

**UNIVERSITY OF SAINT FRANCIS**

**DEPARTMENT OF PSYCHOLOGY & COUNSELING**

**COURSE SYLLABUS**

<b>Semester/Year:</b>	<b>Fall 2018 (August 27 – October 19)</b>
<b>Course/Section:</b>	<b>PSYS 512.01B THEORIES OF PERSONALITY</b>
<b>Course Title:</b>	<b>THEORIES OF PERSONALITY</b>
<b>Class Time/Location:</b>	<b>WEB-BASED</b>
<b>Instructor:</b>	<b>AMY CARRIGAN-SMITH, Ph.D.</b>
<b>Office:</b>	<b>VIRTUAL</b>
<b>Email:</b>	<b>acarrigan@sf.edu</b>
<b>Office Hours:</b>	<b>email instructor anytime Mon-Fri</b>

**Course Description:**

This course explores the psychological concept of personality and individual difference. Dimensions of personality, measurement and classification of personality types, factors impacting personality development, and the major personality theories are presented.

**Specific Course Objectives:**

1. Define the term personality and list the fundamental aspects of personality, including the description, dynamics and development of personality.
2. Analyze personality theories using the scientific approach, identifying theoretical constructs, propositions, operational definitions and hypotheses.
3. Explain personality development from the psychoanalytic theory and identify the key psychological forces that shape one's personality.
4. Describe the Psychoanalytic – Social Perspective of personality development and describe the impacts of culture, race, gender, and interpersonal relationships on the development of personality.
5. Discuss the basic assumptions of the Trait Perspective of personality and identify the key dimensions of personality as described in the key theories.
6. Compare and contrast Social Learning and Learning theories of Personality.
7. Identify and describe the major distinguishing characteristics of the Humanistic Perspective of personality.

**Required Course Textbook (you MUST have access to the textbook immediately):**

Theories of Personality, Feist, 9<sup>th</sup> ed. McGraw Hill

**Teaching Methods:** Web-based

**University of Saint Francis Course Policies and Procedures:**

- **Academic Integrity Policy** – As an institution guided by Christian principles, the University of Saint Francis places the highest importance upon honesty in all academic work. As such, academic integrity is a fundamental principle of collegial life at the University of Saint Francis and is essential to the credibility of the university's education programs. Moreover, because assessment may be competitive, students who misrepresent their academic work violate the rights of their fellow students. The University of Saint Francis, therefore, views any act of academic dishonesty as a serious offense requiring disciplinary measures, including failing the assignment, failing the course, and even expulsion from the university. In addition, an act of academic dishonesty may have unforeseen effects far beyond any officially imposed penalties. Violations of academic integrity include cheating or assisting others to cheat. Examples of academic dishonesty include plagiarism, misrepresenting data, falsification of academic records or documents, and unauthorized access to computerized academic or administrative systems.
- **Plagiarism** – is the presenting of others' ideas as if they were your own. When you write an essay, create a project, do a project, or create anything original, it is assumed that all the work, except for that which is attributed to another author or creator is your own work. Be aware that word-for-word copying is not the only form of plagiarism. Plagiarism is considered a serious academic offense and may take the following forms:
  - Copying word-for-word from another source and not giving that source credit.
  - Cutting and pasting from an Internet or database source without giving that source credit.
  - Paraphrasing the work of another and not giving that source credit.
  - Adopting a particularly apt phrase as your own.
  - Reproducing any published or copyrighted artwork, both fine and commercial.
  - Digitally duplicating or downloading any copyrighted software, programs or files.
  - Paraphrasing another's line of thinking in the development of a topic as your own.
  - Receiving excessive help from a friend or elsewhere, or using another project as your own.

[Adapted from the Modern Language Association's MLA Handbook for Writers of Research Papers. New York: MLA, 1995: 26.]

- **Academic Consequences and Student Rights** – *these are strictly enforced*
  - A first offense will result in failure of the assignment and will be reported to the Academic Affairs Office or its designee by the faculty member.
  - A second reported offense will result in a semester grade of failure (F) and the student will meet with the faculty member and a representative from Student Academic Support Services.
  - A third offense will be brought forward by the Academic Affairs Office or its designee to the Admissions and Academic Progress committee. They will determine whether a one-year or permanent suspension is warranted by the third offense of academic dishonesty or plagiarism.
  - If students are dissatisfied with the outcome of their individual case, they may refer to the Academic Grade Appeal Process in the University of Saint Francis Undergraduate Catalog.
  
- **Office of Student Success and Academic Advising (SSAA)** – offers a variety of resources and assistance at no cost to the student, to encourage academic success. Tutoring is available both in person and online through SmartThinking. This is located in PJPII 210; Phone: 260-399-8065
  
- **Disability statement-** Any student who may require class or test accommodations based on the impact of a documented disability should contact Geneva Burgess, Coordinator of Student Disability Services in 210 Pope John Paul II Center (260)399-7700 ext. 6075 or [gburgess@sf.edu](mailto:gburgess@sf.edu) Ms. Burgess coordinates reasonable accommodations for students with documented disabilities. The student is responsible for communicating accommodations with the instructor in order to utilize those accommodations. More information in regards to registering for services and documentation can be at [www.disabilityservices.sf.edu](http://www.disabilityservices.sf.edu)
  
- **Title IX-** The University of Saint Francis is committed to fostering a safe and supportive environment conducive to academic achievements and healthy interpersonal interaction. Discrimination, harassment, and sexual misconduct on the part of a member of the USF community is clearly inconsistent with these purposes, and can be a violation of state and federal law. In its employment practices, selection of students, and administration of all programs and activities, the University of Saint Francis maintains a policy of non-discrimination regarding age, race, color, national origin, religion, gender, disability, genetics and veteran status.

Students who believe they have been subjected to discrimination or harassment or retaliation in violation of USF policies may report their concern to a university official or

the University Title IX Coordinator, Dr. Robert A. Pastoor, 260-399-7700, ext. 6745, Trinity room 137.

You may seek advice from certain resources who are not required to tell anyone else your private, personally identifiable information unless there is cause for fear for your safety, or the safety of others. Sharing with a faculty member is considered 'private reporting' and s/he will be able to direct you to who can help.

For more information please reference the Student Handbook or contact the Title IX Coordinator, Dr. Robert Pastoor, 260-399-7700, ext. 6745, Trinity room 137.

### **Course Policies and Procedures:**

- All assignments submitted after the deadline will not be graded.
- **Policy for Students who Require an Extended Medical Leave** – If you require an extended medical leave, please notify the instructor **as soon as possible**. Early notification will ensure that your learning experience is not compromised or delayed. Extended medical leaves should be medically necessary and be accompanied by a statement from a medical doctor regarding length of the leave and return date.
- COMMUNICATION VIA EMAIL MUST HAVE IN THE SUBJECT AREA OF YOUR EMAIL THE COURSE #...if this is not followed, your email will not be opened.

### **EVALUATION:**

There will be a total of 350 points for this course:

- 1 Pre-quiz (25 points)
- 14 questions (10 points each)
- 7 responses to a classmate's post (5 points each)
- 3 applications assignments (10 points)
- 3 exams (40 points each)

**Postings will not be graded after the deadline. Late posts, exams, responses, & applications will not be graded.**

**Do not procrastinate...at times your internet may be interrupted. There are other means to obtain internet such as public libraries, internet cafes, and so forth. Be proactive and seek these alternatives (back-ups) if your internet does become interrupted.**

### **EXAMS:**

Exam responses with the corresponding numbers ONLY are to be sent via email to the instructor (in the subject area of your email include exam # & course #). **Do not send your exam as an attachment.** Also when you send your exam – do not send the question...send answers only with corresponding question number in a vertical column. Exams will be available 48 hours before the deadline of Wednesday. **ALL DEADLINES ARE MIDNIGHT EST.** You will have

exams on Weeks 4, 6, & 8. You must use your USF student e-mail, other e-mails will not be opened. **EXAMS WILL NOT BE RETURNED (only the Pre-Quiz)**. Failure to follow the above instructions will result in a “0” for the grade.

Exams can be found (once they have opened) at the bottom of the course content/assignment column.

### **WEEKLY POSTS TO THE DISCUSSION BOARD:**

All discussion items will be evaluated each week. Students are expected to participate by posting materials and contributions to the Discussion Board. Questions for discussion are provided in the “COURSE CONTENT” section of the Menu Bar. **Posts are due on Monday & Thursday by midnight (EST) unless otherwise noted on the assignment.** Late submissions will not be graded.

To be counted as participation, your postings need to be thoughtful; that is, they refer to the week’s readings

When you post to the weekly questions - **write it in your own words, do not copy word for word.** Each question answered must be 300-350 words (which does not include the citation – **DO NOT REPEAT the question in your post**). Also remember to cite (APA style) your reference (your citation must be with the original post, if you add a thread because “you forgot”, you will still lose the points... **THIS IS ALSO REFERRED TO AS “TAGGING”**). Always use references to support your postings (**see below the example of APA citation highlighted**). Your postings must demonstrate that you have reflected on the assigned readings, and synthesized the material with your new knowledge. **YOU WILL ONLY SUBMIT ONE THREAD FOR PART ONE ON ASSIGNMENT ON THE DISCUSSION BOARD WITH BOTH QUESTIONS ANSWERED ON THAT THREAD. THIS WILL BE REPEATED FOR PART TWO**

Points will be deducted for failure to follow these instructions. **On your post, identify the letter / number questions you are answering on your thread as well in the post itself.**

**APA citation must be put at the end of each post (failure to do so will result in a 50% point deduction)...if you use other resources outside of the text, those resources also must be cited APA...**

### **RESPONSE TO A CLASSMATE’S POST:**

Students are also expected to comment on posts by fellow students two times per week (Part 1 & Part 2) and respond to any professor questions directed to your posts as well as your classmates’ questions directed to your posts (if a classmate or the professor responds with a question to your post - respond...if you fail to answer a response to your post from either a classmate or the professor by Saturday of that particular week, points will be deducted). To be counted as participation, your postings need to be thoughtful; that is, they refer to the week’s readings.

**Response to a classmate’s post are due on Wednesday & Saturday midnight (EST) unless otherwise noted on the assignment.** Late submissions will not be graded.

**To receive full credit for your response to a classmate's post, it must be more than "nice post"..... DO NOT CRITIQUE YOUR CLASSMATES' POSTS – THAT IS MY JOB.** The response to your classmate should demonstrate a reflection of their post and what knowledge you gained or questions you may have. Make sure you identify in your response which question you are responding to such as "your first or second question". REMINDER: if a classmate or the professor responds with a question to your post - respond...if you fail to answer a response to your post from either a classmate or the professor by the Saturday of that particular week, points will be deducted.

You are required to respond to one classmate's post for Part One & Part Two of each week's assignment & must be 250 words minimum. AGAIN...do not critique such as "I learned so much from your posting"... "you organized it well"... "I did the same post"...

**Below is an example of an acceptable response to a classmate's post**

"I am referring to your second question in your post...In chapter 7 Sometimes I believe that the first example of a social norm of discrimination is still present in the social environment of today. Now that we know that this type of behavior is wrong you can see a media spectacle made of choice comments made by a certain few. I find this disheartening. Even though I believe that as a society we should be beyond the years of discrimination it is still present, but I am glad that the social norm discourages this type of behavior and those are now viewed as the deviant members of society. Another comment on your post is that of the driving rules almost everyone follows without actively thinking about their actions. This made me think of all of those drivers that speed almost as regularly as they go the speed limit. Do you think that it has become acceptable by society to go 5-10 mph over the speed limit? It just makes you wonder how concrete are social norms and at what level of pushing the envelope is one considered a deviant.....?"

### **APPLICATIONS:**

Applications are assigned for Weeks 4, 6, & 8. Due dates are indicated under the "Content/Assignment" tab on the menu bar. You will choose one of the applications. Your application must reflect your understanding of the knowledge that you gained from that particular chapter within the text of your response to the issue that you have chosen. Your application will include a citation at the end of your post even though it might be your opinion...to gain the knowledge to write the issue, you used knowledge gained from your text...if you do not include the citation, you will lose 50% of your points. Your issue response must be a minimum of 500 words & a maximum of 600 words. Your post will include at the beginning the application that you are addressing and this is not included in your word count.

**REPEAT...REPEAT...Do not procrastinate...at times your internet may be interrupted. There are other means to obtain internet such as USF, public libraries, internet cafes, and so forth. Be proactive and seek these alternatives (back-ups) if your internet does become interrupted.**

**You will find all of your assignments for the entire semester under “COURSE CONTENT & ASSIGNMENTS” under the Menu Column & you may work ahead but assignments cannot be submitted until the week they are due...the Discussion Board Weeks will not open until the Saturday before the official week.**

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### Grading Rubric for Discussion Postings

Course discussion board activities for each posting are worth a maximum of 10 points per posting. Points for each posting will be awarded as follows:

#### Superior (8-10 points)

- Discussion contributions are submitted according to specifications of the assignments.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and cites resources appropriately (APA).
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings and synthesized key comments and ideas, as applicable.
- Meets required length.

#### Sufficient (5-7 points)

- Discussion contributions are submitted according to the specifications of the assignments.
- Is adequately written, but may use some terms incorrectly, may need to read two or more times to be understood. Uses APA format.
- Discussion contributes to the quality of interaction.
- Discussion contributes some depth of understanding of the issues and show that the student has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the student has considered at least some colleagues' postings and synthesized key comments and ideas, as applicable but it appears as though all of postings have not been reviewed.
- Meets required length.

Minimal (1-5 points)

- Discussion contributions are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written, may use some terms incorrectly, may need to read two or more times to be understood. APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to be address peripheral issues, and are generally accurate but with some omissions and/or errors.
- If key principles are presented, there is no evidence the learner understood principles or key principles are not integrated into the response.
- Discussion contributions do not provide evidence that the student has considered at least some colleagues' postings or synthesized key comments and ideas, as applicable.
- Partially meets required length.

Inadequate (0 points)

No credit will be awarded if some or all of the following conditions apply:

- Discussion contributions are posted past the deadline, defined as 11:59 p.m. on the due date specified and do not address the requirement of the Discussion instructions.
- Discussion contributions are poorly written, terms used incorrectly, need to read two or more times to be understood. APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, and/or do not address relevant issues, and/or are inaccurate and contain many omissions and or errors.
- Discussion contributions do not provide evidence that the student has read or considered colleagues' postings, as applicable.



- Does not meet required length.

### **FEEDBACK SCHEDULE:**

I will log on to the course Discussion Board 5 days a week (M-Sat) to evaluate and respond to class discussions. Unless there is a specific question, I do not always respond to each and every posting from each student because there will be a lot of redundancy. I do, however, read every post and expect all students to read all posts, including mine and other students'. I also check my email Monday – Friday. Any specific course related questions or concerns will be responded to within 48 business hours of my receipt. **Students are responsible daily for checking the Announcements for any anticipated changes to the aforementioned feedback schedule.**

Grades may be found in the grade-book area of Canvas, and will be updated weekly.

### **COURSE PROCEDURES:**

Class discussions occur using the Discussion Board each week. The semester is divided into 8 weeks, with a week defined as Monday through Saturday. Your postings are to follow APA style/format and include a reference list at the end of each posting. Participation in the class discussions is an integral part of this course, and any deviation from it will affect your grade negatively.

The following are guidelines to maintain a high standard of scholarship in the discussions, and facilitate participation by all class members:

- reference any works from which ideas or quotations are drawn;
- reference the comments of other students;
- keep comments focused on the topic under discussion;
- state questions and comments as clearly and concisely as possible.
- Read all posts & responses.
- Check your email daily as well as the “Announcements on Canvas

***\*\*It is important that you check your announcements on a daily basis for any updates. Also, it is important that you read all postings.***

***\*\*\*Posting to the Discussion Board is not like texting on the cell phone, correct grammar, spelling, and punctuation will be considered in grading.***

### **METHODS FOR DELIVERING ASSIGNMENTS:**

Post your work to the Discussion Board thread specifically set-up for the week's assignments and identify the question number you are responding to. ***Do not post as an attachment. Each exam (answers only with corresponding question #) is to be sent to the instructor via e-mail***

*with your name and before the deadline (no attachments). You will only receive your grade – exams are not given back to the student (only the Pre-Quiz).*

*If you are having trouble with Canvas –you must contact technical support through USF (Help Desk).*

**PREPARATION:**

Students are expected to complete assigned readings. Students must have appropriate technology requirements – if unsure, contact the USF Help Desk.

<b>Grading Scale</b>	
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	≤60

**POINT CONVERSION**

A	= 325 – 350
A-	= 315 – 324
B+	= 308 – 314
B	= 290 – 307
B-	= 280 – 289
C+	= 273 – 279
C	= 255 – 272
C-	= 245 – 254
D	= 210 – 244
F	= below 210