

Sul Ross State University – Behavioral and Social Science Department

PSY 3302 Course Syllabus – Fall 2024

Course Title:	Personality Psychology
Prerequisites:	General Psychology (PSY 1302)
Contact Information:	Alicia M. Trotman, PhD, alicia.trotman@sulross.edu ,
Office (LH 306) Hours:	Mondays (2:30 to 5:00pm), Tuesdays (2:00 to 6:00pm), & Wednesdays (2:30 to 5:00pm); By appointment: https://calendly.com/amtsulross/summer-office-hours

“Always dream and shoot higher than you know you can do. Do not bother just to be better than your contemporaries or predecessors. Try to be better than yourself.”
~ William Faulkner

Course Description and Goals

Welcome to the course! We are really looking forward to our time together to learn about the variety of theories 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. We will be interested to see what you make of this semester in terms of your learning. Here are some of our own thoughts about the course thus far. All of our plans are subject to change if you wish, within the limits of our schedules.

Student Learning Outcomes

1. Required Task-Reaction Reports:
 - a. **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)

- b. **Goal Two:** The student will demonstrate value development by reporting an emotion they experienced in the reaction reports. (Affective Domain: Value Development)
2. Required Task-Reading Log & Exams:
 - a. **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. In addition, they will have a midterm and final exam. (Cognitive Domain: Evaluation)
 - b. **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)
 3. Required Task-Personal Change Paper:
 - a. **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)
 - b. **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)
 - c. **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)

Text

Schultz, D. P., Schultz, S. E., Maranges, H. M. (2025). *Theories of Personality* (12th ed.). Cengage Learning.

Course Requirements

1. **The text MUST be obtained.** If you want to *seriously* pass this class, you must purchase the textbook.
2. Respect for students and lecturers must be maintained at all times when we meet online and in person. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. We will do our best to embrace the difficulty of fruitfully discussing controversial and sensitive issues. Respect is a basic human characteristic that entitles each person to their own rights and identity. It also helps to nurture a healthy learning environment. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g. Sul Ross State University psychologists, family members, lecturers, close friends) and or refer to the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

“Personality begins where comparison leaves off. Be unique. Be memorable. Be confident. Be proud.” ~ Shannon L. Alder

SRSU Disability Services - AMERICANS with DISABILITIES ACT STATEMENT:

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Library Services Statement

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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 by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-I29) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Honoring 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. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Other instances of academic misconduct are lying in connection with your academic work, cheating, misrepresenting facts and/or collusion and **using**

open AI sources unless *permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall. All these are contrary to the purpose of any educational institution and will be dealt with **most severely** to the extent of the university's disciplinary policy and/or through legal action if indicated. An instructor who determines that a student has been dishonest academically can at a minimum issue no credit for the assignment/exam, and/or pursue more severe penalties, including but not limited to failing the course. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#).

Marketable Skills:

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 a scientific problem, attending to the pertinent details and creating a plan of action, recognizing ambiguity and complexity as essential components.

“I am not what happened to me. I am what I choose to become.” ~ Carl Jung

Observing Class Guidelines

Your Textbook

We are letting you know now you will be *reading a great deal* in the course. The Schultz, Schultz & Maranges 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.

Class Attendance and Participation

This is a course that requires in class, hands on experience and discussion. **Class attendance and participation ARE REQUIRED.** I reserve the right to drop a student from the class with a failing grade if they do not participate online within a three-week span. Class participation and attendance will be worth **20%** of the final grade. The percentage is considerable so your presence will *help* your ability to complete all of assignments for this class.

Participation: This is an online course. However, your active, daily participation in this course is essential and required in order to be successful, including checking email daily, checking for Black Board announcements and messages, staying up with readings and participating in Blackboard Discussions.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook SRSU Student Handbook.

Regular communications with the professor: It is essential that you keep me current on your progress and any difficulties you may be having so that I can respond in real time to support your success. The most efficient way of contacting me is by email or scheduling a meeting with me at <https://calendly.com/amtsulross/summer-office-hours> which provides you with contact hours for the rest of the Fall semester.

Course Behaviors - Respect and Disruptions: Watch the VIDEO on NETTIQUETTE - https://www.youtube.com/watch?v=FWMk_Zv7nB8 and <https://www.youtube.com/watch?v=80uRE972uQ0>. You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this web-based course in the same manner as in a face-to-face course. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable as referred to in the Student Conduct and Discipline section of the SRSU Student Handbook.

Communicating with the Professor: The best way to contact me is by email or scheduling a meeting with me at <https://calendly.com/amtsulross/summer-office-hours>. GENERAL QUESTIONS are to be posted to a discussion board for all. For PERSONAL or PRIVATE ISSUES email me at Alicia.trotman@sulross.edu or text me. I strive to respond as soon as possible. If you do not receive a reply within 24 hours during the work week, please resend your email or text me.

Late Assignments/Projects 📌

You are expected to meet assignment deadlines. For excused absences (university-authorized, legal or medical issues, documented weather catastrophe), speak with me **before the absence** so arrangements can be made.

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.

Discussing Evaluation

Reading Lists

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 7**. 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 Schultz, Schultz & Maranges 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 – **Wednesday December 4**.

Personal Change Paper

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.** This paper is due on the final day of class – **Wednesday December 4**.

Reaction Reports

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 on Monday September 2nd. Subsequent reaction reports are due at the beginning of class on September 16th & 30th, October 14th & 28th, November 11th and 25th. You will submit these reports via Blackboard, and the submission period will close at 5:30 pm on the Mondays they are due.**

Midterm and Final Exams

A **fourth requirement** is that two (2) exams will be given during the course of this term. These exams will consist of multiple choice and essay questions. The midterm exam will contain questions covering Chapter 1 through 7, and the final exam questions 8 through 14. **No late exams will be accepted** unless for excused absences (see attendance). All exams will be worth 20% of the total of the final grade. If your absence is excused the day the exam is given, it will be *your responsibility* to reschedule a date at most one day after the missed exam with me.

Evaluation of your own Work

A **fifth requirement** is that you turn in 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.

Grading

Students are expected to complete reading assignments prior to class sessions and to engage in thoughtful discussions online in light of these assignments. In addition, students will write reaction papers, which will help with the final movie script.

Grading:	1000 points total	Percentage
Reading Lists	(2 @ 25 points each) 50 points total	5%
Personal Change Paper	150 points	15%
Reaction Reports	(7 @ 50 points each) 350 points	35%
Midterm Exam	100 points	10%
Final Exam	100 points	10%
Evaluation of your own Work	50 points	5%
Participation	200 points	20%

“Human beings’ main task in life is to give birth to themselves, to become what they potentially are. The most important product of their effort is their own personality” ~ Erich Fromm

Course Schedule

Day	Content
Week of August 26th	Introduction, Course Overview; Personality and the Scientific Outlook (Aug. 29th – Last day for late registration and schedule changes)
Homework	Read Chapter 1 – <i>What it is and why you should care</i> Reaction Report 1
Week of September 2nd	How do we measure and assess personality? How does race, culture, gender, social media shape personality? (Sept. 2 nd – <i>Labor Day</i>)
Homework	Read Chapter 2 – <i>Sigmund Freud</i>
Week of September 9th	The Psychoanalytic Perspective: Freud's Psychoanalytic Theory (September 11th – Last day to drop classes without creating an academic record)
Homework	Read Chapter 3 – <i>Carl Jung</i> Reaction Report 2
Week of September 16th	Neoanalytic Perspectives: Jung's Analytical Psychology,
Homework	Read Chapter 4 – <i>Alfred Adler</i>
Week of September 23rd	Neoanalytic Perspectives: Adler's Individual Psychology
Homework	Read Chapter 5 – <i>Karen Horney</i> Reaction Report 3
Week of September 30th	Neoanalytic Perspectives: Horney's Social and Cultural Psychoanalysis
Homework	Read Chapter 6 – <i>Erik Erikson</i>
Week of October 7th	Erickson's Psychoanalytic Ego Psychology Reading List Due - Midterm
Homework	Read Chapter 7 – <i>Gordon Allport</i> Reaction Report 4
Week of October 14th	Neoanalytic and Trait Perspectives: Allport's Trait Theory

Homework	Read Chapter 8 – <i>Raymond Cattell & Hans Eysenck</i> Midterm Exam
Week of October 21st	Trait Perspectives: Cattell's Structure-Based Systems Theory & Eysenck's Biological Typology
Homework	Read Chapter 9 – <i>Abraham Maslow</i> Reaction Report 5
Week of October 28th	Humanistic/Existential Perspectives: Maslow's Self-Actualization Perspective
Homework	Read Chapter 10 – <i>Carl Rogers</i>
Week of November 4th	Humanistic/Existential Perspective: Roger's Person-Centered Approach (November 8th: LAST Day to withdraw from the 16-week course with grade of 'W')
Homework	Read Chapter 11 – <i>George Kelly</i> Reaction Report 6
Week of November 11th	Cognitive Perspectives: Personal Construct Theory (November 12th: LAST Day to apply for Fall graduation) (November 15th: LAST Day to apply for Spring 2024 graduation without a late fee)
Homework	Read Chapter 12 – <i>B. F. Skinner</i>
Week of November 18th	Social-Behavioristic Perspectives: Skinner's Operant Analysis
Homework	Read Chapter 13 – <i>Albert Bandura</i> Reaction Report 7
Week of November 25th	Social-Behavioristic Perspectives: Bandura's Social-Cognitive Theory <i>Thanksgiving Break: Wednesday November 27th to Friday November 29th</i>
Homework	Read Chapter 14 – <i>Julian Rotter, Marvin Zuckerman & Martin E. P. Seligman</i>
December 2nd	Contemporary Perspectives: Personality in taking control, taking chances and finding happiness
December 4th	Reading List Due – Final Personal Change Paper Evaluation of your own work

Tuesday December 10 th	Final Exam
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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 I3 (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