

Shepherd University
Fall 2010

Psychology of Personality (PSYC 410)
Course Reference Number (CRN) 30714

Class meets: TR 11:00-12:15 a.m. in WH 233

Instructor: Denise S. Yarwood, MS

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Office hours: I do not have scheduled office hours; however, I shall be available before and after class, should you have a matter you wish to discuss.

Textbook: Feist, J. & Feist, G. J. (2009). *Theories of Personality*. (7th edition). NY: McGraw-Hill

Additional Readings:

Engler, B. (2009). (Handout)

Research articles for presentations will be made available early in the semester.

Catalogue Description: This course reviews classical and contemporary theories of personality in some depth by evaluating each theory on its scientific and philosophical merits, as well as on its utility in application in clinical, educational, and business settings. **Prerequisite: PSYC 101** (Intro. to Psychology).

Upon successful completion of Psychology of Personality you will be able to:

- ❖ Describe the basic framework and key concepts of major personality theories.
- ❖ Critically evaluate the personality theories discussed in the course.
- ❖ Understand, discuss, and explain research in personality theory.
- ❖ Discuss the relevance of personality theory to areas beyond the classroom.
- ❖ Recognize the role of sociocultural differences in personality.

Something to think about ...

“The dictionary is the only place where success comes before work.” (Mark Twain)

“What would you attempt to do if you knew you could not fail?” (Unknown)

*** TAKE ADVANTAGE OF A FREE “PERSONAL TRAINER FOR THE MIND”!**

Free Tutoring for any course is available at the Academic Support Center,

Scarborough Library: 876-5221 www.shepherd.edu/ascweb

Mon to Fri 8:00 – 4:30 and Tues to Thu 8:00-7:00

Don't wait 'til it's too late!!

Attendance:

You are required to attend all classes and attendance will be taken. Students who come to class are more likely to be successful in the course than those who do not.

Participation in class does count towards your final grade; consequently, if you are not in class to participate your grade will suffer. I understand the unexpected does occur and that sometimes events beyond your control may prevent you from attending. There is no need to contact me unless you foresee an extended absence, **in which case written documentation will be required**. When you have missed a class, please make a timely effort to find out what you have missed and to ask a fellow student for the notes.

Please make every effort not to be late for class as this can be disruptive; however, I would rather you arrived late than not at all. Under these circumstances it is your responsibility to make sure you have been marked as present that day. That being said, chronic tardiness will be noted and reflected in your final participation grade.

Below is my policy for missed classes:

A maximum of two unexcused absences is acceptable.

Three unexcused absences will result in a **5 point reduction** in your participation grade.

Four or five unexcused absences will result in a **10 point reduction** in your participation grade.

Your unexcused absence on more than five occasions is not acceptable, and will have a deleterious effect on your final grade.

Preparation for Class:

I expect all assigned readings to be completed before class. By so doing, not only will you be fully prepared to participate, you will also have a better understanding of the material covered in class. In this way, the material will become familiar to you, which will be of great benefit when you study for exams and research your paper.

Grading:

| | |
|-------------------------|------------|
| Exam 1 | 30 points |
| Exam 2 | 30 points |
| Exam 3 | 30 points |
| Final Exam (cumulative) | 60 points |
| Group Presentation | 30 points |
| Research Paper | 100 points |
| Participation | 20 points |
| Total | 300 points |

Grading Scale:

A = 90 – 100% D = 60 – 69%

B = 80 – 89% F = 0 – 59%

C = 70 – 79%

Examinations: Over the course of the semester, there will be three examinations each covering material up to that point. Additionally, there will be a cumulative final exam. All exams will be some combination of multiple choice, matching, or fill-in-the blank (from a bank of provided terms), and short essay. **Please note that once an examination has begun, you will not be allowed to leave the classroom and return to continue working on the exam.**

Group Presentation: During the semester the class will be assigned research articles as additional reading. Each group will be assigned a particular article to present on a given day, relevant to the theory being discussed at that time. To facilitate possible discussion, all students will be required to read all the articles, whether or not they are presenting. I will provide more details about this assignment early in the semester.

Paper: Using a theory of personality that interests you, develop an analysis of somebody you know (this could be a friend, a family member, yourself, or a fictional character). You will need to find support for your analysis from empirical research in the field. Empirical research involves studies that include participants, methods used, results, and discussion, and which have been published in peer-review journals covering psychology and related fields. During the semester I will provide more information about the format of the paper, how to research it, and the APA style of writing.

When you are researching your paper, you will probably come across articles that are very involved and quite challenging to read. In particular, the results sections of scholarly articles can be confusing, but you should be able to have an overall understanding of what was done, how it was done, and the conclusions drawn. Make sure you allow yourself plenty of time to find articles related to your chosen theory and that they help you to “explain” your chosen individual.

This will be an APA-style paper, 10-14 pages in length (including title page, abstract, and reference page) and should include:

- ❖ An introduction to the individual you have chosen, with particular attention to traits, behaviors, and life experiences you intend to explain.
- ❖ An overview of the theory and concepts of one of the theorists from our text and why you have chosen this particular personality theory to analyze your subject.
- ❖ A developed hypothetical analysis of your subject’s personality, using the concepts in the selected theory.
- ❖ At least four empirical studies that you feel support (or, indeed, those that do not) your analysis, making sure you describe the central premise of the study, methods, results, and conclusions.
- ❖ Conclusions drawn from your research: Were you able to support your rationale (in point two) for using this particular theory in your analysis?

I will talk to you more about the paper during the semester, but you should begin to look through your text early on to see which theory interests you (it’s much easier to write

about something that you find interesting!) and start thinking about how you will develop your paper.

Academic Integrity:

Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the **Shepherd University Student Handbook**. Any work submitted by a student in this course for academic credit will be the student's own work, except when collaboration is expected on group work.

You are encouraged to study together and to discuss information and concepts covered in lecture. Giving and receiving "consulting" help to and from other students is also acceptable. However, this permissible cooperation should never involve one student having possession of a copy of all or part of another's personal work, whether in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied the work from another **and** the student who gave the material to be copied will automatically receive a zero for the assignment. Penalty for violation of this can also be extended to include failure of the course and University disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

Unless you indicate otherwise, **your papers should reflect your own words and thoughts**. Academic honesty requires that you give credit for ideas or statements that are not your own. Thus, if you are summarizing someone's ideas in your own words, you must cite the source of the ideas. It should be clear **in every statement or sentence** whether you are expressing your own thoughts, or reporting those of someone else. If you find a quote that you think will add substantially to a paper, you must use quotation marks around the quote, and give the precise source of that quote, including the author, source, and page number.

Plagiarism which is **taking credit for the ideas or statements of someone else and presenting it as your own work**, is becoming more prevalent as people cut and paste material from the Internet and pass it off as their own work. **Please note that there are ways to detect this dishonesty. Plagiarism is a serious act and will be reported to the Dean of the College. Suspension or dismissal from the college is a possible consequence.** If, at any time, you are unsure about what constitutes plagiarism, please ask me. As long as you are certain you are expressing **YOUR OWN** thoughts, ideas, and/or words, or that you cite or otherwise document appropriately the original source of the information, you should be fine. For more information regarding the university's policies related to academic honesty, please see the Shepherd University Student Handbook.

Exam Make-up Policy: I will permit an exam make-up only when a true emergency prevents you from attending class that day. Please note that I do not accept “not feeling well” or an alarm dysfunction as true emergencies! Written documentation verifying the emergency must be provided before a make-up date is arranged. I reserve the right to deny the request. Make-up exams may be given in the Academic Support Center in Scarborough Library.

Shepherd Late Work Policy: Late work is not accepted unless you can provide written documentation verifying the emergency that prevented work being handed in on time. Again, I reserve the right to refuse acceptance of late work.

Accommodations for Students with Disabilities: Please see me to discuss any appropriate academic accommodations that may be required for documented disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, so arrangements can be made. Students requiring such accommodations must register with Disability Support Services to verify their eligibility for appropriate accommodations.

Classroom Etiquette: Recently, it has been my unfortunate experience to witness behaviors in class that are not conducive to a learning environment. It is important that we all play a part in fostering an atmosphere of learning during our time in class. During lectures, presentations, or discussions, please do not carry on private conversations. Not only is this ill-mannered, it is also disruptive and lessens the learning experience for others. During class discussions and presentations, please be respectful of one another, allowing each to have his or her say without inappropriate interruption. Please note that I will not tolerate use of electronic equipment such as cell phones and MP3 players during class time. All such equipment must be away from your desk and placed in a bag for the duration of the class, with cell phones turned off. If you must leave the room during class, please do so respectfully and quietly so others are not disturbed. By adhering to these basic and necessary guidelines, I hope we shall create a respectful and collegial atmosphere in which to learn.

And Finally ... Making the Most of your Learning Experience:

Please remember that, although we only meet twice a week for class, I am available before and after class and am available at other times via e-mail or by appointment. If you have any concerns, please do not hesitate to discuss them with me. If you are having problems with a particular concept or assignment, talk to me about it as soon as you recognize the problem. Please do not wait until the day before an exam, or an assignment is due! Also, please do not feel you must have a problem to come and talk to me! If you have identified something in the field of psychology that you find particularly interesting, or would like to know more about, we can talk about that, too! I want you to succeed and if there's anything I can do to help I will do my best to do so, or else I will refer you to someone who can. I am looking forward to a great semester and getting to know you!

Schedule for Psychology of Personality

Assigned readings to be done by the date listed

(Please note: Changes to this schedule may occur during the semester)

| <i>Date</i> | <i>Readings and Assignments</i> | <i>Theory/Approach</i> |
|--------------|--|---|
| Tues. 17 Aug | Welcome and Introductions! | |
| Thu. 19 Aug | Chapter 1 | Introduction to Personality Theory |
| Tues. 24 Aug | Chapter 2 | Psychoanalysis: Sigmund Freud |
| Thu. 26 Aug | Chapter 3 | Individual Psychology: Alfred Adler |
| Tues. 31 Aug | Chapter 4 | Analytic Psychology: Carl Jung |
| Thu. 2 Sep | Chapter 6 | Psychoanalytical Social Psychology Karen Horney; |
| Tues. 7 Sep* | Catch-up/Review Day | |
| Thu. 9 Sep | Exam 1 | (Chapters 1-4; 6) |
| Tues. 14 Sep | Chapter 5 | Object Relations: Melanie Klein |
| Thu. 16 Sep | Group 1 Presentation Silverman & Weinberger (1985) | Object Relations |
| Tues. 21 Sep | Chapter 7 | Humanistic Psychoanalysis: Erich Fromm |
| Thu. 23 Sep | Chapter 9 | Post-Freudian Theory: Erik Erikson |
| Tues. 28 Sep | Chapter 15 | Behavioral Analysis: B. F. Skinner |
| Thu. 30 Sep | Chapter 17 | Social Cognitive Theory: Albert Bandura |
| Tues. 5 Oct | Groups 2 and 3 Presentations Skinner (1948); Bandura, Ross, & Ross (1963) | Experimental Analysis of Behavior |
| Thu. 7 Oct* | Catch-up/Review Day | |
| Tues. 12 Oct | <i>No Class</i> | <i>Have a happy and safe Fall Break!</i> |
| Thu. 14 Oct | Exam 2 | (Chapters 5, 7, 9, 17) |
| Tue. 19 Oct | Chapter 13 | Psychology of the Individual: Gordon Allport |
| Thu. 21 Oct | Chapter 14 | Trait and Factor Theories: Eysenck; |
| Tue. 26 Oct | Chapter 14 | The Big Five: McCrae & Costa |
| Thu. 28 Oct | Group 4 Presentation McCrae & Costa (1997) | Personality Traits |
| Tues. 2 Nov | Chapter 10 | Holistic/Dynamic Theory: Abraham Maslow |
| Thu. 4 Nov | Chapter 11 | Person-Centered Theory: Carl Rogers |
| Tues. 9 Nov | Groups 5 and 6 Presentations (Rogers, 1947; Maslow, 1943) | Humanism |
| Thu. 11 Nov | Chapter 12 *Paper due! | Existential Psychology: Rollo May |

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| Tues. 16 Nov | Catch-up/Review Day | |
| Thu. 18 Nov | Exam 3 | Chapters 12-15 |
| Tues. 23 Nov | <i>No Class</i> | <i>Happy Thanksgiving!</i> |
| Thu. 25 Nov | <i>No Class</i> | <i>Thanksgiving Recess</i> |
| Tues. 30 Nov | Chapter 18 | Personal Constructs: Kelly |
| Thu. 2 Dec | Engler, 2009. Chapter 17 (Handout) | Zen Buddhism/Mindfulness |
| Tues. 7 Dec | Groups 7 and 8 Presentations (Mardula, 2009; Davidson, et al., 2003) | Mindfulness and acceptance-based approaches |
| Thu. 9 – Wed. 15 Dec | Final (date to be advised) | Cumulative. Have a wonderful Holiday! |

Additional Dates of Interest:

- 20 Aug. – Last day to add/drop or late register
- 30 Sep. – First day of Mid-term exams
- 1 Oct. – Last day to apply for May 2011 Graduation
- 13 Oct. – Mid-term grades available on RAIL
- 5 Nov. – Last day to withdraw from a full-semester class
- 8 Nov. – First day of Spring 2011 registration for continuing students
- 7 Dec. – Last day of classes; last day for complete withdrawal
- 8 Dec. – Study Day
- 9 – 15 Dec. – Final Exams