

Course Title: Psychology of Personality

Course Prefix: **PSYC**

Course No.: **2513**

Section No.:

Department of | **Psychology**

College of | **Juvenile Justice and
Psychology**

Instructor Name:

Office Location:

Office Phone:

Fax:

Email Address:

U.S. Postal Service Address:

936-261-5251

Prairie View A&M University
P.O. Box | 519
Mail Stop | **2600**
Prairie View, TX 77446

Office Hours: |

Virtual Office Hours: |

Course Location: |

Class Meeting Days & Times: |

Catalog Description: | Personality theories, major concepts, methods and problems in the field of psychology. Analysis of theories of personality, with emphasis on personality development in the normal population. Evaluation of theories in the field of psychology. The development of personality as a pattern of striving manifested in interpersonal relations. The coverage of constitutional, psychological, social and cultural factors in the development and adjustment of the normal individual.

Prerequisites: | **PSYC 1113: General Psychology**

Co-requisites: | **None**

Required Text: | **Schultz & Schultz (2005). *Theories of Personality, 9th Edition*. Wadsworth: California. ISBN: 13-978-0-495-50625-6**

Recommended Text/Readings: | **None**

Access to Learning Resources:

PVAMU Library:

phone: (936) 261-1500;

web: <http://www.tamu.edu/pvamu/library/>

University Bookstore:

phone: (936) 261-1990;

web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals or Overview:

The goal of this course is to focus on individual personality traits and types, as well as theories of how personality develops.

Student Learning Outcomes:

Students will identify, understand, and articulate basic tenets and principles of major theories of personality.	Communication
Be able to articulate the development of both healthy personality and personality disorders from different theoretical perspectives.	Critical Thinking
The student will demonstrate understanding of data during the process of empirical inquiry within personality research.	Empirical and Quantitative Skills
Students will understand and demonstrate how culture affects personality	Social Responsibility

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – Written test designed to measure knowledge of presented course material. There will be three tests and a final, consisting of short answers and multiple choice questions. Tests will consist of material covered during class lectures, textbook readings, handouts and discussions. The final exam will focus primarily on material covered after the midterm. All three tests have a possible total score of 50 points. Bonus questions may be provided on an exam that will yield extra credit points to be added to the average of the student's total class grade or to the particular exam. Make-up tests will be given for emergency purposes only. In the event that a student is given the opportunity (at the instructors discretion) to make-up an assignment or exam, points will be deducted based on each class day missed from the original due date of that assignment or examination.

Exercises – Written assignments designed to supplement and reinforce course material. Students will be required to complete take home assignments that should be submitted at the beginning of class when due. Late assignments will not be accepted without a valid excuse.

Personality Collage and Reflective Paper- This project is designed to assist students in comprehending the relationship between personality theories, view of self and views of others. Students are required to present to the class a collage that demonstrates for others who they think they are. Students are also required to ask someone else to construct a collage of their personality. The **common core rubric will be used to evaluate papers and presentations to assess critical thinking skills, how thoroughly and effectively the student is able to communicate their findings, social responsibility and empirical and quantitative skills:**

. Students will write a short (2 page maximum) reflective paper in which they apply the principles of a personality theory discussed in class.

Essays will be graded based on:

- How accurately and artfully the psychological principals from the theories are applied.
- How well-written the essays are: word usage, paragraph and sentence structure, organization, grammar, spelling and syntax all contribute to (or detract from) the paper's grade.

Journal Article Review (25 points): Students will read and summarize one RESEARCH articles from a major psychological journal related to a topic previously discussed. Follow APA style for referencing. A useful article on writing article reviews can be found at: http://www.ehow.com/how_4796768_write-article-review-apa-style.html.

Students will give 10-minute power point presentations and lead the classroom discussion (Counts as 5 of the 25 points). The **common core rubric will be used to evaluate this presentation to assess critical thinking skills, how thoroughly and effectively the student is able to communicate the review of the article, social responsibility and empirical and quantitative skills.** Areas of concern during the oral presentation include eye contact, pronunciation, quality of speech, posture, communication of subject matter, and knowledge of topic. Reviews must be emailed to me by 1 pm the day of the presentation; anything else will be considered late, and will be penalized with point deductions. NOTE: A student who fails to present will forfeit his/her chance to present as well as his/her presentation grade. If the student has a valid written excuse for the absence, he/she will be given an opportunity to present his/her article at a different time, at the instructor's discretion.

Class Participation – Daily attendance and participation in class discussions. All students will be evaluated based on daily attendance and participation in classroom discussions and activities. The participation grade will be based, not only on spontaneous comments and questions, but also on your ability to discuss assigned readings. Class grades are not determined by the number of contributions you make in class but by the quality and relevance to the discussion. Thus, it is important that you have read the materials before class.

Grading Matrix

Instrument	Value (points or percentages)	Total
Assignments	5 assignments at 10 pts each	50
Reflective Paper	15	15

Personality Collage	20	20
Personality Test & Paper	15	15
Tests	3 tests at 50 pts each	150
Final Exam	100	100
Class Participation/Attendance	50	50
Journal Article Review	25	25
Total		425

Grade Determination:

- A = 400 – 360pts;
- B = 359 – 320pts;
- C = 319 – 280pts;
- D = 279 – 240pts;
- F = 239pts or below

Course Procedures

Submission of Assignments: All assignments are to be submitted at the beginning of class unless otherwise stated by the instructor.

Formatting Documents: Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format. The College of Juvenile Justice & Psychology uses the APA Publication Style Manual, 6th edition.

Exam Policy: Exams should be taken as scheduled. No make-up examinations will be allowed except under documented emergencies. (See Student Handbook)

Late Assignments: Complete all required assignments and exams as scheduled. All papers are due not later than 5:00 pm on the due date. Late assignments will NOT be accepted unless otherwise determined by the instructor.

Attendance: Attend class and be on time. The sign-in sheet will be passed around the first fifteen minutes of class. Once the sign-up sheet is picked up, you will not be able to sign the roll. If you miss a class, you are responsible/accountable for finding out and retrieving what materials were covered. Please refer to the Student Handbook concerning university policy on excessive absenteeism and tardiness.

Classroom Conduct: Be respectful of others! Maintain appropriate behavior during discussions. Cell phones, pagers, any other distracting devices must be turned **OFF** during class. If used during class, it will be confiscated and returned the next class.

All students are required to participate in all discussions when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul language or abusive language will not be tolerated.

In order to maximize your learning experience and ensure successful completion of this course, the following steps are recommended:

1. Participate in all class discussion and activities.
2. Read all the assigned chapters in the textbook and any assigned articles in a timely manner. We will not discuss all of the textbook readings in class. If you have questions, bring them up in class or arrange to see the instructor outside of class.
3. Discuss ANY SIGNIFICANT CONCERNS/QUESTIONS with the instructor IMMEDIATELY.
4. Keep copies of all paperwork, including the syllabus, handouts, and all assignments.

16 WEEK CALENDAR

Week One 01/14:	Course Introduction/Syllabus Review
Chapter (s):	None
Assignment(s):	None
Week Two 01/21:	Sigmund Freud
Chapter (s):	Chapter 1
Assignment:	Homework: <i>Defense Mechanism exercise (due 01/28)</i>
Week Three 01/28:	Carl Jung
Chapter (s):	Chapter 2
Assignment(s):	None
Week Four 02/04:	Alfred Alder/Review for Test I
Chapter(s):	Chapter 3
Assignment(s)	TEST I (Chapters 1 - 3) (02/06)
Week Five 02/11:	Karen Horney/Erik Erikson
Chapter(s):	Chapters 4; Chapter 6
Assignment(s)	Homework: <i>Erik Erikson's exercise (due 02/18)</i>
Week Six 02/18:	Gordon Allport
Chapter(s):	Chapter 7
Assignment(s):	None
Week Seven 02/25:	Trait Theorists/Review for Test II
Chapter(s)	Chapter 8
Assignment(s)	The Big Five Personality Test (due 02/25) TEST II (4, 6, 7, & 8) (02/27)
Week Eight 03/04:	<i>Personal Collage Reflective Paper Due (03/04); Presentation of Personal Collage</i>
Chapter(s)	None
Assignment(s)	None
Week Nine 03/11:	Spring Break
Week Ten 03/18:	Carl Rogers
Chapter(s):	Chapter 10
Assignment(s):	None
Week Eleven 03/25:	Abraham Maslow/Ethnic and Gender Issues in Personality/Assessment in the study of personality
Chapter(s)	Chapter 1; Chapter 9
Assignment(s)	None
Week Twelve 04/01:	Film (TBA)/ Review for Test III (04/03)
Chapter(s):	None
Assignment(s):	<i>Discussion questions from film</i>
Week Thirteen 04/08:	George Kelly/TEST III (Chapters 1, 9 and 10) (04/08)
Chapter(s):	Chapter 11
Assignment(s):	None
Week Fourteen 04/15:	George Kelly (cont.); B.F. Skinner;
Chapter(s):	Chapter 11; Chapter 12
Assignment(s):	None
Week Fifteen 04/22:	Albert Bandura

Chapter(s):	Chapter 13
Assignment(s)	None
Week Sixteen 04/29:	Review for Final
Chapter(s):	None
Assignment(s):	None
Final Exam	(TBA)

University Rules and Procedures

Disability Statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook):

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class; (2) the inability of other students to profit from the instructional program; or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process:

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the

instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bits
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): Students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirements:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussions. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing

applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.