

## PSYCHOLOGY 236: INTRODUCTION TO PERSONALITY

<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Monday	4/2	Introduction	Chapter 1
Tuesday	4/3		
Wednesday	4/4	Personality Assessment	Chapter 2
Thursday	4/5		
Friday	4/6		
Monday	4/9	Freudian Theory	Chapter 3
Tuesday	4/10		
Wednesday	4/11		
Thursday	4/12		
Friday	4/13		<b>Summary # 1 (Psychoanalytic) Due</b>
Monday	4/16	Psychodynamic Approaches	Chapter 4
Tuesday	4/17		
Wednesday	4/18		
Thursday	4/19		Chapter 5
Friday	4/20		<b>Summary # 2 (Neo-Freudian) Due</b>
Monday	4/23		Chapter 6
Tuesday	4/24		1-3 optional quizzes due (chapters 1-6)
Wednesday	4/25	<b>EXAM 1 (Chapters 1-6)</b>	
Thursday	4/26	<b>In-Class Cooperative Extra Credit</b>	
Friday	4/27	The Trait Approach	Chapter 7
Monday	4/30		
Tuesday	5/1	The Circumplex Model	Chapter 8
Wednesday	5/2		
Thursday	5/3		
Friday	5/4		<b>Summary #3 (Trait) Due</b>
Monday	5/7	The Biological Approach	Chapter 9, <b>Research Paper Due</b>
Tuesday	5/8		
Wednesday	5/9		Chapter 10
Thursday	5/10		
Friday	5/11		<b>Summary # 4 (Biological) Due</b>
Monday	5/14	The Humanistic Approach	Chapter 11
Tuesday	5/15		
Wednesday	5/16		
Thursday	5/17		
Friday	5/18		<b>Summary #5 (Humanistic) Due</b>

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<u>Day</u>	<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Monday	5/21		Chapter 12, 1-3 optional quizzes due (chapters 7-12)
Tuesday	5/22	<b>EXAM 2 (Chapters 7-12)</b>	
Wednesday	5/23	<b>In-Class Cooperative Extra Credit</b>	
Thursday	5/24	The Behavioral Approach	Chapter 13
Friday	5/25		
Monday	5/28	<b>NO CLASS – MEMORIAL DAY</b>	
Tuesday	5/29	The Cognitive-Behavioral Approach	Chapter 14
Wednesday	5/30		
Thursday	5/31		
Friday	6/1		<b>Summary #6 (Behavioral) Due</b>
Monday	6/4	The Cognitive Approach	Chapter 15
Tuesday	6/5		
Wednesday	6/6	Personality, Emotion, and Health	Chapter 16
Thursday	6/7		
Friday	6/8		<b>Summary #7 (Social-Cognitive) Due</b>
Monday	6/11	Personality Disorders	1-3 optional quizzes due (chapters 13-17)
Wednesday	6/13	<b>EXAM 3 (Chapters 13-17) 11:30 – 12:30</b>	
		<b>In-Class Cooperative Extra Credit 12:30-1:20</b>	

### Basic Information

Instructor: Dr. Don S. Christensen  
Office: Room 5368 (FOSS Building)  
Phone: (206) 546-5885  
E-mail: [dchriste@shoreline.edu](mailto:dchriste@shoreline.edu)  
Office Hours: Mondays: 12:30 – 3:00  
Tuesdays: 12:30 – 2:00  
Wednesdays: 12:30 – 1:00  
Thursdays: 12:30 – 2:00  
& by appointment  
Class Location: Room 1522  
Meeting Time: Daily 11:30 – 12:20

### Course Materials

Burger, J. M. (2011). *Personality* (8<sup>th</sup> Ed.). Belmont, CA: Wadsworth. (Required)

### Web Sites

<http://shoreline.edu/dchris/psych236/>

This is a simple web site that I created for the course. It contains a link to the on-line student learning center as well as other relevant course information, such as exam and homework scores and course grades.

There is also a web site for the textbook that can be found at the course web site under “Links.”

### Course Overview

This course is designed to provide an overview of the major theories, research strategies, and applications within the field of personality. The lectures will be based primarily on the text, but I shall try to present some additional material designed to deepen your understanding and appreciation of the personality perspectives covered in the book. Thus, “just reading the book” will not be enough to do well in this course.

The content of this course is intended to support students as they attempt to master the following course outcomes:

- Differentiate the various methodological approaches to the empirical study of behavior and apply these methods to the scientific study of personality.
- Review various empirical methods of assessing personality and critique their relative strengths and weaknesses.
- Define, compare, and contrast the following major personality perspectives: Psychoanalytic, Psychodynamic, Trait, Biological, Humanistic, Behavioral, Cognitive, and Social Learning.
- Identify the defining symptoms of the major DSM personality disorders; summarize and critique relevant controversies related to this category of psychological disorders.

### **Special Note for Students Transferring to the UW in Psychology**

The following is presented to help you to make an informed decision about whether to take this course at Shoreline or the UW. A few years ago, the department of psychology at the University of Washington changed its requirements. Because of this, Shoreline’s personality course no longer counts in place of the UW’s version of this course (Psychology 303). However, Shoreline’s version of this course will count towards generic units needed to meet the UW’s general university graduation requirements and it can be counted towards the 4-6 elective units in psychology requirement. The UW requires all psychology majors to take three (3) classes from the following list of seven courses (all courses on this list are offered for 5 units):

One course from the following list (List A)

- 300 Animal Behavior
- 333 Sensory and Perceptual Processes
- 355 Survey of Cognitive Psychology

One course from the following list (List B)

- 303 Personality
- 305 Abnormal Psychology
- 306 Developmental Psychology
- 345 Social Psychology

One additional course from either List A or List B

Thus, if you take personality here at Shoreline and don’t wish to repeat it at the UW, then you would have one less course option available for this requirement. At this point in time, if you wanted personality to count towards this particular UW psychology requirement, you would have to take it at the UW. If you have additional questions about transferring to the UW in psychology, please feel free to ask me or check out the UW Psychology Department Undergraduate Advising web site: <http://web.psych.washington.edu/undergraduate/>.

### **Grading**

**Exams (150 points):** There will be three 50-point examinations containing multiple-choice and short-answer questions. Please contact me in advance if you have a scheduling conflict with any of the exams.

**Written Assignments (40 points):** Throughout the quarter, you will be asked to read several short articles written by prominent individuals in the field of personality (e.g., Sigmund Freud, Carl Rogers, Al Bandura, etc...) and then write a short reaction paper. For each reaction paper, you will be asked to 1) write a brief

summary (a paragraph or two) of what you read and 2) share your immediate personal reaction to the article (Did you agree with it or not? Can you relate it to your own life?). There are total of 7 reaction papers each worth 5 points but you only need to complete 5 in order to achieve the maximum allowable points. You may complete additional summaries but they will NOT be counted as extra credit or optional assignments. In addition, there will be one short (2-3 page) research paper worth 15 points.

**Optional Assignments (0-18 points):** Student may choose to complete on-line chapter quizzes at the textbook web site (see course website “Links” for a link to this site). Quizzes may be submitted electronically (to my email address) or in class. Each quiz counts as a 2 point assignment and to receive credit, 100% of the answers on the submitted quiz must be correct. Students may submit as many as three different quizzes from any of the assigned chapters for each exam. For Exam 1, students may submit up to three quizzes from chapters 1-6. For Exam 2, students may submit up to three quizzes from chapters 7-12. For Exam 3, students may submit up to three quizzes from chapters 13-17.

**Course Grade and Grading Scale:** All exams are required. The final grade you receive for the course will be based on the number of points you earn. In other words, there is no automatic curve grading. Listed on below is the grading scale that I will use to assign final course grades. If you achieve a given point total, then your course grade cannot be any lower than the grade on the scale. If the grade distribution using this scale comes out such that less than 50% of the class receives a final grade of 2.5 or above, then I will adjust the scale until 50% of the class has a grade of at least 2.5. I am including the grading scale in this syllabus so that you will know exactly how well you have to do in order to receive a particular final grade and so that you can monitor your progress during the quarter.

## GRADING SCALE

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
96%	4.0 (A)	81%	2.8	69%	1.6
94%	3.9	80%	2.7	68%	1.5
92%	3.8	79%	2.6	67%	1.4
90%	3.7	78%	2.5	66%	1.3
89%	3.6	77%	2.4	65%	1.2
88%	3.5	76%	2.3	64%	1.1
87%	3.4	75%	2.2	60%	1.0 (D)
86%	3.3	74%	2.1	Below 60%	0.0 (F)
85%	3.2	73%	2.0 (C)		
84%	3.1	72%	1.9		
83%	3.0 (B)	71%	1.8		
82%	2.9	70%	1.7		

**Appeal Procedure:** If your answer to an exam question is marked as being incorrect but you feel that it is correct, you may write a justification as to why you feel it is correct based upon the material presented in the textbook or in class. In other words, don't merely state your personal opinion; rather, specifically justify your answer based on course material. Any appeals should be handed in to me within 1 week after the official exam grades are posted. I will review your appeal and if I think it justifies your answer, you will receive credit. If not, I'll explain why.

**Incompletes and Make-ups:** If you feel that you are unable to complete all the coursework this quarter you must see me in advance so that I can decide whether to assign a grade of Incomplete. As a rule, incompletes must be made up by the end of the following quarter. Because I may not teach this course every quarter, you may have to complete the course with different instructor.

Similarly, if justifiable and uncontrollable circumstances will prevent you from taking an exam at the scheduled time, see me in advance if at all possible so that we can discuss the possibility of a make-up exam. If you are facing circumstances (e.g., personal or family illness or crisis) that you feel will significantly impair your performance, see me ahead of time and then we can discuss what to do about it. If you go ahead and take an exam or quiz, or turn in an assignment, and then tell me after-the-fact that some personal circumstance affected your performance, it will be too late. If you are having difficulty with the course material please see me as soon as possible. I'm here to help you learn.

**Student Responsibilities and Ethics:** These remarks aren't meant to offend anyone's sense of honesty, but I believe it's best to discuss ethics up front. It is the official policy of Shoreline Community College that cheating, plagiarism, fabrication, and other forms of academic misconduct are grounds for disciplinary action. Cheating is an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise which in fact has not been mastered. Examples of cheating include such things as looking at other students' exams, using notes during an exam, submitting the exact same or very similar work as another student, or receiving unauthorized outside assistance. Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work. Examples of plagiarism include such things as copying sentences from texts or the Internet. Ways to avoid plagiarism are to use quotation marks when including other people's actual words in your papers and to properly acknowledge the source(s) of your information. It is also extremely helpful to use your own words when writing a paper. If cheating or plagiarism occurs, a grade of zero will be given for that piece of work. I will also notify the appropriate administrative official and disciplinary action may follow. Cheating and plagiarism are both serious offenses that can have substantial consequences, including being expelled from school so I strongly encourage you to be aware of and avoid these potential student conduct problems.

(The following paragraph is from the SCC Student Guide, page 29) College Policy 5030, the Student Code of Conduct and Discipline, outlines general expectations for student behavior and procedures for resolving issues of student conduct and discipline. College Policy 5033, Dishonesty in Academics, describes behavior that is unacceptable in the classroom and procedures for resolving situations involving academic dishonesty. College Policy 5035, Student Grievance Procedures—Academic Evaluation, provides procedures for resolving disputes that arise between students and faculty members regarding grades. A complete list of student standards of conduct, as well as campus rules and procedures, is printed in the College Policy Manual, which is available in the Ray W. Howard Library/Media Center, the Student Programs Office, the Student Government Office and other administrative offices.

### **Additional Campus Resources**

Some campus resources you may wish to utilize are The Writing & Learning Studio (206 546-4308, Room 1501) and Services for Students with Disabilities Program (206 546-5832, TDD 206 546-4520, FOSS Building, Room 5241). If you are a student with a disability and believe you are entitled to accommodations on exams and homework assignments or to particular services such as note taking, I need a formal letter from the Services for Students with Disabilities office in order to honor your request(s). Students are responsible for contacting this office themselves.