THE PROFESSOR RESERVES THE RIGHT TO AMEND THE SYLLABUS AS NECESSARY

**Required Materials**


**This is the ISBN for the access code with the option to get a loose leaf copy of the book if you prefer. However, you **MUST HAVE THE ACCESS CODE TO PASS THIS COURSE.**

**The book is your lifeline to the course. ALL material assessing your knowledge (i.e., learnsmart activities, exams) in this course is coming directly from this book. You HAVE TO USE it to do well in this course. Powerpoint slides and videos are there to help you if needed, but the book is where the majority of the class material will come from and you should definitely focus on the readings.**

**ECAMPUS**

You will need to be able to access ecampus in order to do well and **pass this course.** This is an online course and therefore; you must have online accessibility. **ALL material will be through the ecampus system.** You will need access to ecampus in order to complete tasks such as: completing assignments, communicating with your instructor, discussion board forums, obtaining class notes, being able to receive your grades etc.

You will be required to log into the system regularly (at least 3-4 times per week) and complete and submit assignments inside ecampus throughout the semester, so you'll need a stable (and preferably fast) internet connection and a good computer.

This course is NOT self-paced – to succeed in the course requires working consistently throughout the semester to meet weekly due dates for assignments that include completing assignments, participating in a discussion board forums, watching assigned videos, and taking online tests inside ecampus. There is much more work in an on-line class than students think, you must keep up and pay attention to due dates, assignments, etc.

1. You can go to Richland College’s homepage: [http://www.rlc.dcccd.edu/](http://www.rlc.dcccd.edu/) and on the right hand corner there is the word, “ecampus” in green letters. Click this and it will send you to ecampus.

2. This is a direct link to ecampus: [https://blackboard2.dcccd.edu/webapps/portal/frameset.jsp](https://blackboard2.dcccd.edu/webapps/portal/frameset.jsp)
This link will take you straight to ecampus’ homepage.

If you have never logged onto ecampus you will want to follow the instructions below the “user name” and “password.” I have also listed instructions here as well:

**VERY IMPORTANT:** If this is your first time to log in to ecampus, find the "Login Here" box. Type an "e" followed by your seven-digit Student ID# (it is very important to know this number; you will need it for many things on campus, including logging on to ecampus; I recommend memorizing this number as soon as possible) for BOTH the USERNAME and the PASSWORD as in the example below:

username: e9876543
password: e9876543
*You will be immediately prompted to change your password.

The ecampus login is NOT the same as the econnect login. If you still cannot log in, please contact Technical Support on the [web](https://ecampus2000.com) or by phone at 1-866-374-7169 or 972-669-6402.

Once you are logged on PLEASE make sure the CORRECT email address is in the ecampus system. Econnect and ecampus are SEPARATE systems and you will need to make sure you have your VALID email address correct in ecampus. When you log on the ecampus, the left side of the screen has a button, “personal information”—this is where you will need to type in and save the correct email if it is not there already.

**Course Information:**

**Prerequisite:** One of the following must be met: (1) Developmental Reading 0093, (2) English as Second Language (ESOL) 0044, or (3) have met the Texas Success Initiative (TSI) reading standard and Psychology 2301 is recommended.

**Description:** This course is an introduction to the study of personality. Topics of personality and adjustment will be studied in the context of various personality theories. Emphasis will be on the application of those topics.

**Objective:** In this course, students will learn about theoretical approaches and relevant research methods pertaining to the study of personality. There will be an emphasis on how these theories developed and the research methods that can be used to study them. Students will be exposed to different approaches scientists use in their attempts to better understand the complex phenomenon of human personality.

Upon satisfactory completion of this course, students should have content-specific knowledge of basic theories and principles associated with personality psychology. A major goal of this course is to make students aware that personality psychology is a discipline that can be applied to real life in terms of understanding oneself and understanding others. Another major goal of this course is to help students learn to critically evaluate the various theories of personality. Course content will be covered through assigned text reading, lectures, videos, classroom discussions, and group activities.

**Learning Outcomes:** Upon Completion of PSYC 2316, students should be able to demonstrate:

1. an understanding of the history personality psychology and its development.
2. an understanding of the research methods used in personality psychology.
3. knowledge of the basic language of personality psychology.
4. a description of the basic theories of personality psychology and how they are used.
5. an understanding of how to apply the above to everyday life.

**CORE OBJECTIVES**

**Critical Thinking Skills** – The ability to think creatively, innovatively, inquire, and analyze, evaluate and/or synthesize information.

**Written and Visual Communication Skills** - The ability to effectively develop, interpret and express ideas through written, oral and / or visual communication.

**Empirical and Quantitative Skills** - The ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.

**Social Responsibility** - The ability to demonstrate intercultural competence, knowledge of civic responsibility, and / or the ability to engage effectively in regional, national, and global communities.

**Assignments/Exams** : these will be in blackboard (ecampus) but you will need to make sure you get your access code and are set up through McGraw Hill’s website in order to complete your exams and learn smart activities. [http://connect.mcgraw-hill.com](http://connect.mcgraw-hill.com)

**I WILL NOT ACCEPT LATE WORK!! THE ANSWER IS NO, DON’T-bother asking.**

1. **EXAMS/QUIZZES: 190 POINTS: 20 exams @ 10 points each**

   *THE LOWEST EXAM/QUIZ WILL BE DROPPED! ONLY 1 WILL BE DROPPED SO CHOOSE WISELY 😊

   You will take weekly quizzes/exams that will consist of 10 questions each pertaining to the appropriate chapter(s). You will have 20 minutes to complete the exam. Once you begin the exam you must complete it. Watch your time. Students who go over the allotted time will incur a reduction in their final score.

   Each exam will begin at 12:00am (on exam day-see calendar) and will end on that same day at 11:59pm. The exams will be accessible through ecampus under the TAB that states, EXAMS. You will be able to access these exams on the day they are given (see calendar below) and remember once you begin you must finish and you will have 20 minutes to complete the exam once you begin. It is HIGHLY RECOMMENDED that you take the exams on a desktop computer (not a laptop, etc.) because this will significantly reduce the probability of any technological errors (e.g., getting booted off the system).

2. **LEARN SMART ASSIGNMENTS: 100 POINTS: 20 assignments @ 5 points**

   You will have a minimum of 2 days to complete these depending on when the exam will occur.—see start and due dates

**WHAT IS LEARNSMART?**

LearnSmart is an interactive study tool that adaptively assesses your skill and knowledge level to track which topics you have mastered and which require further instruction and practice. Based upon your progress, it then adjusts the learning content based on your knowledge strengths and weaknesses, as well as your confidence level around that knowledge.

LearnSmart’s adaptive technology also understands and accounts for memory degradation. It identifies the concepts that you are most likely to forget over the course of the semester—by considering those that you had been weakest on or least confident with—and encourages periodic review by yourself to ensure
that concepts are truly learned and retained. In this way, it goes beyond systems that simply help you study for a test or exam, and helps you with true concept retention and learning.

If you miss a learnsmart activity you WILL NOT be allowed to finish AFTER the due date. Please keep up with material and due dates throughout the semester.

These will be in ecampus under “LearnSmart Assignments”

3. DISCUSSION BOARD: 100 POINTS: 4 discussion forums @ 20 points each

   You will be able to get to know your fellow classmates in this virtual class by participating in discussion board forums. You will have 4 discussion boards that you will participate in by incorporating relevant class material (when necessary-see individual discussion board assignment instructions).

   INSTRUCTIONS ON HOW TO POST ON DISCUSSION BOARD (technical “how to” on ecampus)

   1. On eCampus, Click on the DISCUSSION BOARD button, and the relevant Chapter. To get started, the introductory questionnaire is in Chapter 1.
   2. Click on the title of the relevant discussion board assignment and read the question(s). Then click on the Discussion Board button to post your responses.
   3. Post your comments, answers, observations to discussion board prompts by adding new thread (+thread ).
   4. Once others have posted their answers, click on any one of their messages to introduce yourself and respond to their comments, answers, observations about the topic. Do not click on their name.
   5. Read their message.
   6. Click on “reply” and compose your message as an addition and submit it by clicking on submit at the bottom right hand corner. If you click on save, it will save it as a draft but will not post your reply. Your responses should be a minimum of 5-8 sentences in length for each response.
   7. Be sure to find a new partner each time you participate in discussions and to introduce yourself to your new partner with an introductory paragraph.
   8. Do this as many times as you have ideas or wish to comment, but you must do it at least one time to two different people. It is important that you converse with different people for each assignment so that you can learn from, and teach, everyone in the class.
   9. Make it a standard practice to check your calendar so you do not miss out on the discussions.

   If you need assistance with this process you should contact eCampus technical support at (972) 669-9402. Your comments, answers, observations to discussion board prompts must be posted in the discussion board section.

   INSTRUCTIONS ON HOW TO ACCUMULATE POINTS ON DISCUSSION BOARD (point allocations)

   Each discussion board will begin at 12:00am (on the discussion board forum day-see calendar below for dates) and will end on the next day (24 hours) for your post (response to the discussion board topic) You will then have 2 days to respond to you classmates; you must respond to AT LEAST 2 CLASSMATES. The discussion boards will be accessible through ecampus under the TAB that states, DISCUSSION BOARD. You will be able to access these discussion boards on the day they are given (see calendar below) and will have 2 days to respond to classmates.
The discussion board assignments are: to help you improve your critical thinking, writing and communication skills; to provide multiple opportunities for you to learn from your colleagues; and to help you to cultivate a psychological perspective.

To receive the maximum number of points (20 pts.) on the discussion boards you must remember to incorporate the following elements into your personal responses/essays as well as your feedback responses/essays to your colleagues. For each discussion board your title should be your first and last name, and not the subject/title of the discussion board. This allows me to know who a student is responding to in the discussion board.

1. Each of your response/posting should be proof-read and edited (e.g., correct grammar, sentence structure, spelling, punctuation) before submitting. (4 pts.)

2. You must complete the discussion board on the day it is due (see calendar below) and also respond the required number of postings (must respond to 2 classmates) in the given timeframe (which will be 2 days after discussion board is due). (4 pts.)

3. Each of your discussion posts are essays. Your response to each discussion board question should be a "minimum" of 5-8 sentences, but more is always better. You want to make sure you completely answer the question and respond correctly in order to receive full credit 4 pts.)

4. Your response should include a clear and concise perspective, experience and/or postulate. Remember: Your individual perspectives, ideologies and experiences have been passed down through social interactions that include culture, socialization, and social institutions (e.g. family, education, religion, media, government, economy and work). So, try not to generalize about your beliefs (unless it specifically asks you), but rather truly reflect on (and include in your response) the psychological perspective, specifically the course content (theories, research, etc.). Statements such as, “that’s fascinating,” “wow, I can’t believe that,” “I understand,” etc. are not acceptable response, please keep in mind you must incorporate relevant material when you respond not just opinion. (4 pts.)

5. Your response should provide 2-3 examples/sentences to support your postulate. (4 pts.)

*Your response postings should not consist of types of statements of approval or disapproval (e.g. I agree with what you said that…I disagree with what you said…rather statements of reflection, discovery, or inquiry.

*Note: A tip for getting at the heart of what "you" truly think or believe about a particular topic or social issue, I recommend the following personal exercise. Answer the initial question with the first thought, emotion or experience that comes to your mind, then in response to your response ask yourself and answer the question “Why?” to each subsequent response at least five times. Sort of like a child does when he or she is five years old and wants his/her mom or dad to explain something to their satisfaction. (Ex. Child asks, "Mom why do we eat turkey on Thanksgiving?" Mom gives the explanation and the child asks why several more times.)

*Anything that deviates from what I have asked of you in these assignment WILL BE DEDUCTED FROM YOUR TOTAL AVAILABLE POINTS.

ASSIGNMENT DUE AND END DATES
Please keep in mind when all of your material will begin and end as you are responsible throughout the semester for this.
The calendar “START dates” (i.e., the dates listed below in the syllabus) are the dates in which you can BEGIN the assignment.

The DUE dates stated in ecampus are the dates in which the assignment will END. You will no longer have access to this material after this date.

***PLEASE BE AWARE OF THIS. The reason for the discrepancy is due to the fact that you can start certain assignments (syllabus dates) and will have a window of time before the assignment is due (ecampus dates).

Extra Credit

There are different opportunities for extra credit points in this course. You may choose any of the following choices stated below, but will only receive a **MAXIMUM of 10 points extra credit**. For example, if you completed **two** learning center workshops throughout the semester (which is a total of 10 points) and you did the research paper, you WILL NOT get more than 10 points extra credit. Please be aware of this and complete your 10 points wisely if you choose to engage in an extra credit opportunity.

1. Attending a learning center workshop.
   Students may also earn extra credit by attending the learning center’s workshops. These are 50-minute workshops to help you in areas you choose (e.g., study skills, anger management, test anxiety). These workshops are worth 5 extra credit points for each 50-minute workshop you attend. You may go to as many as you choose; however, you will only receive 10 extra credit points at the maximum which is two workshops. You will receive a sheet of paper you need to hand into me in order to receive credit. You can take a picture and email it to me; or you can come to my office (WH276) and put in in my manila folder or slip it under my door if I am not there. You **should not procrastinate!** See website, under “Connections, Study Skill Workshops” for times and dates that the workshops will be held. There are typically online workshops available also you can call and inquire about those opportunities.

   Website: [https://www.richlandcollege.edu/services/academic-support/tutoring/pages/tutoring-workshops.aspx](https://www.richlandcollege.edu/services/academic-support/tutoring/pages/tutoring-workshops.aspx)

   Building: Medina Hall – M216
   Phone number: 972-238-6226
   email address: TLC-RLC@dcccd.edu

2. Complete a journal article summary.
   You may also complete a 3rd journal article summary for 10 extra credit points. See journal article summary instructions: BELOW for details. It is very important to note that 10 points are not granted to a completed research paper. This paper needs to be up the college-level standard and if you do not meet all the criteria listed you WILL NOT receive the full extra credit amount. It is possible to complete a research paper and receive ZERO points because it was not completed correctly, according to standards, or did not meet criteria.
   You will find 1-scientific, peer-reviewed, journal articles regarding social psychology. This includes a wide-range of topics to choose from and many theories to investigate. Your article must come from Richland’s library system: EBSCO search engine. Below are step by step instructions regarding logging
on and searching for your journal article. THIS WILL NEED TO BE EMAILED TO ME THE WEEK BEFORE FINAL EXAMS.

Follow these steps for utilization of the search engine EBSCO:
1. Go here: https://alt.richlandcollege.edu/library/
2. Click on “databases”
3. Click on “Academic Search Complete”

This will bring you to the EBSCO site:
1. Click “advanced search” – this will give you 3 options for word searches: you can search your key words in the title, text, the author, etc.—change the “select a field”
2. Click “peer reviewed” “full-text” and select the search date to 2008

You must make sure that this journal article is appropriate according to the criteria listed above (i.e., peer reviewed article, 2008-present, etc.). This article **MUST** involve empirical data, meaning the psychological concept was observed and/or experimented in some way (e.g., there will be a method, results, and discussion section in an appropriate source). It is **HIGHLY RECOMMENDED AND ENCOURAGED** that students ask for approval before using a source as their journal summary. This paper will need to follow APA (American Psychological Association) **FORMAT**! I have provided you with a template you can follow in order to correctly format your paper. You may also visit: [http://www.apastyle.org/](http://www.apastyle.org/). This website has many useful instructions, video tutorials, etc.

In order to receive **FULL CREDIT** you must incorporate the following criteria:

a. **2 pages MINIMUM/MAXIMUM**
b. **APA style** (follow template, double space, times roman 12-font, etc.)
c. Article chosen must be **empirical** from **2008-present** and must be **relatable to the class material**.
d. Spelling, grammar, sentence structure, punctuation, etc. **ALL must be 100% perfect**
e. Must be **well-articulated** sentence structures (PROOFREAD, PROOFREAD, PROOFREAD!!!!!) Have someone else **proofread** your paper!!
f. The paper must have a **coherent structure** (e.g., brief summation of the concepts investigated, the methodology used, the findings, critiques of study, and future directions for research) and it must flow well and **make sense**!
g. Student must present a **general understanding of the article chosen**.
h. Student must **follow all basic directions listed HERE**

**DIRECTIONS TO DR. JONES’ OFFICE:**
*I have been told in the past that my office is difficult to find. If you decide to see me during my office hours my office is in the Wichita Hall (WH) building (building across from Sabine; on the West end of campus), room: 276. When you enter the WH building you will go upstairs and walk all the way down the hall until it dead ends (on the north end). Then you will take a right at the dead end and my office is on the very last hall. There are pictures all over the door along with my name; it is hard to miss once you get to the hallway. I recommend printing off the campus’ map and have it readily available until you know your way around the campus more. Here’s a link to get a campus map: [http://www.richlandcollege.edu/map/](http://www.richlandcollege.edu/map/)

**Evaluation & Grading Scale**
- **A** = 400-360 points 100%-90%
- **B** = 359-320 points 89%-80%
- **C** = 319-280 points 79%-70%
- **D** = 279-240 points 69%-60%
There is a total of 400 points to be earned during this course:

1. **EXAMS/QUIZZES:** 190 POINTS: 20 exams @ 10 points each
   *THE LOWEST EXAM/QUIZ WILL BE DROPPED! ONLY 1 WILL BE DROPPED SO CHOOSE WISELY ©--see assignments for more information*

2. **DISCUSSION BOARD:** 100 POINTS: 4 discussion boards @ 25 points each
   *PLEASE READ THESE INSTRUCTIONS CAREFULLY BECAUSE POINTS WILL BE DEDUCTED FOR ANYTHING THAT DEVIATES FROM THE INSTRUCTIONS—see assignments for more information*

3. **LEARN SMART ASSIGNMENTS:** 100 POINTS: 20 assignments @ 5 points each

4. **ALCOHOL SUMMARY QUESTIONS:** 10 points. This activity is to make sure you are able to demonstrate student learning outcomes for Richland College and also for the State core curriculum outcomes. These include: critical thinking, communication, social responsibility, and empirical and quantitative skills.

   * PLEASE READ THESE INSTRUCTIONS CAREFULLY BECAUSE POINTS WILL BE DEDUCTED FOR ANYTHING THAT DEVIATES FROM THE INSTRUCTIONS--see assignments for more information

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**Classroom Policies**

1. Do not email or call asking to be bumped up to the next letter grade.
   I do not entertain these requests. I have provided you with many opportunities for extra credit points.

2. Do not email or communicate ANYTHING during this course using poor communication form.
   I consider email and any other means of electronic communication to be a formal channel of communication. Therefore, I expect you to identify yourself, to use proper capitalization, spelling, and punctuation. Do not use «text language» or associated abbreviations. I have 200 hundred + students and I need you to tell me your name, **course number, and section number.** These things can be found on the syllabus. **Emails that are not properly addressed and written will be ignored.**

3. Do not email or call about anything that is already explained in the syllabus.
   These emails/calls will be ignored. You have all the information about this course and the grading procedure on this document.

4. Students are expected to be respectful to all other students and professor on discussion boards, emails, etc.
   Psychology courses seem to evoke debates, discussions, questions, personal anecdotes, etc. I appreciate and welcome these opportunities; however, you need to be open-minded, courteous, and practice your listening skills while others are expressing opinions.

5. Students are responsible for all material, due dates, and reading that is involved in this course.
   Please do not email me asking me to extend any due dates, or to reopen exams, learnsmart assignments, etc, once the due date is over. You are responsible for doing assignments on time. Requests for such opportunities will be ignored. If time management is not a strong suit for you I would recommend NOT taking an online course until you become better at this skill. Requests for such opportunities will be ignored.
6. Students are expected to have knowledge and ability to utilize computer mediated devices (i.e., are able to be proficient in an online course). If you do not feel you are able to effectively use electronic means (i.e., ecampus, email, basic computer knowledge) I would recommend you NOT taking an online course until you become better at this skill.

**Institution Policies**
For Institutional Policies, please refer to the following website: [http://richlandcollege.edu/current-students/](http://richlandcollege.edu/current-students/)

**Student Progress Reports**
You will receive an email periodically in the semester stating, “student progress report.” This is to let you know if you are doing “satisfactory” at that point in the semester or “unsatisfactory.” This is NOT your GRADE and will not be indicative of your final outcome (i.e., grade) in the course. For example, one may have a satisfactory performance on his/her student progress report and still fail the course; likewise, a student may have an unsatisfactory performance at the time of the report and still pass the course. You need to understand that you can ALWAYS calculate your grade (all grades are posted in ecampus) and correlate it with the point system for this course (in syllabus under “evaluation and grading scale”).

**ACADEMIC PROGRESS**
Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check Step 6 - Advisement and Registration at [www.richlandcollege.edu/admissions/process.php](http://www.richlandcollege.edu/admissions/process.php) for more details.
Calendar **START** Dates (YOU CAN BEGIN ASSIGNMENT)

**DUE DATES** are listed in ecampus (ASSIGNMENT IS DUE AND YOU CAN NO LONGER ACCESS THE MATERIAL)

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</table>

_Last day to drop a class with a “W”: TUESDAY, JULY 30TH_

*Please note this is your last opportunity to drop the course. If you are not passing by this date you need to drop because you will more than likely fail and a W is better than an F on a transcript*