



PSY 317: PSYCHOLOGY OF PERSONALITY

SECTION 01E, 20064, MWF 12:00-12:50, HL 203

Instructor: Virginia Davis, M.A., M. Ed.

Office Location: Psychology Department Office

Office Hours: MW, 1:00-1:50 or By Appointment

Office Phone: 903-886-5200

University Email Address: virginia.davis@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 48 hours

COURSE INFORMATION

Textbook(s) Required: Feist, J, Feist, G.J., and Roberts, T. (2013). *Theories of Personality*, 8th Edition. NY: McGraw-Hill.

Additional materials, such as research articles, case studies, and hand-outs, may be emailed, posted on eCollege, or distributed in class.

eCollege: Course materials, including an electronic version of the syllabus and supplementary information, will be posted on eCollege.

Course Description

From the TAMUC catalog: This course is designed to introduce students to the various approaches to the study of personality. A consideration of personality's determinant, development, and assessment form the framework of the course.

The course's primary objective is to facilitate your conceptual skills and development regarding the main schools of thought in personality theory.

Additional Course Description: What is personality? Where does it come from? Are we born with a personality? Do some people have good personalities and others have bad ones? Can people change their personalities? The answer to these questions is...it depends. There are several theories of personality, and each provides a unique perspective with regard to what personality is, how it develops, and whether it remains stable or changes.

The syllabus/schedule are subject to change.

Course Philosophy: I believe that learning can be educational, gratifying, and enjoyable. This course contains a great deal of information and not enough time to go through it all. That being said, get ready to go.

Student Learning Outcomes

1. Describe and differentiate among the major psychological approaches which explain personality.
2. Define and apply key personality concepts, terms, and theories.
3. Identify and read original essays from the psychologists who have made major contributions to an understanding of personality.
4. Explain research methodology and the ability to evaluate the merit of personality studies. Recognize and identify research that these theories have generated and upon which they have been built.
5. Practically apply acquired insight of personality to one's own life.
6. Identify the clinical applications of the major groups of personality theories
7. Apply one personality theory to an analysis of a person's behavior, thinking patterns, or emotional reactions.
8. Use critical thinking to evaluate popular media, stereotypes, and scholarly literature in personality research

People First Language: In special education, general education, and psychology, it is important to refer to individuals who have a disability (or a DSM-5 diagnosis) in "people first" language as described in the federal special education law, I.D.E.A 2004. This is done to focus on the individual first, not the disability or the diagnosis. Always refer to the person first and the disability/diagnosis second. Therefore, you would not say, "a schizophrenic," but a person with schizophrenia.

COURSE REQUIREMENTS

Minimal Technical Skills Needed:

You should be comfortable with the following:

- Using a word processor (changing font, spell check, formatting, etc.)
- Using email for communication
- Sending an email attachment
- Navigating the internet
- Using an internet search engine
- Using the learning management system (eCollege)
- Using Microsoft Word and Power Point

ALL COURSEWORK MUST BE TYPED AND SUBMITTED AS A WORD DOCUMENT (NOT NOTEPAD, PDF, ETC.) UNLESS OTHERWISE INSTRUCTED. STUDENTS ARE EXPECTED TO TURN IN QUALITY WORK, I.E. MEETS COURSE

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REQUIREMENTS, GRAMMATICALLY CORRECT AND FREE OF SPELLING ERRORS.

Instructional Methods

Class time will consist primarily of lectures, writing assignments, group work, and homework with student discussion and participation encouraged. Film and small group discussion will be used when appropriate.

ATTENDANCE – TIME COMMITMENT – STUDENT EXPECTATIONS

Attendance: Regular class attendance is a must in order to be successful in this course. Students are expected to attend all classes unless they have excused absences as described in the Student's Handbook (Policies and Procedures, Academics). When students are absent from class they are responsible for making up the work covered in class and speaking with me about these arrangements. More than 3 absences during the semester is considered excessive. "It is the prerogative of the faculty to drop students from courses in which they have obtained excessive absences as defined in the course syllabus. In such cases, faculty recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will make a reasonable effort to communicate with the student prior to recommending a drop. If approved, the college dean will forward the recommendation to the Records Office (Systems Policy 13.2)." If you miss more than **five (5) classes** you are subject to a drop in letter grade no matter what your average may be.

Students are responsible for following University procedures to drop a class. If you stop attending the class for any reason, you must initiate the process of dropping, or you will receive a failing grade. Plan to take care of this several days ahead of time, so that you will have the time required to get the forms signed, submitted, etc.

Late Arrival: Please be aware that I consider successive tardiness to be discourteous, communicating disrespect for the class and the other students.

Students may be assigned seating by the instructor. If students are not in their assigned seat during a given class period, they will be marked absent. Anyone more than 15 minutes late to class is considered absent for the day.

Time Commitment: This is a three credit hour course. Studies indicate that, on average, for every one hour of course credit, students should expect to spend three hours on course work per week, in addition to the 3 hours a week for class time, for a 16-week course. That calculates to 9 hours a week for reading, homework, discussion, studying etc. You may spend more, depending on your level of expertise. I suggest you take the above information seriously. **I do not offer end-of-semester extra credit assignments.**

Personal Commitment: You are responsible to keep up with the schedule, assignments, reading and exams. Situations like "Computer problems", "no internet

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access”, “I lost my book”, or “my printer is out of ink” are all frustrating experiences but none will be accepted as an excuse to make up work. It is your responsibility to make sure you get your assignments turned in on time. If it looks stormy out, or your personal computer is acting sluggish, it is advisable to find an alternate working situation.

Basics: It is advised that should an unforeseeable problem (that could interfere with class performance) occur, notify me as soon as possible so that alternate arrangements may be discussed. The material accompanying the text and handouts should be treated as mandatory reading and will be included in class discussion and exams. Students are, therefore, responsible for all assigned text reading as well as articles, etc., assigned in class. Students are to be aware of all assignment, homework, and exam dates that are listed in the course schedule without reminder from the instructor. It is expected that students come to class prepared (completed assigned readings) to discuss pertinent topics each class session as scheduled. Those who attend class unprepared should expect their grades to be negatively affected as a result. **All assignments are to be turned in at the beginning of class on the date due unless otherwise instructed.** Any assignment handed in late on the due date may be subject to a grade of zero.

Personal Views: There are over 500 Christian denominations in the U.S., each with a differing view of God, Jesus, the Bible, etc. There are also two strong political parties in the U.S. with liberal and conservative factions. Since each of us is entitled to personal political and religious views which almost certainly differ, attempts by any student to focus lecture, discussion, or testing toward his or her particular preexisting beliefs are considered inappropriate, detrimental to the purpose of this course and to the individual freedom of other students and will, therefore, be discouraged.

Syllabus Change Policy: The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance, either in class or on D2L, or both.

Student Conduct: *“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” Students are expected to follow the code of conduct in class described in the Student Handbook (Policies and Procedures, Code of Student Conduct). Violation of the code will lead to an initiation of the disciplinary processes described in the Handbook. Proper conduct also includes maintaining a standard of academic honesty. This means that neither cheating nor plagiarism will be tolerated, and students who engage in either will be subject to the disciplinary processes described in the Code of Student Conduct. Plagiarism essentially means that you cannot use the words **or ideas** of another person without giving that author credit. Therefore, quotation marks should be used to indicate*

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the exact words of another. Each time you paraphrase another author you will need to credit the source in the text, i.e. APA, 2001, p.249. If you have any questions about what constitutes cheating or plagiarism, please see me. Students who engage in plagiarism of any material or engage in cheating may earn a grade of “F” for the course.

Cell phones/Laptops/Other forms of Technology. Cell phones must be turned off and should not appear on your desk during class. If you have an emergency and may need to take a call during class, please see me prior to the beginning of class. I should see no cell phones during the course of the class. Students using cell phones during class without permission may be asked to leave and will be counted absent. Students should not leave class to answer or make a cell phone call unless discussed earlier with the instructor. Other forms of technology are treated as above.

Students are expected to display tolerance for others’ views during class discussions and emails. Comments and language should always be respectful and appropriate for a college community.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

GRADING

EVALUATION TECHNIQUE: Point Breakdown			
1. Exams	3 @ 100 points		300 points
2. Psychobiography Progress	50 points		50 points
3. Psychobiography Presentation	50 points		50 points
4. Psychobiography Paper	100 points		100 points
5. Class Discussions	2 @ 50 points		100 points
6. Class Activities	Various		<u>50 points</u>
	Total Possible		650 points
Grades will be assigned on the basis of the number of points accumulated during the semester:			
	Point Total	Percentage	Letter Grade
	585-650 points	90%-100%	A
	520-584 points	80%-89%	B
	455-519 points	70%-79%	C
	390-454 points	60%-69%	D
	0-389 points	59% or below	F

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Exams:

There will be a total of three (3) exams during the semester covering the assigned reading material plus class discussions/lectures. Each exam will consist of multiple-choice questions and possibly one – three essay questions over the designated chapters. Students will need to provide their own scantron sheets (please use **green** ones) which can be found in the bookstore. Students must take the exams during the scheduled class time unless they have **made other arrangements with me in advance. Do not assume that you may make up an exam. The discretion for make-up exams lies solely with the instructor.**

Psychobiography:

Each student will apply the theories of personality that have been covered in the course to an understanding of one person. The person must be a real person, not a fictional or mythological figure, and cannot be someone covered in the textbook. Base a brief paper and power point/prezi/etc. on a published biographical or autobiographical book, in addition to the text. Your paper and presentation should follow the format of the illustrative biographies given in the text and be detailed in your discussion of how theoretical concepts apply. There is no need to explain the theoretical concepts in the paper or poster. (You may presume that the reader knows the theories.) Focus on how the theoretical concepts apply to the one person you are trying to understand. Cite specific details from the biography to support your interpretations. **Person and biography/autobiography must be chosen and approved by 2/15/19.**

Psychobiography Project will consist of the following:

1. Progress Report (1): List the biographical source (book) you will be using for the paper and be sure to cite it using APA format. In a two page outline (which must include some level of detail), summarize your thoughts about how the material covered from the text applies to this person. The purpose of this assignment is to ensure that you are thinking critically about the theories and applications prior to the end of the course. As a result, no credit will be given for progress reports that are more than a day late. **Worth 50 points. DUE DATE: 3/29/19.**
2. Presentation: The presentation may be completed via power point, prezi, etc., Text within the presentation must be typed and must make use of correct grammar and spelling. Late presentations will not be accepted. Presentations will be uploaded to padlet website. More instructions on this will follow. **Worth 50 points. Presentations must be uploaded by midnight on 4/29/19.**
3. Paper: The paper should be 4 to 6 pages in length (Longer papers are acceptable. Shorter papers will not be penalized for length, but be sure that you are discussing theories adequately, which is difficult to do in a paper less than 4 pages.) The paper should be more detailed than the power point and must be submitted by the due date. The paper must follow APA format and be typed in 12 point Times New Roman font with 1 inch margins. The cover page and reference page do not count as part of your page limit. Papers must be completed using appropriate grammar and spelling and must

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adequately demonstrate knowledge of the person and theoretical concepts applied. Worth 100 points. **DUE DATE: 4/29/19.**

Cite references that you use for direct quotations and for factual material. Ordinarily, only two references will be necessary: the biography (or autobiography) and the text. If you wish to do more detailed reading about personality theory or about the biography, you may include more references, but that is not necessary or expected. The purpose of this paper and presentation is to demonstrate that you understand the theories well enough to apply them appropriately and with insight.

Class Activities:

Class assignments will be distributed at various times during the semester. These assignments will not be scheduled in advance as they are planned to enhance the current topic/chapter of discussion. These assignments will be assigned in class and those not attending class on the day an assignment is distributed will not be allowed to participate in the assignment. These assignments serve two purposes: 1) to enhance class discussion and 2) honor/support those students who are attending regularly.

Class Discussion:

Each class discussion (2) will consist of a question or questions to hopefully provoke student participation in class discussion. Once assigned, students will have until the next class session to consider their response. To complete the assignment, each student will be assigned to a group and must come prepared with written responses in order to participate and add to the group discussion. There will NO opportunity to make up class discussion points should the student be absent.

RESEARCH PARTICIPATION

A goal of this class is to help you familiarize yourself with research methods. One manner to attain this goal is to have you participate in research studies. Participating in research studies contributes to students and faculty at TAMUC, your understanding of how research is conducted, and human knowledge in general. All students in this class will be required to participate in the psychology department's participant pool.

Students must complete a total of 6 experiment credits (6 hours). However, if students complete their first 4 experiment credits without any "no-shows," you will receive 2 free punctual participant credits. **In other words, if you show up to your experiments on time, you will only need to complete 4 experiment credits.** When you first sign into the experiment system (SONA), you will be asked to take a prescreen. The prescreen takes about 20 minutes to complete. If you complete the prescreen in the first two weeks of the semester you will receive ½ free experiment credit. You are only allowed to complete 2 experiment credits with online studies; the remaining experiment credits will need to be completed by participating in laboratory studies. (Be careful. Not all experiment credits are worth one hour; some are only ½ credit. Your total must reach 4 participant credit hours; not just four experiments.) If you for some very good reason are unable to participate in the research experiments, you may complete a written journal

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article summary (assigned by the instructor). The summary will consist of a 2-page written summary and will follow the requirements set by the instructor. Further instructions on this will be distributed in class and posted on eCollege. Please check the course calendar for due dates to complete this work.

This is a department of Psychology requirement, not a class requirement. If you fail to complete this portion of the class, your grade will be lowered by one full grade. In effect, if you have an “A” in the class but fail to complete your research participation, your final grade in the course will drop to a “B”. This is a psychology department requirement.

TECHNOLOGY REQUIREMENTS

Technology requirements:

Students will need internet access as well as access to Microsoft Word 2007 or later.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).
<https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: *As presented earlier, I will maintain office hours on MW from 1:00-1:50. If you need to speak with me, this would be a good time to schedule. If you wish to email me, please use your TAMUC email address. This will assure that I address your email more quickly. When creating your message, please be sure to use correct grammar, spelling and punctuation. Correspondence to me should not be*

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treated the same way you would text message a friend. Please include the following information in the subject line:

Your last name/psy317/description of issue

Example: Hammond/psy317/chap 8 practice quiz

Be brief, be clear, and be specific. Statements such as “I don’t understand the assignment” are too vague to receive a quick response. If there are specific instructions that you don’t understand, copy the instructions into your email and give me some idea of where you need help. I try to be as clear as possible, but sometimes there is a “slip” between what’s typed and what’s interpreted.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132

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Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

The Course Calendar will be posted on D2L.

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