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## PSYC 225-01, Personality Psychology, Spring 2007

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# PSYC 225: Personality Psychology

T/Th 2:00-3:15

Clough 114

Spring 2007

Professor: Julie Steel, Ph.D.

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**Required Texts:** *The Personality Puzzle* (3<sup>rd</sup> Edition) by Funder  
*Pieces of the Personality Puzzle* (3<sup>rd</sup> Edition) by Funder and Ozer

## Course Objectives

- (1) To give students a broad overview of the major theoretical approaches in the field of personality psychology in order to facilitate understanding and critical analysis of theory, research, and assessment in the area of personality psychology.
- (2) To give students insight into the scientific processes underlying psychological research and to aid in the critical analysis of research in the field. Students will systematically evaluate research and will be exposed to methodological, ethical, and theoretical issues underlying scientific research conducted in the area of personality psychology
- (3) To give students practice in the application of their knowledge of personality theory by giving students the opportunity to research and analyze the personality of an individual of their choosing.
- (4) To encourage the development of oral communication and presentation skills by giving students an opportunity to present their own work to an interested and supportive audience.

## Course Structure

The format of this course consists of structured lectures, class discussions, and occasional group work (most group work will be conducted outside of class). You will see on the final page of this document that some days are purely “lecture days” and others are will involve class discussion days. You are expected to come to class prepared each day and to get involved in class discussion (see section on discussion topics below). If you don’t participate in class, your grade will suffer (10% of your grades comes from class participation).

## Reading Assignments

The reading assignments are clearly outlined on the final page of this document. You will read most chapters of the Funder text and several additional readings from the edited volume by Funder and Ozer (designated F&O in the syllabus). Some of the Funder text will overlap with my lecture material – but oftentimes my lectures will deviate from the text – I may give more detail on a theory covered in the text, or I may cover something that isn’t really discussed at all in the text. Also – much of the material in the text will NOT be discussed explicitly in class (this is why it is actually WORTH it to read the book – you will LEARN more when you combine the book reading with the class lectures!) The supplemental readings (the F&O material) are assigned in an effort to elicit discussion. As such, I require you to bring discussion points and/or questions to class for EVERY F&O reading. These will contribute to **your class contribution grade**.

## Discussion Points/Questions

As discussed above, you are required to bring discussion points or discussion questions to class **over ALL of the assigned F&O readings**. Here are the requirements:

- For EACH reading (some days you will be assigned several readings from F&O), you must bring at least 5 good discussion questions or discussion points for the class to discuss.
- Any questions you ask must be open-ended (not “yes” or “no” questions).
- Points/Questions might deal with a theory, a controversy, an application, a theoretical criticism, a methodological criticism, a point of contention, an application to a DIFFERENT theory, etc.
- At least one of the five must involve a CRITICISM
- At least one of the five must involve an APPLICATION of the work (application to education, or Greek Life, or the military or Cognitive Dissonance Theory, or a Philosopher or whatever)
- These must be TYPED
- Bring TWO COPIES to class. You will hand one in to me at the beginning of class and I might use it to spur discussion in the following fashion “Here’s a good point from Jimmy Joe – he thinks Existentialism is related to Terror Management Theory - which he learned about in Social Psychology...” I might also call on you in class to start up discussion with one of your questions/points “Daisy Mae – what do you want to say about this reading?” (This is what the second copy is for – so you have your points/questions in front of you.)
- You will receive “quality points” for your insights and questions. I will record these for each reading in my grade book and they will constitute a portion of your participation grade. So – if you are a student who doesn’t like talking IN class, you better make these REALLY good in an attempt to make up for the points you’ll lose by being quiet in class.

## Course Requirements (500 points possible)

- I. **Exams (250 pts total – 50%):** There will be three exams. The first two exams will be held during class time and worth 100 pts each, the third will be given during the final exam period and worth 50 pts. All exams will consist of multiple-choice, matching, fill-in-the-blank, and short answer questions (no long essays). The final exam will be comprehensive and will include questions covering student presentations.
- II. **Reaction Paper (25 pts – 5%).** No class will be held on Thursday, January 25<sup>th</sup>. In lieu of class, you will complete readings from F&O and write a 4-6 page reaction paper. Further guidelines will be discussed later.
- III. **Group Paper (75 pts – 15%):** You will write a group paper (but you will write a section of it by yourself – see below). A separate handout explaining the paper requirements will be provided. Late papers will carry a penalty of one letter grade for each day that they are late. Papers must be written according to APA style (5<sup>th</sup> edition of the Publication Manual). All group members will receive the SAME grade on the group paper.
- IV. **Draft of Individual Section of Group Paper (50 pts – 10%):** A draft of each student’s individual section of the paper will be due prior to the final paper and will be graded separately – so each student will receive an individual grade on their paper section. Papers must be written according to APA style (5<sup>th</sup> edition of the Publication Manual).
- V. **Class Presentation (50 pts – 10%):** Formal paper presentations (60 minutes long) will be given by all students. Students will be graded on several criteria including: (1) organization and clarity of the presentation, (2) knowledge/application of theory, (3) ability to answer questions, (4) presentation style, and (5) amount/quality of information presented within the allotted time. All members of the group will not necessarily receive the same presentation grade.
- VI. **Class Participation (25 pts - 5%):** To obtain points in this section, students are expected to attend class, participate in class discussions/exercises, and hand in thoughtful discussion points/questions for all F&O readings. Attendance will be taken daily – each student will be given **2 free absences** – three absences will result in a 50% deduction in class participation grade. More than three absences will result in a 0% participation grade.
- VII. **Peer Group Evaluation (25 pts – 5%):** To assess each student’s contribution to the successful completion of group research projects/papers, other group members will evaluate each student. All evaluations will be kept strictly confidential.

**Grades will be assigned according to the following "percentage of total point" cut-off:**

93% - 100%	-	A	73% - 76%	-	C
90% - 92%	-	A-	70% - 72%	-	C-
87% - 89%	-	B+	67% - 69%	-	D+
83% - 86%	-	B	63% - 66%	-	D
80% - 82%	-	B-	60% - 62%	-	D-
77% - 79%	-	C+	59% and Below	-	F

**Honor Code**

As in all courses at Rhodes, students are expected to act honorably in pursuit of our mutual educational objectives. All work in this class is covered by the honor code.

In regard to the writing assignments, you should be careful to properly acknowledge ideas obtained from outside sources (textbooks, lectures, journals, the web, ideas of other students, etc.), and you should pledge this work as follows: *This paper is my own work, and the ideas in this report reflect my understanding of and thinking about this material.*

**Special Notes:**

- If you **need assistance** and any time during the semester **DO NOT HESITATE TO CONTACT ME**. Many times students feel that making appointments with professors for out-of-class instruction or clarification is a "bother" to the instructor. This is my job...so, by all means, come and "bother" me.
- If you have a **documented disability** and wish to receive academic accommodations, please contact the Office of Student Disability Services as soon as possible (843-3994).
- I am a member of the **Rhodes College Safe Zone Program**. Safe Zones provide safe spaces that are highly visible and easily identifiable to gay, lesbian, bisexual and transgender (GLBT) persons, where support and understanding is the key and where bigotry and discrimination are not tolerated. Although this program was initiated to support the GLBT community specifically, my office is a safe zone to ALL individuals in the Rhodes Community regardless of age, race, sex, gender, social class, ethnicity, sexual orientation, creed, or disability. If you feel you have been discriminated against, if you have been assaulted, or if you are in need a faculty advocate for any other reason, please do not hesitate to call, email, or stop by.

Tentative Class Schedule and Assignments

Date	Day	Topic	Reading	Assignment Due
1/11	Thur	Introduction – Syllabus Review		
1/16	Tues	Issues in Personality Theory and Research	Funder Ch 1-3	
1/18	Thur	Freud’s Psychoanalytic Theory	Funder Ch 10	
1/23	Tues	Freud Cont. – Wetzels Guest Appearance	Funder Ch 11	
1/25	Thur	<b>No Class: Do the readings and write a 4-6 page reaction paper</b>	F&O 233-250, 256-261; 296-302	
1/30	Tues	Freud Wrap-up; Begin the Neo-Freudians Carl Jung	Funder Ch 12; F&O 251-255	<b>Reaction Paper Due; Discussion Points</b>
2/1	Thur	Erik Erickson	F&O 262-270	Discussion Points
2/6	Tues	Biological & Evolutionary Approaches	Funder Ch 8 -9	
2/8	Thur	Discussion and controversy	F&O 128-134; 176-210	Discussion Points
2/13	Tues	<b>EXAM 1</b>		
2/15	Thur	Trait Approach: Person Situation Debate	Funder Ch 4, F&O 43-45	
2/20	Tues	Trait Theory Continued: Factor Analysis	Funder Ch 5	
2/22	Thur	The 5-Factor Model	Funder Ch 7	
2/27	Tues	Discussion of 5-Factor Model; Discuss Group Project Expectations	F&O 94-105	Discussion Points
3/1	Thur	Existentialism	Funder Ch 13; F&O 305-312	Discussion Points
3/6	Tues	Humanism		<b>Project Topic Due</b>
3/8	Thur	Maslow & Rogers in their own words	F&O 313-335	Discussion Points
<b><u>Spring Break</u></b>				
3/20	Tues	Skinner’s Radical Behaviorism	Funder Ch 15	
3/22	Thur	Social-Learning Approaches	F&O 441-461	Discussion Points <b>Project Outline w/individual responsibilities due</b>
3/27	Tues	<b>EXAM 2</b>		
3/29	Thur	Group Meetings		
4/3	Tues	Group 1 Presentation		<b>Individual papers due by 5:00pm</b>
<b><u>Easter Break</u></b>				
4/10	Tues	Group 2 Presentation		
4/12	Thur	Group 3 Presentation		
4/17	Tues	Group 4 Presentation		
4/19	Thur	Group 5 Presentation		
4/24	Tues	Group 6 Presentation		
4/26	Thur	Wrap-up, Review for final, Evaluations		<b>Final Group Papers due by 10pm</b>
<p><b>Final Exam: Monday, April 30<sup>th</sup> 8:30am (Clough 114)</b>  <b>Optional Exam Time: Friday, May 4<sup>th</sup> (FJA)</b></p>				