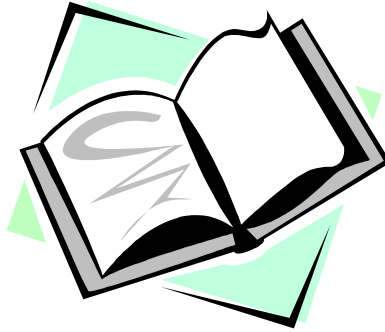


Personality Psychology Psy 258



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PSY 258 – Personality Psychology
Burlington County College
Donna Vandergrift, Assistant Professor

Spring 2012

Disclaimer: *This class is web-enhanced, which means that a majority of your work will be submitted or done online. This will allow more time in class, lessen the impact of paper waste on the environment, and help to prepare you for other courses in which technological skills are needed. You will be taking online quizzes and submitting papers through the Blackboard system. If you have any problems or hesitations about the technology involved, please contact me as soon as possible in the beginning of the semester or feel free to enroll in a more traditional course instead.*

Blackboard: <http://bcc.blackboard.com> or go to my homepage and Psy 101 for a direct link
Login by typing your entire firstname_lastname (no spaces) under “Username” and your birthdate in the mmddyy format (no spaces/dashes) under “Password.” *Note the username that you use for your BCC email is what you want to use for Blackboard. If you have numbers after your username in your email, you would use it in Blackboard as well.* You will be asked to change your password after logging in the first time.

Course Description This course will explore the major theoretical approaches and current research findings in the study of personality. Biological, social, and cultural influences will be explored.

Online Text Book You will be using an online textbook for this course as your primary text. Dr. C. George Boeree, from the Psychology Department at Shippensburg University developed this textbook. You can access the textbook at <http://webspace.ship.edu/cgboer/perscontents.html>. It is STRONGLY recommended that you print out appropriate chapters to bring to class and to study from. We will also be using information from other websites and sources. They are all listed on my website.

You are responsible for reading each chapter/website before it is covered in class so you are prepared to discuss it and to participate in class projects.

Course Outcomes

1. Understand and apply contemporary and historical theoretical perspectives that provide a general personality theory.
2. Describe the various assessment methods and empirical approaches used in the psychology of personality.
3. Describe the development of personality and the concepts of self and identity.
4. Define and identify the importance of individual traits in the development of an individual's personality, as well as in the study of personality.
5. Describe the biological and social influences in the development of personality.

Workload Expectations / Homework

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three-credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom.

Homework, for this course, is defined as any work required to complete assignments or to **master course material**. Using this definition, you always have homework. In addition to completing required assignments, you need to master the material we cover in class and in the text. Just reading the text and being in class does not guarantee that you understand the material. It is your responsibility to master this material. Study suggestions are given on my website; I can provide additional assistance if you see me during my office hours.

Evaluation

1. There will be **four (4) in class Unit Tests**. Questions will come from lecture, your textbook, and other materials given by the instructor. Exams will consist of multiple-choice questions. Tests are done on scantron sheets, so you are expected to bring pencils to class with you. I will NOT have a pencil for you to use. Make-ups will be granted IN EXTREME EMERGENCIES or if advanced notice is given. **A written explanation from student is required before consideration for make-up will be given.** Do not ask to take a make-up without having the written explanation
2. You will complete **one Group Project**. Details about these assignments are listed in the syllabus.
3. You will complete **one Course Project**. Details about these assignments are listed in the syllabus.
4. You will complete several other assignments during this semester which are designed to give you a complete understanding of the field of Personality Psychology. Assignments will be listed on the website, in Blackboard or given out in class.

Grading

Your grade in this course will be based on your performance on assignments and quizzes/tests, not on your effort. You will not have opportunities to “redo” tests or assignments; make sure you put your full effort into each test and assignment the first time. Your grade will consist of points earned from Unit Tests and Assignments. Percentages are calculated by dividing points earned with total points possible.

Final grades will be given on the following scale: A=90-100%, B+ =87-89%, B=80-86%, C+ = 77-79%, C=70-76%, D=60-69%, F=59% & below. Grades of “W”, “X”, or “I” will only be given in accordance with college policies as described in the college handbook. In order to receive an “X” or an “I” grade, student work must be satisfactory.

Attendance

Everyone is expected to attend ALL classes. Please contact instructor by email or voice mail as soon as you are aware that you will miss class. Excessive unexcused absences are not acceptable. You are responsible of all material covered during your absence. *Find someone now who can give you missed notes and assignments.*

Contacting the Instructor

Office Location - 314 Academic Bldg., Pemberton
Office Hours - Mon. 12:30 – 1:30 (Mt. Laurel)
Wed. 10:00 – 1:00 (Mt. Laurel)
Fri. 11:30 – 12:30 (Mt. Laurel)
Tues. & Thurs. 8:30 – 9:30:00 (Acad 314)
Advising Hours - Mon. 10:00-11:00 (Mt. Laurel)
Fri. 10:30-11:30 (Mt. Laurel)
Phone # - (609) 894-9311 or (856) 222-9311 x1251
Email - dvanderg@bcc.edu
Home Page - www.donnavandergrift.com

Email Policy

It is easiest to contact me by email. When using email to contact me, please use the following guidelines. In the subject line, you must include your full name and the course and section number. Complete sentences, including appropriate capitalizations and punctuations, must be used in the body of the message. Be clear in your message; specify if you need something from me or if you are just informing me of something.

You are expected to check your BCC e-mail account frequently and your Blackboard account. Important course messages are sent ONLY to those accounts.

COLLEGE POLICIES/SUPPORT

No violation of the honor code, classroom agreement, or plagiarism policy will be tolerated. See College Handbook and materials provided in this packet (p. 7).

Withdrawal: Students who fail to withdraw according to established procedures will receive grades of “F” or “ST” for all courses in which they were registered. Please note the dates to withdrawal from your courses in the current credit program brochure.

Plagiarism: Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. Plagiarism on any assignment will result in failure for that assignment and may result in further disciplinary action, including but not limited to failure for the course. Please refer to the Student Handbook for additional information regarding plagiarism and College regulations.

Other Policies: The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the BCC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding: Academic Integrity Code, Student Conduct Code and Student Grade Appeal Process.

Advising/Counseling: BCC provides confidential advising and counseling services free to all students through the Department of Academic Advisement and Transfer. For more information about advising and counseling services, visit at the Parker Center or the Mt. Laurel Center at Laurel Hall, or call extension

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1337 at (609) 894-9311 or (856) 222-9311 or visit the website at: Advising Website

<http://staff.bcc.edu/advising>; Counseling Website <http://staff.bcc.edu/counseling>.

Tutoring: BCC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at <http://staff.bcc.edu/tutoring>.

Notification for students with disabilities: Burlington County College offers reasonable accommodations and/or services to persons with disabilities. The Office of Special Populations offers comprehensive services to all students with any form of disability (with appropriate official documentation) which hinders their academic success. Students must request the accommodation(s) from the Office of Special Populations. Please contact the Special Populations Coordinator at (609) 894-9311 or (856) 222-9311 Ext. 1803 at or visit the website at: <http://www.bcc.edu/pages/182.asp>.

EXTRA CREDIT

Extra credit can be earned by attending one or more activities hosted by the college, which relate to the psychological concepts or theories of this course. A one-page typed summary for each activity must be submitted to receive 5 points. Be sure to include how it relates to the course. Extra credit is only available to students who are attending class regularly and have completed assignments and tests as required. **Extra credit cannot change a failing grade to a passing grade.**

TENTATIVE SCHEDULE/GRADING

	<u>Exam Date</u>
Test 1: Introduction/Psychoanalytic Theories (50-75 pts.)	2/15
Test 2: Psychoanalytic/Behavioral Theories (50-75 pts.)	3/7
Test 3: Cognitive/Humanistic Theories (50-75 pts.)	4/16
Test 3: Trait/Biological Theories/Conclusions (50-75 pts.)	Exam Week
Group Project (50 pts.)	Throughout Semester
Course Project (100 pts.)	4/23
Other Assignments (up to 50 pts.)	Throughout Semester

Final Percentages	Letter Grade
100 - 90	A
89 - 87	B+
86 - 80	B
79 - 77	C+
76 - 70	C
69 - 60	D
59 - 0	F

BCC PSYCHOLOGY DEPARTMENT

Honor Policy

The purpose of this agreement is to ensure that students and instructors can engage in learning, teaching, and understanding in an appropriate educational atmosphere. Please carefully read the following student and instructor responsibilities and keep this information with your class materials.

Student Expectations/Responsibilities:

- Attend all classes, be on time, and remain in class (If you must be absent, it is your responsibility to notify instructor and contact classmates for notes and assignments). Attendance does not mean just showing up; it is expected that you will take an active part in class discussion and exercises. It is assumed that you have registered for this course because you have time to dedicate to learning and attending the course. If other obligations will prevent you from attending the lectures and taking advantage of these opportunities then it may be best to retake this class when you have the time to dedicate to this course.
- Do not disrupt class activities (i.e. electronic devices, conversations with classmates, etc.). Students in this class have paid for the opportunity to learn. It is your choice whether you take advantage of this opportunity, but it is unacceptable if you affect others' ability to learn. If you continue to disrupt the class, you will be asked to leave.
- Communicate with instructor about concerns or problems in a timely fashion. Issues may come up at any time during the semester; I can provide many possible solutions, but only if I know about your concerns/issues.
- Be aware that acts of cheating, lying, and/or plagiarizing will not be tolerated. All students are expected to maintain the highest standards of academic honesty. There will be *no* explanations accepted for plagiarism, cheating, presenting false information, or any other acts which suggest a student has not fulfilled their academic responsibilities in this course. Anyone involved in any act of plagiarism, cheating on exams or course assignments, or having an electronic device out during an exam, will minimally receive a failing grade on that assignment/exam, and may also receive a failing grade for the course, or be suspended or expelled from the college.
- Treat classmates and instructor with respect and civility, and adhere to BCC's Code of Conduct and Civility Code as stated in Student Code. All people, viewpoints, and opinions are welcome in this course, and so it is important for everyone to express their views and opinions in a respectful and non-judgmental manner.

Instructor Expectations/Responsibilities:

- Treat students with respect and civility.
- Be prepared for all class presentations.
- Conduct class with enthusiasm.
- Provide a learning environment that is diverse and enriching.
- Grade assignments and tests objectively; return assignments in a timely fashion.
- Be available to assist students in their effort to succeed in this course.

Group Project – Description and Application of Theory

In order to become more familiar with applying theory, you will, in small groups, illustrate the application of one theory to the personality of a cartoon character.

Each group will develop a handout and a PowerPoint presentation that both defines theoretical concepts and applies those concepts to a cartoon character. Each group will present the application to the class with a detailed explanation of the concepts used. The PowerPoint presentation and the handout should be handed in electronically to the instructor so they can be posted in the Blackboard course. Presentations will be no longer than 10 minutes.

Description and Application of Theory

You will be graded on the following elements:

Electronic copies submitted	_____ / 5
Accuracy of Application	_____ / 15
Effectiveness of Presentation	_____ / 10
Spelling /Grammar/Clarity	_____ / 10
Evaluation of Team Members	_____ / 10
 Total	 _____ / 50

Course Project

Personality Application Paper

The purpose of this paper is to apply personality theories to a fictional character or non-fictional public (well-known) person. You will choose a famous individual from real-life or a main character from a movie or a book for purposes of application of personality theories as analytical tools. The work will be summarized in a paper in which the personality of this individual is examined in depth through the lens of different personality theories *from different theoretical perspectives* (psychoanalytic, behavioral (learning), humanism, trait, cognitive, or biological). The first page of the paper is a brief summary of the individual and a summary of their life or the plot and the role the character plays in the book or movie. The idea is to realize how the different perspectives inevitably construct a different picture of human nature and functioning--that it can be helpful to have multiple perspectives to "see" the person most clearly. Sources used must be from scholarly books, journal articles, or qualified websites. Textbooks from other sources are not acceptable. **Check with me before using a website. This is a strict requirement... significant points will be deducted for inappropriate sources.** You may use other sources once you have fulfilled the minimum number of scholarly sources.

APA format is required. If you do not know it, you will need to learn it. There are a number of resources that can help you with the APA style of formatting and writing research papers. Your English 101 handbook gives detailed information on reference pages and proper citation. On the Internet, the sites, <http://owl.english.purdue.edu/Files/34.html> and <http://www.psychwww.com/resource/apacrib.htm>, have very helpful documents that are easy to read and understand. You can also find resources on my website.

Title page

Your name, course number, instructor, date and a title to your paper should be at the beginning of your paper.

Introduction/Abstract

Tell the reader what to expect in the paper and give a summary of the character's role and the plot of the story or a short biography as it relates to the theoretical applications you have chosen to use. This should be approximately 1 page. More explanation of the character will most likely occur in the body of the paper

Body

You need to apply three theories to your character, and you should have at least two to three pages per application. Two theories must be from different theoretical perspectives. This section should be organized and informative, illustrating how this character's personality can be explained by each theory. Be sure to cite all ideas that are someone else's and/or are not common knowledge. Make sure you understand and use proper citation procedures.

Plagiarism is a serious offense.

Conclusion

Summarize your findings in an organized fashion. This should be approximately 1 page.

Reference page

List your sources in appropriate APA format.

Papers will be approximately **8 pages** (no less than 6 pages and no more than 10 pages) long using at least **2 scholarly sources in addition to the text and a professional biography** of the individual being studied **or the primary source** referring to the fictional character.

Course Project
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Personality Application Paper

You will be graded on the following elements:

Title Page	_____ / 5
Content	
Theoretical Application	_____ / 40
Intro / Conclusion	_____ / 15
Source Quality	_____ / 5
Clarity of Expression	
Spelling / Grammar	_____ / 10
Organization	_____ / 10
APA Format	
Reference Page	_____ / 10
Citation	_____ / 5
Total	_____ / 100

Plagiarism

Plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when excerpts are used in paragraphs or essays, the author must be acknowledged using an accepted format for the underlying discipline. References and bibliographies must be complete. Plagiarism exists when all or part of an essay is copied from an author, or composed by another person, and presented as original work. Plagiarism also exists when there is inadequate recognition given to the author for phrases, sentences, or ideas of the author incorporated into an essay.

Plagiarism on this assignment will result in failure for that assignment and may result in further disciplinary action, including but not limited to failure for the course. Please refer to the Student Handbook for additional information regarding plagiarism and College regulations.

Psychology of Personality - Psy 258

Course Outline

(This is a general outline. There will be more content covered in class.)

Introduction

1. Basic Assumptions Concerning Human Nature
2. Definition of Personality
3. Major questions a theory attempts to answer
 - A. Developmental-Historical Question
 - B. Predictions-Consistency Question
 - C. Uniqueness-Generality Question
 - D. Content/Process Question
4. A Good Theory
 - A. Utility
 - B. Internal Consistency
 - C. Comprehensive
 - D. Parsimonious
 - E. Utility
5. Potential Pitfalls
 - A. Ethnocentrism
 - B. Egocentrism
 - C. Dogmatism
 - D. Misunderstanding
 - E. Evidence
6. Basic Assumptions
 - A. Freedom ... Determinism
 - B. Unconsciousness ... Conscious
 - C. Holism ... Elementalism (Reductionism)
 - D. Heredity ... Environment
 - E. Changeability (Optimistic) ... Unchangeability (Pessimistic)
 - F. Proactivity (Personal) ... Reactivity (Situation)
 - G. Homeostasis ... Heterostasis
 - H. Uniqueness...Universality
 - I. Continuous...Discontinuous Development
 - J. Cultural Determinism...Cultural Transcendence
 - K. Early...Late Development

Psychoanalytic Theory of Freud

1. Sigmund Freud
2. Theoretical Principles
 - A. Psychic Determinism Unconscious Mind
 - B. Dynamic Nature - homeostasis
 - C. C. Closed System
3. Basic Concepts and Process
 - A. Levels of Unconscious
 - 1) Conscious
 - 2) Preconscious
 - 3) Unconscious
 - B. Instincts
 - 1) Life Instinct – Eros

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- 2) Death Instinct – Thanatos
- C. Personality Structure
 - 1) Id
 - 2) Ego
 - 3) SuperEgo
- 4. Developmental Stages
 - A. Oral
 - B. Anal
 - C. Phallic
 - D. Latency
 - E. Genital
- 5. Anxiety and Defense Mechanisms
 - A. Repression
 - B. Denial
 - C. Reaction Formation
 - D. Projection
 - E. Displacement
 - F. Sublimation
 - G. Regression
 - H. Rationalization
- 6. Application of his Theory
- 7. General Evaluation
 - A. Contributions
 - B. Limitations

Jung and Adler

- 1. Carl Jung
 - A. Analytical Psychology
 - B. Three Parts of the Mind, or Psyche
 - 1) The Ego
 - 2) The Personal Unconscious
 - 3) The Collective Unconscious-Archetypes
 - C. Dynamics of Personality
 - 1) Principles of Opposites
 - 2) Principles of Equivalence
 - 3) Principles of Entropy
 - D. Other Concepts
 - 1) Transcendent Function
 - 2) Self
 - 3) Complexes
 - E. Application
 - 1) Personality Assessment - Functions and Attitudes
 - F. Evaluation
- 2. Alfred Adler
 - A. Individual Psychology
 - 1) Teleological Approach
 - B. Motivations
 - 1) Striving For Superiority
 - 2) Inferiority Complex

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- 3) Organ Inferiority
- 4) Compensation
- C. Social Interest
- D. Style of Life and Psychological Types
 - 1) Ruling
 - 2) Getting
 - 3) Avoiding
 - 4) Socially Useful
- E. Parenting
 - 1) Pampering
 - 2) Neglect
- F. Birth Order
- G. General Evaluation

NeoFreudians

- 1. Erik Erikson
 - A. Theory of Ego Development
 - B. Epigenetic Principle
 - C. Stages of Development
 - D. General Evaluation
- 2. Karen Horney
 - A. Basic Anxiety and Hostility
 - B. Neurosis
 - 1) Moving Towards Others
 - 2) Moving Against Others
 - 3) Moving Away from Others
 - C. Self
 - D. General Evaluation
- 3. Harry Stack Sullivan
 - A. Interpersonal Theory
 - B. Dynamism and Personification
 - C. Influences of Interpersonal Communication
- 4. Erich Fromm
 - A. Freedom
 - 1) Authoritarianism
 - 2) Destructiveness
 - 3) Conformity
 - B. The Basic Needs
- 5. Other Ego Psychologists
 - A. Melanie Klein
 - B. Margaret Mahler

Phenomenological Theory of Carl Rogers

- 1. Carl Rogers
 - A. Person-Centered Theory - Basic Principles
 - 1) Self-Actualization
 - 2) Organismic Valuing process
 - 3) Positive Regard
 - 4) Positive Self Regard and Conditions of Worth

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- 5) Self-Concept
- 6) Congruence vs. Incongruence
- 7) Fully Functioning Individual
- B. Client-Centered Therapy
 - 1) Congruence
 - 2) Empathy
 - 3) Respect

Humanistic Theory of Maslow and Kelly

- 1. Abraham Harold Maslow
 - A. Theory
 - B. Hierarchy of Needs
 - 1) The physiological needs
 - 2) The safety and security needs
 - 3) The love and belonging needs
 - 4) The esteem needs
 - 5) Self-actualization
 - C. Neurosis
- 2. George Kelly's Personal Construct Theory
 - A. Human as Scientist
 - B. Constructive Alternativism
 - C. Fundamental Postulate and 11 Corollaries
 - D. Emotions

Learning Theory

- 1. Behavioral theory emphasis
- 2. Reinforcement Theory - B.F. Skinner
 - A. Radical
 - B. Operant Conditioning and Reinforcement
 - 1) Definition
 - 2) Reinforcement
 - 3) Extinction
 - 4) Schedules of Reinforcement
 - 5) Shaping
 - 6) Punishment
 - C. Personality Theory
 - 1) Behavior
 - 2) Token economy
- 2. Classical Conditioning – Pavlov
 - A. Basic Theoretical Concepts

Social Cognitive Viewpoint

- 1. Julian Rotter's Expectancy-Value Theory
 - A. Needs
 - B. Locus of Control
 - C. Interpersonal Trust
- 2. Albert Bandura and Social Learning Theory
 - A. Reciprocal determinism
 - B. Observational learning / Modeling

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- 1) Attention
 - 2) Retention
 - 3) Reproduction
 - 4) Motivation
 - C. Self-Efficacy
 - D. Self-regulation
 - 1) Self-observation
 - 2) Judgment
 - 3) Self-response
3. Walter Mischel
- A. Cognitive Social Learning Personal Variables
 - 1) Competencies
 - 2) Encoding Strategies
 - 3) Expectancies
 - 4) Subjective values
 - 5) Self-Regulatory Systems and Plans
 - B. Application

Cognitive Theorists

1. Albert Ellis
 - A. Basic Tenets
 - B. ABC Theory
 - C. Absolute Musts
 - D. Cognitive Restructuring
2. Aaron Beck
 - A. Cognitive Restructuring / Cognitive Behavior Therapy
 - B. Automatic Thoughts
3. Martin Seligman
 - A. Learned Helplessness
 - B. Pessimism
 - C. Learned Optimism

Trait Theories

1. Gordon Allport
 - A. Basic Assumptions
 - B. Basic Concepts
 - C. Traits
 - 1) Cardinal Traits
 - 2) Central Traits
 - 3) Secondary Traits
 - D. Application and Evaluation
2. Raymond Cattell
 - A. Basic Assumptions
 - B. Basic Concepts
 - C. Traits
 - 1) Surface Traits
 - 2) Source Traits
 - D. Application and Evaluation

Biological Theories

1. The Human Genome
 - A. Definition
 - B. The Human Genome Project
2. Behavioral Genetics
 - A. Goals
 - B. Heritability
 1. Definition
 2. Environmentality
 3. Misconceptions
3. Methods of Study
 - A. Family Studies
 - B. Twin Studies
 - C. Adoption Studies
4. Environmental Influences
 - A. Shared vs. Nonshared
 - B. Genotype-Environment Influences
 1. Passive
 2. Reactive (Evocative)
 3. Active
5. Eysneck's Theory
 - A. Traits
 - B. Hierarchical Structure