

**PSYCHOLOGY 205
INTRODUCTION TO PERSONALITY
COURSE SYLLABUS
SPRING QUARTER 2008**

INSTRUCTOR:

Maggie Seibel, M.A., LMHC
Office Hours By Appointment
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CLASS MEETING TIME AND LOCATION:

Class will meet in Room D102 from 10:30am to 11:20am Monday through Friday from March 31st to June 10th with two exceptions. There will be no class on Tuesday, May 6th or Monday, May 26th.

REQUIRED TEXT:

Schultz, Duane and Schultz, Sydney Ellen. *Theories of Personality*, Eighth Edition. Thomson Wadsworth Publishers, 2005.

COURSE DESCRIPTION:

This study of personality theory explains how human behavior can be understood through the scientific exploration of major theorists. It will examine influential theories of personality, research methods, techniques, and advances in personality theory. Psychology 100, Introduction to Psychology, is a *prerequisite* for this course.

COURSE OBJECTIVES:

Upon completion of this course, the successful student will be able to:

1. Provide a detailed overview of major theories of personality.
2. Examine theories of etiology and development of personality characteristics, including healthy and deviant.
3. Discover insight into their own and other's behaviors through personality theory and perspectives.
4. Compare and contrast the individual theorists in the field of personality development.

GENERAL EDUCATION OBJECTIVES:

This course meets the following General Education outcomes:

1. Critical thinking, Creativity, and Problem Solving. (2)

COURSE REQUIREMENTS:

Your final grade will be based on a total of 750 points. These points are calculated as follows:

400 possible points – Exams
50 possible points – Quizzes
100 possible points – Reaction Paper
200 possible points – Final Project

In conformity with BCC's grading policy, the grades will be assigned as follows (percentages).

A	100 – 95	B+	89 – 86	C+	79 – 75	D+	59 – 55
A-	94 – 90	B	85 – 83	C	74 – 70	D	54 – 50
		B-	82 – 80	C-	69 – 60	F	49 - Below

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EXAMS:

There will be five (5) exams, each worth 100 points. The final grade will be calculated on the basis of the best four (4) exam scores. Each exam will cover information from the text, lectures, demonstrations, and videos. The test format may contain multiple choice, short answer, and essay questions. Anything covered in the classroom should be considered testable information.

MAKE-UP & MISSED EXAM POLICY:
No make-up exams will be given.

It is customary to drop a student's lowest exam score. If a student is unable to attend class on the day of an exam, the missed exam will be accepted as the student's lowest score. If an exam is scheduled at a time when a student knows that he or she will be gone, that student may sometimes arrange to take it early, with the exception of the final exam. **No early final exam options will be offered.**

Only one missed exam will be dropped.
Everyone is required to take the Final Exam.
Use this condition wisely.

QUIZZES:

Throughout the quarter there will be five (5) pop quizzes, each worth ten points. All five quizzes will be calculated in the final grade. All quizzes will be spontaneous and without review or warning. There will be no opportunity to take a pop quiz outside of regular class time. Quiz format may contain fill in the blank or short answer questions. Anything covered in the classroom should be considered testable information.

REACTION PAPER:

Students will be required to view a video outside of class. The name of the video will be announced at the time the assignment is given as indicated in the course syllabus.

1. Begin with a brief summary of the video (no more than one paragraph). **The first sentence should include the title of the video.**
2. Concisely re-state the main thesis made in the video. The thesis is a single declarative sentence that states what the video wants the viewers to know, believe, or understand after watching it. It is not a question. Briefly explain why you think this is the main idea.
3. Select one of the relationships in the video and discuss the personalities of the characters in that relationship from a specific theoretical perspective you have learned in this class. Include (but don't be limited to) your observations of their verbal and non-verbal communication styles, their body language, their attire and its symbolism, their birth order, and their roles within the family and larger social structure. Address the issues of love, trust, intimacy, and the psychosocial development of each character in the relationship you have selected.
4. Identify and explain the specific theoretical perspective you will use to evaluate the video. Clearly state its pertinence in the relationships and in each example you present.
5. How has this video impacted your thinking? Did you like or dislike it? Did it have "shock value"? How does it relate to your life?
6. How will you integrate the exposure of this video into your career path?
7. Your Reaction Paper should be between four and six pages in length.
8. Double space between paragraphs.

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9. Include a Title Page. Your name, the course name and number should appear in the upper right header of the page. The name of the video, the six major roles (i.e. the names of the characters, *not* the names of the actors who played the characters), the director, and the original works author should be in the center of the page.
10. Print your Reaction Paper in either 10-point Helvetica or Arial font only. Do not justify the margins.
11. Secure all pages with a staple in the upper left corner. Do not put your Reaction Paper in a cover of any kind.
12. College level writing skills are essential for full credit on your paper. Content, grammar, spelling, and mechanics will count significantly towards your grade.
13. Technical problems are not considered a valid excuse for tardiness and/or an extended due date.
14. The assignment is due in class on the date indicated in the course syllabus. No exceptions or extensions will be available without legitimate written reasons from the appropriate external authorities (e.g. a physician, a coroner's office). If unusual or extreme circumstances prevent you from attending class on the assignment due date, you may be able to make arrangements to turn in your Reaction Paper prior to the actual class due date without penalty. These arrangements must be agreed upon with the instructor prior to the due date. No late assignments will be accepted.

FINAL PROJECT:

Students are required to complete a Final Project consisting of a comparative analysis of two major personality theorists studied this quarter.

1. Select a book or video, of your choice, with solid character development.
2. Select one character from the book or video on which to write your project.
3. Describe how this character acts in a specific situation or under certain conditions. This part of the project should be strictly descriptive, without any interpretation. Describe what the person does, says, thinks, or feels, not *why* he or she is behaving that way.
4. Select two contrasting personality theorists from whose perspective you will discuss this person.
5. Using each of the two personality theorists you selected, provide an explanation for the characteristics and behavior of the person you are reviewing. This section of the project should address the question, *why is the person like this?* Let the theorists do the talking and reserve your own opinions for the next section. Include and explain any problems or inconsistencies in behavior or in the theorist's explanations of behavior.
6. State your own opinions for the person's characteristics and behavior. This is your opportunity to have a voice. If you think Freud was completely off track or if Maslow's Hierarchy of Needs was not inclusive enough, say so. There are no wrong opinions. Just be sure to provide reasons for your conclusions.
7. **Remember** to focus on personality. Describe how a person is and then why he or she behaves in that manner. Be sure to focus on the character you are explaining, *not* the book or video as a whole. This is a character analysis, not a book or video review.
8. **Remember** to identify specific characteristics of your subject character and then explain those same characteristics in the theory section.
9. Provide references for your sources. Cite book chapters and/or pages and video scenes and/or clips. All references should be shown *in the footer* of each page.

Reference Formatting Examples:

A. **Book Chapters:**

Book author's last name, first and middle initial, year of publication. Article author's name. Title of chapter and section if applicable. Page number. Title of book. City of publication: publisher.

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Schultz, D. P. and Schultz, S.E. (2005). Abraham Maslow. Personality Development: The Hierarchy of Needs. In D. P. Schultz and S.E. Schultz, *Theories of Personality* (p. 311). Belmont: Thomson-Wadsworth.

B. Video Titles:

Screenwriter's last name, first and middle initial, year of release. Title of scene or number of the scene if applicable. Title of video. Producer of video.

Coen, J., & Coen, E. (Directors). (1996). *Fargo* [Motion Picture] PolyGram Film Productions.

10. Your Final Project should be between six and eight pages in length.
11. Double space and indent between paragraphs.
12. Include a Title Page. Your name, the course name and number should appear in the upper right header of the page. The name of your Final Project should be in the center of the page.
13. Print your Reaction Paper in either 10-point Helvetica or Arial font only. Do not justify the margins.
14. Your Final Project should be bound in a three-fastener, matte finish portfolio. No stapled sheets, plastic cover portfolios, folded down corners, paper clips or three-ring binders will be accepted.
15. College level writing skills are essential for full credit on your papers. Content, grammar, spelling, and mechanics will count significantly towards your grade.
16. Technical problems are not considered a valid excuse for tardiness and/or an extended due date.
17. The Final Project is due in class on the date indicated in the course syllabus. No exceptions or extensions will be available without legitimate written reasons from the appropriate external authorities (e.g. a physician, a coroner's office). If unusual or extreme circumstances prevent you from attending class on the assignment due date, you may be able to make arrangements to turn in your Final Project prior to the actual class due date without penalty. These arrangements must be agreed upon with the instructor prior to the due date. No late assignments will be accepted.

CLASS ATTENDANCE:

As adults students are expected to be able to manage their own time and priorities. However, to maximize the learning experience, students are encouraged to attend class and attendance will be taken. If a student must miss a class, he or she is not expected to email the instructor to explain the absence. However, students are responsible for obtaining lecture notes from another student and to gain information regarding announcements or changes in the schedule that may have been missed. In accordance with the Washington State Attorney General's ruling on attendance, ten (10) absences or 20% absence during a course may constitute an automatic failure of the course.

Class attendance will be taken into consideration for those students with borderline grades.

CLASS CONDUCT:

While it is the instructor's hope that students will learn to view their time in class as theirs to use as best meets their needs, it is important to keep in mind that students are sharing this time with other students who may have needs that differ from their own. To meet these objectives is important to make sure that the classroom environment is as conducive to scholarship as possible. Therefore, a few courtesies are required and will be enforced by the instructor:

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1. **PUNCTUALITY:**

Please **be on time** for class. Late arrivals result in loss of important information and distract from students' opportunity to hear announcements and clarify information from previous class discussions and readings. If circumstances prevent you from arriving on time, please take a seat **closer to the door** to reduce the number of students who are distracted by your late arrival. Once class has commenced, **do not leave before the end of the class**. Students sometimes encounter circumstances in which they have to leave class before the end of the hour. Once again, this creates a distraction for others. If you should have to leave early, **please arrange to sit close to the door and do not re-enter the room once you have left**.

2. **CLASS PARTICIPATION:**

Students are encouraged to participate in discussions of the theories and concepts that the instructor will be presenting to the class. This has the effect of expanding a student's comprehension of the material and enriching the learning experience for oneself and one's fellow students. Many of the theories may seem counter-intuitive and will provoke much reaction. Students are encouraged to share their reactions with the class as long as they pertain to the material. However, side comments directed to fellow students contribute to distractions, not to learning, and will not be tolerated. Students distracting from the lecture will be asked to remove themselves from the classroom for the remainder of that class period.

3. **CELL PHONES:**

Cell phones are a convenience, not a right. They create a distraction for your fellow students. Cell phones are to be **turned off** while in a classroom, **not merely turned to silent or vibrate only**. Students whose cell phones ring during class or who engage in text messaging during class will be asked to remove themselves from the classroom for the remainder of that class period.

4. **DISABLED STUDENTS:**

Students with disabilities who have accommodation needs are encouraged to meet with the [Disability Resource Center \(DRC\)](#) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter. Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with [Disability Resource Center](#), and review those needs with the instructor as well.

5. **ADVISING:**

The psychology department has an in-house advisor, Deanne Eschbach, located in D110C. Call 425-564-2216 or 425-564-2212 for an appointment.

6. **SAFE SPACE:**

This class is a Safe Space for all students. Lesbian, gay, bisexual, questioning, queer-identified, and transgendered students along with students of all cultures, nationalities, and spiritual beliefs are welcome in this classroom and encouraged to speak out and be an integral part of this class. Any questions about what this means should be brought to the instructor's attention immediately. All are welcome in this class!

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7. **CHEATING POLICY:**

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue Community College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue Community College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

**If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

8. **INCOMPLETE**

If a student fails to complete all the required work for the course, the instructor may assign the grade of Incomplete ("I"). The student must contact the instructor before grades are assigned to be considered for this exception. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

9. **F GRADE**

Students who fail the course will receive a letter grade of "F".

10. **Final Examination Schedule**

The Social Science Division will adhere to the final examination schedule as stated in the BCC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

11. **WITHDRAWAL**

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

12. **HARDSHIP WITHDRAWAL**

An instructor may assign the grade of "HW" (hardship withdrawal) at his or her discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. A student must contact the instructor *before* grades are assigned to be considered for this exception and the student must provide proof of need for this exception. Students may also contact the Enrollment Services office *before* grades are assigned in cases of hardship.

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13. DISTRIBUTION OF GRADES

Grades will not be posted in the Social Science Division office or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BCC Web site.

14. Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if a student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

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COURSE SCHEDULE

<u>WEEK:</u>	<u>CHAPTERS:</u>	<u>READINGS:</u>
<i>Week 1:</i> March 31 - April 4	Chapter 1	Part One: Introduction The Study of Personality: Assessment, Research, and Theory
<i>Week 2:</i> April 7 - 11	Chapter 2	Part Two: Psychoanalytic Approach Sigmund Freud
<i>Week 3:</i> April 14 - 18 April 17	Chapter 3 Exam I	Part Three: The Neopschoanalytic Approach Carl Jung Chapters Introduction, 1, & 2
<i>Week 4:</i> April 21 - 25	Chapter 4	Alfred Adler
<i>Week 5:</i> April 28 - May 2 May 1	Chapter 5 Exam 2	Karen Horney Chapters 3 & 4
<i>Week 6:</i> May 5 - 9 May 6	Chapter 6	Erich Fromm No Class – College Issues Day for Faculty and Staff
<i>Week 7:</i> May 12 - 16 May 13 May 15	Chapter 7 Exam 3	Henry Murray Reaction Paper Assigned Chapters 5 & 6
<i>Week 8:</i> May 19 - 23	Chapter 8	Part Four: The Life-Span Approach Erik Erikson
<i>Week 9:</i> May 26 - 30 May 26 May 27 May 29	Chapter 9 Chapter 11 Exam 4	Part Five: The Trait Approach: The Genetics of Personality No Class - Holiday Reaction Paper Due Gordon Allport Part Six: The Humanistic Approach Abraham Maslow Chapters 7 & 8
<i>Week 10:</i> June 2 - 6 June 6	Chapter 12 Chapter 13	Carl Rogers Part Seven: The Cognitive Approach George Kelly Final Project Due All Papers, Projects, and Communications Due
<i>Week 11:</i> June 9 - 10	Chapter 14	Part Eight: The Behavioral Approach B.F. Skinner
<i>Finals Week:</i> June 11 - 13 June 13 9:30am – 11:20am	Exam 5	Chapters 9, 11, 12, 13, & 14
<i>End of Quarter</i>		

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By signing this document, I, _____ ,
(print your full name here)

confirm that I have read and understand the requirements of me as a student in the Introduction to Personality Course 205 as outlined in the Course Syllabus and explained to me by the instructor. I understand that I am to bring my text book and note taking implements along with my Course Syllabus with me to every class. I understand that I must bring a Scantron sheet and #2 pencil to every exam. I understand that I must read my Course Syllabus frequently and thoroughly, and use it as a guide for all class conduct and assignments.

It is further understood that the Course Syllabus can and may be changed at any time by the instructor and that it is my responsibility to secure those changes from the course web page and make the appropriate changes to my original Course Syllabus. I am aware of and understand that if I loose or misplace my Course Syllabus I will download another copy from the course web page. I understand that signing this document carries no express acknowledgment or commitment of a minimum grade for the quarter.

Student's Signature

Today's Date