

PSYCHOLOGY OF PERSONALITY
PSYC 3314-002 SPRING 2009
THURSDAYS, 7:00 – 9:50 P.M.

Instructor: Colette Jacquot, M.S., A.B.D.
Office: LS 404
Office Hrs: Thursdays 5:30 – 6:45 p.m. or by appointment
Email: colettej@uta.edu
Text: Burger, J. M. (2008). *Personality* (7th edition)
Prerequisite Introduction to Psychology – PSCY 1315

Course Description & Goals

The catalog description for this course is as follows: “The major theories, assessment methods, and research in the field of personality.” The goals of this course are to introduce students to the psychology of personality and to familiarize them with the sources of consistent behavior patterns and intrapersonal processes involved in personality psychological research. By the end of this semester, students should be able to identify and discuss the six major theoretical approaches to studying human personality, analyze the use of common research methodology employed by personality psychologists, and critically evaluate the strengths and weaknesses of these approaches.

Attendance & Participation

Class attendance is vital to grasping course content. As a result, attendance is required. Students who have emergencies arise and have to miss class are required to provide university-approved documentation to excuse their absence(s). Students will earn a total of 20 points for attendance by being present in class on the four unannounced days I take attendance. If students are absent from class, they are required to find out what they missed from another student before the next class period. I encourage students to exchange emails and phone numbers with at least two other students the first day of class.

Regarding punctuality, students need to be on time to class or they will miss important announcements and discussions and will be held responsible for any material covered in class. Be courteous, be on time, and do not socialize during class. Socializing in class is disruptive to other students and to me. Also, research has clearly demonstrated that those students who are actively involved in the learning process are more likely to retain information and have greater success in class than those who do not. Students are encouraged to participate in class discussions and respect other students’ opinions and contributions, regardless of whether these beliefs are contrary to their own beliefs.

Important Dates for Spring 2009

2-4 Census date
3-19 Spring break
4-3 Last day to drop classes
5-7 Last day of class
5-14 Final Exam – 7:00 p.m.

Case Study – 100 points Due 4-23-09

Students will select one case study from the instructor's *Personality Theories Workbook* by Donna Ashcraft. (This workbook is not a required text for students to purchase). After becoming familiar with the case study presented, students will answer the application questions and the theory comparison questions related to the selected case study.

Case Study assessment consists of three components:

- 1) Clear and thorough responses to the application and theory comparison questions
- 2) Accurate application of the personality theories to the case study
- 3) Demonstration of proficient writing skills: grammar, punctuation, use of APA style, etc.

Students will choose to complete one of the following two projects: either the group debate or the personality biography project.

Group Debate – 100 points Due 4-16-09

(May participate in one group debate in lieu of the personality biography project)

Students will divide themselves into groups (at least three to a group) to defend their position on one of the following personality psychology topics:

1. Everyone else understands us better than we do ourselves (adapted from Jung).
2. "At the beginning of every psychological life there is a deep inferiority feeling" (Adler).
3. Is the practice of one of the following norms morally wrong in spite of approving cultural norms?
 - a. Wife beating
 - b. Murdering someone who has publically insulted you
 - c. A brother marrying his sister
4. Gender is over-emphasized in personality psychology

Group Debate assessment consists of three components:

1. Clear and thorough presentation of the group's position
2. Ability to refute the opponents' arguments with scientific data
3. Other group members' assessments of a student's participation in the debate assignment

Personality Biography Project - 100 points Due 5-7-09

(May complete the personality biography project in lieu of the group debate)

Students will either write a personality biography paper or give an oral personality biography presentation to the class using the six theories of personality to analyze a real person, living or dead. This project is designed to apply theoretical material to understanding specific individual lives. Biography papers should be at least three pages but no more than five pages in length (not including the title page or reference page). Students should adhere to APA style and should cite at least three respected, peer-reviewed references. In lieu of the paper, students may give a 10- to 15-minute personality biography presentation to the class and must also cite at least three respected, peer-reviewed references in their presentation. Because students will utilize each of the six personality approaches in this assignment, they will be required to work on this project throughout the semester by turning in preliminary summaries after each approach is covered in class, a rough draft of the paper or presentation, and the final product at the end of the semester.

Personality Biography Project assessment consists of four components:

- 1) Accurate application of the six personality approaches to the target individual
- 2) Sufficient evidence supporting the application of the six approaches to the target individual
- 3) Preliminary summaries which thoroughly define and explain each approach
- 4) Adherence to project instructions (e.g., preliminary summaries and deadlines, APA style, citations)

Mid-term & Final Examinations – 100 points each

Students will take a non-comprehensive midterm and a comprehensive final examination. Each examination is worth 100 points. The exams will cover text material as well as material presented via class lectures, group debates, personality tests and measurements, personality biography projects, audio/visual media, exercises, class discussions, assignments, and/or handouts. The mid-term exam will be multiple choice, short answer, and essay. The final exam will be multiple choice and a long essay in which students will apply all six personality approaches to a case study. *On examination days, students will NOT be permitted to wear ball caps or any other head covering that prevents my seeing their eyes.*

Tardy or Absent on Examination Day(s)

If students are tardy on the day of the midterm or final examination, they will not be permitted to take the exam if any class member has already turned in a completed exam. If students miss the final examination due to a **university-approved** absence, they must provide **written** approval to me and will be required to make the exam up within one week at a time approved by me. If students miss an examination due to an unapproved reason per UTA's absence policy, **they will not be able to make up the examination and will receive a zero for that exam.**

Extra Credit

Students may receive half a point added to their final grades by completing online personality tests approved by the instructor. Also, students may receive half a point added to their final grades by researching a question raised in class per the instructor's approval. Students will present the answer to the class orally and will turn in a one-page summary of the research to the instructor the following class. A total of two points added to the final grade may be earned in extra credit per semester. I may also provide exercises that students may complete for extra credit.

Grade Distribution

Personality Biography Project	100 points
OR	OR
Group Debate	100 points
Case Study	100 points
Midterm Examination	100 points
Final examination	100 points
Attendance	20 points
TOTAL	520 points

All six grades listed above will be summed and averaged using the following grade distribution: A = 470-520 points, B = 420–469 points, C = 370-419 points, D =320-369 points, and F = 319 points or below.

Communication

For anyone having a difficult time comprehending reading material or any other course content, please meet with me. I also welcome student feedback and suggestions as to ways to improve this course.

Beepers & Cell Phones

Please turn off all pagers, beepers, and cell phones before class as these devices are disruptive to other students and to me.

Email Protocol

When sending an email to me, please put the class name in the subject line of the email. Inside the email include your full name. I will do my best to respond to messages via email in a prompt manner; however, please realize that I do not always have access to a computer.

Americans With Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Academic Dishonesty

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

Student Support Services Available

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Course Schedule

Required Readings/Assignments	Due Dates
Chapter 1 – What Is Personality?	1-22-09
Chapter 2 – Personality Research Methods	1-27-09
Chapter 3 - Psychoanalytic Approach (Freud)	2-5-09
Chapter 4 – Relevant Research on the Psychoanalytic Approach (Freud)	2-12-09
Chapter 5 - Psychoanalytic Approach (Neo-Freudian)	2-19-09
Chapter 6 – Relevant Research on the Psychoanalytic Approach (Neo-Freudian)	2-26-09
Chapter 7 – Trait Approach	3-5-09
Chapter 8 – Relevant Research on the Trait Approach	
Mid-term Examination: Chapters 1-8	3-12-09
SPRING BREAK	3-19-09
Chapter 9 – Biological Approach	3-26-09
Chapter 10 – Relevant Research on the Biological Approach	4-2-09
Chapter 11 – Humanistic Approach	4-9-09
Chapter 12 – Relevant Research on the Humanistic Approach	
Group Debates	4-16-09
Chapter 13 – Behavioral/Social Learning Approach	
Case Studies	4-23-09
Chapter 14 – Relevant Research on the Behavioral/Social Learning Approach	
Chapter 15 – Cognitive Approach	4-30-09
Personality Biography Project	5-7-09
Chapter 16 – Relevant Research on the Cognitive Approach	
Final Examination: Applying the six personality psychology theories to a case study	5-14-09