

PSYCHOLOGY 3302: W01 - PERSONALITY PSYCHOLOGY
Fall - 2026

INSTRUCTOR:

Dr. James W. Downing
LH 302

Office Hours:

In Person: Wednesdays, 3:00 pm – 5:00 pm,
 Thursdays, 10:00 am – 12:00 pm
 Fridays, 3:00 pm – 5:00 pm
Virtual: Wednesdays, 3:00 pm – 5:00 pm,
 Thursdays, 10:00 am – 12:00 pm,
 Fridays, 3:00 pm – 5:00 pm,
 or by appointment

Email: jdowning@sulross.edu

PREREQUISITE:

Psychology 1302 or consent of instructor

REQUIRED TEXTS:

Ryckman, R. (2013). Theories of personality. (10th ed.) Cengage Learning: Belmont CA.

Memo to: Students in PSY 3302: W01, Sul Ross State University

From: Jay Downing

Welcome to the course! I am really looking forward to our time together learning about the variety of theories about how 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 and Neo-Psychoanalytic Theories of Personality,
Humanistic/Existential Theories of Personality,
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.

Your Textbook

I am letting you know now you will be reading a great deal in the course. The Funder 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 log of the readings you have done for the course turned in at the end of each week in what I call a "Reading Log". In the log you will write entries that indicate the way you have read the selection. A natural question is, "What will go in the reading log?" In the reading log you should write entries that indicate the way you have read the selection. For example, you might list a book or a chapter from the text or another book and state, "Chapters 3 and 6 were read thoroughly." You might list another book or chapter from the base texts or the reading list and state "Skimmed the book and found it was over my head." You might list another book or article and say, "I got so much out of this 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.** You do not only have to read books, but research articles are also fair game too. The works you cite do not necessarily have to be something from the text or provided by me. If you find books or articles that apply to the study of personality psychology, please let me know about them so I can get them out to other folks in class.

I do want to read entries for everything you read for this course during the fall term. As you get into the texts, please write a separate entry for each chapter in each text as you complete your reading log each week. Your first reading log post is due by Sunday, September 3, at midnight. Introduce yourself in the first reading log post, comment on the Chapter 1 from the Funder text entitled, "The Study of the Person" and the syllabus.

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 social attitudes to you and the ways those ideas have changed or not changed as a result of this course. In this paper, use the space to show me what you have learned about the field and yourself because of your efforts in the course. In the past, this paper has generally been five to seven pages in length, not including the title page and references. Your paper should have at least four (4) references other than the texts. Use at least two (2) peer-reviewed journals (which can be electronic). Use the APA reference manual for format guidelines. Go to library or SRSU Writing Center for help or use the internet resources provided on Black Board for this course. Please ask for help early on so that you do not get overwhelmed. See the attached PERSONAL CHANGE PAPER CHECKLIST at the end of the syllabus for specifics on components of the paper. **The personal change paper will be due by midnight on Sunday, December 6.**

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 by Sunday, September 6, at midnight. Subsequent reaction reports are due on Sunday at midnight on September 20, October 4, & 18, and November 1 & 15. **The submission period for your reaction reports will close at 11:55 pm on the Sundays they are due.**

A **fourth requirement** is that you complete a cognitive map of the field of social attitudes 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

complete as a final project to demonstrate your knowledge. 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 submitted to me in the portal I set up for it. You are at liberty, however, to let me know, "Please do not open until the final grades have been turned in." If you mark the submission 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 and Course preparation:

Class attendance is governed by the SRSU policy stated in the schedule of classes. Students will be dropped with an "F" when you have accumulated six (6) or more absences OR the equivalent in a web-based course. *Class attendance in this course includes logging onto Black Board during the first week of class, monitoring your SRSU email and Black Board announcements on a daily basis, taking exams, posting, and completing other assignments on time, as well as communicating in a timely and clear manner with the professor regarding challenges experienced related to the course.*

Course Schedule Template (Personality Psychology, Fall 2026)

Unit	Week	Dates (Mon-Fri)	Topic	Activities/ Assignments All Due Dates @ 11:55 PM CST
Start Here	Week 1	Aug 24 – Aug 28		Introduction, Course Overview, & Discussion READ Syllabus & Handouts, (by Friday 8/28) SYLLABUS QUIZ and START HERE orientation to BLACK BOARD (by Sunday 8/30 11:55 pm) READING LOG POST 1 <i>Introduce yourself</i> (by Sunday 8/30 11:55 pm)
Unit 1	Week 2	Aug 31– Sep 4	An Introduction to the Discipline: Personality and the Scientific Outlook	READ Chapter 1 Personality and the Scientific Outlook (by Friday 9/4) READING LOG POST 2 Over Chapter 1 by Sunday 9/6 11:55 pm REACTION REPORT 1 by Sunday 9/6 11:55 pm
Unit 2	Week 3	Sep 7 – Sep 11 (short week due to Monday, Sep 7, Labor Day Holiday)	Psychoanalytic and Neoanalytic Perspectives: Freud's Psychoanalytic Theory	READ Chapter 2 Freud's Psychoanalytic Theory (by Friday 9/11) READING LOG POST 3 Over Chapter 2 by Sunday 9/13 11:55 pm
	Week 4	Sep 14 – Sep 18	Psychoanalytic and Neoanalytic Perspectives: Freud's Psychoanalytic Theory	READ Chapter 2 Freud's Psychoanalytic Theory (by Friday 9/18) READING LOG POST 4 Over Chapter 2 by Sunday 9/20 11:55 pm REACTION REPORT 2 by Sunday 9/20 11:55 pm

Unit	Week	Dates (Mon-Fri)	Topic	Activities/ Assignments All Due Dates @ 11:55 PM CST
	Week 5	Sep 21 – Sep 25	Psychoanalytic and Neoanalytic Perspectives: Adler's Individual Psychology	READ Chapter 4 Adler's Individual Psychology (by Friday 9/25) READING LOG POST 5 Over Chapter 4 by Sunday 9/27 11:55 pm
	Week 6	Sept 28 – Oct 2	Psychoanalytic and Neoanalytic Perspectives: Adler's Individual Psychology	READ Chapter 4 Adler's Individual Psychology (by Friday 10/2) READING LOG POST 6 Over Chapter 4 by Sunday 10/4 11:55 pm REACTION REPORT 3 by Sunday 10/4 11:55 pm
Unit 3	Week 7	Oct 5 – Oct 9	Social-Behavioristic Perspectives: Skinner's Operant Analysis	READ Chapter 15 Skinner's Operant Analysis (by Friday 10/9) READING LOG POST 7 Over Chapter 15 by Sunday 10/11 11:55 pm
	Week 8	Oct 12 – Oct 16	Social-Behavioristic Perspectives: Skinner's Operant Analysis	READ Chapter 15 Skinner's Operant Analysis (by Friday 10/16) READING LOG POST 8 Over Chapter 15 by Sunday 10/18 11:55 pm REACTION REPORT 4 by Sunday 10/18 11:55 pm
	Week 9	Oct 19 – Oct 23	Social-Behavioristic Perspectives: Bandura's Social-Cognitive Theory	READ Chapter 17 Bandura's Social-Cognitive Theory (by Friday 10/23) READING LOG POST 9 Over Chapter 17 by Sunday 10/25 11:55 pm

Unit	Week	Dates (Mon-Fri)	Topic	Activities/ Assignments All Due Dates @ 11:55 PM CST
	Week 10	Oct 26 – Oct 30	Social-Behavioristic Perspectives: Bandura's Social-Cognitive Theory	READ Chapter 17 Bandura's Social-Cognitive Theory by Friday 10/30) READING LOG POST 10 Over Chapter 17 by Sunday 11/1 11:55 pm REACTION REPORT 5 by Sunday 11/1 11:55 pm
Unit 4	Week 11	Nov 2 - Nov6	Humanistic/ Existential Perspectives: Roger's Person-Centered Theory	READ Chapter 12 Roger's Person-Centered Theory (by Friday 11/6) READING LOG POST 11 Over Chapter 12 by Sunday 11/8 11:55 pm
	Week 12	Nov 9 - Nov 13	Humanistic/ Existential Perspectives: Roger's Person-Centered Theory	READ Chapter 12 Roger's Person-Centered Theory (by Friday 11/13) READING LOG POST 12 Over Chapter 12 by Sunday 11/15 11:55 pm REACTION REPORT 6 by Sunday 11/15 11:55 pm
	Week 13	Nov 16 – Nov 20	Humanistic/ Existential Perspectives: May's Existential-Analytic Position	READ Chapter 14 May's Existential-Analytic Position (by Friday 11/20) READING LOG POST 13 Over Chapter 14 by Sunday 11/20 11:55 pm

Unit	Week	Dates (Mon-Fri)	Topic	Activities/ Assignments All Due Dates @ 11:55 PM CST
	Week 14	Nov 23 - Nov 27 Have a great Thanksgiving Holiday	The Role of the Grand Personality Theories in Contemporary Personality Psychology	READ Chapter 18 Theory and Research in Contemporary Personality Psychology (by Friday 11/27) No Reading Log this Week!
Unit 5	Week 15	Nov 30– Dec 4	Course Wrap Up	COGNITIVE MAP PRESENTATION by Friday, 12/4 11:55 pm PERSONAL CHANGE PAPER by Sunday 12/6 11:55 pm SELF EVALUATION by Sunday 12/6 11:55 pm PERSONAL REACTION TO THE COURSE PAPER by Sunday 12/6 11:55 pm

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

Student Learning Objective (SLO #1)

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

Student Learning Objective (SLO #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 weekly. (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 personality 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 personality 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 personality psychology. (Affective Domain: Value Development)

Marketable Skills Assessed by the Tasks Completed in this Course

1. 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.
2. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
3. 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.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, 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 secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. 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.

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.

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. Students seeking accessibility/accommodations services must contact SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we will get back to you as soon as we can during working hours). 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.

Statement Regarding AI:

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

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 this paper, use the space to show me what you have learned about the field and yourself because of your efforts in the course. In the past, this paper has generally been five to seven pages in length, not including the title page and references. Your research paper should have at least four (4) references other than the text. Use at least two (2) peer-reviewed journals (which can be electronic). Use the APA reference manual for format guidelines. Go to library or SRSU Writing Center for help or use the internet resources provided on Black Board for this course. Please ask for help early on so that you do not get overwhelmed. See the attached PERSONAL CHANGE PAPER CHECKLIST below for specifics on components of the paper.

Downing
PSY 3302-W01 Personality Psychology: Fall 2026

NAME: _____

PERSONAL CHANGE PAPER CHECKLIST

The following must be included in your paper: (from syllabus)

- 1) Explore the most significant areas of study of personality psychology to you. _____
- 2) Explain how those ideas have changed and developed (or not) as a result of the course. _____
- 3) Describe how your views can impact your community, our U.S. society, and the global community. _____
- 4) Describe how your views can affect how you might choose to be in your family, work, and social life from here on out. _____
- 5) Organization of Content/Spelling/ Grammar/Writing style (6 to 8 pages long) _____
- 6) APA Style Format
 - a) Title page with Running head _____
 - b) Abstract _____
 - c) Correct citation of references and quotes within paper _____
 - d) Reference page (5 to 6 references) _____