



**Department of Behavioral Science  
Psychology of Personality PSY 3373  
Fall 2018**

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<b>Virtual Meeting Time</b>	Although this is an online class, I will check in periodically through Zoom meetings. If you cannot attend the meeting, you can view the recorded video. These are provided to assist students in any technical difficulties as well as discussion of material.
<b>Office Hours</b>	Virtual by Appt. Monday 9-12

**Catalog Description:** This class is designed to be a comprehensive survey of contemporary and classical theories of personality, personality development, and concepts used in understanding personality.

**Required Course Materials**

**Textbook:** Twenge, J.M. and Campbell, W. K. (2017). *Personality Psychology: Understanding Yourself and Others*. Boston: Pearson Education. ISBN. . (you must purchase the Revel Online version.)

**ISBN#:** 9780133938258



You can purchase your book through the bookstore or from the Pearson link. But you must have a working access code. The access code includes the copy of the book.

It is **extremely important** that you obtain course materials before the start date of the course, including the textbook. You do not have to wait until you receive a copy of the syllabus to find out the required book for a given course. You may use the SE Official Bookstore to find the book. Try it now! Go to [goo.gl/jRh3v0](http://goo.gl/jRh3v0) (*this is a shortened web-address for the SE Bookstore*), type in the information for one of your courses, and see the book!

## **Technology Requirements:**

**Internet service, Webcam and microphone** if attending via Zoom.

**Office 365- (Office 365 can be downloaded** free by Southeastern Students)

**Respondus** must be downloaded on the computer used for exams. (Instructions provided)

Please read the *Technical Requirements* policy on the Southeastern Distance Education website

<http://homepages.se.edu/blackboard/student-support/browser-recommendations/>

In summary, you will need access to a reliable computer with adequate specs and a reliable internet connection, with a backup plan in case you experience technical difficulty. Oftentimes technical problems are browser related, so if this occurs try a different browser. Typically, Chrome and Firefox work best Blackboard.

## **Handouts and other Course Materials:**

All other required materials will be provided to students in the weekly folders of the Blackboard course.

## **Minimum Technical Skills**

Students enrolled in this course will be expected to navigate BlackBoard to obtain course content and complete assignments as well as access their online textbook and complete assignments in the Revel environment. Students may also be required to use other SE resources such as the SE library. To ensure each student is adequately equipped for these requirements, you should have completed the GOLD Orientation prior to the start of the course. There, you will learn to navigate within the BlackBoard folders as well as use Bb resources. You will also learn about Respondus and ZOOM. You will complete tutorials on a variety of skills to help you take full advantage of what Blackboard and SE have to offer. The Orientation will provide you with the skills needed to succeed in this and other online courses. The Orientation course will take approximately four to eight hours to complete in full. You will be required to provide proof of completion of the orientation before gaining access to course work folders. Discovery of falsified credentials (badge) is an integrity violation and will follow SE's academic integrity policy.

## **Prerequisites Knowledge/Skills:**

Correct grammar, spelling, and punctuation are necessary in a college course. Therefore, you are encouraged to take advantage of the resource Basics of Language Training (BOLT) found inside the Online Student Orientation. These modules are self-paced and will serve as a refresher course for writing. Each online course will require correct usage of grammar and format. The Basics of Language Training (BOLT) course contains self-paced modules on MLA and APA basic format as well as Citing Sources in MLA and APA. You are strongly encouraged to review these modules to be fully prepared for your courses. If you are unable to demonstrate adequate usage of grammar, punctuation, spelling, or APA format, your instructor(s) may require work to be completed in the Basics of Language Training (BOLT).

The logo for Basics of Language Training (BOLT) features the word "BOLT" in a bold, black, sans-serif font. A yellow lightning bolt is positioned between the "O" and "L".

Additionally, the Purdue OWL site is an excellent resource for quick reference when completing work.

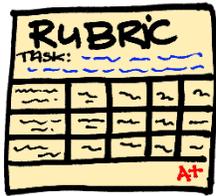
## **Definition of a Week**

Each week will begin at 12:00am Monday and will end at 11:59pm Sunday. This will be the time

frame for which students will be expected to work within a given week's folder. All assignments will be due at 11:59pm, and the last assignment each week will be due on Sunday. All times will be based on the time zone of the institution: **Central Standard Time**.

## Work Load

The amount of time you will spend in each course will vary from class to class, largely depending on prior education and experience with the topic of the class. Instructors will provide approximate time expectations for each task in the course, but individually, you may spend more or less on any given item depending on your reading speed, the need to re-read content, and how quickly you comprehend the subject and requirements. It is roughly estimated that you will spend an average of 12-15 hours per week in any given course.



## Standard Grading Rubrics

This course will use standard rubrics. They will be provided at the end of this syllabus. You should always click on your grade to review feedback comments to fully understand the grade received.

## Course Policies

### Course Availability

Courses will be made available to students one week (7 days) in advance of the start date. I generally provide the students with the syllabus earlier than that so they can obtain required textbook. You cannot pass this course without purchasing the online textbook.

### Course Content Availability

All course content is provided at the beginning of the course. You are welcome to work ahead. However, please remember that you are required to respond to classmates on the discussion boards so if you work ahead, you may need to set yourself calendar reminders to return and respond at the appropriate times.

### Email:

All students have a University issued email. I know that many/most of us have more than one email account in today's world. However, it is essential that you check your University issued email no fewer than 3 times per week while enrolled in this course. It is the way I communicate with you about the course, particularly when it is something private, e.g. missing assignments, etc. If you do not know how to add your university email to your primary computer or phone, please visit this link <http://www.se.edu/dept/information-technology/it-staff/help-desk/student-email-settings/> to get directions and if more assistance is needed call the "help desk". I didn't know about it because I don't check my student email, should never be an excuse for anything in this course, please.

### Late Work Policy

My policy has normally been not to accept late work in an online course. However, I have read a

significant amount of research about adult learners that says they perform best when they are in charge of making their educational decisions. So I am going to accept late work, however, I will not give full credit for late work. I know that online students frequently take online classes because they cannot attend classes at a time they are offered. **Even though assignments have a due date and time that does not mean that you have to wait till that day or time to submit**



**your assignment or exam.** Many of my students complete all work a week ahead and therefore do not have to worry if life goes awry. If you are a last minute sort of person, I encourage you to locate an alternate Internet source in case of Internet outages. However, again, if you don't wait until the day your assignments are due to complete them or take the quizzes then you won't encounter these types of problems. I also encourage students to maintain copies of your assignments. Also, if you are behind on assignments, when I send out the EARS emails, your grade will be calculated on the percentage of points you have earned, divided

by the number of points you should have earned according to the posted due dates.

In over 15 years of teaching online, one of the most important things I have learned is that it is not a kindness to students to allow them to get behind. Because of the speed of online classes, when students get behind it is difficult, and many times impossible, to get caught up. Requiring that assignments be submitted on time helps ensure that students are successful so please try to submit assignments prior to, or by, the deadlines.

## **University Policies:**

### **Attendance:**

The Registrar's office defines attendance in online and blended classes as:

**Stopped Attending** = Students who were participating online but have stopped submitting any assignments, etc. without contacting/making arrangements with the instructor

**Never Attended** = Students who never accessed Blackboard to view the course or never completed any assignments that were due for the course. Statistics Tracking in Blackboard will be utilized in part for determining teacher candidates' accessing of Bb.

**Excessive Absences** = Students who have submitted some work but are infrequent in their participation or late on assignments—leading to a failing grade

Regular and routine participation is required to be "in attendance" for the course. This includes regularly logging in, turning in homework by required dates/times, **and** participating in discussion forums. Seven (7) consecutive days of non-participation **will** result in your access being disabled without warning. Participation, or lack thereof, may also affect your financial aid. Remember, Blackboard automatically tracks and records every click once you log into a Bb course. Bb administrators can see if and when you logged on, the date and time of day you logged on, and what you accessed once you logged in to the course.

*Registrar's definitions above will be used for all reporting purposes, per SE policy.*

## **Internet Etiquette (Netiquette):**

Distance conveys a degree of anonymity, and as a result, many people feel less inhibited in online situations than in their everyday lives. This lessening of inhibitions sometimes leads people to drop their normal standards of decorum when communicating online. Become familiar with the following guidelines regarding both online discussions and email messages. View entirety of policy: <http://www.se.edu/dept/online-learning/technology/communication-netiquette/>

This course uses video conferencing as a tool. This includes live/virtual class sessions in which student behavior and dress should mimic that of a traditional classroom setting. It could also include individual meetings with an instructor in which a student's behavior and dress should mimic that of an office setting. As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Your instructor is required to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All students are expected to maintain a professional demeanor and respect the presence and opinions of fellow students, and any guest participants. During video conferencing, please be mindful of your location and the people and objects that appear in the background. Please be aware that events and objects in your background may serve as a distraction to other learners and the instructor. The instructor has the right to ask you to adjust your camera or to disconnect you from the meeting if they perceive a distraction. If an instructor views or hears an incident during a video conference that violates the University Code of Conduct, they are required to report the incident to the Vice-President for Student Affairs.

**Southeastern Student Code of Conduct:** *All participants in this course are bound by the University of Code of Conduct, found at:* <http://www.se.edu/dept/student-life/files/2009/10/student-handbook.pdf>

**Southeastern Academic Calendar:** <http://www.se.edu/dept/registrar/calendar/>  
**Assistance/Tutoring in Writing:**

**Smart Thinking:** Online tutorial service. **Smart Thinking's** services include personalized, live, and online assistance. Visit <http://www.se.edu/current-students/smart-thinking/> to take advantage of these services.

**The Writing Center** is also available to help with your writing. Here is the contact information: <http://www.se.edu/dept/learning-center/writing-center/>

**Counseling Center:** Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1- (800) 522-1090.

**Disability Accommodations:** Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite

311 or call (580) 745-3090 (TDD# 745–2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

**Blackboard Support:** Can be found on the Southeastern Blackboard homepage at: <https://blackboard.se.edu/> by clicking on Bb technical support request or in the lower right hand corner on “Live Chat” between the hours of 7:00am-1:00am CST.

**Equity and Non-Discrimination Statement:** Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or [mdavis@se.edu](mailto:mdavis@se.edu).

## **Course Format**

**Menu:** Each course at SE utilizes a Course Template to accomplish a common look and feel. The template will contain a course menu with nine buttons:

- **Course Home Page** - Here, students may obtain quick information regarding announcements, assignments due, etc.
- **Announcements** - Announcements may be used to clarify assignments, make changes in the schedule, provide holistic feedback to the class, etc.
- **Start Here** - This section will contain the syllabus, the instructor's contact information, course policies, etc.
- **Course Work** - Here students will find a folder for each week of the course. All the content, assignments, etc. will be placed into the appropriate week's folder. An outline of contents should be placed on the front of the folder. Assignments may be due throughout the week.
- **Henry G. Bennett Library** - This is a link to the SE online library for convenience.
- **Student Tools** – Students may access any student tool from this area, including grades. They can also email the instructor or classmates from here.
- **Student Email** - All university announcements and other communication with instructors will be sent to student email. This link gives quick convenient access to student email.

**Weekly Folders:** In this course, there are Weekly Folders, located on the Blackboard Coursework page, containing all course exercises. Students will collaborate with the instructor and each other via the online tools provided by Bb, including discussion boards. All assignments, instructions, and explanations will be posted to Bb within the corresponding weekly folder. On the front of the folder is the Introduction. It will give you a summary of the contents of the folder as well as an introduction to the subject matter. Assignments, Quizzes, Discussion Boards, and Exams are contained in the folders. The course content will be available from the beginning of the course with due dates listed for each assignment.

## **Course Calendar**

**[Insert your 7 Week Course Calendar Here: An Template has been attached for you](#)**

**If you do not like the table format, you can also use something like this:**

### **Week 1: Title of Lesson**

This week, you will complete the following Course Work:

- Start Here
- View Introduction and Navigation Video (10 minutes)
- Week 1 Introduction
- Listen to recorded Video lecture
- Introductions Discussion Board original Post due **Wednesday, 11:59pm CST**
- Discussion Peer Responses due **Sunday, 11:59pm CST**
- Complete Syllabus assignment due **Sunday, 11:59 pm CST**
- Weekly Wrap-Up

Total Estimated Time:

Weekly Objective: Student will be able to navigate the course and post to both assignment and discussion board tool.

### **Week 2: Title of Lesson**

This week, you will complete the following Course Work:

- Week 2 Introduction
- [Course Content] View Recorded Video Lecture
- Read Chapter 1 from the E-text (click on Revel in the Navigation menu) view all embedded clips and take quizzes throughout the chapter and the chapter quiz at the end of the chapter.
- Week 2 Discussion initial post due **Thursday 11:59pm CST**
- Reflection paper due **Monday, 6:00 pm CST**
- Week 2 Discussion peer response due **Monday at 6:00 pm CST**
- Weekly Wrap-Up

Total Estimated Time: 5 hours

Weekly Objective: Student will discuss Person-Situation debate and will discuss current research over digit ratio

### **Week 3: Title of Lesson**

- Week 4 Introduction
- Class meeting **Live meeting has been canceled per Doctor's orders. Our next live meeting will be Oct 1.**
- Recorded lecture
- Read Chapter 2 from Revel textbook and complete all inventories, quizzes (at this point quiz grades to not count, just that you complete them) and view video clips
- Week 4 Discussion initial post due **Thursday 11:59pm CST**
- Reflection paper due **Monday 11:59pm CST**
- Week 4 Discussion peer response due **Monday 6:00pm CST**
- Weekly Wrap-Up

Total Estimated Time: 5 hours

Weekly Objectives:

1. Students will be able to recognize and differentiate between, S-date, O-data, and L-data
2. Students will be able to recognize and identify some of the more common inventories and their purpose.

## **Week 4: Title of Lesson**

- Week 5 Introduction
  - (NO recorded lecture this week to allow more time for textbook activities)
  - Read Chapter 3 from textbook and completed all assigned activities in that chapter
    - NOTE: The 5 questionnaires are essential and you need to screenshot your results from each one.
  - Week 5 Discussion initial post due **Thursday**, 11:59pm CST
  - Attendance Assignment due **Monday**, 6:00 pm CST
  - Week 5 Discussion peer response due **Monday** 6:00 pm CST
  - Reflection Paper Journal due Monday 6:00 pm CST
  - Weekly Wrap-Up
- Total Estimated Time: 6 hours

### Weekly Objective:

1. Name and define the Big Five personality traits.
2. Describe the behaviors, attitudes, and characteristics of people high and low in each of the Big Five traits.
3. Identify terminology related to the Big Five.
4. Recognize how the Big Five traits were developed and how they are used to help us better understand ourselves.

## **Week 5: Title of Lesson**

This week, you will complete the following course work:

- Week 6 Introduction
  - Read Chapter 4 from Revel textbook and complete all assigned activities in Revel (Video clips, quizzes, etc)
  - Week 6 Discussion initial post due **Thursday** 11:59pm CST
  - Blackboard graded Quiz over material to Chapter chapter 4 due **Monday** 6:00pm CST
  - Week 6 Discussion peer response due Monday 6:00pm CST
  - Weekly Wrap-Up
- Total Estimated Time:4-6 hours

Weekly Objective: Students will discuss Biology and the role it plays in personality

## **Week 6: Title of Lesson**

This week, you will complete the following course work:

- Attend class meeting at 6:00 PM or view the lecture recording later if you cannot attend)
  - Read Chapter 5 from the Twenge online textbook and take the not-for-credit quizzes within the chapter.
  - Week 7 Discussion initial post due **Thursday** 11:59pm CST
  - Attendance Assignment due **Monday** 6:00pm CST
  - Complete Self-Reflection assignment **Monday** 6:00pm CST
  - Week 7 Discussion peer response due **Monday** 6:00pm CST
  - Weekly Wrap-Up
- Total Estimated Time:

Weekly Objective:

### **Week 7: Title of Lesson**

This week, you will complete the following course work:

- Week 8 Introduction
- Attend class meeting 6:00 PM Monday
- Read Chapter 7 from Textbook
- Week 8 Reflection Paper Sunday, 11:59pm CST
- Attendance Assignment due Thursday, 11:59pm CST
- Weekly Wrap-Up

Total Estimated Time: 7 hours

Weekly Objective: See Textbook

### **Week 8: Title of Lesson**

This week, you will complete the following course work:

- Week 9 Introduction
- Attend Monday night class meeting
- Read chapter 15 from the textbook and complete all questionnaires and self-check quizzes.
- Week 9 Discussion initial response due **Thursday**, 11:59pm CST
- Self-Reflection paper due Monday 5:59pm CST
- Week 9 Discussion peer responses due Monday, 5: 59pm CST
- Weekly Wrap-Up

Total Estimated Time:

Weekly Objective: Student with synthesis information about health and personality with their own Big Five Results.

### **Week 9: Title of Lesson**

This week, you will complete the following course work:

- Week 10 Introduction
- Attend Class meeting
- Read Chapter 14 from the textbook, view video clips and complete any questionnaires and self-check quizzes.
- Complete Exam 1 using Respondus

Total Estimated Time:

Weekly Objective:

### **Week 10: Title of Lesson**

This week, you will complete the following course work:

- Week 11 Introduction
- Attend Class meeting
- Submit your PowerPoint or paper over a personality disorder due Monday, 5:59pm CST
- Week 11 Discussion initial response due **Thursday**, 11:59pm CST
- Week 11 Discussion peer responses due Monday, 5:59pm CST

- Weekly Wrap-Up  
Total Estimated Time:

Weekly Objective:

*Student will present a concise description of a specific personality disorder via presentation or paper.*

### **Week 11: Title of Lesson**

This week, you will complete the following course work:

- Week 12 Introduction
- Read Chapter 8 from the textbook. View any video clips, complete any questionnaires and self-check quizzes.
- Week 12 Discussion initial response due Thursday, 11:59pm CST
- Reflection paper] due Monday, 5:59pm CST
- Week 12 Discussion peer responses due [day], 11:59pm CST
- Weekly Wrap-Up  
Total Estimated Time:

Weekly Objective: Students will discuss the effect of learning on behavior.

### **Week 12: Title of Lesson**

This week, you will complete the following course work:

- Week 13 Introduction
- Attend class meeting.
- Week 13 Discussion initial response due Thursday, 11:59pm CST
- Read Chapter 10 from the textbook. View any video clips, complete any questionnaires and self-check quizzes.
- Self-reflection due Monday 5:59pm CST
- Week 13 Discussion peer responses due Monday, 5:59pm CST
- Weekly Wrap-Up  
Total Estimated Time:

Weekly Objective:

*Students will discuss the effect of Gender and Culture on personality*

### **Week 13: Title of Lesson**

This week, you will complete the following course work:

This week, you will complete the following course work:

- Week 14 Introduction
- Read Chapter 11 from the textbook. View any video clips, complete any questionnaires and self-check quizzes.
- Week 14 Discussion initial response due Thursday, 11:59pm CST
- Reflection Paper] due Monday, 5:59pm CST
- Week 14 Discussion peer responses due Monday, 5:59pm CST
- Weekly Wrap-Up  
Total Estimated Time:

Weekly Objective:

### **Week 14: Title of Lesson**

This week, you will complete the following course work:

This week, you will complete the following course work:

- Week 14 Introduction
- Read Chapter 11 from the textbook. View any video clips, complete any questionnaires and self-check quizzes.
- Week 14 Discussion initial response due Thursday, 11:59pm CST
- Reflection Paper] due Monday, 5:59pm CST
- Week 14 Discussion peer responses due **Monday**, 5:59pm CST
- Weekly Wrap-Up

Total Estimated Time:

### **Week 15: Title of Lesson**

This week, you will complete the following course work:

- Week 14 Introduction
- Read Chapter 12 from the textbook. View any video clips, complete any questionnaires and self-check quizzes.
- Week 14 Discussion initial response due Thursday, 11:59pm CST
- Reflection Paper] due Monday, 5:59pm CST
- Week 14 Discussion peer responses due **Monday**, 5:59pm CST
- Weekly Wrap-Up

Total Estimated Time:

### **Week 16: Title of Lesson**

This week, you will complete the following course work:

- Course Evaluation
- Final Reflection Paper
- Final Exam using Respondus

Total Estimated Time:

Weekly Objective:

Students will discuss personal growth from the course

Students will review material learned via the final exam

## **Course Learning Objectives:**

The objectives of this course are:

1. To develop a theoretical understanding of the principles of personality.(Program Outcome 1.01)
2. To develop an understanding of personality in a broad-based, social context. (Program Outcome 6.01)

3. To develop an understanding of the application of the various elements of personality. .( Program Outcome 6.01 and 7.01)
4. To develop an understanding of personality disorders. .( Program Outcome 1.01)

**Alignment of Objectives with Program Standards:**

- 1.01 develop a conceptual framework that embraces relevant facts, concepts, and current knowledge concerning the field of psychology.
- 2.02 show evidence of the development of amiable skepticism related to research and theories
- 3.01 become familiar with and be able to comprehend the language of psychology and will develop the ability to express psychological knowledge in writing.
- 6.01 develop an increased awareness and understanding of interpersonal and interpersonal skills, including human diversity, and similarity, in relation to self and others.
- 7.01 develop an increased awareness of and ability to apply ethical principles of psychology.

**Grading Policy:**

This course will be conducted using a variety of instructional methods and learning activities, including but not limited to: lectures, discussion boards, quizzes, exams, journal reviews, assigned readings, etc. No grades in this course are weighted. Student grades are based on the student’s earned points out of the 1000+ points available. Approximately **8 hours per week** will be required for successful completion of course requirements.

- A. Grades will be assigned after evaluation of the tasks designated for the course based on the following: (However, the Instructor reserves the right to modify based on classroom needs.)

Examinations (2X100)	200 points
Reflection activities (13 X25)	325 points
Journal Reviews (2 x50)	100 points
Activities (Discussion boards, etc.)	325 points
PowerPoint	50 points
Chapter self-check quizzes	0 points
<b>Approximate Total Points Possible</b>	<b>1000 points</b>

*Please note than early submission of an assignment will not result in the assignment being graded earlier.*

**Rubrics:**

If you attach rubrics to your course syllabus, this would be a good location for them.

**Interaction:** Faculty-to-Student Interaction is facilitated through the following activities in this course:

- Student-Instructor interaction is facilitated through: feedback on assignments, Instructor correspondence through e-mail, ZOOM Meetings, Faculty participation on discussion boards, etc.
- Student-to-student interaction is facilitated through: discussion boards, the questions and answers area each week, and ZOOM meetings.

## **Instructor Feedback and Communication:**

I am a very involved instructor and am always glad to answer questions or concerns. Emails should be answered within 24 hours during the week. You should do your best to email from your official SOSU student email account. **Be sure to include your name in the body of every email you send as well as the assignment name or number you are referencing** e.g. Quiz 1 or Self-reflection paper for week 4. This will allow me to assist you in a more timely manner. If you do not receive a response within 24 hours please feel free to text or call me because it will mean there is an issue with the email since I check it several times throughout the day. The number you should use when sending text messages is 580.212.0140. Please include your name and course name or number so I can more quickly assist you.

I also try to provide prompt feedback on assignments and activities. Unless I have an issue it is my practice to grade assignments within 5 days, one exception will be the discussion boards since you have a full week to respond, I will not grade until your responses to the other students have been posted. There may occasionally be other exceptions but I generally notify students if it is going to be longer. Your feedback will be the points earned and comments posted in the comment section. If you ever have a question about why you received the grade you did, please don't hesitate to ask.

The professor reserves the right to make adjustments to the syllabus and/or grading policy as needed in order to meet the instructional needs and goals of the class. Students will be notified of any adjustments to the course schedule.

## **Respondus:**

This course uses Respondus lockdown browser and monitor for testing.

## **Course Evaluations**

All students are asked to complete an anonymous evaluation of this course. A link to the course evaluation will be provided in Blackboard/Announcements during the last week of the course.