Goals of this Course

The goals of the course are to examine the essence of human behavior and personality as a function of social, dynamic, and biological determinants. Emphasis will be on social learning conditions that relate to normal and deviant behavior and other relevant contemporary issues. In addition, the course will expose the student to the broad theoretical underpinnings of the field in a sound historical context, with links to contemporary research efforts and theory. Towards that end, the student will learn each of the four strategies with explicit attention to both its earlier roots and its links with theorizing from other strategies.

In the laboratory, a study of methods in the area of dynamics of individual behavior will serve as a basis for developing research reports. Students present results of their studies in a seminar setting.

Objectives of this Course

1. To provide you with information about personality and its assessment.
2. To provide you with an experiential laboratory to learn and practice assessment of personality.
3. To expose you to a variety of ethical and professional issues in personality and to guide you in developing a position on these issues.
4. To develop an interest in reading in the field of personality.
5. To develop self-evaluation skills/writing skills/critical thinking skills.
6. To encourage your integration of theoretical and experiential learning in order to form your own personal model of personality.
7. To challenge you to look at the personal qualities that support and hinder your objective understanding of your own personality, as well as the personalities of those around you.
8. To gain an understanding of ways of applying the four strategies to specific cases.

Course Requirements:

Attendance:
You are encouraged to attend class, since some of the lecture material is not in the book, but will be covered on the exams. EXTRA CREDIT may be applied to your final exam for less than 3 absences (i.e., not more than 2) based on the professor’s discretion (see Grading Policy for more detail). The student is responsible for remembering to sign in each day of lecture.
Make-up Exams:
I understand that "LIFE" happens to all of us. And in life, unforeseen circumstances can prevent us from fulfilling our plans and obligations. Since the lowest of the three midterm exams can be dropped, there will be no make-up exams. The FINAL EXAM is NOT eligible for make-up. As a result, a missed FINAL will result in a zero grade earned (No exceptions!).

Grading Practices and Policy. Your grade for course will be based on the following:

Exam #1  Chapters 1-3, + in-class activities  (150 points)
Exam #2  Chapters 4-6 + in-class activities  (150 points)
Exam #3  Chapters 7-9 + in-class activities  (150 points)
Exam #4  Chapters 10-13 + in-class activities  (150 points)
Final Exam Chapters 1-17 + in-class activities  (150 points)
The Class Presentation  (100 points)
The Written Paper (i.e., in-depth write-up of presentation)  (200 points)
Class Activities + class participation  (100 points)

EXTRA CREDIT:
Attendance: less than 3 absences (i.e., no more than 2 absences) will EARN extra credit (15 points)
Please note, however, that Presentation Days will count as 2 absences as an incentive for you to attend the presentations of your fellow students!

Four midterm exams (you drop the lowest) & final exam combined count for a maximum of 600 points or as 60% of your course grade.
The written paper, class presentation, and class activities account for a maximum of 400 points or as 40% of your grade.
The total points possible are 1000 points (plus earned Bonus Points) and will be converted to the grading scale given below.

TOTAL POINTS POSSIBLE  1000 POINTS

GRADING SCALE is as follows:

96-100%  =  960 to 1000  =  A
90-95%  =  900 to 959  =  A-
85-89%  =  850 to 899  =  B+
80-84%  =  800 to 849  =  B
75-79%  =  750 to 799  =  B-
70-74%  =  700 to 749  =  C+
65-69%  =  650 to 699  =  C
60-64%  =  600 to 649  =  C-
55-59%  =  550 to 599  =  D+
52-54%  =  520 to 549  =  D
50-51%  =  500 to 519  =  D-
Below 50%  =  0 to 499  =  F

Note: Since grades are often a source of anxiety for students, I urge you to consult with me individually if you do not understand a grade, or feel you haven't been treated fairly. Everyone is invited to make full use of my office hours for questions, clarification, or problems. I am here to share with you an adventure into the often mysterious world of psychology. But remember, I am only the guide and you are all scientists who must make your own investment of time, energy, and thought.

LAB GRADE
Completion of ALL personality assessments + Lab Paper (worth approximately 30% of lab grade; 3 page write-up of 3-5 of the lab assessments that you have taken as they relate to your gaining a better understanding of your own personality; this lab paper should be a reflective piece & APA-style format is not required for Lab Paper Only)
Due by 5:00 pm on the last day of class (TUESDAY, December 9th)
Late Lab Papers will NOT BE ACCEPTED!

Note: In an effort to encourage student independence as learners:
Whenever possible, please communicate with me personally during class or office hours.

E-mail should be used for the following:
• to alert me when you will be absent from class
• to alert me that you are confused about a concept and would like me to discuss it at the next class session
• to communicate a personal concern

E-mail should *not* be used to ask me:
• to write you a summary of a 3-hour class session you missed
• to re-teach a concept online
• to give you a due date (or any other information) that can be found in our syllabus

**** THE CONTENTS OF THIS SYLLABUS ARE SUBJECT TO CHANGE ****
(If any changes are made, they will be announced in lecture)
DIRECTIONS FOR YOUR CLASS PAPER

Select Movie CHARACTER:
Submit List of 5 DUE ON TUESDAY, SEPTEMBER 2nd (LATE PENALTY = 1 PT / DAY / Mon-Sun)

OUTLINE: DUE ON TUESDAY, SEPTEMBER 16th (LATE PENALTY = 2 PT / DAY / Mon-Sun)
PAPER: DUE ON THURSDAY, NOVEMBER 13th (LATE PENALTY = 20 PTS / DAY / Mon-Sun)

• Choose a film on video (Each student will have a different movie; have several alternative selections as back-up should film already be assigned to another student or disqualified by instructor).
• Choose ONLY film characters that have NOT been selected by students in previous or current semesters are eligible for selection (See Dr. Grant’s Movie List).
• Gain approval from Instructor or Teacher Assistant for the film you have selected BY THE FOLLOWING:
  Select one (1) character from the movie and analyze them according to each theory (i.e., how would each theory explain the development of your character’s personality, including their feelings, thoughts, behaviors, habits, attitudes, mental disorders, etc.)

PLEASE SUBMIT 5 EXEMPT MOVIE CHARACTERS (FROM EITHER THE SAME OR A DIFFERENT MOVIE) IN RANK ORDER, FROM #1 (MOST DESIRED) TO #5 (LEAST DESIRED).
WE WILL ATTEMPT TO GIVE EACH STUDENT THEIR HIGHEST PREFERRED CHOICE, DEPENDING ON MULTIPLE REQUESTS.

Exceptions: Any movie with an explicit psychological theme that gives you much of your answers, without your thoughtful interpretation.
(e.g., One Flew Over the Cuckoo Nest, Sybil, What About Bob?, Nuts, etc.)

• Choose two theories of personality that have been (or will be) discussed in class (ONE MUST BE FROM THE PSYCHOANALYTIC STRATEGY), then pick one theory outside the psychoanalytic/psychodynamic approaches OF YOUR CHOICE. Example:
  (1) Psychoanalytic: using Erikson’s Psychosocial Theory and

• Stretch yourself. Really attempt to understand the development of the character’s personality from the two opposing strategies. Give a brief synopsis of movie (but not an Online nor Siskel & Ebert Review). Then challenge yourself to hypothesize/extrapolate from theory and it’s assumptions to your character’s development as evidenced in their behavior or emotions!

• Paper should include the following:
  An Introduction (TELL THEM WHAT YOU’RE GOING TO TELL THEM)
  The Body (TELL THEM)
  A Conclusion (TELL THEM WHAT YOU TOLD THEM)

• The Paper should include a section toward the end that Compares and Contrasts the two (2) theories (PSYCHOANALYTIC VS. ANOTHER THEORY) to each other with regards to strengths and limitations on general theoretical criteria.
• The Outline: Turning in this preliminary outline in mid-semester, will allow you sufficient time to ask questions of / and receive feedback from instructor and/or Teacher’s Assistant. As a result, there should be ample time for you to develop and edit a thoughtful paper, which will truly reflect your intellectual insight and earn you the highest grade.

• LENGTH: A minimum of seven (6) pages and a maximum of ten (9) pages (this DOES include the APA-style Cover Page, Abstract, and Reference).
• REFERENCES: A minimum of 7 references must be used. Be sure to follow APA-style format from Publishing Manual. Three references must be from APA Psychology Journals (Psychology Today does not qualify), the Cloninger textbook counts as one and the movie/video is credited as one, and the balance can be from library books and/or textbooks from other classes. NO ONLINE MOVIE REVIEWS WILL BE ACCEPTABLE!

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SUGGESTIONS FOR WRITING CLASS PAPER AND CRITERIA FOR GRADING:

1. Quality writing skills. Write directly and in standard English. Make sure your essays reflect university-level writing skills. Use complete sentences, develop your paragraphs, check your spelling, and put together a paper that reflects quality. You might ask someone to proofread your paper.
   • It is essential that you keep strictly within the established page limitations.

2. Development of a theme. Look for a central theme or central message in the essay. I suggest that you make an outline, and check to see that each point in your outline pertains to your central message.
   • Create a short title for the essay that conveys your basic idea.
   • State your message clearly and concisely in your opening paragraph.
   • Have a solid and impactful concluding paragraph.
   • The theme should be clear, concise, and specific—rather than global and generalized. If you write in a general and abstract manner, your essay will lack a clear focus.
   • Develop your thoughts fully, concretely, and logically, rather than being rambling or vague and wordy.
   • In terms of form and organization, your paper should flow well, and your points should relate to one another. The reader should not have to struggle to discover your intended meaning.
   • Give reasons for your views, rather than making unsupported statements. When you take a position, provide reasons for your position.
   • Cover a few issues or ideas well and in depth, rather than spreading yourself too thin. For the essay, narrow down your question or topic so that you can manage to develop central paragraphs that expand your theme.

3. Use of examples. In developing your ideas, use clear examples to illustrate your point. Draw upon personal examples (as relevant), use cases, and apply theoretical concepts to practical settings. Tie your examples into the point you are making, but avoid giving too many details or getting lost in the personal example.

4. Creativity and depth of thinking. Write a paper that reflects your own uniqueness and ideas, rather than merely giving a summary of the material in the book.
   • Do not make your paper a mere summary; rather focus on a clear position that you take on a specific question or issue.
   • Approach the material in an original way.
   • Focus on particular issue/topic that you find personally significant. Since you have choice in what aspect to focus on, select an aspect of problem that will allow you to express your beliefs.
   • Show depth in expanding on your thoughts.

5. Integration and application. Your paper should emphasize an integration of perspectives and an application of theory/principles to practice.
   • Demonstrate that you know the material or the issues involved through an integration and synthesis of theories, accurate understanding of theoretical concepts, critical evaluation of theories, and ability to apply ideas to practical situations.
   • If you are writing a theory essay, focus on those specific aspects of the theory that you’d most like to incorporate into your own style of counseling. Stress the implications for counseling practice. Rather than writing merely about a theoretical issue, show how this issue has meaning in a counseling situation.
   • Apply your ideas to specific populations that you expect to work with, both in counseling and non-counseling situations. You may want to apply your essays to teaching, working with the elderly, working in corrections, working with adolescents, etc. Make these a personal and meaningful experience.
   • In writing about ethical issues, be sure to zero in on a specific message. What do you most want to convey?
   • In writing about case, be sure to show that you can apply several approaches/perspectives to this case. Work with the case by attempting to combine a number of perspectives.

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