

To Provost 2/24 UWUCC Appr 2/21/06 Senate Info 3/28/06 105-42a

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

Existing and Special Topics Course

Course: Personality PSYC 320

Received

Instructor of Record: Beverly J Goodwin, Ph.D.

FEB 15 2006

Phone: 724/357-6259 e-mail: goodwin@iup.edu

Liberal Studies

Step One: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

1. Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course? Yes No
2. Will the technology serve as a suitable substitute for the traditional classroom? Yes No
3. Are there suitable opportunities for interaction between the instructor and student? Yes No
4. a. Will there be suitable methods used to evaluate student achievement? Yes No
- b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)? Yes No

5. Recommendation:

Positive (The objectives of the course can be met via distance education.)

Negative

Mary Ann Garcia 2/14/06
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

Step Two: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

Positive recommendation

Negative recommendation

Gail Sedquist 2-21-06
signature of committee chair date

Forward this form to the Provost within 24 calendar days after review by committee.

Step Three: Provost

Approved as distance education course

Rejected as distance education course

signature of Provost

date

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Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: PSYC 320

Instructor(s) of Record: Beverly J Goodwin, Ph.D.

Phone: 724/357-6259

Email: goodwin@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

The first psychology course I taught in 1978 at the University of Pittsburgh by myself was Theories of Personality. I taught it several times while at Pitt. When I arrived at IUP in 1986, I taught PSCY 101. In 1989 I began to teach Personality (PSYC 320). There was a time when I was the only instructor on campus who had any expertise in teaching PSYC 320. I have taught this course off-and-on since then. There have been times when I have taught two sections of PSCY 320 in a given semester. Of late my administrative responsibilities have necessitated a change in my teaching schedule, which has not permitted me to teach Personality every semester. Still I have been able to teach it every summer. My teaching of this course has been observed and evaluated by the Department Chairperson and assigned Department Faculty. At this time I am undertaking steps to transform this course into a course appropriate for distance education. This includes reworking the syllabus, writing assignments, exams, and homework assignments. The Department Chairperson is arranging for a WebCt training course for department faculty so that those interested in distance education can receive intensive training by WebCt instructors. I am enrolled in this course that will be offered this semester.

2. How will each objective in the course be met using distance education technologies?

Objective 1: To introduce students to classic and recent theories which have helped to shape the field of personality.

Students will be required to critically read assigned online lectures, referred to as modules, and readings and complete homework assignments, such as the assigned case studies from the Ashcraft workbook. All of the above deal with salient and important aspects of theories of personality. Modules will complement readings by highlighting historical and background information provided in the readings. The modules will not duplicate the readings;; they are designed to provide depth and clarity to the readings.

Objective 2: To acquaint students to the key terms, concepts, themes, and methods in the field of personality.

This objective is met by requiring students to synthesize the readings and completing writing assignments. On-line lectures will provide information that gives a thorough understanding of the theories under examination. Students will be evaluated to the extent they are able to integrate personality terms, concepts, themes and methods appropriately into their assignments.

Objective 3: To present students with material and structured activities that will aid them in the development of their evaluative, critical thinking, and writing skills.

Students will have numerous writing assignments that are associated with a given theory. The main writing assignments students will be given is to conduct and write a Psychological Report on a main character in a feature movie/video. Students are to select a movie, with instructor's consultation, that is appropriate for the assignment. Students are not allowed to use a video from their Abnormal Psychology (PSYC 321) course. The character selected by the student will be subjected to a personality analysis. They will produce a report utilizing the case study method. Literature detailing this assignment will be posted on the website.

Objective 4: To present students with activities that are designed to test their ability to use the language and terminology of a particular theorist.

Writing assignments, including case studies, homework assignments, worksheets, and the Psychological Report Assignment, are designed to prepare students for weekly exams. Weekly exams will consist of essay questions that will assess the extent that students are grasping the material and their ability to integrate the terms, concepts, themes, and methods in the field of personality into their vocabulary.

3. How will instructor-student and student-student, if applicable, interaction take place?

My webpage will include an e-mail icon. This will give students access to my IUP e-mail account. On my syllabus students will be given my IUP e-mail address and my office phone number. I will also have a discussion option for students. This will give them an opportunity to contact each other regarding aspects of the course, including the online lectures, readings, assignments, writing assignments, and exams..

4. How will student achievement be evaluated?

Students will be assigned numerous and varied assignments. Students will be graded on the successful completion of homework assignments. There will be at least one homework assignment for each of the theories covered. Students are required to complete a Personality Analysis Assignment that is based on a feature movie. This requires students to conduct and produce a paper on the personality functioning of a main character in a movie. Non-cumulative exams will be administered weekly. The final exam is cumulative and it consists of a series of multiple-choice questions. And lastly, bonus essay questions, based on readings and assignments will be available online for students to complete.

5. How will academic honesty for tests and assignments be addressed?

Much of the writing assignments are based on exercises I have accumulated over the years and they have not been used at IUP for a number of years, if ever. The format I used is varied. Hopefully this means that paper writing services will not have these papers available. I plan to become acquainted with several plagiarism programs in order to monitor the originality of written assignments.

Essay exam questions are based on online modules, readings, and assignments. Questions are integrative and designed to synthesize material from all of the above mentioned sources.

My syllabus will include the IUP statement on Academic Integrity and reference to my response if there is a violation of the policy.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Mary Jean Zanich 2/14/06
Signature of Department Designee Date

Endorsed:

John D. SGA 2/15/06
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Gail Sedquist 2/23/06
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

Mark Sluga 2/24/06
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

PSYC 320 - Personality

Credits: 3.00

Provides comparative analysis of major representative traditional and contemporary theories of personality.

Lecture: 3.00

College: College of Nat Sci and Math

Department: Psychology

Restrictions:

Must be enrolled in one of the following Level(s):

Graduate

Undergraduate

Pre-requisites: PSYC 101 Minimum Grade: D or PC 101 Minimum Grade: D

COURSE SYLLABUS

Personality Section 001	PSYC 320 Monday - Friday 8:00 a.m. - 10:00 a.m.	Summer, 2005 Uhler Hall, Room 118
Professor:	Dr. Beverly J. Goodwin	
Office:	Uhler Hall, Room 201A	
Phone Number	(724) 357-6259	
Office Hours:	By Appointment	
e-mail address:	goodwin@iup.edu	

Required Books:

Feist, J, & Feist, G.J. (2006). Theories of personality, 6th ed. Boston: McGraw-Hill. (F&F)

Friedman, H.S., & Schustack, M.W. (2001). Readings in personality: Classic theories and modern research. Needham Heights, MA: Allyn & Bacon. (F&S)

Course Description and Orientation:

This course is designed to provide a critical analysis and overview of several theories and systems of personality. This course takes a theorist-centered perspective in understanding the classic theories of personality. A lecture-discussion format will be utilized in order to impart information on various theories of personality and the theorists who developed them. Several theorists not mentioned in the book may be covered, if time permits. In addition, this course gives added attention to not only theorists and the classic theories they introduced, but there will be a discussion of personality researchers who have furthered the discipline by contributing to our understanding of personality functioning.

Each chapter in the Feist and Feist (F&F) (2006) text is structured to address a particular personality theorist with specific attention given to his/her personal history, view of personality development, key terms and basic concepts, an evaluation of the theory, and his/her view of humanity. Although there is no way to give an equal amount of attention to every theory, every effort will be made to present a balanced representation of each theory covered.

There are online resources available that have been developed with students enrolled in this course in mind. The online information is available to assist and to facilitate your understanding of the material for this course. Your book includes directions on how to access the web browser and a personal registration code to gain access to online resources.

A criticism of those whom have studied and/or developed personality theories is that the person in personality is usually male and European. In addition, another criticism of personality theory is that the topics of multiculturalism and cultural diversity are overlooked. The F&F book has addressed these criticisms by purposefully including the contributions of a culturally diverse group of theorists, researchers, and research participants. In addition, the F&S book gives you an appreciation and understanding of how a particular theory leads to a theoretical manuscript or an experiment.

Although the F&F (2006) book was not written with the F&S (2001) book in mind, many of the chapters correspond with the theoretical articles and research studies included.

It is expected that students become familiar with the assigned readings prior to class meetings in order to obtain as much information as possible from lectures and to participate in discussions and classroom activities. With the time limitation of any course, there is no attempt at assigning every page in each book or at covering every theory of personality included in the textbooks in equal detail. Usually the lectures will emphasize the theorist's personal history, major concepts, research produced, and theory applications. Students are expected to complete other parts of the chapter.

Classroom attendance and participation are strongly encouraged. If you are not in class your participation grade will suffer and you will not be able to accumulate points for any in-class activities. In addition, there will be occasions when readings and due dates for assignments will be discussed and announced during the class period. It is each student's responsibility to attend class regularly and to turn in completed assignments on scheduled dates. The instructor may not bring handouts to class for an assignment after it is distributed.

All dates included on this syllabus are tentative and are subject to change. Being absent from class is not an acceptable excuse for not knowing what activities or assignments are scheduled. Any change in the syllabus will be announced in class.

Objectives for the Reading Assignments:

1. To interest students in identifying and analyzing their own personality and personality theory.
2. To elicit from students the realization that they already have a detailed and structured theory of personality which they use in making decisions about their behaviors, attitudes, friendships, and career choices, as well as other aspects of their life.
3. To introduce to students the personal and professional lives of theorists who developed the classic theories of personality in the field.
4. To introduce the major themes and key concepts associated with specific theories of personality which have contributed to our understanding of human behavior.
5. To acquaint students to the original theoretical and scientific works of those well-known in the field of personality by having them read their manuscripts.
6. To acquaint students with multiculturalism and cultural diversity and how they impact on personality development and functioning.

Objectives for the Course:

1. To introduce students to classic and recent theories which have helped to shape the field of personality.
2. To acquaint students to the key terms, concepts, themes, and methods in the field of personality.

3. To present students with material and structured activities that will aid them in the development of their evaluative, critical thinking, and writing skills.
4. To present students with in-and out-of-class activities that are designed to test their ability to use the language and terminology of a particular theorist.

Evaluation and Grading Policy:

With the recognition that students have different learning styles, grades are not dependent on one type of assignment. Students will be assigned a sundry of assignments with the expectation that they will have an opportunity to complete assignments that will tap into their strengths and that they will be given an opportunity to improve any identified weaknesses. Below is a listing of the assignments and how grades will be derived.

Periodically students will be administered *in-class assignments* that will be based on individual and/or group efforts. The assignments will be distributed and collected during the class period. Oftentimes the assignments are designed to facilitate class discussions.

Most *homework assignments* will be based on the F&S book, although other assignments will be assigned and distributed in class. The homework assignments from the F&S book are reaction papers. A description of the reaction paper assignments is included toward the end of the syllabus. Each reaction paper is worth a maximum of 20 points.

For many of the classic theories of personality covered during the term, at least one homework assignment will be assigned. Assignments are due no later than one class period after the chapter has been completed. The maximum number of points for such assignments is variable. The homework assignments are required and are not bonus activities. Homework assignments should be typed unless otherwise instructed. It is each student's responsibility to turn in assignments on the dates they are due. Without prior notification, late papers will not be accepted. Proper documentation may be required in the event of an illness or the death of an immediate family member.

Periodic *quizzes* will be administered. Each quiz will include material from both the lectures and the textbook. Each quiz may include fill-in, true-false, and/or essay questions. The total number of points for each quiz will vary depending on the amount of material covered in class. Bonus points will be assigned for the successful completion of identified essay questions. None of the quizzes are cumulative.

The *final exam* is cumulative, yet optional. The final exam is titled "Who Said That?" It is a series of quotes made by the theorists covered during the session. It is your responsibility to match a particular quote with the theorist who made the quote. If a student wishes to attempt to improve his/her grade, then the student can opt to take the final exam. On the other hand, if the student is pleased with his/her grade, then there is no need to take the final exam. If the student performs poorly on the final exam, it will not hurt the final grade for the course.

There will be several opportunities to accumulate *bonus points* during the session. Students can decide if they want to complete such an assignment. There is no penalty if you decide not to complete a given assignment. Activities, such as participating in the Individual Counseling Practicum course, attending a presentation, reading a book, or viewing a video dealing with some aspect of personality, will be considered as a bonus activity. The activities will be announced in class or students can initiate a bonus

point activity. The only stipulation is that the activity must be approved by the instructor in advance. A student can select no more than two bonus activities. Each activity will be worth a maximum of 10-points. Students must present documentation that they attended the activity by providing a voucher or a summary of the main points covered.

It is expected that students will meet all scheduled quiz dates and any deadlines. If you are not able to take a quiz or turn in an assignment on the due date, it is your responsibility to notify the instructor regarding this matter in advance. If no contact is made the grade of "F" may be assigned. If a quiz or an assignment is missed because of an illness or the death of an immediate family member, a make-up quiz may be given if proper documentation is provided. A different version of the quiz may be administered in the event that a make-up is scheduled.

If you are not able to turn in an assignment or meet a deadline, it is your responsibility to notify the instructor regarding this matter in advance. If no contact is made the grade of "F" may be assigned. If an assignment is missed, as in the event of an illness or the death of an immediate family member, the assignment may be turned in after the due date if arrangements are made.

Classroom participation is expected with a maximum of 50 points being possible. This aspect of the course includes more than just attendance, personal opinions, and self-disclosure. Points will be accumulated by participating in class discussions, by coming to class prepared to discuss materials, and by participating in any in-class activities. Collegial interactions are part of class participation. The expectation is that every student is respected and given the opportunity to share his/her ideas. Disrespect, whether overt or covert, is never condoned.

Assignments and tests will be returned in a timely fashion but student should realize that the instructor takes care in providing constructive feedback to students on all assignments and grading is not viewed as a speed task to be completed as quickly as possible.

Unless otherwise stated, any graded assignment, such as, quizzes, the final exam, or writing assignments are based on individual effort. IUP has an Academic Integrity Policy (Page 32-33 in the Undergraduate Catalog) and the Procedures for violations of academic integrity (Pages 33-36 in the Undergraduate Catalog). University procedures regarding academic violations will be followed. If you are in doubt as to the types of academic violations recognized by the University, it is suggested that you review those pages identified above.

The IUP Civility Statement is included on the inside front cover of the Undergraduate Catalog. As mentioned above under the classroom participation section, collegial interactions are encouraged and expected. Each student is to be respected and allowed to participate. Disrespect, whether overt or covert, is never condoned. Cell phones and other communication or entertainment devices are to be turned off and placed out of sight during the class. If you violate this rule, classroom participation points may be deducted.

Points accumulated on all required activities, assignments or quizzes are assigned according to the following distribution:

90% or > = A	Or	√+ = Excellent = 5 points
80% - 89% = B		√ = Average = 3 points
70% - 79% = C		√- = Below Average = 1 point
60 % - 69% = D		0 = Not turning in assignment = 0 point

59 % or < = F

Quiz Dates:

- | | |
|-----------------------------|----------------------------|
| 1. Thursday, June 9, 2005 | 5. Tuesday, June 28, 2005 |
| 2. Wednesday, June 15, 2005 | 6. Thursday, June 30, 2005 |
| 3. Monday, June 20, 2005 | 7. Tuesday, July 6, 2005 |
| 4. Wednesday, June 22, 2005 | 8. Friday, July 8, 2005 |

Final Exam Date: Friday July 8, 2005

Tentative Schedule of Classroom Topics, Readings, Homework Assignments, and Quiz Dates:

DATE	TOPIC	READING
Week One		
June 6	Course Introduction and Overview	Chapter 1 (F&F)
June 7	Sigmund Freud	Chapter 2 (F&F)
June 8	Continuation of Freud	
June 9	Quiz 1	
	Alfred Adler	Chapter 3 (F&F)
June 10	Psychoanalytic Aspects of Personality	Unit One (F&S)
Week Two		
June 13	Continuation of Adler	
	Carl Jung	Chapter 4 (F&F)
June 14	Continuation of Jung	
June 15	Quiz 2	
	John Bowlby, Mary Ainsworth, Melanie Klein, Margaret Mahler, and Heinz Kohut	Chapter 5 (F&F)
June 16	Karen Horney	Chapter 6 (F&F)
June 17	Neo-Analytic and Ego Aspects of Personality	Unit Two (F&S)
Week Three		
June 20	Quiz 3	
	Harry Stack Sullivan	Chapter 8 (F&F)
June 21	Erik Erikson	Chapter 9 (F&F)
June 22	Quiz 4	
	Abraham Maslow	Chapter 10 (F&F)
June 23	Continuation of Maslow	
	Carl Rogers	Chapter 11 (F&F)
June 24	Humanistic and Existential Aspects of Personality	Unit Seven (F&S)
	Person-Situation Interactionist Aspects of Personality	Unit Eight (F&S)
Week Four		
June 27	Continuation of Rogers	
	Rollo May	Chapter 12 (F&F)

June 28	Quiz 5 Gordon Allport	Chapter 13 (F&F)
June 29	Hans Eysenck Robert McCrae and Paul Costa, Jr.	Chapter 14 (F&F) Chapter 14 (F&F)
June 30	Quiz 6 B.F. Skinner	Chapter 15 (F&F)
July 1	Biological Aspects of Personality Trait and Skill Aspects of Personality	Unit Three (F&S) Unit Six (F&S)
Week Five		
July 4	Holiday (No Class)	
July 5	Continuation of Skinner	
July 6	Quiz 7 Albert Bandura	Chapter 16 (F&F)
July 7	Julian Rotter and Walter Mischel George Kelly The Future of Personality Theory	Chapter 17 (F&F) Chapter 17 (F&F)
July 8	Quiz 8 Behaviorist and Learning Aspects of Personality Cognitive Aspects of Personality Final Exam is cumulative and optional	Unit Four (F&S) Unit Five (F&S)

NOTE: All dates and reading assignments are tentative and may change with notification in class.

Reaction Papers

The reaction papers are designed to focus on the original writings of theorists and researchers who have contributed to the study of personality. All reaction papers will be based on the Friedman and Schustack (2001) book. It includes numerous articles written by well-known personality psychologists. For each unit you are to select one article. You are required to read the selected article and demonstrate that you have not only read it but understand it by providing a written summary of the article. Some thought will need to be given in selecting salient information. The paper should not simply restate what the author(s) wrote. You are not being asked to paraphrase the thoughts of the writer(s) but to analyze the articles and to tap into what the intent of the writer(s) were when writing the articles.

After you have completed the summary of the particular article, you are to respond to the questions listed at the end of the chapter. Be as thorough as possible. Again, it is your responsibility to provide cogent answers.

Reaction papers are to be neatly typed and double-spaced. A maximum number of 20 points are possible for this assignment. Points are assigned on the basis of following directions, proofing, and editing your papers. Each paper is due no later than two days after the quiz for the theorist. An exception is the last week of classes when all assignments are due by the final day of class. If you are uncertain in any way about this assignment, it is your responsibility to contact me well in advance of the due date.

"A PRETTY GOOD STUDENT"

*There once was a pretty good student,
 Who sat in a pretty good class
 And was taught by a pretty good teacher,
 Who always let pretty good pass.
 He wasn't terrific at reading,
 He wasn't a whiz-bank at math,
 But for him, education was leading
 Straight down a pretty good path.
 He didn't find school too exciting.
 But he wanted to do pretty well,
 And he did have some trouble with writing.
 And nobody had taught him to spell.
 When doing arithmetic problems,
 Pretty good was regarded as fine.
 Five plus five didn't always add up to 10,
 A pretty good answer was nine.
 The pretty good class that he sat in
 Was part of a pretty good school.
 And the student was not an exception,
 On the contrary, he was the rule.
 The pretty good school that he went to
 Was there in a pretty good town.
 And nobody there seemed to notice
 He could not tell a verb from a noun.
 The pretty good student in fact was
 Part of a pretty good mob.
 And the first time he knew what he lacked was
 When he looked for a pretty good job.
 It was then, when he sought a position,
 He discovered that life could be tough.
 And he soon had a sneaky suspicion
 Pretty good might not be good enough.
 The pretty good town in our story
 Was part of a pretty good state,
 Which had pretty good aspirations,
 And prayed for a pretty good fate.
 There once was a pretty good nation,
 Pretty proud of the greatness it had,
 Which learned much too late,
 If you want to be great,
 Pretty good is, in fact, pretty bad.*

ONLINE COURSE SYLLABUS

Personality **PSYC 320** **Summer, 2006**

Professor: Dr. Beverly J. Goodwin
Office: Uhler Hall, Room 201A
Phone Number (724) 357-6259 (leave message if not available)
Office Hours: By Appointment
e-mail address: goodwin@iup.edu

Required Books:

Feist, J, & Feist, G.J. (2006). Theories of personality, 6th ed. Boston: McGraw-Hill. (F&F)

Ashcraft, D. (2006). Personality theories workbook, 3rd ed. Belmont: CA: Thomson. (A)

Course Description and Orientation:

This course is designed to provide a critical analysis and overview of several theories and systems of personality. This course takes a theorist-centered perspective in understanding the classic theories of personality. An online lecture-discussion format will be utilized in order to impart information on various theories of personality and the theorists who developed them. This course gives added attention to not only theorists and the classic theories they introduced, but attention will be given to personality researchers who have furthered the discipline by contributing to our understanding of personality functioning.

Each chapter in the Feist and Feist (F&F) (2006) text is structured to address particular personality theorist(s) with specific attention given to his/her personal history, view of personality development, key terms and basic concepts, an evaluation of the theory, and his/her view of humanity. Although there is no way to give an equal amount of attention to every theory, every effort will be made to present a balanced representation of each theory or theorist covered.

There are online resources available that have been developed with students enrolled in this course in mind. Each textbook includes directions to access McGraw-Hill online resources. The online information is available to assist and to facilitate your understanding of the material for this course. Your book includes directions on how to access the web browser and a personal registration code to gain access to online resources. I will provide readings when appropriate to highlight certain aspects of a given theory.

A criticism of those whom have studied and/or developed personality theories is that the person in personality is usually male and European. In addition, another criticism of personality theory is that the topics of multiculturalism and cultural diversity are overlooked. The Feist and Feist (F&F) (2006) book has addressed these criticisms by purposefully including the contributions of a culturally diverse group of theorists, researchers, and research participants. In addition, the Ashcraft (A) (2006) workbook includes case studies that infuse cultural diversity into the story lines. The workbook gives you an appreciation and understanding of how a particular theory leads to a case study or a personality analysis. The Ashcraft (A) (2006) workshop is assigned to give you familiarity in using the language of each theory covered; in addition, to prepare you to gain the language and terminology to successfully complete the Psychological Report Assignment.

Even though the Feist and Feist (F&F) (2006) book was not written with the Ashcraft (A) (2006) book in mind, Ashcraft (A) (2006) mindfully included many case studies that correspond with chapters that are typically included in theories of personality textbooks.

It is expected that students become familiar with the assigned readings in order to obtain as much information as possible from online lectures/modules. This adds to your ability to participate in online activities. With the time limitation of any course, there is no attempt at assigning every page in each book or at covering every theory of personality included in the textbooks in equal detail. Usually the online lectures/modules will emphasize the theorist's personal history, major concepts, research produced, and theory applications. Students are expected to complete reading other parts of the chapter.

All dates included on this syllabus are tentative and are subject to change. Any change in the syllabus will be posted online. It is each student's responsibility to remain current with his/her work and the completion of all assignments.

Objectives for the Reading Assignments:

1. To interest students in identifying and analyzing their own personality and personality theory.
2. To elicit from students the realization that they already have a detailed and structured theory of personality which they use in making decisions about their behaviors, attitudes, friendships, and career choices, as well as other aspects of their life.
3. To introduce to students the personal and professional lives of theorists who developed the classic theories of personality in the field.
4. To introduce the major themes and key concepts associated with specific theories of personality which have contributed to our understanding of human behavior.
5. To acquaint students to the case study method and how it applies to many of the theories included in the textbook. To use the case study method to guide students in the preparation and completion of the Psychological Report Assignment.
6. To acquaint students with multiculturalism and cultural diversity and how they impact on personality development and functioning.

Objectives for the Course:

1. To introduce students to classic and recent theories which have helped to shape the field of personality.
2. To acquaint students to the key terms, concepts, themes, and methods in the field of personality.
3. To present students with material and structured activities that will aid them in the development of their evaluative, critical thinking, and writing skills.
4. To present students with online activities that are designed to test their ability to use the language and terminology of a particular theorist.

Evaluation and Grading Policy:

With the recognition that students have different learning styles, grades are not dependent on one type of assignment. Students will be assigned a sundry of assignments with the expectation that they will have an opportunity to complete assignments that will tap into their strengths and that they will be given an opportunity to improve any identified weaknesses. Below is a listing of the assignments and how grades will be derived.

Periodically students will be administered *online assignments* that will be based on individual effort. The assignments will be distributed online. Oftentimes the assignments are designed to accentuate online lectures/modules and reading assignments.

There is one major writing assignment for this term. It is the Psychological Report Assignment. It involves taking on the role of a clinical psychologist by writing up a psychological report. This assignment involves you selecting a major character in a feature movie/video. You are provided instructions and a sample of a psychological report to guide the completion of your report. The draft of the report (worth 60 points) is due on June 21st and the final draft (worth 50 points) is due on July 6th.

Many *homework assignments* will be based on the Ashcraft book, although other assignments will be assigned online. The homework assignments from the Ashcraft book are based on the successful completion of the Application Questions. A description of this assignment is included toward the end of the syllabus. Each assignment paper is worth a maximum of 20 points.

For many of the classic theories of personality covered during the term, at least one homework assignment will be assigned. Assignments are due no later than one class period after the chapter has been completed. The maximum number of points for such assignments is variable. The homework assignments are required and are not bonus activities. It is each student's responsibility to turn in assignments on the dates they are due. Without prior notification, late papers will not be accepted. Proper documentation may be required in the event of an illness or the death of an immediate family member.

Weekly *exams* will be administered. Each exam will include material from both the online lectures and the textbook. Each exam will include essay questions. The total number of points for each exam will vary depending on the amount of material covered. Bonus points will be assigned for the successful completion of identified essay questions. None of the exams is cumulative, except the final exam.

The *final exam* is cumulative, yet optional. The final exam is a multiple-choice exam. If a student wishes to attempt to improve his/her grade, then the student can opt to take the final exam. On the other hand, if the student is pleased with his/her grade, then there is no need to take the final exam. If the student performs poorly on the final exam, it will not hurt the final grade for the course.

There will be several opportunities to accumulate *bonus points* during the term. Students can decide if they want to complete such an assignment. There is no penalty if you decide not to complete a given assignment. Activities will be announced online or students can initiate a bonus point activity by contacting the instructor. The only stipulation is that the activity must be approved by the instructor in advance. A student can select no more than two bonus activities. Each activity will be worth a maximum of 10-points.

It is expected that students will meet all scheduled test dates and any deadlines involving assignments. If you are not able to take an exam or turn in an assignment on the due date, it is your responsibility to notify the instructor regarding this matter in advance. If no contact is made the grade of "F" may be assigned. If an exam or an assignment is missed because of an illness or the death of an immediate family member, a make-

up exam may be given if proper documentation is provided. A different version of the exam may be administered in the event that a make-up is scheduled.

Online Participation is expected with a minimum of 10-points possible each week, for a total of 50-points. Participation involves interacting in online class discussion questions. Points will be accumulated by participating in online discussions and demonstrating familiarity with readings and online lectures/modules. Civil and collegial interactions are expected. The expectation is that every student is respected and given the opportunity to share his/her ideas. Disrespect, whether over or overt is never condoned.

Assignments and tests will be corrected in a timely fashion. Students should realize that the instructor takes care in grading assignments and tests and providing constructive feedback to students on all assignments. Grading is not viewed as a speed task to be completed as quickly as possible.

Unless otherwise stated, any graded assignment is based on individual effort. IUP has an Academic Integrity Policy (Page 32-33 in the Undergraduate Catalog) and the Procedures for violations of academic integrity (Pages 33-36 in the Undergraduate Catalog). University procedures regarding academic violations will be followed. If you are in doubt as to the types of academic violations recognized by the University, it is suggested that you review those pages identified above.

The IUP Civility Statement is included on the inside front cover of the Undergraduate Catalog. Collegial interactions are encouraged and expected. In that this is an online course, communications between students and with the instructor are expected to be civil. As mentioned under the paragraph on online participation, disrespectful communications, whether overt or covert, are never condoned. If you violate this rule, classroom participation points may be deducted.

Points accumulated on all required activities, assignments or quizzes are assigned according to the following distribution:

90% or > = A	Or	√+ = Excellent = 5 points
80% - 89% = B		√ = Average = 3 points
70% - 79% = C		√- = Below Average = 1 point
60 % - 69% = D		0 = Not turning in assignment = 0 point
59 % or < = F		

Exam Dates:

- | | |
|--------------------------|---|
| 1. Friday, June 9, 2006 | 2. Friday, June 16, 2006 |
| 3. Friday, June 23, 2006 | 4. Friday, June 30, 2006 |
| 5. Friday, July 7, 2007 | 6. Final Exam Date: Friday July 7, 2006 |

Tentative Schedule for Online Topics, Readings, Homework Assignments, and Exam Dates: Dates may change with notification online

DATE	TOPIC	READING
Week One: June 5-9		
Module 1	Course Introduction and Overview	Chapter 1 (F&F)
Module 2	Sigmund Freud	Chapter 2 (F&F) Case Study 1 or 2 (A)
Module 3	Alfred Adler	Chapter 3 (F&F) Case Study 7 or 8 (A)

June 9	Psychological Report Assignment Topic Selected Exam 1	
Week Two: June 12-16		
Module 4	Carl Jung	Chapter 4 (F&F) Case Study 3 or 4 (A)
Module 5	John Bowlby, Mary Ainsworth, Melanie Klein, Margaret Mahler, And Heinz Kohut	Chapter 5 (F&F)
Module 6	Karen Horney	Chapter 6 (F&F) Case Study 9 or 10 (A)
June 16	Exam 2	
Week Three: June 19-23		
Module 7	Harry Stack Sullivan	Chapter 8 (F&F) Case Study 13 or 14 (A)
Module 8	Erik Erikson	Chapter 9 (F&F) Case Study 5 or 6 (A)
Module 9	Abraham Maslow	Chapter 10 (F&F) Case Study 15 or 16 (A)
Module 10	Carl Rogers	Chapter 11 (F&F) Case Study 17 or 18 (A)
June 21	Draft of Psychological Report Assignment Due	
June 23	Exam 3	
Week Four: June 26-30		
Module 11	Rollo May	Chapter 12 (F&F) Case Study 19 or 20 (A)
Module 12	Gordon Allport	Chapter 13 (F&F) Case Study 29 or 30 (A)
Module 13	Hans Eysenck Robert McCrae and Paul Costa, Jr.	Chapter 14 (F&F) Chapter 14 (F&F)
June 30	Exam 4	
Week Five: July 3-7		
Module 14	B.F. Skinner	Chapter 15 (F&F) Case Study 23 or 24 (A)
Holiday (No Class)		
July 4	Holiday (No Class)	
Module 15	Albert Bandura	Chapter 16 (F&F) Case Study 25 or 26 (A)
Module 16	Julian Rotter and Walter Mischel George Kelly	Chapter 17 (F&F) Case Study 21, 22, 27 or 28 (A)
Module 17	The Future of Personality Theory	No Reading
July 6	Final Draft of Psychological Report Assignment Due	
July 7	Exam 5 Final Exam is cumulative and optional	

"A PRETTY GOOD STUDENT"

*There once was a pretty good student,
 Who sat in a pretty good class
 And was taught by a pretty good teacher,
 Who always let pretty good pass.
 He wasn't terrific at reading,
 He wasn't a whiz-bank at math,
 But for him, education was leading
 Straight down a pretty good path.
 He didn't find school too exciting.
 But he wanted to do pretty well,
 And he did have some trouble with writing.
 And nobody had taught him to spell.
 When doing arithmetic problems,
 Pretty good was regarded as fine.
 Five plus five didn't always add up to 10,
 A pretty good answer was nine.
 The pretty good class that he sat in
 Was part of a pretty good school.
 And the student was not an exception,
 On the contrary, he was the rule.
 The pretty good school that he went to
 Was there in a pretty good town.
 And nobody there seemed to notice
 He could not tell a verb from a noun.
 The pretty good student in fact was
 Part of a pretty good mob.
 And the first time he knew what he lacked was
 When he looked for a pretty good job.
 It was then, when he sought a position,
 He discovered that life could be tough.
 And he soon had a sneaky suspicion
 Pretty good might not be good enough.
 The pretty good town in our story
 Was part of a pretty good state,
 Which had pretty good aspirations,
 And prayed for a pretty good fate.
 There once was a pretty good nation,
 Pretty proud of the greatness it had,
 Which learned much too late,
 If you want to be great,
 Pretty good is, in fact, pretty bad.*

PSYC 320 PERSONALITY
Dr. Beverly J. Goodwin
Psychological Report Assignment

Directions: This assignment is designed to: (1) expose students to individuals from culturally diverse backgrounds, (2) facilitate a further understanding of a particular personality theory, and (3) give students an opportunity to try on the role of a practicing psychologist by writing a psychological report. These goals will be accomplished by analyzing a main character in a feature film/video selected. Students are being asked to apply a specific theory of personality in order to describe and understand the functioning of the selected character. It is noted that some theories are too limited in scope that they should not be selected, for instance the behavioral theory of Skinner. While other theories might be too comprehensive that it is impossible applying it to a character, for instance Freud's psychoanalytic theory. You can, however, apply parts of Freud's theory, such as, his theory of psychosexual development, in your psychological report. If in doubt, please contact the instructor regarding this matter.

The report should follow the outline provided below.

PSYCHOLOGICAL REPORT

Client's Name:
Address:
Phone Number:

Date of Evaluation:
Date of Report:
Therapist:

- I. Identifying Information**
- II. Reason for Referral (Chief Complaint)**
- III. Presenting Problem**
- IV. Relevant History**
 - a. Past Medical History**
 - b. Past Mental Health History**
 - c. Family History**
- V. Mental Status and Behavioral Observations**
- VI. Strengths and Weaknesses**
- VII. Diagnostic Impressions**
- VIII. Recommendations**
- IX. Prognosis**

The draft of the paper will be worth 60 points and will be distributed as follows:

- Following directions
- Utilizing the language of the theory throughout the paper
- Analyzing the personality of the character
- Integrating data from the novel in the report
- Neatness, proofing, and spelling

The final draft of the report is worth 20 points and will be distributed as following:

- Incorporating specific feedback into the report
- Improving the quality of the report by editing, revising, and reorganizing it

Students will be given a sample psychological report to assist in completing this assignment. The first draft of this assignment is due on Wednesday, June 21, 2006. The final draft of the report is due no later than Thursday, July 6, 2006.

PSYCHOLOGICAL REPORT ASSIGNMENT SAMPLE
(All material in this report is based on a fictional character.
Any similarities to an actual person are not intentional)

Name: Joe Blow, Jr.
Date of Birth: November 7, 1982
Address: 123 Back Hills Road
Small Town, PA 15733

Date of Intake: February 9, 2006
Date of Report: February 10, 2006
Therapist: Beverly J. Goodwin, Ph.D.

I. Identifying Information

Mr. Blow is a 24-year-old never been married European-American male. He is the only child of Joe Sr. (age 60) who is a college professor and Sally Blow (age 53) who is a secretary. He attends Indiana University Pennsylvania where he is a 7th year senior. He is majoring in Criminology and he has a minor in Psychology. He describes his grades as "mediocre" and he initially refused to be specific in regards to his exact GPA. He has no social interest and belongs to no organized groups. At the time of this interview he is living with his girlfriend, Sabrina, of one-month off-campus. He says they are madly in love and plan to get married after he completes college and secures a "decent paying job." Mr. Blow is in-between jobs now. He was terminated from his job as a security guard approximately two months ago after he was accused of removing supplies without permission. Mr. Blow again provided little detail to the particulars of what transpired.

For the first 2 years of college Mr. Blow returned to his parents' home in Big Town, PA after completing the spring semester. During the past few summers he has stayed in Small Town because he finds his parents unbearable with their constant questions about his career goals, grades, and extra-curricular activities. He sees himself as the "black sheep" in the family because of his lack of accomplishment. In addition, his parents are critical of his friends and girlfriends. They think he associates with people who are "beneath him." Mr. Blow was seen alone for the interview although his girlfriend accompanied him to the Center for Applied Psychology (CAP). He wanted her to come in to the session with him because "she is more talkative" than he is and "she could do a better job of answering any questions." Mr. Blow was convinced by the therapist that his girlfriend of one-month might not have sufficient information necessary to answer all of the questioned posed especially those related to his childhood.

II. Reasons for Referral (Chief Complaint)

Mr. Blow initiated an appointment at the CAP because he sees himself as being depressed. This depressed mood has been pervasive since he was 15-years-old. This is his first venture into psychological treatment although his parents have suggested therapy for a number of years. Mr. Blow has done myriad things to address his depressive symptoms including overeating, smoking tobacco and cannabis, drinking beer and whiskey, using cocaine, and taking Ecstasy. He describes himself as having an "addictive personality" but his parents provide him with a monthly allowance of \$400 so purchasing substances has never been a problem.

Mr. Blow seemed to brag about his parents' income. Being an only child and having a father who is a college professor affords Mr. Blow unlimited opportunity to live the life he desires without considering the financial consequences. Even when he overspends, he can rely on his parents to bail him out. He proudly relayed several incidents that indicates to him that he has his parents under his thumb. For instance, once he had no money in his account and he contacted his father who missed an important meeting in order for him to deposit money into Mr. Blow's account. Mr. Blow is now concerned that his parents are tiring of his lack of motivation, his lack of direction, and his lack of interest in completing his education and securing gainful employment. A fear of Mr. Blow is that his parents will withdraw their financial support. Without changing his lifestyle he will be "forced to grow up real fast." It seems that Mr. Blow has become more secretive and manipulative with his parents in order to gain access to their resources.

III. Presenting Problem

Mr. Blow has noticed his use of legal and illegal substances as increasing while his mood is worsening. The substances used are no longer lightening his mood. In fact, the last time he used Ecstasy, he had considered suicide. His grades are marginal, with a 1.77 GPA. He is increasingly having more difficulty getting to sleep at night, getting up in the morning for classes, and completing assignments. He is afraid that without some assistance he will never graduate and realize his dreams of becoming a Profiler for the federal government.

His goal for entering treatment is to develop better coping abilities in order to prevent any more bouts of depression. He says that he wants to be a productive member of society and he wants to make his parents proud of him. He thinks it is time to grow up, become responsible, get married, and start a family.

IV. Relevant History

In mid-November of 2001 Mr. Blow "went out with the boys" and used Ecstasy. Initially, they were having "mucho fun." After approximately two hours he became queasy and became sick. He vomited "all of my inners" and passed out for an unknown amount of time. His friends were too afraid to take him to the hospital but they monitored his breathing and pulse rate. His friends stated that when he came to he was quite agitated. As they were walking home, first he tried to jump in front of a fast moving truck, then he stood in the middle of the train tracks. He had forgotten that trains no longer used the tracks. He made out-of-his-mind comments about killing himself and anyone else who got in his way. Mr. Blow says that this is the first time for such an episode, although he admits to having had other incidents of violent behavior while under the influence of Ecstasy and other drugs. Several of his girlfriends ended their relationship with him after such an episode. Mr. Blow refused to provide details on frequency of use.

Mr. Blow does not consider himself to be gay or bisexual but he has had numerous incidents where he has been under the influence and he has blacked out only to awaken in a compromising situation with a male. He has no recollection of what he has done but he assumes the incidents involved unprotected sexual relations. To his knowledge he is not HIV-infected, although he is not certain since he is afraid to be tested. None of this information has he shared with anyone up to the time of the interview. He does not have protected sex when he is engaging in sexual relations with his girlfriends. He believes it is "her responsibility."

Mr. Blow has no understanding of the etiology of his condition. He is afraid that he is out of control and that he may hurt himself or someone else if he does not receive some help real soon. Furthermore, his parents and his girlfriend have seen him out-of-control and they have expressed both concern and fear. Mr. Blow says that he is motivated to commit to treatment and following-through with any recommendations of the therapist.

a. Past Medical History

Mr. Blow reports via self-reports of his mother that her pregnancy with him was difficult. He was the product of a difficult breech delivery at term. She had had five miscarriages before her pregnancy with him. She says that her doctor ordered complete bed-rest for the complete course of the pregnancy because of her history of spontaneous abortions. Both Mr. and Mrs. Blow were overwhelmed with happiness with the chance that this pregnancy would be successful. They showered him with love and possessions. His birth put joy into his parents' marriage and he feels that if they had remained childless, the marriage would have ended.

He was described as being a "fussy baby" and as a result he ended up in the emergency room on several occasions when he would not sleep or eat for hours at a time. Mr. Blow reported that his mother described him as an irritable baby and that she had a difficult time establishing sleeping and eating routines. She stated that, as a toddler, he was "always into everything" and was "difficult to control." For example, at age two she told him a dozen or more times not to go into the street, yet he often did; this situation was finally controlled by putting him in a fenced backyard.

As he grew older, he had a proclivity for getting into other dangerous situations. He ended up in the hospital so often that the hospital personnel referred to each family member by his or her first name. Everybody at the hospital was quite familiar with his case but they had few answers to explain his actions. Although Mr. Blow never had a diagnosed condition he was taken to the hospital approximately every month and he had a standing biweekly appointment with his doctor. He had no allergies or chronic conditions but he was constantly being monitored.

He describes himself as being healthy although he has not had a complete physical for a number of years.

b. Past Mental Health History

Mr. Blow has had no mental health contacts. He is uncertain whether either of his parents or any other relatives have received either in- or out-patient treatment. He says that his "family doesn't talk about such things."

c. Family History

Mr. Blow was a poor reporter of his family dynamics. He tended to give terse answers to questions. It was uncertain whether he failed to have the information, he was resisting or avoiding the questions, or he his memory was impaired by his substance use/abuse.

He denied any physical and sexual abuse in his childhood. He simply described himself as "being spoiled". His parents attended to all of his wants and demands; he, on the other hand, was never required to reciprocate. To quote Mr. Blow: "When I was unhappy my parents did everything in their power to correct the situation. I made out like a bandit." He had many friends because he always had the latest toy. They enjoyed being his friend. They had fun all day long.

Mr. Blow has superficial knowledge surrounding his parents' childhood, education, courtship, and subsequently marriage. He describes himself as having a one-sided relationship with them. It might be necessary to have Mr. Blow sign a release so that his parents can be interviewed. This might be useful in gathering relevant information and treatment planning.

The relationship with Sabrina seems to be critical in Mr. Blow developing a strong self-concept. He sees this as an opportunity to set his life in motion so that he can write his own personal family script. Mr. Blow's image of family life is based on fantasy rather than reality.

V. Mental Status and Behavioral Observation

Mr. Blow arrived early for his session. He appeared to be well kept, well nourished and in no apparent distress. He was dressed in a casual, yet appropriate style. He appeared to be oriented to person, place, time, situation, and other people. Sensorium was clear. Mr. Blow appeared to be of average height and weight (by popular standards). He was quite talkative but there was little substance or detail in his conversation. Rapport was easy to establish but there was little depth in his emotions and in providing details when answering questions. He was not resisting and there was no indication that he was defensive. It might be the case that both his short- and long-term memory are impaired by substance use and abuse. Mr. Blow seems to be of average intelligence, although no formal testing occurred. No unusual behaviors were noted although Mr. Blow presented as quite sad. He did not cry but there was occasion he appeared to need to compose himself so that his emotions would not be expressed.

VI. Strengths and Weaknesses

As noted throughout this report Mr. Blow has few strengths and many weaknesses. Interpersonally, he has a friendly and respectful disposition although he found it difficult to share his thoughts and feelings with the therapist. He said that he wanted to work on his problems so he seems to be motivated. Mr. Blow has few interests and hobbies aside from drug use, socializing with his male friends, and "snuggling with Sabrina". He has not been able to secure steady employment, his grades are marginal, and he has little direction in life. The depression that brought Mr. Blow into treatment may have a genetic etiology, be drug-induced, or a response to situational demands. Additional information may need to be gathered in order to develop a treatment plan.

VII. Diagnostic Impressions (This is based on the theory selected.):

Mr. Blow seems to be exhibiting several disorders, in particular Major Depressive Disorder; Substance Abuse, -Alcohol, Cocaine, and other substances; and a Generalized Anxiety Disorder. A thorough drug abuse evaluation is warranted. All of these problems are longstanding. The resources of his parents have aided Mr. Blow in being able to finance his addiction and rebound from setbacks associated with his behavioral problems. As of this date he has not been required to suffer any adverse consequences, however; it does appear that his parents are hinting at or at least contemplating withdrawing both their financial and emotional support-thereby emancipating him. If this does happen, Mr. Blow will need to consider whether he has the finances available to continue in his lifestyle and the impact of all of this on his emotional and social functioning.

VIII. Recommendations (This is based on the theory selected.):

It is recommended that Mr. Blow enter a detoxification program that has a strong mental health component. He seems to have a close relationship with his girlfriend and his parents, as a result it is indicated that individual therapy is

indicated in combination with couple and family therapy.

IX. Prognosis (This is based on the theory selected.):

All of the problem areas identified above are longstanding. Based on the above observations, his age, the severity of his condition, and the length of time these problems have been predominant, Mr. Blow's prognosis is guarded.

Beverly J. Goodwin, Ph.D.
Intake Worker

Name:

PSYC 320 Personality
Beverly J. Goodwin, Ph.D.
Psychological Report Assignment Selection

Select a feature movie/video to use in completing your psychological report assignment:

Select a main character from the movie/video:

Select a personality theory to use for your report. (Be as specific as possible.):

PSYCHOLOGICAL REPORT ASSIGNMENT
DRAFT
PSYC 320 Personality
Dr. Beverly J. Goodwin
Summer, 2006

Name: _____

Novel/Video Selected _____

Character Selected: _____

Theory Selected: _____

Total Points (60 points): _____

Distribution of Points

- Directions followed (10 points) _____
 - No mistakes made _____
 - Minor mistakes made _____
 - Major mistakes made _____
- Data from novel/video integrated into report (10 points) _____
 - No mistakes made _____
 - Minor mistakes made _____
 - Major mistakes made _____
- Attempt to integrate language of theory into report (10 points) _____
 - No mistakes made _____
 - Minor mistakes made _____
 - Major mistakes made _____
- Critical thinking (10 points) _____
 - No mistakes made _____
 - Minor mistakes made _____
 - Major mistakes made _____
- Neatness, proofing, and spelling (10 points) _____
 - No mistakes made _____
 - Minor mistakes made _____
 - Major mistakes made _____
- Good sentence and paragraph structure (10 points) _____
 - No mistakes made _____
 - Minor mistakes made _____
 - Major mistakes made _____

Feedback:

PSYCHOLOGICAL REPORT ASSIGNMENT
FINAL DRAFT
PSYC 320 Personality
Dr. Beverly J. Goodwin
Summer, 2006

Name: _____

Novel/Video Selected : _____

Character Selected: _____

Theory Selected: _____

Total Points: (50 points): _____

Distribution of Points

- Incorporation of specific feedback into the report (10 points) _____
 - No mistakes made _____
 - Minor mistakes made _____
 - Major mistakes made _____
- Language of theory utilized throughout report (10 points) _____
 - No mistakes made _____
 - Minor mistakes made _____
 - Major mistakes made _____
- Personality of character analyzed (10 points) _____
 - No mistakes made _____
 - Minor mistakes made _____
 - Major mistakes made _____
- Improving the quality of the report by editing, revising, and reorganizing it (10 points) _____
 - No mistakes made _____
 - Minor mistakes made _____
 - Major mistakes made _____
- Neatness, proofing, and spelling (10 points) _____
 - No mistakes made _____
 - Minor mistakes made _____
 - Major mistakes made _____

Feedback:

Chapter 1

Introduction to Personality Theory

Learning Objectives

After studying Chapter 1, students should be able to:

1. Express their own definition of personality.
2. Differentiate theory from (a) philosophy, (b) speculation, (c) hypothesis, and (d) taxonomy.
3. Defend the need for more than one theory.
4. Show how an understanding of the various theorists' life story is related to their theory.
5. Explain the relationship between theory and observations.
6. List and explain the criteria of a useful theory.
7. Explain why falsifiability is a positive characteristic of a theory.
8. Discuss various components for a concept of humanity.
9. Define reliability and validity and explain why both concepts are important in personality research.

Lecture Outline

I. Overview of Personality Theory

From the investigations of Freud during the last decade of the 19th century until the present time, a number of personality theorists have (1) made controlled observations of human behavior and (2) speculated on the meaning of those observations. Differences in the theories of these men

and women are due to more than differences in terminology. They stem from differences on basic issues concerning the nature of humanity.

II. What Is Personality?

The term personality comes from the Latin word persona, meaning the mask people wear or the role they play in life. However, most psychologists use the term to refer to much more than the face or facade people show to others. **Personality** can be defined as a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to human behavior

III. What is a Theory?

The term theory is often used quite loosely and incorrectly to imply something other than a useful scientific concept. Theories are used by scientists to generate research and organize observations.

A. Theory Defined

A **theory** is a set of related assumptions that allow scientists to use logical deductive reasoning to formulate testable hypotheses

B. Theory and Its Relatives

People often confuse theory with philosophy, arm chair speculation, hypothesis, or taxonomy. Although theory is related to each of these concepts, is not synonymous with any of them. **Philosophy**—the love of wisdom—is a broader term than theory, but one branch of philosophy—**epistemology**—relates to the nature of knowledge, and theories are used by scientists in pursuit of knowledge. Theories rely on **speculation**, but speculation must be based on the controlled observations of scientists. **Science** is the branch of study concerned with observation and classification of data and with the verification of general laws. Theories are practical tools used by scientists to guide research. A theory is more

general than a **hypothesis** and may generate a multitude of hypotheses, that is, educated guesses. A **taxonomy** is a classification system, and classification is necessary to science. Taxonomies, however, do not generate hypotheses—a necessary criterion of a useful theory.

C. Why Different Theories?

Psychologists and other scientists have developed a variety of personality theories because they have differed in their personal background, their philosophical orientation, and the data they chose to observe. In addition, theories permit individual interpretation of the same observations, and each theorist has had his or her own way of looking at things.

D. Theorists' Personalities and Their Theories of Personality

Because personality theories evolve from a theorist's personality, psychologists interested in the **psychology of science** have begun to study the personal traits of leading personality theorists and their possible impact on their scientific theories and research.

E. What Makes a Theory Useful?

Scientists use several criteria to evaluate the usefulness of a theory. A useful theory (1) generates research, (2) is falsifiable, (3) organizes data, (4) guides action, (5) is internally consistent, and (6) is parsimonious.

1. One of the most important functions of a theory is to **generate research**. A useful theory will stimulate both descriptive research and hypothesis testing. Descriptive research provides a framework for an evolving theory whereas hypothesis testing expands our knowledge of a scientific discipline.

2. A useful theory should be **falsifiable**, that is, it must generate research that can either confirm or disconfirm its major tenets. A theory that cannot be falsified is little more than armchair speculation.

3. A useful theory of personality must also be able to **organize information**; that is, it should make sense of what is currently known about personality. It should be able to fit current research data into an intelligible framework and to integrate new information into its structure. In short, a useful theory should be able to organize and explain observations gleaned from research.
4. A useful theory should **guide the actions** of researchers and other practitioners. Theories are practical tools that guide a road map for making day-to-day decisions. Parents, teachers, businesspeople, counselors, and therapists must make daily decisions about issues for which no ready-made set of answers exist. Theories may provide some answers.
5. A useful theory is **internally consistent** and includes **operational definitions** that define concepts in terms of specific operations to be carried out by the observer. That is, an operational definition defines units in terms of observable events or behaviors that can be measured.
6. When two theories are equal on the first five criteria, then the more **parsimonious**, or simpler one is preferred.

IV. Dimensions for a Concept of Humanity

Personality theorists have had different conceptions of human nature, and the authors use six dimensions for comparing these conceptions. These dimensions include **determinism versus free choice, pessimism versus optimism, causality versus teleology, conscious versus unconscious** determinants of behavior, **biological versus social influences** on personality, and **uniqueness versus similarities** among people.

V. Research in Personality Theory

Personality theories, like other theories, are based on systematic research that allows for the prediction of events. In researching human behavior,

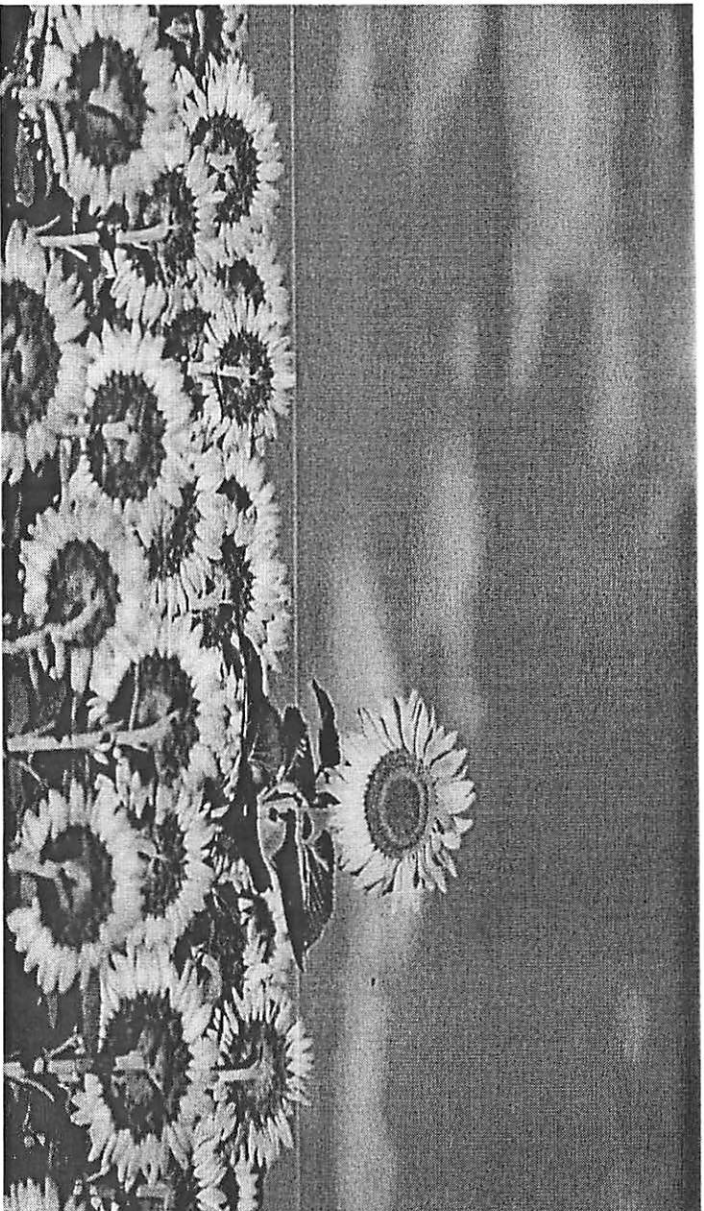
personality theorists often use various measuring procedures, which must be both reliable and valid. **Reliability** refers to a measuring instrument's consistency and includes test-retest reliability and internal consistency. **Validity** refers to the accuracy or truthfulness of test and includes predictive validity and construct validity.

TEACHING SUGGESTIONS

1. To encourage students to discover their own implicit theory of personality, you can assign a course project calling for students to write a 6- to 10-page essay on their own personality theory. A second part of this assignment would be to have each student design a study that, if tested, would confirm or falsify major tenets of the theory.
2. Personality theorists have developed a variety of theories because they have had different ways of looking at personality. You may assign students to read a biography of a personality theorist and write a report on possible ways that the early life of that theorist helped shape his or her later personality theory.
3. Ask students to access *Beyond Biography* on the McGraw-Hill Web site and discuss the positive and negative traits of some of the leading personality theorists.

From Theories of Personality Webpage for Feist and Feist (2006)

Theories of Personality
Sixth Edition



By Jess Feist
and
Gregory J. Feist

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Outline

- What Is Personality?
- What Is Theory?
 - Theory Defined
- Why Different Theories?
- What Makes a Theory Useful?
- Dimensions for a Concept of Humanity
- Research in Personality Theory

18 more pages

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Chapter 01 – Introduction to Personality Theory

Essay (10 points each)

1. What is the relationship between theory and each of the following terms: (a) philosophy, (b) speculation, (c) hypothesis, and (d) taxonomy (p. 5-7)
 - A. A theory is a set of related assumptions capable of generating hypotheses. As such, it is narrower than a philosophy and more general than a hypothesis.
 - B. Philosophy deals with what should be, whereas theories are built on scientific evidence. Theory relates to a branch of philosophy called epistemology, or the nature of knowledge, because theory is an essential tool of science, an important means of gaining knowledge.
 - C. Although theories are built partially on speculation, they do not stem from baseless speculation. Theorists combine scientifically derived data with thoughtful speculation to construct theories that will lead to further scientific experimentation.
 - D. A useful theory is capable of generating multiple hypotheses, or educated guesses. Scientists can test hypotheses through scientific experimentation, whereas theories are not directly testable.
 - E. Theories should include a careful taxonomy, or classification system. A taxonomy is merely part of a useful theory. Unlike a theory, a taxonomy is not dynamic; that is, it is not capable of generating hypotheses.

2. What is the relationship between theory and observation? (p. 7-8)

Answer: Theories and observations have a mutual and dynamic interaction. A newly born theory is built on tentative observations. Scientists can test hypotheses spawned by that theory, leading to new observations. As more observations become available, the theory can grow to include a greater number of hypotheses, and, in turn, scientists can test these hypotheses and provide additional observations

3. List and briefly discuss six criteria for a useful theory. (p. 8-11)
 - A. A useful theory should generate both descriptive research and hypothesis testing. A theory that fails to spark research falls into disuse and will be discarded by scientists.
 - B. A theory must be open to falsifiability. It must suggest research that is capable of either supporting or refuting its major tenets. Theories that can explain opposing data are not falsifiable.
 - C. Theories should organize observations. A theoretical framework allows scientists to make sense of their findings.
 - D. A theory should guide action. It provides people with a road map for making day-to-day decisions.

- E. A useful theory is internally consistent. It has a set of operational definitions that are used consistently and does not offer opposing answers to the same questions.
- F. A theory should be as parsimonious as possible. Other things being equal, scientists prefer the simpler of two theories.

Bonus Essay Questions: (5 points each)

4. What is a pseudoscience? Identify two pseudosciences and describe what they tell us about human behavior.

Answer: A pseudoscience (meaning fake science) is based on false assumptions and biased observations. Pseudosciences have been around for a long period of time and many people continue to believe in the power of them, without any empirical proof. Examples of a pseudoscience are astrology, numerology, palmistry, and phrenology.

5. Different theorists have disagreed on how to best define the term personality. Provide a general definition of personality and specifically how a few personality theorists define it.

Answer: There are countless definitions but there are several characteristics, such as, unconscious aspects, ego forces, biological being, conditioned and shaped behaviors, cognitive dimension, traits, skills, and predispositions, spiritual dimension, interaction between person and the particular personality.

Freud: "It is largely unconscious, hidden, and unknown."

Skinner: "It is an unnecessary construct."

Rogers: It is an organized consistent pattern of perception of the "I" or "me" that lies at the heart of an individual's experiences."

Allport: "It is something real within an individual that leads to characteristic behavior and thought."