

Course Description & Syllabus
PY 334-M1: Personality Psychology
Fall 2026
MWF 12:40-1:40 (4 credits)
CSA 310

GENERAL COURSE INFORMATION

Professor: **Dr. Saskia Boggs**
Bailey Hall, Room 307
Pyle Center Box 1302
saskia_boggs@wilmington.edu (personal email: saskia.boggs@gmail.com)

Student hours: Tuesdays, 12:00-4:00; Wednesdays, 11:30-12:30

Please note: Student hours are reserved to offer you some reliable access to your instructor outside of the class period. Please consider this to be an opportunity for us to build a rapport that supports your well-being and academic success. Scheduled student hours are drop-in; I also encourage you to contact me to set up a time to meet if the established hours do not work for you.

Required Materials:

Textbook:

Schultz, D. P., Schultz, S. E., & Maranges, H. M. (2025). *Theories of Personality (12th Ed.)*. New York: Cengage.

Supplementary Texts & Additional Resources:

There will be multiple supplementary readings that will be made available via Blackboard.

The textbook is the only book you need to purchase for this class. Our primary text is Schultz & Schultz (2025), **and it is required**. Please note that any of the two most recent editions (11 and 12th) are acceptable for use in this course; areas where new, 12th-edition information is essential will be identified in class.

You will **not** need to purchase any supplementary texts or materials, or additional resources. All supplementary materials, which may take the form of journal articles, additional texts, or other print media, will be made available on the Blackboard course website. Please see course schedule for more details.

Prerequisites: PY 130

COURSE OVERVIEW & GOALS

This course explores the science of personality from various perspectives including biological, psychanalytic, humanistic, socio-cultural, cognitive/behavioral, and trait theory. The course discusses cultural variation of personality, critically evaluates the nature-nurture debate and the person-situation debate, and examines the ways in which personality can relate to healthy/unhealthy adaptation, including personality disorders. This course also provides an exploration of personality assessment and test construction.

The objectives of this course are:

- To learn to evaluate key personality theories, and use them to explain and predict behaviors,
- To demonstrate knowledge of these theories in discussion, writing, and oral presentation,
- To be able to articulate the strengths and limitations of different personality theories, as well as to compare and contrast between different personality theories,
- To apply conceptual knowledge of personality theories to historical and contemporary figures and situations,

- To use critical thinking and analysis skills to evaluate psychological information in professional journals and from the popular media,
- To demonstrate an understanding that findings from empirical research do not necessarily coincide with “common sense” or the information one receives through the popular media.

COURSE REQUIREMENTS

Professor's Expectations:

Expectations for students in this class are to:

1. Be respectful of others and diverse viewpoints.
2. Attend class (physically or electronically) and actively participate in class discussions and activities.
3. Prepare for class by reading all assigned material in advance.
4. Utilize office hours freely for questions, concerns, and problems, such as if you are struggling with course content/concepts.

Class Format and Conduct:

The class format includes interactive lectures, small group exercises, and discussions. It is likely that we will discuss a variety of topics in the context of the concepts we will study, some of which may be difficult and sensitive. Students bring multiple perspectives and diverse experiences and knowledge to the classroom; it is important that all recognize these differences are no less valuable than more traditional views. Please respect your peers by remaining scholarly and respectful at all times, and by being encouraging and refraining from un-kind comments during discussions. Likewise, please respect your instructor by giving your undivided attention and avoiding disruptive chatter/side conversations. Neither personal attacks nor discriminatory acts will be tolerated in this class.

Course Requirements and Evaluation:

Course evaluation will be based on class attendance and participation, application report assignments, exams, and a final project. Successful completion of this course will depend on work completed both inside and outside of the classroom; students should expect to spend a **minimum** of eight out-of-class hours per week on coursework between readings, exams, and assignments.

Readings:

There are a lot of different personality textbooks out there. I selected this one for several reasons: it covers a wide variety of “key” personality theories; it is comparatively approachable and engaging; there is great consistency between editions; and earlier editions can be acquired at a low price-point. While we will not be covering every single chapter (or all parts of the chapters we DO cover) in class, you are encouraged to peruse other topics at your own pace; I am happy to answer questions about these “extra” topics outside of class meeting times. As with all textbooks, there may be some shortcomings to the way information is presented. Where appropriate, shortcomings will be addressed in class. Students are encouraged to read all course materials critically, and be prepared to bring up and discuss concepts that do not make sense or seem otherwise misrepresented.

Class Attendance, Participation, and Professionalism:

I consider all class absences as “excused” with the following caveats:

- Students **must** email Saskia **prior to the end of a given class period** to announce an absence for it to be **counted as excused**. This must happen for **every single missed class**. Failure to contact Saskia in the event of missing a class will count as an “unexcused absence”; after two unexcused absences, you will lose 5% of your Attendance, Participation, and Professionalism points for every subsequent unexcused absence. This is in addition to the points gained/lost by submitting “Exit Papers.” (e.g., if you have an **unexcused absence** and **also** fail to submit an exit paper for that day, you will lose 10% of your points.)
- Students are required to submit an “Exit Paper” at least once a week. Students are required to submit an additional “exit paper” for every class they miss. An “Exit Paper” is a simple 2-minute writing assignment

where you jot down one take-away thought from that day's class. The thought can be a connection you have made (e.g., between class notes and textbook, or between that day's class and another topic we have covered earlier that semester) or a lingering question that you have about the material.

- If you miss one class in a week, the missed class can be the one you write an Exit Paper for. If you miss multiple classes, you will need to write an Exit Paper for each of the times that you miss. **Exit papers are due within 24 hours of the class you miss** and should be submitted to that week's exit paper dropbox. (If your preference is to combine your 'exit papers' into one submission, this is acceptable, but you must clearly mark which takeaways come from which days in class.)
- For each day that you miss class **and do not** submit an exit paper, you will lose 10% of your Attendance, Participation, and Professionalism points.

Lecture information will often cover material not presented in the textbooks. Students are responsible for knowing the content of both the assigned readings and class lectures – assignments and exams will cover reading-specific and lecture-specific information as well as things covered in both sources. Students who miss class are responsible for any announcements, handouts, or material covered in class (including notes). You may gain this information by checking Blackboard (e.g., for handouts or links to recorded lectures), emailing the professor (e.g., for announcements), or contacting peers (e.g., for announcements or notes). It is similarly the student's responsibility to make up any eligible assignments missed as a result of an absence. For further information, see the current Student Handbook for the college's Attendance Policy, especially as it pertains to excused absences.

Out of respect for your professor and fellow peers, **please do not come to class if you are feeling ill**. Additionally, should you feel ill at any point during the semester, it is important to contact the college nurse (wchealthcenter@wilmington.edu, 937-481-2217) immediately. If you miss class due to being ill, is **your responsibility** to contact your professor immediately in order to determine how best to maintain engagement with course content and assignments during your absence. Please note that I do not require doctor's notes – I will trust you if you say you are too ill to attend, but caution you that students who attend class regularly and participate in activities and discussion tend to perform far better on assignments.

Participation and professionalism are also essential in this course. This entails submitting exit papers, participating in discussions, asking questions during class, maintaining courteous and professional communication with me and your classmates about course matters, attending student hours, and completing in-class activities (not for formal course credit) and assignments (for formal course credit) – please note that you will be assessed on your overall engagement across these areas and if you are lacking one area it will not necessarily result in a deduction of your participation and professionalism points.

In addition, all students are expected to contribute to enhance the quality of class discussions. Students are strongly encouraged to keep a list of questions (clarification and discussion-generating) as they read the textbook, and to raise these questions during class. Students are likewise encouraged to share their own viewpoints in a respectful manner so topics can be explored from multiple angles. Please be advised that I keep notes on classroom participation, including whether you spoke during discussion, whether you were prepared for class (i.e., read class readings, brought any required materials, etc.), and whether you violated any classroom policies.

It is my expectation that students will complete all assigned readings and take-home assignments in advance of the class meeting during which they are scheduled to be discussed. Failure to do so may result in a loss of participation and professionalism points.

Participating in class and discussions: 100 points

Application reports:

We are covering a number of different personality theories this semester. At the onset of each broad school of thought (e.g., psychoanalytic, humanistic) you will complete a personality assessment common to that theoretical perspective, provided by Dr. Boggs at the start of the unit. After completing each assessment, you will write a brief

(~1-2 paragraph) synopsis of your results. The synopsis should summarize any themes or specific results in your assessment and be robust enough to serve as a primary reference for application reports.

Synopses are due at the start of the class period **following** the completion of the assessment.

Assessment synopses: 6, at 10 points each for a total of 60 points

Then, for **three** of the theories we cover, you will complete an application report. Each application report is worth 40 points and should be 4-6 pages unless otherwise indicated, completed in 12-point Times New Roman font, double spaced with 1-inch margins. You may select which three theories you would like to address in your reports, and do not need to focus on theories covered in a particular unit; due dates are spread out through the semester.

You are encouraged to submit reports earlier than the listed final deadlines. Reports will be graded in the order that they are received.

In each application report, you will connect your personality assessment results to the specific theoretical perspective of you have chosen. For example, you could choose to interrogate your projective test results from a Freudian (psychoanalytic) perspective, a Jungian (analytic) perspective, or a Horneyan (neo-Freudian/neurotic) perspective. You are not required to focus on perspectives that actually use that form of assessment in their field, but please know that the connection may be more difficult to make when the assessment is incompatible with the field.

Each application report should start with a paragraph introducing essential information about your assessment results – the relevant information will vary based on the theory you are addressing, and can be drawn directly from your synopses. Throughout the rest of your application report, you should highlight key elements of the theory of your choosing and indicate how they are relevant to your assessment.

You do not need to address every component of each theory, but you should address the most important components. 20% of your grade will come from your discussion of your assessment results, 40% from your accurate description of the personality theory you have chosen, and 40% from integrating the two successfully (e.g., how do your results exemplify or challenge the theory? What would the theorist say about your personality, given your results?). Your writing style may be formal and professional, utilizing APA format and conventions, but you may also be creative with this assignment as long as you include the information about the theory, the assessment, and the way the assessment applies to the theory you have chosen.

Please note that each application report should focus on a UNIQUE THEORY. However, you may use the same assessment for each report, or different assessments for each report.

Your final application report should include an additional 2-3 pages dedicated to comparing and contrasting the three personality theories you covered across the semester. What are the similarities in conclusions across the theories? What are the differences? Do some theories resonate more than others? Why or why not? This additional component is worth 20 points, bringing the final application point to a total of 60 points.

Application Reports: 3, at 40-60 points each for a total of 140 points.

Exams:

There will be two open-book and open-note exams in this class. Each exam will be worth 100 points and consist of both multiple choice and short answer questions. Exams will **NOT** be in-class: timed exams will be made available on Blackboard for students to take at their leisure within a specified period. Students will be given a list of review topics in advance of the test and permitted to take and use notes on these topics when completing their timed exam on Blackboard. Access to the exams will open immediately after class (2:00 pm) on the listed start date and close immediately before class (12:30 pm) on the listed close date; a review session will be held in-class on the day that the exam opens. Each review session will be student-driven (i.e., students ask questions and instructor responds) and end when there are no more questions.

Exams: 2, at 100 points each for a total of 200 points.

Final Project:

As part of the course grade, each student will be required to complete a final project. This final project can be completed alone or with one partner – if you work with a classmate, you will receive the same grade on your project.

This project will have both written and oral presentation components. For your final project, you will design a personality assessment that you think would be effective for the theoretical perspective you found most interesting.

Your assessment can take many forms and follow any standard “testing” convention (e.g., idiographic, nomothetic, or projective; self-report or other-report; questionnaire or observation (behavioral focus); clinical or experimental, omnibus or focused, etc.). When you are designing your assessment, you should consider the following questions:

1. What school of thought/theory does this assessment address?
2. Why have I chosen to focus on this theoretical perspective?
3. What is the utility of this assessment – how could it be used?
4. What behavior would this assessment best predict?
5. What materials are necessary to conduct and complete this assessment?
6. What kinds of outcomes might I expect?

You must produce a full version of your assessment and administer it to at least five people. The form this takes will vary based on the theoretical approach you are focusing on and the “style” of assessment you are producing. For example, it may include an interview session with a friend, a review of photographs of an individual’s behavior, or even creating an online quiz (such as uquiz) shared over social media. Regardless, be sure to record trends in participant’s results. Time will be set aside in class for pilot-testing and feedback as you develop your assessments; failure to have drafts prepared in advance of these sessions will result in a point deduction from your overall final project.

Once your assessment has been administered, you will write a brief report (2-3 pages, bullet points are fine) detailing your answers to the above questions. You will also address the following:

7. Was this assessment effective in measuring personality the way I intended? Why or why not?
8. Was I surprised by any of my results?
9. What changes might I make in the future so that it effectively measures personality?

During the final week of class, you will present your findings to the class. This presentation should last no longer than five minutes and should include an introduction to your assessment (e.g., show sample materials), a description of what theory your assessment covers and how it does so, and a brief summary of what you found when you administered it. Here, you will be assessed on the clarity of the brief information you provide, as well as how engaging and contained the information is, accuracy and readability of visual aids (e.g., PowerPoint slides), and whether you were able to keep the presentation to 3-5 minutes.

Final project: 100 points; 40 for the assessment, 30 for the report, 30 for the presentation.

COURSE POLICIES

Grading

Final grades will be determined by the following points/percentage distribution:

Grade	Percentage	Total Points
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A	$\geq 93\%$	558-600
A-	90 – 92%	540-557
B+	87 – 89%	522-539
B	83 – 86%	498-521
B-	80 – 82%	480-497
C+	77 – 79%	462-479
C	73 – 76%	438-461
C-	70% – 72%	420-437
D+	67 – 69%	402-419
D	60 – 66%	360-401
F	$\leq 59\%$	0-359

Please note that percentage scores are rounded to the nearest integer. Therefore, 92.5% will be rounded up to 93% and receive an “A” letter grade, but 92.2% will be rounded down to 92% and receive an “A-” letter grade.

Late Work

I want to help you stay on track this semester. Please reach out to me the second you think you may need help, whether it’s advice, extra feedback, or just a little extra time. That said, I know that there can be times things creep up on you. For **one assignment** this term (e.g., application report, assessment, exit paper, etc) you can turn an assignment in **up to one week** late, no excuses needed. Just be sure to include “Late freebie” in the assignment submission text box. (If you go longer than one week, standard late work deductions will apply.)

Beyond that, work is considered “late” if it is turned in **without an extension** after the deadline for that assignment/assessment. Work turned in within 24 hours after a deadline will receive a 10% deduction in points. Work turned in within 72 hours after a deadline will receive a 25% deduction in points. Late work will not be accepted more than one week after a deadline. Further, please note that unexcused late work will be graded after all other grading is complete.

Make-up Work

In general, student should turn in any/all make-up work (i.e., work that has been missed due to an **excused** absence) the next class session they attend. On a case-by-case basis, an alternate timeline can be established between individual students and the instructor. **The absolute last day to turn in any make-up work is 12/7/2026.**

Class Cancellations

In the event that classes are canceled by the college due to inclement weather (or any other reason), an online alternate activity will be made available and may consist of a prerecorded lecture, a discussion forum, or an at-home assignment. Beyond that, we will pick up where we left off when classes resume. Work that was originally due the day of the cancellation (e.g., readings, lectures, assignments and/or tests) will instead be due at our next class meeting.

If I must cancel class for unforeseen circumstances, I will send an email to you prior to our class time. I will attempt to give you as much advance notice as possible. As with college cancellations, at our next class meeting we will resume where we left off and all work will be due.

Academic Integrity

Academic integrity is defined as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed. Sanctions for academic misconduct can include a grade of F for the course as well as other penalties. **Dishonesty of any kind will not be tolerated in this course.** Students are responsible for maintaining academic integrity. Violations include **cheating**, working with other students during an exam or sharing exam questions with other students, **fabricating** information or citations, submitting work of

another person or work previously used in another class without informing the instructor, tampering with the academic work of other students, or dishonesty in any respect of course participation. Violations also include **facilitating the academic dishonesty** of another student, and **plagiarizing**. Academic dishonesty will result in a minimum sanction of a grade of zero on the assignment, and may result in failing the course or being suspended from Wilmington College. See the current Student Handbook for the college's Academic Integrity policies as they pertain to examinations, plagiarism, classroom behavior, and the process for handling academic misconduct charges.

THE REGRET CLAUSE: Good students sometimes make mistakes. Pressures from work, school, or family life may lead to a shortage of time and incentivize students to cut corners with their work. However, many students express immediate guilt or regret after committing an act of plagiarism. If you recognize or regret an instance of plagiarism or other form of academic dishonesty, including AI use, you may contact me immediately to discuss forgiveness of class penalties. To qualify students must:

- a) contact me within 72 hours (three days) of submitting problematic work,
- b) describe how the work may have violated a class policy, and
- c) offer a specific plan (including a deadline) for making up the work.

Making a request does not guarantee forgiveness. Penalties may still include a reduced grade, or additional make-up work in the form of readings/responses or letters of apology.

Note to Students with Disabilities and Learning Differences

Wilmington College and the Office of Compliance and Integrity are committed to ensuring equal access to students with disabilities, including physical, medical, and psychiatric disabilities. If you are a student with a disability and feel you may need a reasonable accommodation to fulfill the essential functions of this course, you are encouraged to connect with Nathan Flack, Academic Resource Center Manager/ADA Coordinator by visiting the Academic Resource Center located in Robinson Communication Center, Room 103 or connecting via email/phone at nathan.flack@wilmington.edu or 937-481-2208 (TTY: Ohio Relay 711 for deaf/hard of hearing). Please understand that formal eligibility communication from the Office of Compliance and Integrity must be presented prior to the coordination of accommodations for this course..

Additional Information

Religious and cultural observances: Wilmington College strives for an inclusive climate and welcomes students from all backgrounds, faiths, and experiences. If religious observance impedes your ability to participate fully in classroom activities or a principal holiday from your religious tradition occurs during the semester and conflicts with class meetings or activities, please make the professor aware of this immediately to determine if a reasonable accommodation is possible. Individuals who have religious or cultural observances that conflict with classes or class assignments should inform me within the first two weeks of class. If, during this period, students do not contact me, it is assumed that they will be able to follow the schedule as outlined.

AI policy: The use of generative AI in the completion of assignments is prohibited for this course. Use of generative AI for any assignment will result in a failure of that assignment.

Email policy: Email messages addressed to me should have PY-334 or PERSONALITY PSYCH in the subject line. All email correspondence should be professional in tone. I commit to regularly checking email between 10:00 AM and 6:00 PM Monday through Friday; I will respond to all communication within 48 hours or by the end of the next weekday if the correspondence is sent over the weekend. If, at the end of 48 hours, you do not have a response, please re-send the email.

I will also be using email as a primary communication mode with you. I expect my students to check their emails at least once per weekday and to respond to any emails that demand a response (e.g., if I ask a direct question) within a timely manner (48 hours). I **DO NOT** respond to messages sent via Blackboard as they often do not show up for me.

Course announcements: Any announcements regarding changes in the class schedule or syllabus will be announced in class, posted on Blackboard as a course announcement, and emailed to the entire class.

Technology policy: With respect to others, students will not disrupt the class with use of cell phones or other electronic devices. As such, phones and other devices should be set to “silent” (**not** vibrate) during class. Students are likewise encouraged to refrain from making or receiving phone calls and instant or text messages during the class; in the event of an emergency, please step outside of the classroom to complete your call. Laptops, smartphones, and tablets have become fixtures in classrooms nationwide, and have tremendous potential to draw us deeper into a state of engagement by providing a way to efficiently take notes or look up information that can supplement a given discussion. However, they have equal or greater potential to disrupt our engagement; research shows that students learn better when they do not use devices in the classroom, and that multitasking on devices distracts not only you but those around you. The question is always whether using technology is drawing you into class or pulling you out (e.g., through distractions such as email, social media, readings/assignments for other courses, et cetera), and the answer to that question is generally apparent to you as a thoughtful student, as well as to your peers and often to your instructor. Please keep this in mind and be judicious and conscientious in your use of technology.

Title IX Statement of Policy: Consistent with Wilmington College's testimony, "I will respect the dignity of all persons," Wilmington College (or the "College") is committed to providing a learning, working, and living environment free of discrimination, including discrimination on the basis of sex and gender by employees, students, and third parties. Pursuant to Title IX of the Education Amendments of 1972 (Title IX), Wilmington College prohibits discrimination based on sex (including gender identity, gender expression, and sexual orientation) in its educational, extracurricular, athletic, or other programs or activities that it operates, or in the context of admissions or employment. Specifically, Title IX provides, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Wilmington College considers sex and gender discrimination in all its forms, including sexual harassment, to be a serious offense. Consistent with Wilmington College's commitment to compliance with Title IX, the College will promptly and equitably respond to all reports and formal complaints under this Sex Discrimination & Sexual Harassment Policy (the "Policy") in order to end the conduct, prevent its recurrence, and address its effects on individuals and the community. Inquiries regarding the application of this Policy may be directed to the Title IX Coordinator, the Assistant Secretary of the Office for Civil Rights of the Department of Education, or both.

TENTATIVE COURSE SCHEDULE

Note: Due to the nature of the class and the amount of the class content, I reserve the right to make any necessary changes to the class and/or in the class schedule. If changes do occur, this information will be announced in class and posted on the course website.

Date	Readings	Activities & Topic	Assignments
8/24	Syllabus	Course & syllabus review; Introductions	
8/26	Chapter 1	Roadmap for the semester & review of key themes	
8/28	Chapter 1	Introduction to Personality	Submit introduction survey (mandatory, non-graded) Exit Paper Due Saturday
8/31	Chapter 1	Introduction to Personality	Introduction to Final Project
9/2	Handout	Introduction to Psychoanalysis	Projective Assessment
9/4	Chapter 2	Freud	Projective Assessment synopsis due Exit Paper Due Saturday
9/7	NO CLASS – LABOR DAY		
9/9	Chapter 2	Freud	
9/11	Chapter 2	Freud	Exit Paper Due Saturday
9/14	Chapter 2	Freud	
9/16	Chapter 3	Jung	MBTI Assessment
9/18	Chapter 3	Jung	MBTI Assessment synopsis due Exit Paper Due Saturday
9/21	Chapter 4	Horney	
9/23	Chapter 4	Horney	
9/25	Handout	Introduction to Humanism	Exam 1 Opens Exit Paper Due Saturday
9/28	Chapter 10	Rogers	Exam 1 Closes ; Idealistic-Realistic Self-Assessment
9/30	Chapter 10	Rogers	
10/2	Chapter 10	Rogers	Idealistic-Realistic Self-Assessment synopsis due Exit Paper Due Saturday
10/5	Chapter 9	Maslow	
10/7	WESTHEIMER	Attend at least 2 Westheimer sessions (Tues or Weds)	No Class
10/9	Chapter 9	Maslow	Application Report 1 due Exit Paper Due Saturday
10/12	Handout	Introduction to Developmental Perspectives	Temperament Assessment
10/14	Chapter 6	Erikson	Temperament Assessment synopsis due; Final Project – Brainstorming Session
10/16	Chapter 6	Erikson	Exit Paper Due Saturday
10/19	NO CLASS – FALL BREAK		
10/21	Handouts	Temperament & Identity	

10/23	Handouts	Temperament & Identity	Identity Maps Assessment; Final Project – Work Session; Exit Paper Due Saturday
10/26	Chapter 13	Bandura	Identity Maps synopsis due
10/28	Chapter 13	Bandura	
10/30	Chapter 13	Bandura	Exit Paper Due Saturday
11/2	Handout	Introduction to Trait Theories	
11/4	Chapter 8	5-factor Theory	Big-5 Assessment
11/6	Chapter 8	5-factor Theory	Big 5 Assessment synopsis due; Final Project - Workshop Session Exit Paper Due Saturday
11/9	Chapter 8	5-factor Theory	Application Report 2 due
11/11	Chapter 8	5-factor Theory	
11/13	Handout	Biological Traits	Exit Paper Due Saturday
11/16	PDF – Cultural Variation	Personality & Culture	Final Project – Pilot Testing
11/18	PDF – Cultural Variation	Personality & Culture	
11/20	PDF – Cultural Variation	Personality & Culture	Exit Paper Due Saturday Exam 2 Opens
11/23	N/A	Wiggle Room	Exam 2 Closes
11/25-11/27	NO CLASS – THANKSGIVING BREAK		
11/30	PDF – Personality Disorders	Personality & Mental Health	
12/2	PDF – Personality Disorders	Personality & Mental Health	
12/4	PDF – Personality Disorders	Personality & Mental Health	Exit Paper Due Saturday
12/7	Chapter 15	Wrap-up	Final Projects Due Final Application Report Due
12/9	Chapter 15	Final Project Presentations	Exit Paper Due Thursday
12/6-12/10	FINALS WEEK No exam – Additional presentations will be given during our slot (Friday, 12/11, 1:00-3:00)		