



# THEORIES OF PERSONALITY

## PSYC 301 (Section 1)

Fall 2018 § M-W 8am-9:15am § Science D217 § University of Wisconsin - Stevens Point

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**Instructor:** Pamela J Beyer, PsyD

**E-mail:** pabeyer@uwsp.edu

**Professor Hours:** After class or by appt

**Psychology Main Office:** Science D240

**Clinic:** Ascension-Psychiatry 3398 E Maria Dr. Stevens Point

**Clinic Phone:** 715-341-7441 (building 1) Leave your number and message with my staff.

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### **I. Course Description**

This course is designed to represent the area of personality psychology – a broad branch of psychology that seeks to answer the basic questions of why people think, feel, and act the way they do. Students will be introduced to various classic and contemporary approaches to the study of personality, highlighting theoretical, clinical, and empirical contributions to the understanding of personality and its structure.

### **II. Prerequisites**

Students are required to have passed PSYC 110 prior to enrollment in PSYC 301. This is an advanced course in psychology, so a basic knowledge of psychological history and systems is necessary.

### **III. Required Text**

The following text is required and available for rent at the bookstore. If you decide to purchase, borrow or rent the book through another source, please be sure to get the correct edition.

Funder, D. C. (2013). *The personality puzzle* (6<sup>th</sup> ed.). New York: W. W. Norton.

### **IV. Course Goals**

The main goals for this course are to understand and apply theories of personality, and to integrate this knowledge into a broader conceptualization of the social sciences. Specific learning outcomes for the course include:

1. Understand and apply classic and contemporary theories of personality to real world situations (i.e., clinical practice situations; increased understanding of self and others).
2. Critically examine the major theories and findings of the field of personality psychology.
3. Understand approaches to psychological assessment and psychotherapy that relate to the personality theories.

## **V. Class Expectations**

- Attend *every* class. Lectures include material not covered in the text.
- Read the material *before* each class. There is too much material to “cram” before tests.
- Be *respectful* of others. Failure to do so may result in the student being asked to leave class.
- Approach class and assignments as a *professional*. Be present, awake, attentive, and engaged.
- Do not cause distractions. If your cell phone rings during class, I have the right to answer it.
- Ask if there are *any* questions or concerns. Always feel free to ask to meet with me after class or set up a time to meet.
- Complete assignments and exams *as scheduled*, and keep the instructor informed of any barriers to doing so as soon as possible.

## **VI. Course Materials**

The syllabus, course calendar, announcements, assignments, power points, and grades will be available on D2L. Please consult the instructor if you cannot access this website. Lecture power points will be posted before class. It is highly recommended that you print out these slides prior to class so that you may have them for reference and notes. Videos and other multimedia presentations utilized by the instructor in class will not be available online.

## **VII. Evaluation of Performance**

Evaluation of student performance will be based on *Exams*, and your own *Personality Portfolio*, which consists of six sections. These projects will total 500 possible points, and final grades will be calculated as a percentage of total points earned.

Exams: There will be three exams over the course of the semester. Each will be worth 100 points. Each exam will cover assigned chapters from the book, as well as pertinent lectures and any outside readings. You will be furnished with a review sheet prior to each exam. Exams will be closed-book and monitored. Any student caught cheating will receive a score of zero on the exam, as per the academic integrity policy listed below.

Personality Portfolio: Over the course of the semester, you will write a series of papers that will, collectively, constitute a personality portfolio. The personality portfolio that will present a unique and in-depth look at your personality from each of the major personality theories. Each section of the portfolio will consist of a self-assessment and a written report containing your interpretation of your results on the assessment, as well as a discussion of the findings as they relate to your life. Sections will be due throughout the semester, and you can find a description of each assignment as well as a rubric for each on D2L. We will also have time to demonstrate and discuss each assignment at the end of each unit.

Each of the six sections of the portfolio are worth 25 points. In order to receive full credit for any portion of the portfolio, you must demonstrate that you understand the theory, how it can be assessed, and how it may be applied to your life. The portfolio project with all its components is worth a total of 150 points. Please note that a “good” paper will typically receive a score 21 or 22 points (out of 25).

*Personality Portfolio Sections:* Here are brief descriptions and requirements for each of the personality portfolio sections. They are described in greater detail on D2L.

Section#1: *Autobiography.* Describe you, your unique characteristics, and any events you believe have shaped who you are. Minimum of three pages are required, but may also include creative demonstrations (i.e., drawing, pictures, etc.) of your personality. Worth 25 points.

Section #2: *The Trait Approach.* Complete the NEO-Personality Inventory (NEO-PI). Interpret the results and discuss them in light of how you view yourself. Ask someone you know well how well the results match their perception of your personality. Minimum of three pages of interpretation and discussion required. Worth 25 points.

Section #3: *The Biological Approach:* Construct a genogram that tracks the inheritance of characteristic, trait, or health/biological factor that has been important in your life. Minimum of three pages of interpretation and discussion required. Worth 25 points.

Section #4: *The Psychoanalytic Approach.* Complete the Modified Defense Style Questionnaire (DSQ). Interpret the results and discuss how you use prominent defense mechanisms. Also include how transference has manifested in your life. Minimum of three pages of interpretation and discussion required. Worth 25 points.

Section #5: *The Humanistic Approach.* Complete the Portrait Value Questionnaire (PVQ). Interpret the results and discuss the tenets of your culture, including how norms and values are transmitted and how your culture has influenced your personality. Minimum of three pages of interpretation and discussion required. Worth 25 points.

Section #6: *The Cognitive Approach.* Complete two assessments, the Rosenberg Self-Esteem Scale (RSES) and the Self-Esteem Implicit Attitude Test (SE-IAT, an online test). Interpret the results and discuss your relationship with your *me*, and how these two tests may offer different outlooks on your self-esteem. Minimum of three pages of interpretation and discussion required. Worth 25 points.

Final Personality Paper: The final personality paper will be a **five page** overview of what you learned about yourself over the semester, comparing your autobiography to the 5 assessments. Answering the following questions.

How closely did the assessment results match your initial self-description of yourself?

What did you learn about yourself from each assessment?

How will you use this information in respect to your personality, relationships, coping strategies?

How did others view the data as it related to you?

How did you feel about completing the assessments-from your initial thoughts through the semester?

The final paper will be worth 50 pts, with the focus on insight, reflections, and change.

### **VIII. Point Distribution**

Point distribution for this course is as follows. Use this chart to keep track of your progress throughout the semester.

<u>Point Distribution:</u>	<u>Possible</u>	<u>My score</u>
Exam #1	100 pts	_____
Exam #2	100 pts	_____
Exam #3 (Final)	100 pts	_____
Portfolio, Section #1: Autobiography	25 pts	_____
Portfolio, Section #2: Trait Theory	25 pts	_____
Portfolio, Section #3: Biological Theory	25 pts	_____
Portfolio, Section #4: Psychoanalytic Theory	25 pts	_____
Portfolio, Section #5: Humanistic Theory	25 pts	_____
Portfolio, Section #6: Cognitive Theory	25 pts	_____
Final Paper-overview of the Self	50 pts	_____

<u>Total Points to Final Grade:</u>	
A	= 463-500 (92.5-100%)
A-	= 448-462 (89.5-92.4%)
B+	= 433-447 (86.5-89.4%)
B	= 413-432 (82.5-86.4%)
B-	= 398-412 (79.5-82.4%)
C+	= 383-397 (76.5-79.4%)
C	= 363-382 (72.5-76.4%)
C-	= 348-362 (69.5-72.4%)
D+	= 333-347 (66.5-69.4%)
D	= 298-332 (59.5-66.4%)
F	= 0-297 (0-59.4%)

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**Total: 500 points** \_\_\_\_\_

### **IX. Title IX Disclaimer**

Due to recent legislation, any disclosure of unreported neglect, physical, or sexual abuse of a child made to a University instructor must be reported to the appropriate administrative or law enforcement officials. Instances of the sexual assault of an adult must also be reported to the University under the Clery Act.

### **X. Assignment Format**

Assignments must be typed, double-spaced, using Times New Roman 12-point font. Margins must be one inch on all sides. Improper formatting may result in a score of zero on that assignment.

### **XI. Make-up Exams and Late Papers**

Make-up exams will be offered only under extreme circumstances (e.g., death in family, accident, medical emergency) decided on a case-by-case basis. In order to qualify for a make-up exam, students must: a) provide a valid excuse for missing the exam (e.g. letter from physician) and b) schedule a make-up exam within one week of the missed exam. Failure to provide adequate rationale for missing an exam will result in a score of zero points for the exam. Final grades of “incomplete” will be determined in the same way.

**Hard copies of all assignments are required to receive full credit.** In the case of expected absence or illness, you may submit your paper *prior* to class. Papers not submitted during or prior to class will result in no less than a 10% reduction in credit per class day.

## **XII. Students' Rights & Responsibilities**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, the University has developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document, and it is intended to establish a positive living and learning environment at UWSP. A link is available on D2L.

## **XIII. Academic Integrity**

Academic integrity is central to the mission of higher education, particularly to UWSP. Academic dishonesty includes, but is not limited to, cheating, fabrication, falsification, and plagiarism. Plagiarism includes copying or paraphrasing other students' work and copying or paraphrasing material from sources (e.g., internet, articles, and books) without using quotations or citations. You may not collaborate with other students on exams or homework assignments for this course. Violation of academic integrity is left to the discretion of the professor of this course. The minimum penalty is a zero for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14. A link is available on D2L.

## **XIV. Accommodations and Disabilities**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, see. A link is available on D2L.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center, if you have not done so already, and then contact the professor at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6<sup>th</sup> floor of the Learning Resource Center. You can also find more information at: <http://www4.uwsp.edu/special/disability>.

## **XV. Extra Assistance or Tutoring**

If you would like extra assistance related to course materials or have any questions related to your performance in the course, please come by my office hours or set up an appointment. If you would prefer help from a student, you can contact the UWSP Tutoring Learning Center (018 LRC, 715-346-3568) or utilize the Psychology Tutoring Center (contact Mary Clare in the Psychology Department, 715-346-2883).

## Class Calendar – Fall 2018

Week	Date	Topic	Assignment
1	W 9/5	Syllabus, Introduction & Personality Basics <b>Review Portfolio #1 Autobiography</b>	

Week	M 9/10	Evolution: Our Shared Heritage <i>Assessing</i>	Read Funder, Ch. 1- <b>DUE: Portfolio #1</b>
2	W 9/12	<i>Personality</i> : Labeling Indiv. Differences	Read Funder, Ch. 4

Week	M 9/17	<i>Personality Traits</i> : Personality Assessment	Read Funder, Ch. 5
3	W 9/19	<i>Assessing Personality</i> : Folk Psychology	Read Funder, Ch. 6

Week	M 9/24	<i>Trait Theory</i> : Describing Personality	Read Funder, Ch. 7
4	W 9/26	<i>Catch-up</i> <b>Review Portfolio #2 NEO-PI</b>	

Week	M 10/01	<i>In class Activity</i> <b>EXAM I REVIEW</b>	<b>DUE: Portfolio #2</b>
5	W 10/03	<b>EXAM I</b>	Chapters 1,4,5,6,7

Week	M 10/08	<i>Biological Theory</i> : The Physiology of Personhood <b>REVIEW EXAM I</b>	Read Funder, Ch. 8
6	W 10/10	<i>Biological Theory</i> : Inheriting Individual Differences	Read Funder, Ch. 9

<b>Week</b>	<b>M</b> <b>10/15</b>	<i>Biological Theory: Application &amp; Discussion</i>	
<b>7</b>	<b>W</b> <b>10/17</b>	Genograms <b>Review Portfolio #3 Genogram</b>	

<b>Week</b>	<b>M</b> <b>10/22</b>	<i>Psychoanalytic Theory: Terms &amp; Concepts</i>	Read Funder, Ch. 10 <b>DUE: Portfolio #3</b>
<b>8</b>	<b>W</b> <b>10/24</b>	<i>Psychoanalytic Theory: Defenses</i>	Read Funder, Ch. 11

<b>Week</b>	<b>M</b> <b>10/29</b>	<i>Psychoanalytic Theory: After Freud</i>	Read Funder, Ch. 12
<b>9</b>	<b>W</b> <b>10/31</b>	<i>Catch-up</i> <b>Review Portfolio #4 DSQ</b>	

<b>Week</b>	<b>M</b> <b>11/05</b>	<i>In class Activity</i> <b>EXAM II REVIEW</b>	<b>DUE: Portfolio #4</b>
<b>10</b>	<b>W</b> <b>11/07</b>	<b>EXAM II</b>	Chapters 8,9,10,11,12

<b>Week</b>	<b>M</b> <b>11/12</b>	<b>Out of class assignment TBD</b>	<b>No class</b>
<b>11</b>	<b>W</b> <b>11/14</b>	<i>Humanistic Theory: Values and Meaning</i> <b>REVIEW EXAM II</b>	Read Funder, Ch. 13

<b>Week</b>	<b>M</b> <b>11/19</b>	<i>Humanistic Theory: Experience &amp; Culture</i>	Read Funder, Ch. 14
<b>12</b>	<b>W</b> <b>11/21</b>	<i>Humanistic Theory: Application &amp; Discussion</i> <b>Review Portfolio #5 PVQ</b>	

<b>Week</b>	<b>M</b> <b>11/26</b>	<i>Behavioral-Cognitive Tradition: A Learned Life</i>	Read Funder, Ch. 15 <b>DUE: Portfolio #5</b>
<b>13</b>	<b>W</b> <b>11/28</b>	<i>Cognitive Theory: Terms &amp; Concepts</i>	Read Funder, Ch. 16

<b>Week</b>	<b>M</b> <b>12/03</b>	<i>Cognitive Theory: Products vs. Processes</i>	
<b>14</b>	<b>W</b> <b>12/05</b>	<i>Catch-up</i> <b>Review Portfolio #6 RSES &amp; SE-IAT</b>	

<b>Week</b>	<b>M</b> <b>12/10</b>	<i>In class Activity</i> <b>EXAM III REVIEW</b>	<b>DUE: Portfolio #6</b>
<b>15</b>	<b>W</b> <b>12/12</b>	<b>EXAM III</b>	Chapters 13,14,15,16
<b>Review of Exam III and FINAL PERSONALITY PAPER #7 12/19 8-10 am Science D217</b>			

This calendar is subject to change based on the instructor's discretion. All modifications will be announced in class and placed on D2L. It is the responsibility of the student to stay informed of changes.