

Course Overview

In this course we will examine the works of a wide range of personality theorists, with a focus on how the different approaches explain personality development, functioning and change. After learning about a particular theoretical approach, we will apply this knowledge in various ways, including case discussion and by taking a variety of personality measures.

Course Objectives

After successfully completing this course, you will be able to:

1. Apply theoretical constructs to group discussion of cases and real world personality-relevant news articles.
2. Apply your knowledge of research methodology in determining the validity of research results in the field of personality.
3. Research and write an evidence-based review paper to answer a question about a personality topic of interest to you.
4. Explain how personality measures (such as the Myers-Briggs) help us to understand personality functioning, and assess how well the measures you complete reflect the underlying theory.

Required Readings

Burger, J.M. (2011) *Personality* (8th ed.) Belmont, CA: Wadsworth/Cengage Learning.

Ashcraft, D. (2015) *Personality Theories Workbook* (6th ed.) Belmont, CA: Wadsworth/Cengage Learning.

Note: *The 6th edition of Ashcraft is essentially the same as the 5th, and the 4th! Just be sure to check the name of the person in the case, as the number sometimes varies between editions.*

Grading Procedure

Exam 1	15%
Exam 2	15%
Evidence-based Review Paper	25%
Attendance, Participation & Homework	20%
Final Exam (includes 10% open-book case analysis)	25%

Explanation of Grading Procedure

The two regular *exams* will be approximately 60% multiple choice questions and 40% short essay and will not be cumulative. The regular final exam will be in the same format as Exams 1 & 2, but will also include an open book case analysis that will count for 10%. The case analysis portion will be open book, and will ask you to analyze a case from different theoretical perspectives covered over the course of the semester.

Should a student miss an exam for any reason, or wish to raise a low grade on Exam 1 or 2, he or she will take a *cumulative final* in place of (and at the same time as) the regular final. This exam will be 50% identification of terms and 50% short essay. The score obtained on the cumulative exam will then count twice: once as the final exam and also as a replacement for the missed or low scoring exam. Students taking the cumulative final will also take the open book case analysis portion of the final exam described above.

The *evidence-based review paper* will involve the review of at least 5 articles to answer a question about personality that is of interest to you. We will begin a series of assignments during the second week of classes to begin to prepare you for writing this paper. Please pay careful attention to the deadlines for the various phases of the paper research and writing process. Missing deadlines will result in 3 points per day deducted from the Attendance/Participation/Homework grade. Late papers will be accepted with a penalty of 3 points per day deducted from the paper grade. *Papers based on unapproved topics or with unapproved references will not be accepted.*

Attendance, Participation and Homework will make up the final 20% of your grade. I will keep track of *attendance* by asking you to sign an attendance sheet each day. The attendance portion of this grade will start at 100 points and will be reduced by 4 points for an unexcused absence or 2 points with a valid excuse (e.g. doctor's note, note from other professor or from Student Services).

Your *participation* grade will be based upon your group discussions of cases in the workbook. Discussion groups will be assigned randomly, and will be reassigned after we complete discussion of the first half of the cases. Peer grading will be used to assist in determining this part of your grade. Due dates for preparing these cases are listed on the class schedule. To prepare for the case discussions, *type out* your best attempt at the answers to the questions I provide for each case. Typed questions will be turned in at the end of class (with additional handwritten notes based on your group discussion and subsequent class discussion, if you choose). If you have only handwritten answers available for class on a particular day, show them to me at the beginning of class for homework credit. Answers that are completely handwritten will not be accepted for credit after group discussion of the case. Grading will be based on your having made a good effort-not on whether you got the answers correct prior to discussion. If you are absent for a case discussion day, e-mail me your answers prior to class for credit.

Library assignments will also count toward the *homework* portion of your grade, as will the completed answer sheets from the various personality tests you will take. These answer sheets must be completed and scored for use in class on the day they are covered to earn full credit. Late personality test submissions will only be awarded half credit, unlike the other homework

assignments that can be turned in late with a 3 point per day deduction (unless you have a valid excuse , see above). (**Note:** I will only collect the answer sheets for the personality tests. Your profile is your private property to be shared only if you desire). Completing the Research Chapter Summary Sheets will also count toward the homework grade.

You may earn up to 4 *extra credit* points, which will be applied to your lowest test grade. You may earn 1 point per half hour spent participating in the psychology department subject pool. Reading and completing a Research Chapter Summary Sheet for a research area *not* assigned (from Chapters 4, 6, 8, 10, 12, 14 or 16) is worth *up to* 2 points.

Calculating your Grade

To calculate your final grade, I first add any extra credit points earned and then weight each grade according to the percentages given above. For example, if an exam is worth 15% and you score an 80 on it, I multiply (.15) (80) for a point total of 12. Adding these points together for all the grading components listed above will give you your final grade for the course (out of 100 points). These points are then converted to a letter grade as follows:

92.6-100	=	A
89.6 – 92.5	=	A-
86.6– 89.5	=	B+
82.6 – 86.5	=	B
79.6 – 82.5	=	B-
76.6 – 79.5	=	C+
72.6 – 76.5	=	C
69.6 – 72.5	=	C-
66.6 – 69.5	=	D+
62.6 – 66.5	=	D
59.6 – 62.5	=	D-
less than 59.6	=	F

Students Please Note: *It is within the course instructor’s purview to use qualitative judgments in the assignment of grades. If at any time you have questions about where you stand in the course, please come see me.*

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, the Assistant Director of Academic and Disability Support, in the Academic Support Center located in Monocacy Hall (610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

Blackboard: Please log on to Blackboard for this course right away. In addition to posting any changes to my office hours and reminders, I will post the syllabus, other important handouts, and your major grades.

Portfolios: For this class, your evidence-based review paper will be the writing assignment that will be copied for inclusion in your portfolio.

Academic Honesty: The College has an official policy on Academic Honesty. If you are not familiar with the policy, a copy appears in the student handbook on AMOS. The Psychology Department requires the use of APA format for referencing. Be sure you understand the definition of plagiarism. I will be happy to clarify any points you may not understand.

Office Hours: Mondays 4-5pm; Tuesdays & Thursdays: 1:00-2:30 pm

or by appointment

(email: meljt01@moravian.edu) (Telephone 610-861-1565)

e-mail is the preferred means of contacting me. Phone messages will be returned via e-mail, except for special circumstances.

Class Schedule

<u>Class Meeting</u>	<u>Topic</u>	<u>Assignment DUE</u>
(1) Mon 8/25	Personality: An Overview	None
(2) Wed 8/27	EBD & Introduction to the Evidence-based Review Paper	<u>Burger</u> , Ch 1 Work on Long Topic List
(3) Wed 9/3	Library Research Class Location: Reeves Library	<u>Burger</u> , Ch 2 <i>Long Topic List DUE</i>
(4) Mon 9/8	Psychoanalysis: Freud	<u>Burger</u> , Ch 3, pp. 40-49
(5) Wed 9/10	Freud (cont.)	<u>Burger</u> , Ch 3, pp. 49-58; 63-65 <i>Topic Handout DUE</i>
(6) Mon 9/15	Freud (cont.)	<u>Burger</u> , Ch 4 †Dream Interp., pp. 70-75 * <i>Defense Mechanisms</i> , pp. 75-80 * <i>Hypnosis</i> , pp. 85-92 <u>Wkbk</u> , Case #2 (Steve)
†This Research Summary Sheet done for you as example (see purple handout).		
*These 2 Research Summary Sheets may be turned in either before or at the exam. (Summary Sheets will <i>not</i> be accepted <i>after</i> the exam on which they are covered).		
(7) Wed 9/17	Freud (cont.) Case Discussions begin	Case: “Girl Who Couldn’t Breathe” (Handout) HW DUE: “My Life in Therapy” <i>Revised Topic Sheet DUE today, if needed</i>
(8) Mon 9/22	Neo-Freudians: Jung	<u>Burger</u> , Ch 5, pp. 95-96; 101-105
(9) Wed 9/24	Jung (cont.)	<i>Scored Myers-Briggs Type Indicator DUE today</i>
(10) Mon 9/29	Jung (cont.)	<i>Reference Sheet DUE Today</i> Wkbk. Case #4 (Mark)

<u>Class Meeting</u>	<u>Topic</u>	<u>Assignment DUE</u>
(11) Wed 10/1	Neo-Freudians: Erikson	<u>Burger</u> , Ch 5, pp. 105-111
(12) Mon 10/6	EXAM #1 (thru Jung, 9/29)	Prepare for exam
(13) Wed 10/8	Neo-Freudians: Erikson (cont.)	Scored MPD DUE today Wkbk. Case #5 (Chrystell) Case (handout): "...Not Quite Decided Life Stage"
<i>Fall Break ----Enjoy!</i>		
(14) Wed 10/15	Neo-Freudians: Adler	<u>Burger</u> , Ch 5, pp. 96-101
(15) Mon 10/20	Neo-Freudians: Adler (cont.)	<u>Burger</u> , Ch 6, pp. 124-131 <i>(Anxiety and Coping Strategies)</i> Wkbk. Case #7 (Martin) <i>Bring approved articles selected for paper to class (Today is deadline for approval)</i>
(16) Wed 10/22	Neo-Freudians: Horney	<u>Burger</u> , Ch 5, pp. 111-115; 120-121 <u>Burger</u> , Ch 6, pp. 138-146 <i>(Attachment and Adult Relationships)</i>
(17) Mon 10/27	Overview: Trait Theories	<u>Burger</u> , Ch 7, pp. 149-155; 165-170 <u>Burger</u> , Ch 8, pp. 193-198 <i>(Type A, Hostility & Health)</i> Wkbk. Case #9 (Samara)
(18) Wed 10/29	Traits: Allport & Murray	<u>Burger</u> , Ch 7, pp. 155-157; <u>Burger</u> , Ch 8, pp. 198-203 <i>(Social Anxiety)</i>
(19) Mon 11/3	Traits: Cattell & the Big 5	<u>Burger</u> , Ch 7, pp. 158-165; 179-180 Wkbk. Case #31 (Monica) <i>Scored 16 PF DUE</i> <i>Evidence-based Review Paper DUE</i>

<u>Class Meeting</u>	<u>Topic</u>	<u>Assignment DUE</u>
(20) Wed 11/5	Behaviorism: Skinner	<u>Burger</u> , Ch 13, pp. 341-350
(21) Mon 11/10	EXAM #2 (Erikson through Cattell and Big 5)	Prepare for exam
(22) Wed 11/12	Behaviorism: Skinner (cont.)	<u>Burger</u> , Ch 13, pp. 350-364; 368-372
(23) Mon 11/17	Social Learning: Bandura	Wkbk. Case #25 (Yolanda)
(24) Wed 11/19	Social Learning: Rotter	<u>Burger</u> , Ch 14, pp. 386-395 <i>(Observational Learning of Aggression)</i> Wkbk. Case #28 (Evonne)
(25) Mon 11/24	Humanism: Maslow	<u>Burger</u> , Ch 11, pp. 275-279; 283-293 Wkbk. Case #29 (Barb) <u>Burger</u> , Ch 14, pp.401-408 <i>(Locus of Control)</i>
<i>Thanksgiving Break ----Enjoy!</i>		
(26) Mon 12/1	Humanism: Rogers	<u>Burger</u> , Ch 11, pp. 279-283; 297-303 <u>Burger</u> , Ch 12, pp. 307-317 <i>(Self Disclosure)</i> Wkbk. Case #17 (Cindy)
(27) Wed 12/3	Humanism: Rogers (cont.)	<u>Burger</u> , Ch 12, pp. 317-324 <i>(Loneliness)</i> Wkbk. Case #20 (Allen) <i>Q-Sort DUE</i>

Final Exam: Wednesday, December 10th at 8:30 am
[Skinner through Rogers *plus* open book case analysis]