Students should not resume the use of these devices until they have left the virtual meeting space.

Discussion Board: If you have questions about the course or course content, first check the syllabus or your course notes. If you are unable to find the answer to your question, please post questions on the discussion board in eClass. Additionally, before you post a question, make sure it has not already been posted as some of your classmates may have the same question and already asked the question. In general, the discussion board serves many purposes. First, it allows the opportunity for cooperative learning amongst students (which increases class performance). If you are able to answer a question on the discussion board, do so! It may also be good to mention where you found the information as well. I will frequently check the discussion board to also answer questions and to correct any information that may need to be corrected. This way everyone in the class has access to the same information. Second, students may have the same questions and this serves as a way to reduce repetitive emails. Third, some students may be too shy or nervous to ask a question and if they have a question that was already asked, they can review the answer. Lastly, if I feel a topic was not lectured well enough during class, I may post something providing a clearer discussion.

If your question is even somewhat intricate/complex, please see me during office hours or before/after class. Questions posted to the discussion board should be as specific as possible, so I can give an appropriate response quickly. Students who post vague, nonspecific, complex, or otherwise unclear questions or comments (e.g., “I don’t understand what random assignment is”) will be encouraged to attend office hours. So, rather than posting something vague (e.g., “I don’t understand what random assignment

is”) students should first tell me what you know about the topic and then ask your specific question (e.g., “I know random assignment is important for experiments but I am not sure why. Could you explain?).

Please allow up to one business day for the instructor to respond to any messages. For questions regarding assignments, anything posted after 5:00 pm on the due date of the assignment may not be responded to in time. Similarly, any questions posted after 5:00 pm the day before an exam may also not be responded to before the exam. Therefore, it is important to (a) not wait until the last second to ask a question, and (b) not study or start the assignment at the last minute.

Any questions emailed to the instructor regarding course content will receive a reply that requests the sender to post the question on the discussion board. Further, the discussion board is intended only as a forum for posting questions and discussing topics related to the PSYCO 333 course material. Messages pertaining to inappropriate topics like mark changes, course complaints, or subjects unrelated to PSYCO 333 content will be deleted, and if any messages are deemed harassing, abusive, or insulting, disciplinary action will be taken. Of course, students who have questions or concerns related to their grades or their ability to meet the requirements of the course should email these private messages to the instructor or, better yet, discuss them with the instructor during office hours. In addition, questions related to the research participation portion of the course should not be posted on eClass, as the people in charge of those components will not be reading the discussion board (see Research Participation section for who to contact regarding this component).

Email Policy: Although questions about course content are reserved for the discussion board, students may have questions about the course that is not about content and that they may wish their question remains private and/or the question is specifically relevant to them (e.g., grades or interest in furthering their education/experience in psychology). If so, the students may email the instructor

Note on email etiquette: In writing any email to the instructor or TA, students will be required to include the following information if they desire a response:

1. The **student’s first and last name**
2. Their **student ID number**
3. The **course number/name (e.g., PSYCO 333)**
4. If requesting a virtual meeting, **provide at least 3 time windows you would be available to meet.**

Failure to include this information may result in the email going unanswered.

Furthermore, any emails (anonymous or otherwise) sent to the instructor or TA that are aggressive, hostile, or harassing in nature will be reported to the Associate Chair of the Undergraduate Program in Psychology, Dr. Cor Baerveldt, and will be investigated for violations of the Student Code of Conduct. Any students found to be in violation of the code will be disciplined accordingly. If you have comments or concerns about the class, you are encouraged to see the instructor in person, make such comments on the course evaluations at the end of the term, or to see the Associate Chair. Disrespectful behavior (including emails) will not be tolerated.

Student Responsibilities

Guidelines for Respectful Online Engagement: Students from many different backgrounds participate in courses at the University of Alberta. Sexist, racist, homophobic comments and other inflammatory remarks are not conducive to learning in

our courses, and absolutely are not permitted. All participants are governed by the [Code of Student Behaviour](#). Be mindful when discussions involve controversial topics or issues, and consider the possibility that members of our community have themselves experienced some of these issues and/or very different realities because of these issues. Participate in a respectful and considered manner.

If you are witness to or the target of abusive or offensive behaviour in any course, please inform your instructor immediately. You may also contact the Psychology Undergraduate/Graduate Advisor, Associate Chair of Undergraduate/Graduate, or Chair.

Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult the [Academic Integrity website](#) for clarification on the various offences. If you have any questions, ask your instructor. All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Associate Dean of the Faculty, who will determine the disciplinary action to be taken. See the [Academic Discipline Process](#). Sanctions range from a grade of zero for an exam or paper in question, with no opportunity to replace the grade or redistribute the weights, to a disciplinary failing grade with a period of suspension or expulsion from the University of Alberta.

Recording and/or Distribution of Course Materials: Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Student Resources

COVID-19 Updates: Updates pertaining to university-related activities can be found on the [COVID-19 Information website](#).

Student Services and Resources: General information about various services, including academic, financial, health, safety, and career development, can be found on the website for [Current Students](#).

Accessibility Resources (AR) (1 – 80 SUB): The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. AR promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage. Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations

in accordance with AR deadlines and procedures is essential, and adherence to procedures and deadlines is required for U of A to provide accommodations.

Academic Success Centre (1-80 SUB): [The Academic Success Centre](#) provides professional academic support to help students strengthen their academic skills and achieve their academic goals. Individual advising, appointments, and group workshops are available year round in the areas of Accessibility, Communication, Learning, and Writing Resources. Modest fees apply for some services.

The Centre for Writers (1-42 Assiniboia Hall): The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

First Peoples' House: [The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds: The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

LEARNING AND WORKING ENVIRONMENT

The Department of Psychology, Faculty of Arts, and Faculty of Science are committed to ensuring that all students, faculty, and staff are able to work and study in an environment that is safe and free from discrimination, harassment, and violence of any kind. It does not tolerate behaviour that undermines that environment. This includes virtual environments and platforms.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

Disclaimer: Any typographical errors in this syllabus are subject to change and will be announced in class and/or posted on the course website (e.g., eClass). The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

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Course Schedule

<u>Dates</u>	<u>Topics Covered</u>	<u>Chapters from Text & RAs</u>
January 11	Syllabus/Intro to Course Methods in Studying Personality	The Syllabus Chapters 1-2
January 18	Personality Assessment	Chapter 3 RA#1 (Ch. 1-3) Due Jan 22
January 25	The Trait Perspective	Chapter 4
February 1	The Motive Perspective Genetics, Evolution, and Personality	Chapters 5-6 RA#2 (Ch. 4-6) Due Feb 5
February 8	Intro to Psychodynamic Perspective (film) The Psychoanalytic Perspective Assignment #1 Due February 8	Chapter 8
February 15	READING WEEK	
February 22	Psychosocial Theories	Chapter 9 RA#3 (Ch. 8 and 9) Due Feb 26
March 1	Midterm Exam on eClass The Learning Perspective	Chapter 10
March 8	Self-Actualization and Self-Determination/TMT (Humanistic and Positive Psychology) Assignment #2 Due March 8	Chapter 11 RA#4 (Ch. 10-11) Due March 12
March 15	The Cognitive Perspective	Chapter 12
March 22	The Self-Regulation Perspective	Chapter 13 RA#5 (Ch. 12-13) Due March 26
March 29	No Class (Easter Monday)	
April 5	Overlap/Applications of Personality & Personality Disorders Assignment #3 Due April 5	Chapter 14
April 12	FINAL EXAM	

*** Note: This is a tentative schedule and may be subject to change. The instructor reserves the right to make changes to this schedule as the course progresses. Any changes made to the chapters/topics covered will be announced to the class.**

**** Additional required readings for some sections will be posted on eClass at least one week before the corresponding lecture.**