

**PSYCHOLOGY 3302:001 - PERSONALITY PSYCHOLOGY
Fall - 2022**

INSTRUCTOR:	Dr. James W. Downing LH 302, 837-8369 Office Hours: In Person: Wednesdays, 4:00 pm – 5:30 pm, Thursdays, 7:30 am - 9:30 am, Fridays, 3:30 pm – 5:00 pm Virtual: Wednesdays, 4:00 pm – 5:30 pm, Thursdays, 7: 30 am – 9:30 am, Fridays, 3:30 pm – 5:00 pm, or by appointment
E-MAIL ADDRESS:	jdowning@sulross.edu
PREREQUISITE:	Psychology 1302 or consent of instructor
CLASS MEETINGS:	M, 6:00 p.m.-8:50 p.m. Lawrence Hall Room 200
REQUIRED TEXTS:	Ryckman, R.M., (2013). <u>Theories of Personality</u> (10 th . ed.). Boston: Cengage Learning.

Memo to: Students in PSY 3302:01, Sul Ross State University

From: Jay Downing

Welcome to the course! I am really looking forward to our time together to learn about the variety of theories about humans come to demonstrate their unique patterns of behaving, thinking, and feeling. There is so much to learn about when one studies this field. We have a chance to do anything we wish that will add significantly to our own learning about personality psychology. It gives an opportunity for each of us to read about and think about such things as:

Psychoanalytic Theories of Personality,
Trait Theories,
Humanistic/Existential Theories,
and Social/Behavioral Theories of personality.

We can learn about how each theoretical perspective assesses personality, how they see development, the research that has been done to test each theory, and how the theories are applied in the clinic and the day-to-day world. I will be interested to see what you make of this semester in terms of your learning.

Here are some of my own thoughts for the course thus far. All of my plans are subject to change if you wish, within the limits of my own schedule and yours.

The First Meeting, Tuesday 8/22, 6:00 p.m. - 8:50 p.m.

This should be a long enough session to enable us to get acquainted, to consider plans for the remainder of the course, and to go over the reading list.

I would also like to use this time to draw out your own notions of other psychological

issues which may be of even greater concern to you than those previously mentioned.

The Group Experience, Tuesday 8/29 & 9/12, 6:00 p.m. - 8:50 p.m.

During these sessions, we will have the chance to participate in an encounter group experience in which, among other goals, we will each have the opportunity to grow in the following areas: understanding and acceptance of ourselves, self-worth, and sensitivity in relationship to others. This group will be a place for us to be ourselves, to express our immediate feelings about ourselves and others.

Your Textbook

I am letting you know now you will be reading a great deal in the course. The Ryckman text is an enjoyable look at many of the different areas of study that make up personality psychology. Each chapter introduces you to the state of the research in the different fields that constitute major theories in personality psychology. It is a good place to peek at the heart of the field. I encourage you to look up the papers that are referenced in your text to get an even better idea of what is going on in the field of personality psychology.

In the following pages you will find the tentative topic schedule for the course. The specific days and topics are subject to change, but the schedule should prove relatively accurate with respect to order of coverage and our focus each week.

Requirements

There are several aspects of the course which will be required. These are as follows: I wish to have a list of the readings you have done for the course turned in at the beginning of class on **Monday, October 3**. I want to have the updated list turned in again at the end of the course. In the lists you will write entries that indicate the way you have read the selection. For example, you might list a book and state, "Chapters 3 and 6 were read thoroughly." You might list another book and state "Skimmed the book and found it was over my head." You might list another book and say, "I got so much out of this book that I read it twice and made careful notes on Chapters 5 through 12." You might state, "I was repelled by the whole point of view and only read enough to become convinced that I was disgusted with the author." In other words, **what is wanted is an honest account of what you have read and the depth to which you have read the material you covered. I do want to read entries for everything you read for this course during the fall term. As you get into the Ryckman text please write a separate entry for each chapter in it as you complete your reading log.** You will turn in a final copy of your reading log at the end of the term.

The **second requirement** is that you write a paper, which I refer to as a "Personal Change Paper". This paper may be as brief or as lengthy as you wish about your own ideas about the most significant areas of personality psychology to you and the ways those ideas have changed or not changed as a result of this course. **In general, for students in the past this paper has run five to seven pages in length, not including the title page or references.**

A **third requirement** is that you write one reaction report every other week based on any readings, any experience, or any discussion you may have had. This report can be as long or as short as you desire. It should, however, be limited to your reactions, by this I mean your feelings. I want you to feel as free as possible in these reports in expressing your feelings about anything you want to write about, whether or not it has anything to do with the course. **Your first reaction report is due at the beginning of class on Monday, August 29th.** Subsequent reaction reports are due at the beginning of class on September 12th & 26th, October 10th & 24th, November 7th and 28th. **You will submit these reports via Blackboard, and the submission period will close at 5:30 pm on the Mondays they are due.**

A **fourth requirement** is that you complete a cognitive map of the field of personality psychology as you see it. You will learn about how to make one as we move along in the course.

This cognitive map is something you will work on over the course of the semester and will present on the night we have scheduled for our final exam. Its purpose is to let you demonstrate your understanding of the field to me, your classmates, and yourself.

A **fifth requirement** is that you turn in to me a statement of your own evaluation of your work and the grade that you think is appropriate. This statement should include: a) the criteria by which you are judging your work; b) a description of the ways in which you have met or failed to meet those criteria; and c) the grade you think is appropriate to the way you have met or failed to meet your own criteria. If I find that my own estimate of your work is quite at variance with yours I will have a personal talk with you to see if we can arrive at some mutually satisfactory grade which I can in good conscience sign and turn in.

The **final requirement** is to be your personal reaction to the course as a whole. I would like this turned in to me in a sealed envelope with your name on the outside. You are at liberty, however, to mark on it, "please do not open until the final grades have been turned in." If you mark the envelope in this fashion, I assure you I will honor your request.

In this reaction, I would like you to state very honestly what the course has meant to you, both positively and negatively. I would like any criticisms you have to make of the course and suggestions of ways in which it might be improved. This in short is your opportunity to evaluate the course, the instructor, and the manner in which the course has been carried out. It will in no case have any influence on your final grade but if you are fearful that it might have such an influence please mark your envelope as suggested, and I will not open it until all the grades have been turned in.

Other activities will come up during the term and you are expected to complete them fully and on time.

I feel it is important that students learn about deadlines. Therefore, I do not accept work after its due date.

Failure to complete any of the requirements will result in a failing grade being assigned for the course.

A passing grade in the course will not be turned in until all of these requirements have been fulfilled.

Attendance is very important in this class. I reserve the right to drop a student from the class with a failing grade if he or she misses three class days.

I have made it a point to emphasize one rule concerning personal communication technology. Here it is:

Turn off all electronic equipment before you enter the classroom. This means cell phones, iPads, etc. I want to be able to count on your full attention during our time together.

TENTATIVE CLASS SCHEDULE FOR PSYCHOLOGY 3302:001

<u>DATE</u>	<u>WEEK</u>	<u>TOPIC</u>	<u>TEXT READINGS TO MASTER</u>
8/22	1	Introduction, Course Overview, & Conversation; Personality and the Scientific Outlook	Chapter 1
8/29	2	Encounter Group-Day One	Get ahead on your reading!
9/5	3	Labor Day-No Class	
9/12	4	Encounter Group-Day Two	<u>Get ahead on your reading!</u>
9/19	5	The Psychoanalytic Perspective: Freud's Psychoanalytic Theory	<u>Chapter 2</u>
9/26	6	Neoanalytic Perspectives: Jung's Analytical Psychology, Adler's Individual Psychology	<u>Chaps. 3 & 4</u>
9/26	7	Neoanalytic Perspectives: Horney's Social and Cultural Psychoanalysis, Erickson's Psychoanalytic Ego Psychology	<u>Chaps. 5 & 6</u>
9/26	8	Neoanalytic and Trait Perspectives: Kohut's Self Psychology, Allport's Trait Theory	<u>Chaps. 7 & 8</u>
10/3	9	Trait Perspectives: Cattell's Structure-Based Systems Theory, Eysenck's Biological Typology	<u>Chaps. 9 & 10</u>
10/10	10	Humanistic/Existential Perspectives Maslow's Self-Actualization Perspective	<u>Chap. 12</u>
10/17	11	Humanistic/Existential Perspective: Roger's Person-Centered Approach	<u>Chap. 13</u>
10/24	12	Humanistic/Existential Perspective: Roger's Person-Centered Approach II	<u>Chap. 13</u>
10/31	13	Humanistic/Existential Perspective: May's Existential-Analytic Position	<u>Chap. 14</u>
11/7	14	Social-Behavioristic Perspectives: Skinner's Operant Analysis	<u>Chap. 15</u>
11/14	15	Social-Behavioristic Perspectives: Rotter's Expectancy-Reinforcement Value Model, Bandura's Social-Cognitive Theory	<u>Chaps. 16 & 17</u>

11/21	16	Theory and Research in Contemporary Personality Psychology	<u>Chap.18</u>
11/28	17	Final Class Conversation	
12/2	FRIDAY NIGHT!	PRESENTATION AND COGNITIVE MAPS , 6:00 p.m. – 8:00 PM, LH 200	

Below you will find the Program Learning Objectives (PLOs) dealt with in this course. The student learning outcomes follow and relate, to a greater or lesser extent, to each PLO dealt with in the course.

Program Learning Objective (PLO #1)

1. The students will be able to demonstrate competency in the biopsychosocial approach.

Program Learning Objective (PLO #2)

2. The students will be able to demonstrate their critical thinking skills via tasks related to student thought, complexity, and originality.

Student Learning Outcomes

Required Task-Reaction Reports:

Goal One: The student will demonstrate the ability to engage in the self-expression of emotions by writing bi-weekly reaction reports. (Affective Domain: Respond)

Goal Two: The student will demonstrate value development by reporting an emotion they experienced in the reaction reports. (Affective Domain: Value Development)

Required Task-Reading Log:

Goal Three: The student will write an evaluation of the readings they complete for the course that will be examined at both the mid-term and the end of the semester. (Cognitive Domain: Evaluation)

Goal Four: The student will demonstrate an awareness of their responsibility for their development as a life-long learner by taking personal responsibility for the volume of readings they complete. (Affective Domain: Value Development)

Required Task-Personal Change Paper:

Goal Five: The student will write a critical evaluation of the issues they have learned about in the course. This evaluation will compare and contrast the state of their knowledge about psychology at the beginning of the course and towards its close. (Cognitive Domain: Evaluation)

Goal Six: The student will create an original paper that compares and contrasts the state of their knowledge about psychology at the beginning of the course and towards its close. (Psychomotor Domain: Creation)

Goal Seven: The student will freely express their opinion that demonstrates the student has been independently studying and thinking about issues in psychology. (Affective Domain: Value Development)

Core Curriculum Components Assessed in the Course

Personal Responsibility

Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

Social Responsibility

Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

Marketable Skills Assessed by the Tasks Completed in this Course

1. **Speaking Effectively:** Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
2. **Describing Feelings:** Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
3. **Identifying Resources:** Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
4. **Analyzing:** Students will demonstrate ability to examine the underlying issues of scientific problems, attending to the pertinent details and creating action plans, recognizing ambiguity and complexity as essential components. Students will communicate effectively in writing.

SPECIAL NOTATION FOR EDUCATION STUDENTS:

I know that some education students may take this course. This course addresses some of the objectives of the TExES Exam for the subject area of social science, which includes a psychology portion. Specifically, this course may address the following objectives, among others.

Domain III

Geography, Culture, and the Behavioral and Social Sciences

Competency 13 (Social, Anthropological, and Psychological Concepts and Processes)

The teacher applies sociological, anthropological, and psychological concepts and processes to understand cultural formation and change, intergroup relations, and individual development.

- Demonstrates knowledge of the history and theoretical foundations of psychology.
- Demonstrates knowledge of the behavioral, social, cognitive, and personality perspectives of human learning.
- Understands basic psychological principles and including those related to motivation, sensation and perception, personality, relationships between biology and behavior, and relationships between the self and others.

The interested student is informed that for full information concerning the TExES exam in education concerning psychology as a part of the social sciences, they should contact the SRSU Education Department for materials concerning test preparation and administration. It is the student's responsibility to inform the instructor of this course if he or she is a candidate for the exam. If so, the instructor can guide them to resources that will assist with their exam preparation

Libraries

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Disabilities Act Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

Academic Integrity:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.