

**Personality  
Psychology 361  
Spring 2012**

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**Psychology 361**

Major systematic interpretations of personality, including works of Adler, Allport, Erikson, Freud, Maslow, Rogers, and Skinner. We will consider what it means to be "normal" as well as each theoretical perspective's guides to living. Theoretical and applied level of analysis included. Prerequisite: Psychology 211.

**Objectives**

1. To have the student gain knowledge about the distinctive features of the major personality theories, the clinical approaches that have developed from them, and their implications for everyday living.
2. To have the student apply the knowledge gained through reading and from class lectures by analyzing case studies from various theoretical perspectives.
3. To have the student develop an understanding of the theoretical and clinical conceptions of normality.
4. To become aware of some of the areas of scientific research that have been stimulated by and based upon the various theories of personality.
5. To stimulate, challenge, and make the course an interesting and enjoyable experience for all.

**Textbooks**

Ashcraft, Donna (2012) *Personality Theories Workbook (5<sup>th</sup> ed.)*  
Belmont, CA.: Thompson/Wadsworth.

Burger, Jerry M. (2011) *Personality (8<sup>th</sup> ed.)* Belmont, CA.:  
Wadsworth/Thomson Learning

White, Riggs, & Gilbert. (1982). *Case Workbook in Personality*.  
Prospect Heights, Il.: Waveland Press Inc. (selections will be distributed in class)

## **Grading Components**

Test 1	= 25%
Test 2	= 25%
Team case study 1	= 10%
Team case study 2	= 10%
Team case study 3	= 10%
Classroom attendance, participation, and observed effort	= 20%

## **Tests**

Each test will measure your knowledge of the assigned readings (including handouts), lectures, videos, and class discussions. The specific test format will be explained in class as the test dates draw near.

It is expected that you will be present for both tests. If you are too ill to take the test, please inform me before the test (Phone numbers are on the first page.) and verify the illness with a written doctor's excuse. These few instances will be dealt with on an individual basis, in all likelihood taking an oral test as a make-up.

## **Collaborative (Team) Personality Case Studies**

One of the best ways to develop an understanding of different theoretical approaches to understanding human behavior is to apply various theoretical approaches to different case studies of normal people. You will be conducting three collaborative case studies from three different theoretical perspectives. You are invited to meet with your small group outside of class and brainstorm together to complete this assignment. Each group is, however, expected to work independently of other groups. What you will discover is that very different aspects of a person's life become significant; depending on which theoretical perspective you are applying to a particular case study. We will have a class workshop to help your group get off to a good start with these case studies. Students who strongly wish to work alone rather than in a team will be allowed to pursue this as an option. Another option is for people to work in teams of four to discuss the case study and gain each others' insights and then work as dyads on the actual case study write-up.

Each case study is to be typed and to use APA format. The case study is to be no longer than 5 pages. Each group is to hand in one report with the names of all of the authors. A single grade will be assigned to each report. Criteria that will be used to evaluate each case study include; thoroughness and appropriateness of the application, i.e., how successful you are at demonstrating an understanding of the theory, creativity, quality of writing, & proper grammar, spelling, style, and adherence to APA style. Due dates for the case studies appear on the class calendar, with our last case study serving as a take home final. Late case studies will lose ten points from their grades for every 24-hour period after their due dates that they are late.

While ideally each member of the team would contribute an equal effort to the finished product there is always the possibility of social loafing occurring, i.e., someone not

contributing his/her fair share and trying to let the group do all the work for her/him. In order to deal with this possibility all group members will confidentially assess the work effort of their team on the day the case study is due. Each team member will be given an option of identifying a specific member of his or her team as being a social loafer. Any one identified by two team members will receive a 10-point deduction on their grade. Anyone identified by three team members will receive a 20-point deduction on their grade.

### **Policy on Plagiarism**

The Moravian College faculty have become increasingly concerned about the occurrence of plagiarism on campus. The Psychology Department's policy on this subject is important for students to understand. Simply put, plagiarism is the intentional misrepresentation of someone else's work as your own. This includes such diverse situations as quoting directly or paraphrasing from a published work without giving the author credit, having your roommate write the paper, "borrowing" from fraternity or sorority files, buying a paper from a professional service and so on. Students are to keep all notes and rough drafts of a paper until the grade is assigned. The instructor may request these materials, along with the source materials, at any time. Evidence of plagiarism will be dealt with in accordance with the college policy on academic honesty, copies of which are available at the departmental secretary's desk.

### **Classroom Attendance, Participation, and Observed Effort**

Regular classroom attendance is an expected integral part of the learning experience that has been designed for this course. At times in class we will be doing experiential assignments to personalize some of the theoretical concepts. We will also be doing mini case studies from various theoretical perspectives during class. I will assess the degree to which you come to class prepared to participate and actively do so. I will also be asking you to perform a self-assessment of your conscientiousness in contributing in this fashion to our course experience.

In order to earn a superior grade for participation a student will attend all classes, arrive on time, be prepared for each class, and regularly contribute to class discussions, experiential activities, and share in the responsibility for making our class experience an enriching one for all of us. I will be keeping track of which students behave in this fashion throughout the semester in order to make this determination. If you find it extremely difficult to contribute to class discussions please make an effort to discuss the material with me during office hours as a way to demonstrate your superior effort.

### **Office Hours**

Monday	1:30 – 2:30
Tuesday	9:00 – 10:00
Wednesday	8:30 – 9:30
Thursday	8:30 – 9:30
Friday	by appointment

If you need to see me at some other time, both office and home phone numbers are listed on the first page. My email address is also listed there. Please contact me and we will arrange for a mutually convenient time to get together.

**Note:**

Please note that it is within the instructor's purview to apply qualitative judgment in determining grades for any assignments and for the course final grade.

Please note while I will try to hold to the flow of the syllabus it is subject to change over the course of the semester.

Hard copies of case study papers must be handed in at the start of the class or exam date. Email transmissions of papers are not acceptable.

**Blackboard Course Site**

Please sign up for Blackboard. As long as you all register I will be able to post announcements, course assignments, and send you all email.

**Class Flow**

In order to obtain maximum benefit from each class it is expected that you will have the assigned reading and work completed on the dates shown on the course calendar. At times lecture topics and class activities may not coincide with the assigned readings. Don't be misled by this, please keep up with the assignments as listed. I will announce in class if there are any deviations to our schedule.

**Students with Disabilities**

**Students with learning disabilities** who need special accommodations for this course should contact Mr. Joe Kempfer in Learning Services at 1307 Main Street (ext. 1510). Accommodations cannot be provided until authorization is received from Learning Services based upon proper documentation of the conditions and needed accommodations. Use of a laptop in class is an accommodation requiring such documentation.

**Class Calendar & Due Dates for Assignments**

1/16	Opening Class
1/18	Burger – Chap. 1
1/23	Burger - Chap. 2

1/25- 1/30	Burger - Chap. 3 up to p. 49
2/1	Burger – Remainder of Chap. 3 Workbook: Case Study # 1
2/6	Burger – Chap. 4 Workbook: Case Study # 2
2/8	Burger – Chap. 5 up to page 105 <b>Case Workbook Introduction (handout)</b>
2/13	Workbook: Case Study # 7 (Adler) Workbook: Case Study # 8 (Adler)
2/15	Burger – Chap. 5 pp. 105 (Erikson) to end of chapter Workbook: Case Study # 5 Workbook: Case Study # 6
2/20	Burger – Chap. 6
2/22	<b>Case Study: Solomon Kompten</b>
2/27	<b>Test 1</b>
2/29	Burger - Chap. 15 Application: Cognitive (Behavior) Psychotherapy pp. 424-428 <b>Collaborative Case Study 1 Due</b>
3/5 -3/7	spring break
3/12	Burger – Chap. 13 up to p.353 Social-Cognitive Theory
3/14	Burger – remainder of Chap. 13 Workbook: Case Study # 25 Workbook: Case Study # 26
3/19	Burger – Chap. 14: Observational Learning of Aggression 386 – 393 Burger – Chap. 14: Locus of Control 401- 408 Workbook: Case Study # 28 Workbook: Case Study # 30
3/21	<b>Case Study: Frederico Gomez</b>
3/26	Burger – Chap. 7 Allport 149-155 Workbook: Case Study # 32

- 3/28 Burger – Chap. 7 The Big Five 159 -165 & Application: The Big Five in the Workplace 170-172  
Workbook: Case Study # 36  
**Collaborative Case Study 2 Due**
- 3/31 last day for “W”
- 4/2 Burger – Chap. 11 274 -283 (up to Maslow)
- 4/4 Workbook: Case Study # 19  
Workbook: Case Study # 20
- 4/9 Easter break
- 4/11 Burger – Remainder of Chap. 11  
Workbook: Case Study # 17
- 4/16 Burger – Chap. 12  
Workbook: Case Study # 18
- 4/18 **Test 2**
- 4/23 **Case Study - Carol O'Brien**
- 4/25 Wrap up for the course
- 5/2 **Collaborative Case Study 3 Due at 8:30 am**

