

Personality



Course Psychology 4331 001
Professor Karen Prager
Term Fall, 2015
Meetings Tuesday & Thursday, 1-2:30 P.M. JO 3.516

Karen Prager's Contact Information

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Office Hours Tuesdays 11:30-12:30 or by appointment. *Best way to contact me.*

Olivia Smith's Contact Information

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Other Information You can also email either one of us via ELEARNING.

General Course Information

Pre-requisites Psychology 2301

Course Description

Why do we do what we do? Why do we react differently to the world around us than others do (or, why are we similar to one person, different from another)? Personality psychologists have developed theories that grapple with these questions of individual distinctiveness, tested those theories with systematic empirical research, and applied the theories to the assessment and treatment of mental health problems. This is a lecture course that surveys and analyzes the most influential theories of personality and the research and clinical practices that these theories have inspired.

Learning Objectives

Learning Objectives for PSY 4331

- 1.2 Describe and analyze major theoretical perspectives and overarching themes of psychology and their historical development, and
- 1.3 Describe, apply, and analyze five selected content areas within psychology. Specifically, describe, analyze, and compare the historical development and basic concepts of psychodynamic, trait, biological, humanistic, behavioral, and cognitive perspectives on personality.
- 2.1 Identify and explain different research methods used by psychologists. Specifically, recognize and identify research that these groups of theories have generated and upon which they have been built.
3. Identify the clinical applications of the major groups of personality theories (e.g., behavior therapy for behavioral approaches, client-centered therapy for humanistic approaches, psychoanalysis for psychodynamic approaches)

	4. Use one personality theory to explain one person's behavior, thinking patterns, or emotional reactions.
Required Texts & Materials	Burger, Jerry M. <i>Personality</i> , 9 th Edition. Wadsworth (Thomson Learning).
Suggested Texts, Readings, & Materials	Howard S. Friedman & Miriam W. Shustack, (2008). <i>The Personality Reader</i> , 2 nd edition, Allyn and Bacon.

Assignments & Academic Calendar

Dates for lecture topics are approximate. Dates for tests & assignments are firm.

Date	Topic	Reading Assignment
Aug. 25	Introduction - Syllabus & Assignment Orientation to the Study of Personality	Reading: Burger, Chapter 1
Aug. 27	Sigmund Freud's Psychoanalytic Approach	Reading: Burger Chapter 3 Optional: Friedman & Shustack, Chapter 1 or 3.
Sept. 1	Freud cont'd	
Sept. 3	Research based on Freud's theory	Reading: Burger, Chapters 4
Sept. 8	Neo-Freudian Approaches	Reading: Burger, Chapter 5 Optional: Friedman & Shustack, Chapters 6, 7, 8, or 9.
Sept. 10	Neo-Freudian Approaches Cont'd	
Sept. 15	Neo-Freudian Approaches, Cont'd FILM – John Bowlby: Attachment Theory over Generations (Davidson Films, Inc.)	
Sept. 17	Research based on Neo-Freudian approaches	Reading: Burger, Chapter 6.
Sunday, Sept. 20	OPTIONAL	Extra Credit Case Discussion – Freudian & Neo-Freudian Perspective. 12 -1 p.m. Test Review – 1st Test 1-3 p.m.
Sept. 22	Research based on Neo-Freudian approaches, cont'd	

Sept. 24	1ST TEST	
Sept. 29	The Trait Approach	Reading: Burger, Chapter 7 Optional: Friedman & Shustack, Chapter 30.
Oct. 1	Trait Theories and Approaches, continued	Reading: Burger, Chapter 8
Oct. 6	Research based on the trait approach	
Oct. 8	Biological Theories and Approaches: Eysenck	Reading: Burger, Chapter 9. Optional: Friedman & Shustack, Chapter 14 or 19.
Oct. 13	Research Based on Biological Approaches	Reading: Burger, Chapter 10, pp. 251-264.
Oct. 15	Humanistic Theories and Approaches: Rogers and Maslow	Reading: Burger, Chapter 11 Optional: Friedman & Shustack, Chapter 36 or optional reading by Rogers on eLearning.
Oct. 20	Humanistic Theories & Approaches: Rogers & Maslow, cont'd	
Oct. 22	Research Based on Humanistic Theories	Reading: Burger, Chapter 12
Oct. 27	Research Based on Humanistic Theories, cont'd	
Saturday, Oct. 24	OPTIONAL	Extra Credit Case Discussion - Rogerian Perspective. 12-1 p.m. Test Review - 2nd Test 1-3 p.m.
Oct. 29	2ND TEST	
Nov. 3	Behavioral Theories and Approaches: Pavlov, Watson, Skinner	Reading: Burger, Chapter 13
Nov. 5	Behavioral Theories & Approaches, cont'd	Optional: Friedman & Shustack, Chapters 21, 22,
Nov. 10	Behavioral Theories & Approaches, cont'd: Rotter & Bandura	Optional: Friedman & Shustack, Chapters 26, 27, or 28.
Nov. 12	Research based on Behavioral Approaches, cont'd TURN IN EARLY PAPERS	Reading: Burger, Chapter 14. Optional: Friedman & Shustack, Chapter 25.
Nov. 17	Cognitive Approaches: George Kelly	Reading: Burger Chapter 15

Nov. 19	Cognitive approaches, cont'd LAST DAY TO TURN IN PAPERS	
Nov. 24	FALL BREAK – NO CLASS	
Nov. 26	THANKSGIVING HOLIDAY	
Dec. 1	Film: Understanding Perfectionism (library) Research Based on Cognitive Approaches	Read Burger Chapter 16
Dec. 3	Research Based on Cognitive Approaches	
Sunday, Dec. 6	OPTIONAL	Extra Credit Case Study Discussion Group - Cognitive Approaches, 12 -1 p.m. Test Review 3 rd test 1-3 p.m.
Dec. 8	3rd TEST	

**Students may turn in their essays before the final deadline. Graded early papers (turned in by Nov. 12) will be handed back no later than November 19, 2015.

Course Policies

Grading	Tests: There will be three (noncomprehensive) multiple-choice exams. Test grades will reflect the percentage of correct items. For each test, you must bring Pearson Scantron #229630 (salmon-colored, landscape orientation) and #2 pencil. You will be required to use your test booklets as cover sheets during tests.				
	Essays: Why do you do what you do? You will write one short (2 page maximum) essay in which you apply the principles of a personality theory discussed in class to explain a specific aspect of your personality, for example: a) how you feel in certain types of situations, b) how you think in certain situations, or how you acquired certain attitudes or beliefs, or c) why you do what you do in certain situations, or d) why you tend to make certain decisions, hold certain standards, or aspire to specific goals. In other words, your essay should focus upon a specific thinking pattern, attitude, belief, behavior, emotion or feeling, or motivation, or a “package” (a combination that together make a single, clearly defined whole). <i>More information about the essay requirement can be found further down in this syllabus.</i> Due date for essays: Essays are due no later than Nov. 19, 2015. No papers will be accepted after this date. You may, however, turn your paper in before the final due date. If you turn your paper in early, you will get your feedback earlier too. You should keep a digital copy of your paper until course grades have been posted.				
	Final course grade:	Attendance		10%	
		First Test		22%	
Essays		20%			
Second Test		23%			
Third Test		25%			
Computation of final Grades Grades are recorded as percent-tages	Final grades will be computed on a straight grading scale, but . . . ranges for letter grades will be adjusted downward based on the highest final grade in the class. For example, if the highest final grade in the class is 97, then the range for A+ will “move down” to 96-97, the range for A will “move down” to 92-95=A, and so forth.				
	98 - 100	A+	77-79	C+	
	94-97	A	73-76	C	
	90-93	A-	70-72	C-	
	87-89	B+	67-69	D+	
	83-86	B	63-66	D	
	80-82	B-	60-62	D-	
			Below 60	F (it will be difficult to fail if you do all the assigned work and attend class)	
	eLearning Resources	The syllabus, course goals and objectives, readings, and all lecture outlines and study aids will be available through eLEARNING. You can access eLEARNING on the UT-Dallas homepage (http://www.utdallas.edu). Notice eLearning is in the list of links in the upper right hand corner of the page. Clicking on the link will take you to a login page. Use your NETID and password to get access; when you first log on, you will see a list of your courses. Click on the hyperlink for Personality Psy			

4331 and you are there. Check your eLEARNING announcements weekly as I frequently send messages to the class or to individual students. You may also email me with questions and feedback about the course or questions about assignments. If you have trouble accessing anything on eLearning, it is most likely because you have a pop-up blocker that is blocking your view. Pop-up blockers are built in to Google toolbar and other commonly used web-browser add-ons; you could have one even though you didn't install it yourself. Please take time early in the semester to program your pop-up blocker to let you view pop-up windows on eLearning.

Turning in your papers via elearning. You will be turning in your papers through **elearning**. On your Psy 4331 eLearning homepage, you will see a link that says ***"Paper: Why do I do what I do."*** Left click on the link and you will see the page where you can submit your assignment. Attach your paper, click on SUBMIT, and your paper is turned in. Check **elearning** as often as possible to get important information about the course.

Formatting your essay for elearning. The following are the formatting requirements for your essay.

1. Doubled-spaced
2. One inch margins all around
3. Two pages only, no cover page.
4. 12 point or elite font.
5. In one of the following formats:
 - a. Microsoft Word .docx
 - b. Rich Text .rtf
 - c. ASCII (plain) text .txt
 - d. Adobe .pdf

Not acceptable:

Microsoft Works, .wps, Open Documents – or any other document type (I cannot open them). Sorry, I cannot read docs in any Apple software format.

It is important to use the proper format because once you turn your paper in, you can't turn it in again. If you're unsure of the format of your document, check the file extension.

Make-up Exams

All make-up exams must be taken in the UT-Dallas Testing Center.

1. **EARLY TESTS:** In the event of a conflict, students may elect to take their tests early (2-3 days before the date on syllabus). There is no penalty, nor is any documentation required to take tests early. However, you must notify Dr. Prager or Olivia well in advance to insure that the test is available in the Testing Center by that date.
2. **LATE TESTS** Students who wish to take the test after the date on the syllabus must do so **within the week the test was given**. You are responsible for contacting Olivia to insure that the test is available in the Testing Center for you to take. *If you are that rare student who has the chutzpah to schedule a late test & then cancel it at the last minute or fail to show up, you will receive an automatic 0 on the test.*
3. Students taking late tests will automatically have 10 points deducted from their test scores, unless:
 - ** They have a doctor's verification of an illness (or their child's or other close relative's illness or infirmity) on doctor's or hospital's letterhead stationery.
 - ** They have written confirmation of their attendance at a funeral on the funeral home's letterhead stationery.
 - ** They have official, written confirmation of jury duty or court appearance.

Extra Credit	<p>There will be a few opportunities to earn extra credit throughout the semester by attending lectures sponsored by UT-Dallas. These will be announced in class and posted on elearning. To earn extra credit, you must attend the lecture and write a 1-page double-spaced essay identifying the lecture you attended and summarizing the contents. Each extra credit turned in will earn you one point on the following exam. There will be no extra credit opportunities following the third exam.</p>		
Class Attendance	<p>Attendance will be taken during each class period. If you anticipate missing more than 2 class periods, please do not take this class. If you anticipate having to leave the class early more than 1 or 2 times, please do not take this class. Poor attendance and leaving early are disruptive to me and to other students and have a negative impact on the learning experience. That being said, I realize that some absences are unavoidable. If you have to miss class for an emergency, please notify me or one of the TAs in advance. I suggest you swap phone numbers or email addresses with two other students in this class so that you can arrange to find out what you missed.</p> <p><i>You are responsible for getting your name on the attendance sheet on the day of class.</i> No one will be marked present once we have left the classroom after class.</p> <p>There are no “excused absences.” Your attendance grade is the percentage of classes attended out of the total. If you miss no more than 2 classes, you’ll make an A in attendance.</p>		
Require-ments for Personality Essay	<p>“Why DO YOU do what you do?”</p> <p>Outline for Essays: Essays due no later than Nov. 19 at 11:59 p.m.</p> <p>Purpose of the Essay:</p> <p>To use one of the theories of personality discussed in class to <i>explain</i> why you do what you do. The purpose of a personality theory is to answer the question, Why?? Your task, with this paper, is to write 2 pages explaining <i>something</i> about your personality, using a theory of personality.</p> <p>The purpose is for you to demonstrate your skill in applying one of the theories we discuss in class to a real-life person: you!</p> <p>Here’s a step by step question and answer to help you organize your paper.</p> <p>1st – what aspect of your personality do you want to write about? You are required to focus on <u>one specific aspect of your personality</u>. Options:</p> <ul style="list-style-type: none"> a) Focus on a specific pattern of behavior, in which case your title will be: **Why do I behave as I do?, or b) Focus on a specific pattern of thinking – attitudes, values, beliefs, assumptions, expectations, in which case your title will be: **Why do I think the way that I do?, or c) Focus on a specific pattern of emotional reacting or feeling, in which case your title would be: **Why do I feel as I do? Etc. <p>Remember that behavior in a single situation does not constitute personality. Rather, you should write about a pattern of behavior, thinking, and/or feeling; a value system, a pattern of decision-making, etc.</p> <p>2nd – which theorist can best explain why you do (think, feel, etc.) as you do?</p> <p>Choose <u>one</u> from these theorists that we will discuss in class:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> Sigmund Freud Alfred Adler Carl Jung Erik Erikson Karen Horney </td> <td style="vertical-align: top;"> Carl Rogers Abraham Maslow Pavlov/Wolpe (classical conditioning) Watson/Skinner (operant conditioning) Julian Rotter </td> </tr> </table>	Sigmund Freud Alfred Adler Carl Jung Erik Erikson Karen Horney	Carl Rogers Abraham Maslow Pavlov/Wolpe (classical conditioning) Watson/Skinner (operant conditioning) Julian Rotter
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John Bowlby (attachment theory)
 Gordon Allport
 Raymond Cattell
 Hans Eysenck

Albert Bandura
 George Kelly
 Albert Ellis (discussed in the film)
 Aaron T. Beck
 Schema/Self-schema theory

3rd – consider which of the theorist’s principles will offer the best explanation for why you do what you do. For some theorists (e.g., Maslow, Watson), our text offers a less detailed description than for others (e.g., Freud, Adler, Rogers). You may want to read the chapter covering the theory in our readings book if you need more information to write your paper. You may also use an internet site devoted to that theorist’s work.

4th – give yourself enough time to organize your paper carefully, and to go over what you have written and revise. Your organization of the paper will be crucial because you only have two pages to say what you want to say. You will need to use them wisely.

REMEMBER –

I. The topic of your paper is **YOU!** (Not the theorist). The paper will therefore begin with a description of the “personality pattern” you will be writing about.

To make a better grade, avoid:

Describing why something (external) happened to you – remember that this paper is about you: why you do what you do, think what you think, and/or feel how you feel.

Giving lots of history behind the pattern, unless you will use that history to enrich your explanation.

II. To name the theorist whose ideas offer a reasonable explanation for the pattern of behavior, feeling, or thinking that is the focus of your paper.

III. To offer a series of logical explanations of why you do/think/feel as you do, using the principles of the theory. How would the theorist explain the particular pattern you’ve chosen to write about?

What this paper isn’t about: Picking the theory that “fits” you best and showing how perfectly it fits you. It is about using a theory for explaining why.

Essay grades will be based on:

****How accurately and artfully the psychological principals from the theories are applied;**

****How well-organized and written the essays are:** word usage, paragraph and sentence structure, organization, grammar, spelling, and syntax all contribute to (or detract from) the paper grade and how well you followed instructions for the assignment.

****Intellectual challenge that you took on in your choice of topic and explanation.**

****Suggestion:** Don’t “pad” your paper to make it longer! Content, organization, and writing are important; length is not. (You can decrease the quality of your paper by padding it). Well-written, brief content takes longer to do than padding, so give yourself time to write and rewrite.

******IMPORTANT!!!** Essays longer than 2 pages will be returned ungraded -- because there are lots of you and only one of me. This is a practical necessity.

What these essays do not require:

****That you tell your deepest, darkest secrets** (although you certainly may write about sensitive material if you want to. Your grade will not depend upon your doing so in any way. I will treat your papers as confidential material.)

****Any detailed description of your family, your history, childhood traumas, etc.** Only mention those

things that are immediately & directly pertinent to the argument you are making. Remember you are explaining your personality, not the past.

****Detailed descriptions of theorists or theories.** Only describe those principles that are directly pertinent to your argument.

****Flowery, literary, poetic language of any kind.** In this class, there are no points on or off for your creative writing ability. Straightforward, expository prose will work best.

Hint: Short is not usually easier to write than long. In order to say what we want to say in a short essay, most of us have to rewrite & polish it before it is complete.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it

originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and

Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.