Theories of Personality

4 Approaches to Understanding Who You Are … and Can Be!

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Professor

Department of Psychology

This course satisfies 3 credits of Foundational Area 4 of General Education at AU.

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learning outcome objectives

1. As specific implementations of **critical inquiry** into **diverse perspectives and experiences**, identify **four** basic approaches to describing, explaining, predicting, and improving personality: TRAIT, DYNAMIC, LEARNING, and HOLISTIC. Also, identify for each of the four theoretical approaches to personality:

    a) a fundamental and unique assumption of the approach regarding human nature,

    b) an original theory and a historical predecessor, plus two or more newer theories from the approach,

    c) a unique method of *assessing* (describing) personality,

    d) a unique method of <u>changing</u> (improving) personality, and

    e) a unique danger posed by this approach for society.

2. To foster **innovative thinking** and **diverse perspectives and experiences**, apply this knowledge:

    a) use two or more theories from each of the TRAIT, DYNAMIC, LEARNING, and HOLISTIC approaches to describe, explain the origins of, and recommend a way to mitigate one *negative* aspect of your, or a historical individual's, personality,

    b) use two or more theories from each approach to describe, explain the origins of, and recommend a way to prevent deterioration of one <u>positive</u> aspect of your, or a historical individual's, personality, and

    c) judge the relative worth of the TRAIT, DYNAMIC, LEARNING, and HOLISTIC approaches for helping understand your, or a historical individual's, personality.

how this course addresses General Education goals

You learn four remarkably different ways of describing, understanding, and improving personality. We explore how **elements of complex social systems** have fostered these different theories of personality throughout human history. You will see how these elements continue to affect **how individuals function in diverse social settings** and how they endure as **root causes of our behavior, thoughts, and feelings**. Uncover the origins of different personality theories through my lectures, readings and websites with ideas from philosophy, history, and

Professor: Brian T. Yates, Ph.D., brian.yates@mac.com, office: 315<u>A</u> Asbury. Want to meet, Skype, or GoToMeeting? Email me good days & times.

social movements from past millennia to the present. Recognize core assumptions common to most theories in each approach.

Biographies of major personality theorists in each approach show how their concepts were shaped by political, social, and economic events including wars, movements, poverty, and racial, ethnic, and sexual discrimination. More lectures and readings examine how these theories have been used to measure and improve specific problems in personality. Each unit ends by exploring a phenomenon in personality for which that particular group of theories has provided unique insights … and has posed rather unique dangers. For extra credit, pace yourself with my helpful reminders to complete assignments early with less stress, more retention, and better understanding.

Via *Self-Paper* writing assignments distributed throughout the course, get feedback from me and our TA on how you're using each set of theories to understand the **root causes of your and others' behavior, thoughts, and** feelings, and how you **function in diverse social settings**. Use the templates I provide to <u>identify and use specific principles</u> from TRAIT, DYNAMIC, LEARNING, and HOLISTIC personality theories to enhance your understanding of one negative and one positive aspect of your own personality.

pedagogic means for achieving those learning objectives

To help you learn at your own pace and places, I have recorded lectures for you to watch anytime anywhere. I have added targeted readings and websites. I also have developed structured writing assignments that apply ideas from each family of theories to your own life. During each unit of this course,

- Watch and listen to my lectures by following links in Blackboard to <u>YouTube</u>. Take notes, pause, rewind as much as you wish. Most lectures are shorter than traditional lectures. After each lecture take the corresponding **Lecture exam** on <u>Blackboard</u>,

- Read chapters I assign in our text and materials I assign online. Take the corresponding **Reading Exams** on Blackboard. Each unit assigns 3 chapters from our text, and occasional videos and other internet resources for learning.

- Download the writing assignment templates, complete them, and upload them to Blackboard. These **Self-Paper templates** guide you to find and use principles from specific theories in each family to analyze one negative and one positive aspect of your, or a historical individual's, personality. I also provide examples from other students that show you how they completed each assignment.

detailed calendar

… **provided on the following page** for achieving the above learning outcomes – and for getting a great grade in this course!

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Deadline (5:00 PM AU time)	Watch & Listen to learn lectures (slides + audio) from your professor	Read to learn about theories of personality in Feist, Feist, and Roberts etext or text	Apply to learn theories of personality to a negative and positive aspect of *your* personality: write in downloaded template.
extra credit points for each unit if you:	…complete all unit Lecture exams 3+ days before unit deadline (2 points)	…complete all unit Reading exams 2+ days before unit deadline (2 points)	…upload to Blackboard the completed Self-Paper unit template 1+ days before unit deadline (2 points)
INTRO *due:* **Wednesday 09/05**	INTRO to theories of personality, Time management [2 lectures x 5 points = **10 points**]	Syllabus + text Chapter 1 [2 separate readings, 10 points each = **20 points**]	Define and give examples of 1 negative & 1 positive aspect of *your* personality. *Download & complete the template & upload it Blackboard.* [**10 points**]
TRAIT theories*, due:* **Wednesday 09/26**	TRAIT lectures, videos, sites [5 lectures x 5 points = **25 points**]	TRAIT text Chapters 12, 13, 14 [read and take exams on all **3** chapters, 10 points each = **30 points**]	TRAIT etiology, maintenance, mitigation of negative aspect & preservation of positive aspect. *Download and complete template & upload to Blackboard.* [**20 points**]
DYNAMIC theories*, due:* **Wednesday 10/17**	DYNAMIC lectures, videos, sites [5 lectures x 5 points = **25 points**]	DYNAMIC text Chapters 2, 6, 7 [read and take exams on all **3** chapters, 10 points each = **30 points**]	DYNAMIC etiology, maintenance, mitigation of negative aspect & preservation of positive aspect. *Download and complete template & upload to Blackboard.* [**20 points**]
LEARNING theories*, due:* **Wednesday 11/07**	LEARNING lectures, videos, sites [5 lectures x 5 points = **25 points**]	LEARNING text Chapters 16, 17, 18 [read & take exams on all **3** chapters, 10 points each = **30 points**]	LEARNING etiology, maintenance, mitigation of negative aspect & preservation of positive aspect. *Download and complete template & upload to Blackboard.* [**20 points**]
HOLISTIC theories*, due:* **Wednesday 12/05**	HOLISTIC lectures, videos, sites [5 lectures x 5 points = **25 points**]	HOLISTIC text Chapters 9, 10, 19 [read and take exams on all **3** chapters, 10 points each = **30 points**]	HOLISTIC etiology, maintenance, mitigation of negative aspect & preservation of positive aspect. *Download and complete template & upload to Blackboard..* [**20 points**]
CLOSURE *due:* **Wednesday 12/12**	*no lectures or videos, no lecture exams for CLOSURE*	*no readings, no readings exams for CLOSURE*	*Your* reactions to how these theories helped you see your negative & positive aspects. *Download & complete the template, upload to Blackboard.* [**20 points**]
Access by:	videos on Blackboard	Feist, Feist, & Roberts etext or text	Self-Paper matrix template sections for the unit
Assessed by:	*Lecture exams for each lecture*	*Reading exams for each reading*	*Self-Paper templates completed by you for each unit*
Points	**110**	**140**	**100**

confidentiality

All information you provide in emails, discussions, and assignments uploaded to me and our Teaching Assistant is confidential, except for reports of discriminatory, domestic, or sexual violence, harassment, or discrimination, abuse of a child performed against you or by you, or suicidal intent. As you probably realize, I am required by federal law (Title IX) to report what is disclosed to me about these problems. You can, however, speak confidentially to someone who is not required to report these problems by contacting AU's Office of Advocacy Services for Interpersonal and Sexual Violence (OASIS) at 202-885-7070, AU's Counseling Center at 202-885-3500, ordained clergy at AU (202-885-3320), or medical professionals at AU's Health Center (202-885-3380).

lecture exams

Complete all lecture exams for the unit at least <u>3</u> days (72 hours) <u>before</u> the unit deadline for 2 extra credits <u>per</u> <u>unit</u>.
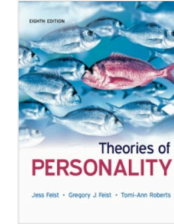
All lectures are available for viewing anytime via links I've posted on Blackboard to my private YouTube site. Complete all lecture exams for a unit, one for each lecture, before 5:00 PM of the deadline day for the unit, or you'll get a zero score. There are 2 INTRO unit lectures (Intro and Syllabus), so those lecture exams are 5 points each = 10 points. There are 5 lectures in each of the TRAIT, DYNAMIC, LEARNING, and HOLISTIC units, with 5 points per lecture exam, so that's 25 points total for each unit's lecture exams. There's no CLOSURE unit lecture, so no CLOSURE unit lecture exam.

Lecture exams are available on Blackboard. All exams are **closed videos, closed notes**, and should be taken by you **without any assistance** from anyone. Any material presented in lectures, and in the "lecture materials" folder following the lecture, could appear on these exams. Blackboard's [Respondus lockdown browser](#) may be required for exams. My advice: take a lecture exam within 24 hours of when you view and listen to the corresponding lecture. The material will be fresher, and that will be one less thing to worry about. <u>Exams only can be started once</u>. Most students need only 10 to 15 minutes for an exam, but you will have a full 30 minutes as long as you finish before 5:00 PM on the deadline day. Start your exam at least 30 minutes before 5:00 PM on the deadline day. Exams shut down after that and cannot be retaken. Exams late for any reason are scored zero.

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readings: Text or eText? … *your choice*

[Feist, Gregory; Feist, Jess; & Roberts, Tomi-Ann Theories of Personality, 8th Edition](#) (2013)

You can rent or buy our text instantly online. (Used copies *of the current edition* are fine, of course—and less expensive!) I've kept this earlier edition to keep your textbook costs low. I also placed a copy of this text on reserve in AU's Library — but please do not rely on this. Other students may take it out when you need it. If your text's arrival is delayed, use the reserve text to complete the first reading assignments … or, if you choose you can view the etext on your computer, smart phone, or tablet using the [VitalSource's "Bookshelf" app (for lots of platforms).](#) VitalSource's eText rents for 180 days, either online from any computer or downloaded to one computer, for about half the cost of the new text. This can be more convenient for purchase, notes, highlighting … it's probably greener too). Check it out at https://www.vitalsource.com/products/theories-of-personality-feist-v0077434447#additional-product-details

Theories of Personality

Author(s): FEIST
Publisher: McGraw-Hill Higher Education
Edition: 8th
Print ISBN: 9780073532196, 0073532193

[View Additional Details](#)

readings exams

Complete all readings exams for the unit at least <u>2</u> days (48 hours) before the unit deadline for 2 extra credit points <u>per unit</u>.

Take the Readings Exams for the reading assignments for each of the INTRO, TRAIT, DYNAMIC, LEARNING, and HOLISTIC units, for 10 points each. There's 10 points per exam x 14 exams = 140 points possible. These exams also are **closed book** and **closed notes**, and they should be taken by you **without any assistance** from anyone. Blackboard's [Respondus lockdown browser](#) may be required for exams. Reading exams are provided on Blackboard in each unit. Read the chapter thoroughly before taking the exam. Most students don't take more than 10 or 15 minutes to complete the exam, but you'll have a full 30 minutes if you need it. <u>These exams can be started only once</u>. Do be sure to **start the last Readings exam for the unit more than 30 minutes before 5:00 PM of the deadline for the unit.** Exams not completed by the deadline will be scored zero.

Please note that I may not be available to reset an exam that's been terminated prematurely if you wait until the last day to take it, and that this can result in a low or zero score for that exam. Please avoid this by planning ahead … and get early extra credit.

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self-paper assignments

Successfully upload in .pdf format your final version of the unit's complete negative and positive aspect sections at least 1 day (24 hours) before the unit deadline for 2 extra credits per unit.

Use the self-paper templates I've provided on Blackboard. Download the template for the unit and fill it out. Keep all the outline headings in the file. That way, the different sections of your paper will be separated by headings that will help me and our TA read and score your assignments. Complete the blank templates that you download from Blackboard. Do <u>not</u> use an example as a template.

For each unit, upload your file to the Blackboard unit assignment section well <u>before</u> 5:00 PM on the deadline day for the unit. Write your self-paper in any format you like, but upload it in .pdf format so you can be sure we see what you see. Do not upload assignments in Word, Pages, or any format other than .pdf. In Word, click on "File" then "Save As…" and select "PDF" in the "Format…" menu. In Pages, click "File" and then "Export To" and select "PDF…. " AU's tech folks at 202-885-2550 can help with these and similar operations.

After you've uploaded an assignment, immediately view it in Blackboard and check that (a) it can be read and (b) it's the file you want us to read. If we can't read it, if it's blank, if it's a corrupted, infected, or otherwise unreadable file, or if it's not the file for this assignment, we can't score it and, it'll get a zero. *Bummer!* No exceptions. Sorry! For help posting your Self-Paper assignments to Blackboard, watch the brief video on how to do this: <u>Submitting an Assignment: Watch It!</u>

<u>Do not wait until the last minute to do this</u>. That's often when most problems occur. You can upload the writing assignments several times if necessary, so try uploading a sample file now! … or really soon, after watching the above video. Then check what you uploaded by viewing it in Blackboard to make sure it's what you want us to read.

If you wish, you can make a phone (202-885-1727), Skype (brianyates), or GoToMeeting (great for screen-sharing) appointment to meet with me or our TA about ideas for your paper. Just email me good days and times. We want to help! Because we're all busy and scheduling can become complex, please try to make this appointment at least a week before you need to meet.

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Finally, please read our comments on your prior written assignments before you complete and upload a new assignment. This is our way of teaching and helping you. We place these right in Blackboard. Even if you received a great score, do read our comments as soon as you see that it's scored, or when I send out an announcement that the assignment has been graded. It just takes a few minutes. These usually include praise for your successes as well as descriptions of problems we noted in your assignment — and often potential solutions! — so you can continue getting great scores on future assignments. Our comments are all about giving you advice …and education.

late assignments (exams, papers) *always* receive a zero score

Exams and assignments must be submitted before 5:00 PM in Washington, DC on the deadline date for the unit, or you'll receive a zero.

Because there is plenty of time to take the exams and submit the paper sections, there are no exceptions to this. Really! Holidays, illness, and computer and internet issues do not justify exceptions to this rule. Also note that if you're in a different time zone, you still need to get all assignments done before 5:00 Washington DC time, as that's when the Blackboard servers will close access to the exams and upload links for everyone. Last-minute problems taking exams or uploading assignments are not always things I can deal with during the day before the deadline, as I've committed to doing a lot of things as professor — even in addition to teaching our course! :-)

My advice: get your Readings and Lectures exams done *way* early — **days** early — and turn in your Self-Paper assignments early too. Think of the deadlines not as "I'll try to" dates but as final, ultimate deadlines for which you absolutely must have everything finished— hopefully *days* before! As you read above, I give extra points for doing this. By setting early deadlines for yourself, you're also more likely to have the energy and time to deal with any problems before it's too late.

back up your work to survive any computer problem

Computers crash, get lost, sneak away when you aren't looking … Always back up your writing assignment file often, of course! If you don't have your computer or i-device set to automatically backup, make interim copies of your work by emailing it to yourself with gmail or another service you can access via the internet from any computer.

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Apple computers come with TimeMachine, which automatically backs up your computer to any external drive you attach. The wordprocessing (Pages), spreadsheet (Numbers), presentation (Keynote), calendar (iCal), contacts (um, Contacts), and email (Mail) programs that come free with Apple computers all store your files in iCloud, where you can access and change them from any Apple computer, iPad, or iPhone. Of course, check at the start of the semester to make sure your Apple devices are set up to do this.

Not an Apple device user? No problem. Windows comes with File History and Windows Backup and Restore, two backup programs that can work like TimeMachine. And, of course, Office 365, Google Docs and Chrome systems store your files in the cloud like Apple's software does, accessible with inexpensive or free apps on your phone or tablet as well as on your computer. Really, there's no good reason to ever lose your writing, your data, your work!

extra credit city!

To help you pace yourself, get more out of your education, and reduce the stress of cramming everything into the day before the final deadline, earn 2 extra credit points **per unit** for completing any of the following:

a) all required lecture exams for a unit at least 3 days (72 or more hours) before the deadline for the unit,

b) all required reading exams for a unit at least 2 days (48 or more hours) before the deadline for the unit,

c) Self-Paper writing assignments for a unit at least 1 day (24 or more hours) before the deadline for the unit, or

d) a substantive (not merely "me too" or "I agree") post to a thread on the unit forum in our course Discussion Board any time before the deadline for the unit.

Do 2 of the above and earn a total of 4 extra credit points. Do 3 and earn a total of 6 extra credit points. Do all 4, and that's a total of 8 extra credit points possible for *each* of the first 5 units (INTRO, TRAIT, DYNAMIC, LEARNING, HOLISTIC) plus another 2 points if you post to the CLOSURE forum and 2 more points upload the CLOSURE sections early ... Whoa! That's 40 + 4 = **44** total extra points possible – over 12.5% (one-eighth) of the total points for Reading exams, Lecture exams, and Self-Paper section writing. Oh, the rewards of self-pacing…

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resources you need to learn theories of personality via this course

- **Your intellect, time, energy, and honesty**. I believe these are the most important resources for learning, and life. Self-management skills help too, especially in an online course.

- **Reliable, fast access to the internet** for most of the other resources used in this course. Dial-up connections simply will not do. Also, trying to take an exam or upload an assignment while in a moving car, train, boat, or airplane (or just walking) is pretty much guaranteed to result in a broken connection and a premature end to your exam or upload. My advice: stay in one place while taking exams and uploading assignments.

- **Regular, reliable access to AU's Blackboard site.** Use Blackboard to check the calendar, download the syllabus, get and do assignments, to view videos, readings, and other materials, to take exams, to upload assignments, and to view and get feedback on your Self-Paper assignments.

- **Firefox** (http://www.mozilla.org/en-US/firefox/new/) **or Chrome** (https://www.google.com/intl/en/chrome/browser/) browsers, recommended by AU's Blackboard gurus as the least trouble-prone. I use **Safari** (Apple's default browser) with few glitches... All these browsers are free, as are Firefox, Chrome, and Safari apps for phones and tablets.

- **Regular, reliable access to an email address** to receive critically important course Announcements without connecting daily to Blackboard. If you don't check your American University email address regularly, make sure it automatically forwards from Blackboard to the email address you do check regularly. Get help setting this up by visiting http://www.american.edu/oit/email/Gmail-FAQ.cfm#forward, or call 202-885-2550. If you receive no emailed announcements from me in the first few days of the semester, call 202-885-2550 for help getting email from AU's Blackboard system forwarded to your email system. Check and read email related to our course daily. I do. If you really don't want to or can't use email, check the course announcements daily on Blackboard itself.

- **Readings and links provided via our Blackboard site**. These can be viewed as .pdf files on just about every computer and iDevice out there, including Android, Windows, and Apple smartphones and tablets.

learning with challenges

If you are a student with physical or other disabilities and experience difficulty in this course, please contact me at brian.yates@mac.com or 202-885-1727 as soon as possible once the course begins. Online students have a range of services available through American University to help you get the most out of lectures, readings, and writing assignments.

Academic Support and Access Center (202-885-3360, Mary Graydon Center [MGC] room 243) offers resources and consultation for all students, as well as services for students with learning disabilities and ADHD (attention deficit hyperactivity disorder).

If you qualify for accommodations because of a disability, please notify me soon with a letter from the Academic Support and Access Center so that we can make arrangements to address all of your needs. I cannot start doing this until I receive the letter.

academic integrity

Unfortunately, experience has shown that a very few of my students need the following made explicit, so I must burden you with it as well. Please read with special care. AU administration encourages professors to use computerized plagiarism detection provide through Blackboard, and I am exploring this option.

All exams are **closed-**book, **closed**-notes, and **closed** everything else. You must not seek or accept help from, and you must not provide help to, other people for the exams and other assignments. If you do not follow these rules precisely and completely, you are in violation of AU's rules of academic integrity. It's wrong, and it's not worth it either if you think that way.

Students who make-up data and other information for Self-Papers are actually violating the academic integrity code of our university, in addition to cheating themselves out of a good education in this course. The very first sentence of our university's Academic Integrity code states, "Academic integrity essentially means 'intellectual honesty.'" A specific section of the our code lists violations of the code that will be adjudicated, and specifically includes making up data for coursework as the sixth violation:

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"A. Violations Adjudicated under the Academic Integrity Code"

…

"6. Fabrication of Data

Fabrication is the falsification, distortion, or invention of any information or citation in academic work. Examples include, but are not limited to, inventing a source, deliberately misquoting, or falsifying numbers or other data."

Faking data and other information for self-analyses is among the worst violations of intellectual honesty, in my opinion. It is an egregious violation of the University Academic Integrity code that, because it is falsifying actual data on behavior, cognition, affect, or events related to these, also violates scientific codes of conduct. I'm sorry, but I need to make this very, very clear to all reading this. I will protect the integrity of this course by pursuing all violations of our university's academic integrity code. - Brian

Standards of academic conduct are set forth in the University's Academic Integrity Code (accessible via the link behind "Academic Integrity …"; please view this often but avoid printing it out to save paper, ink, and energy). By registering for classes at AU, you are acknowledging your awareness of the Code and obligating yourself to become familiar with your rights and responsibilities as defined by the Code. Violations of the Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. The standard sanction for violations of the code is failure in the course. Please see me if you have any questions about the academic violations described in the Code in general, or as they relate to the requirements of this course in particular.

All your exam responses, and your Self-Paper, must be <u>completely</u> original. All writing must be your own writing, done for the first time in your life. All material drawn from other sources, whether a direct quote or a close paraphrasing (a "putting in your own words") must be placed within quotation marks and must be followed immediately by a reference citation (a footnote or APA-style citation with a References section at the end of your paper). To do otherwise is plagiarism, which is a violation of the Academic Integrity Code of American University. Also, I will not accept use of any material from a paper you have written for another course: do not do this under any circumstances!

Copying or paraphrasing examples used to illustrate how to do projects is plagiarism. (Yes, this has been a problem in the past. I know…I can't believe it either.)

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All suspected plagiarism, including paraphrasing without quotation marks and without reference citation, will be reported to the Dean of the College of Arts and Sciences with a recommendation for disciplinary action. This is a University regulation.

The College of Arts and Sciences says the following, which I endorse:

> I take plagiarism and academic dishonesty very seriously, and I am required to report cases to the Dean of the College of Arts and Sciences, whose policy is to fail students for the course. Please read the university's Academic Integrity Code closely, and be sure to ask me if you have any questions. The code is available online at www.american.edu/academics/integrity/.

> In writing papers, you must properly cite all sources (1) directly quoted, (2) paraphrased, or (3) consulted in any fashion. Sources include all printed material as well as the Internet. Proper citation means using a standard citation format: MLA, APA, or Chicago.

> It is also considered plagiarism if you merely rework source material, placing an author's thoughts in other words without contributing your own ideas. For that reason, you must include some kind of source note whenever drawing on someone else's interpretation. A source note can be a sentence or more in your paper, or it can be a footnote. A source note should clarify the extent to which your interpretation is indebted to your source, explaining both (1) what you use and (2) where you depart or differ from the source.

> It is also considered plagiarism to submit drafts, response papers, and other informal assignments without properly citing sources and acknowledging intellectual debts. Failure for the course is the typical sanction in such cases. I expect all work that you do on Lecture exams, Readings exams, written Self-Paper assignments, and Discussion Board postings to be your own work. Consulting with and sharing exam answers with other students violates the Academic Integrity Code, so too does consulting outside resources such as notes, textbooks, and the Internet during exams.

Consulting with and sharing answers with other students violates the Academic Integrity Code, as does consulting outside resources such as notes, textbooks, and the Internet.

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letters of recommendation

Recommendations from professors can an important part of applications for internships, employment, and graduate school. Most recommendation forms ask for much more than a glowing letter with a few examples of the positive traits attributed by the professor to the student. The typical recommendation form requires the professor to rate the student's diligence, industry, honesty, leadership capacity, intelligence, ability to work with others, aptitude for teaching and for research, and more.

This is difficult to do with accuracy or honesty for students in my online courses, with whom interactions typically are limited to several emails ... even an in-office visit. I've tried. A recommendation form that is full of "no information" checks rather than "excellent" ratings is not very impressive.

So, it's long been my policy to write letters of recommendation only for students who I've come to know by supervising their research in my Program Evaluation Research Lab (PERL) for Independent Study credit for at least a semester. Working in a lab with a professor and her or his graduate students actually is a great way to learn what psychology's all about ... that's the way about every professor in our department got her or his start! And you can get Psychology course credit for it too.

If you're interested in a recommendation from me, I invite you to read up on the sort of research I do and consider collaborating with me and other students on pushing the frontiers of evaluation of the outcomes and costs of psychological services. Check out the PERL website I developed and maintain at brianyates.net/PERL/ …and thanks in advance for your understanding.

help for Blackboard, computer, Internet connections, other tech

Although our TA and I are enthusiastic users of technology for education, writing, research (and fun), please consult the experts about technical issues. When? Just about any time, day or night, Monday through Sunday:

- For help with Blackboard, please call AU's Blackboard gurus: 202-885-3904. They are amazing!

- For help with other computer hardware, software, or connection questions, please call AU's Information Technology (IT) support team at 202-885-2550. They are really great too.

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course grades

Your course grade is based on the percent you earn of the total score that's possible before extra credit for …

1) Lecture exams (0 to 110 points)

2) Reading exams (0 to 140 points)

3) Self-Paper sections (0 to 110 points)

These points sum to 360 *before extra credit*. That's the base from which the scores shown below for each course grade are calculated. These rounded numbers are what will be used to determine your grade.

360	is the total number of points that I'll figure your course grade is a percentage:										
Grade	F	D	C-	C	C+	B-	B	B+	A-	A
minimum % for grade	*none*	60%	70%	73%	77%	80%	83%	87%	90%	93%
<u>minimum</u> Total (*minimum % of total points, i.e., of 370*)	*none*	216	252	262	277	288	298	313	324	334

(We can meet to review your progress; just email me good days & times 1+ week in advance. - Brian)

emergency preparedness

We're totally online, so no problem! Download template at the start of the unit. Keep on keeping on, learning, and turning stuff in. Check your email for announcements, as always.

Professor: Brian T. Yates, Ph.D., <u>brian.yates@mac.com</u>, office: 315<u>A</u> Asbury. Want to meet, Skype, or GoToMeeting? Email me good days & times.