

PSY 3700-01: Personality Theory
CRN: 22952
Spring, 2012
Meeting in McDonald 104
10:30 – 11:45 TR

Contact Information:

PROFESSOR: John T. Jones, Ph.D.
OFFICE: McDonald 220
OFFICE HOURS: 12:00 – 1:00 and 2:30 – 3:30 Tuesday and Thursday
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TEXT: Burger, J. M. (2008). *Personality*. (7th ed.) Belmont, CA: Thomson.

SUPPLEMENTAL READINGS: Posted to Blackboard.

I. Purpose of the Course

This course will provide you with an introduction to Personality Theory – including many of the major psychological approaches to answering the following questions: What is a person? What does it mean to know a person? How do people become who they are? Can personality change or does it solidify and become immune to influence? To what extent is personality responsible for behavior? The pre-requisite for this course is Psychology 1010. This is a 3 cr. course.

II. Course Objectives

- To engage in a comprehensive review of major theories, research methods, and assessment instruments used in personality psychology.
- To understand the applicability of personality theory in research, and in real life.
- To understand how to critique ideas presented by personality theorists.
- To strengthen skills in critical thinking regarding assessment of subjective areas of human psychology.

III. Learning Outcomes

- Describe major and emerging theories of personality by achieving passing scores on criterion referenced quizzes.
- Explain personality theories as they relate to assessment methods through classroom discourse and performance on criterion referenced quizzes.
- Conduct analyses of personality according to major theories and present findings in written format and through classroom discourse.
- Understand and describe the differences between major theoretical approaches to personality in classroom discourse, classroom assignments, and on the final exam.

III. Class Policies

A. Behave honorably. That's important to me and (I'm sure) to you. That means that I expect that you do not cheat and that you bring to my attention your knowledge of cheating that others might do. Remember that cheating involves both getting help and giving help on evaluated tasks that are supposed to be done independently (e.g., tests, quizzes, written projects).

B. Turn off all electronic equipment before entering the classroom (laptops may be used to take notes only). After the first 2 weeks of class, if I see you using unauthorized electronic devices of any kind at any time in the classroom (or using a laptop for anything other than taking notes), I will deduct 5% of your total course points for each offense.

C. Arrive on time and no competitive talking.

D. Avoid leaving lecture early. Not only is this distracting to your fellow students, it's distracting to me. I do understand that occasionally people must miss part of a class. **If you intend to do so, please let me know and then sit near the door if possible**, so you can slip out without distracting everyone.

E. If you have questions, please ask. You may try to see me after class, but don't get frustrated if there is not time. Best: come by my office during office hours or set up an appointment with me. You are my priority at DSC. We can find a time that works for both of us.

F. Notes. I will not post notes or slides to Blackboard. You will learn more if I don't.

IV. Exam Information and Policy

A. YOU MUST DROP ONE of the five regular exams. If you must take the final, you **cannot drop it**.

B. On the five exams, there will be no make-ups or early exams. *If you cannot take the exam at the time it is offered, you receive a zero.* Presumably you will drop that grade. If you miss a second exam and have a legitimate excuse (legitimate means that you face dire circumstances like serious documented injury/illness) contact me and we will arrange for a make-up. The make-up will be different from the exam taken by others in the course.

People have valid reasons for missing exams. Some of these reasons include illness, official university functions (like athletic teams, chorus trips, etc.), court dates, jury duty, sick relatives, surprise work obligations, and many others. However, I believe that (1) make-up exams are not fair to others who aren't allowed to take them, (2) you should not have to justify your absence at one of the exams, and (3) you shouldn't put me in the position of judging the validity of your excuse. Thus, I declare all excuses to be valid--for missing one exam.

C. Exams will only cover the material since the previous exam. Each exam will consist of questions regarding material from the book, lecture/discussion, and any supplemental readings. Exams may include multiple choice, true-false, and short answer questions.

D. Every exam will be given at the testing center and will be given electronically (computerized). All you need to take with you is a **picture ID**. If you do not bring your ID to the testing center, you will not be allowed to take the exam. Do not bring any other material (e.g., no books or papers). Testing Center - <http://new.dixie.edu/testing>

E. You will have a window of 3-5 days to go to the testing center to complete each exam (check the testing center website listed above for hours). Once you start the exam you will have 60 minutes to complete it.

F. If you have a question about your score on an exam, come by my office during office hours or set up an appointment with me. We can go over the exam to make sure it was scored correctly. You can also ask for clarification regarding exam questions. I offer this opportunity out of respect to you. Please return that courtesy in your challenges.

G. The Final Exam. The final exam is optional for anyone with a pre-final **EXAM** average of 90% or higher. If your pre-final exam average is below 90%, you must take the final. It counts 150 points.

H. The final exam will be taken in class from **9:30-11:30 on Thursday May 3rd** and it will be comprehensive.

V. Earning Points in the Course

A. Exams: Five exams taken at the testing center, each exam will assess your mastery of basic concepts and ideas corresponding to the major approaches to personality. Each exam is worth 100 points. You will drop your lowest exam score.

Total for Exams **400 pts.**

B. Case Studies: To demonstrate your mastery of the major theoretical approaches to understanding personality, you will complete three short case studies (2-3 pp. max). Each case study is worth 50 points. Case studies include a brief description of an individual, and a series of questions designed to foster an in-depth analysis and understanding of the individual's personality from a particular theoretical perspective. Instructions will be distributed with each case study. Late case studies (not turned in by 10:30 on the due date) will not be graded.

Total for Case Studies **150 pts.**

Final Exam: Taken in class from 9:30-11:30 Thursday May 3rd. This may not be dropped unless you have a pre-final EXAM average of 90% or higher.

Total for Final Exam **200 pts.**

Summary of Points Possible:

Exams	400
Case Studies	150
Final Exam	150

Total **700 pts.**

VI. Grading Policy

<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>
A	94% - 100%	C	74% - 76%
A-	90% - 93%	C-	70% - 73%
B+	87% - 89%	D+	67% - 69%
B	84% - 86%	D	64% - 66%
B-	80% - 83%	D-	60% - 63%
C+	77% - 79%	F	59% AND BELOW

You can convert the points you have earned into a percentage by using the following formula.
you earned ÷ Points possible = your percentage

Points

VII. Schedule for Course Assignments

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1/10-1/12 1/17	Introduction to Course Personality Research Methods	Syllabus, Ch. 1 Ch. 2
Jan. 19 th – Jan. 31 st	PSYCHOANALYTIC APPROACH	Ch. 3 and 4
Quiz #1: Testing center Feb. 1st – 5th (covers Ch. 1-4)		
Feb. 2 nd – Feb. 16 th	NEO-FREUDIAN APPROACH	Ch. 5 and 6
Quiz #2: Testing center Feb. 17th – 21st (covers Ch. 5-6) Neo-Freudian Case Study Due Feb 18th at 11:59 p.m.		
Feb. 21 st – Mar. 8 th	TRAIT APPROACH	Ch. 7 and 8
Quiz #3: Testing center Mar. 8th – 10th (covers Ch. 7-8) Trait Case Study Due Mar. 10th at 11:59 p.m.		
March 20 th – Apr 3 rd	BIOLOGICAL APPROACH	Ch. 9 and 10
Quiz #4: Testing center April 4th – 8th (covers Ch. 9-10) Biological Case Study Due Apr. 5th at 11:59 p.m.		
Apr. 5 th – April 19 th	HUMANISTIC APPROACH	Ch. 11 and 12
Quiz #5: Testing center Apr. 20th – 23rd (covers Ch. 11-12) Humanistic Case Study Due Apr. 21st at 11:59 p.m.		
April 24 th – April 26 th	CURRENT DIRECTIONS IN PERSONALITY RESEARCH	Supplements

FINAL EXAM**All Material**Thursday May 3rd from 9:30-11:30 a.m. in our regular classroom**STATEMENT ABOUT DMAIL**

Important class and college information will be sent to your Dmail account. You will be responsible for checking and responding to email (in a reasonable amount of time) in your Dmail account.

DISCLAIMER

Information contained in this syllabus, other than the grading scale and missed test policy may be subject to change with advanced notice, as deemed appropriate to the instructor.

STUDENTS WITH SPECIAL NEEDS

If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center (DRC) **within the first two weeks** of the beginning of classes. Students are to contact the center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability.

You may call **(435) 652-7516** for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973. The DRC is located in the **Student Services Center, Room #201 of the Edith Whitehead Building**.

STANDARDS OF ACADEMIC CONDUCT

In order to ensure that the highest standards of academic conduct are promoted and supported at the College, students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, falsification, misrepresentation, and/or inappropriately colluding or collaborating. The College shall consistently hold students accountable for instances of academic dishonesty and apply appropriate consequences. Definitions for some types of academic misconduct follow:

Cheating: Includes but is not limited to the use of unauthorized materials, information, or study aids in any academic exercise; failing to observe the expressed procedures or instructions of an academic exercise; substituting for or impersonating someone else during a test or exam or other fraud; or receiving the content of a test or exam before it is administered.

Plagiarism: Includes but is not limited to the use of another's words or ideas as if they were one's own, including, but not limited to, representing, either with the intent to deceive or by the omission of the true source, part of or an entire work produced by someone other than the student, obtained by purchase or otherwise, as the student's original work or representing the identifiable but altered ideas, data, or writing of another person as if those ideas, data, or writing were the student's original work.

Inappropriate collaboration or collusion: Includes but is not limited to unauthorized or inappropriate collaboration between students or between a student and any other person when individual work is required.

Multiple Submissions: Includes but is not limited to the resubmission by a student of any work which has been previously submitted for credit in identical or similar form in one course to fulfill the requirements of a second course, without the informed permission/consent of the instructor of the second course; or the submission by a student of any work submitted for credit in identical or similar form in one course to fulfill the requirements of a concurrent course, without the permission/consent of the instructors of both courses.

Falsification / Fabrication / Misrepresentation: Includes but is not limited to the intentional and unauthorized invention of any data, information, or citation in an academic activity.

Facilitating Academic Dishonesty: Includes but is not limited to knowingly helping another student commit an act of academic misconduct or failing to report another student for academic misconduct.

Coercion Regarding Grading or Evaluation of Coursework: Includes but is not limited to issuing threats or offering favors or bribes toward an instructor to coerce the instructor to change a grade or otherwise evaluate the student's work by criteria not directly reflective of coursework.

Copyright Violation: Includes but is not limited to copyright and other violations of the College's policies. Such matters are adjudicated under the Student Behavioral Conduct section of this code.

DISRUPTIVE BEHAVIOR POLICY

Instructors and students have a right to an educational environment that is supportive of the learning process. It is the responsibility of the instructor to create and maintain this environment. It is the responsibility of the student to act in a manner that is appropriate for the classroom and to adhere to established standards and expectations.

What is disruptive behavior?

Disruptive behavior may best be defined as any behavior that inhibits an instructor's ability to conduct class, or behavior that limits another student's ability to benefit from instruction – including conduct, speech, or activity that interferes with the learning activities of other students. Some examples of disruptive behavior may include:

- Physical violence, verbal abuse, or harassment
- Intoxication or illegal drug use
- Use of profanity
- Failing to respect others when expressing their own viewpoints
- Talking while the instructor or another student is talking
- Constant questions or interruptions that interfere with classroom presentation

If I believe you are behaving disruptively I will approach you and quietly ask you to leave the classroom. You should then expect that I will talk to you in the hall or ask you to come see me in my office. Depending on how you respond I will give you a second chance. If you engage in disruptive behavior a second time, I will drop you from the class.

Jan 9	Classwork Starts
Jan 11	Last Day to Add Without Signature
Jan 16	Martin Luther King Jr. Day
Jan 17	Drop/Audit Fee Begins (\$10 per class)
Jan 24	\$50 Late Registration/Payment Fee
Jan 30	Graduation Application Deadline
Jan 31	Pell Grant Census
Jan 31	Last Day for Refund
Jan 31	Last Day to drop without receiving a "W" grade
Feb 1	Courses dropped for non-payment
Feb 3	Last Day to ADD Classes
Feb 20	President's Day
Mar 2	Last Day to DROP/AUDIT Classes
Mar 12-16	Spring Break
Mar 19	Summer Registration open to Seniors (90+ earned credits)
Mar 20	Summer Registration open to Juniors (60+ earned credits)
Mar 21	Summer Registration open to Sophomores (30+ earned credits)
Mar 22	Summer Registration open to All Students
Apr 6	Last Day for Complete Withdrawal
Apr 16	Fall Registration open to Seniors (90+ earned credits)
Apr 17	Fall Registration open to Juniors (60+ earned credits)
Apr 18	Fall Registration open to Sophomores (30+ earned credits)
Apr 19	Fall Registration open to All Students
Apr 26	Classwork Ends
Apr 27	Final Exams
Apr 30, May 1-3	Final Exams
May 4	Commencement