

## Personality Psychology 01:830:338:01

### CLASS INFORMATION:

**Spring 2014**  
**Monday/Wednesday**  
**1:40-3:00**  
**SEC 111**  
On line schedule of classes <http://www.acs.rutgers.edu/soc>

### INSTRUCTOR:

**Lyra Stein, Ph.D.**  
**Email:** [Lyra@rci.rutgers.edu](mailto:Lyra@rci.rutgers.edu)  
**Office:** Tillett 313 <http://rumaps.rutgers.edu/?q=tillett+Hall>  
**Office Hours:** Wednesdays 11:30-1:00, Thursday 10:30-11:30 am or by appointment

### TEACHING ASSISTANT:

**Krysten Bold**  
**Email:** [krystenw@eden.rutgers.edu](mailto:krystenw@eden.rutgers.edu)  
**Office:** Institute for Health, Health Care Policy, and Aging Research 112  
Paterson Street New Brunswick NJ, room 202C  
**Office Hours:** Mondays 9:30-10:30am

### COURSE DESCRIPTION:

Examination of major personality theories and contributing research evidence with particular emphasis upon motivation and dynamics of behavior. In addition, exploration of original essays addressing the major theoretical movements in personality.

### COURSE OBJECTIVES:

- Describe and differentiate among the major psychological approaches which explain personality.
- Define and apply key personality concepts, terms, and theories.
- Identify and read original essays from the psychologists who have made major contributions to an understanding of personality.
- Explain research methodology and the ability to evaluate the merit of personality studies.
- Practically apply acquired insight of personality to one's own life

### CURRENT ACADEMIC INTEGRITY POLICY:

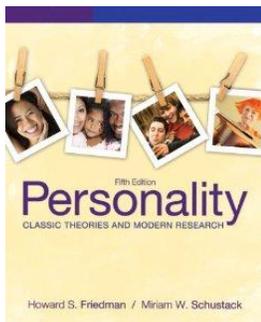
<http://academicintegrity.rutgers.edu> Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

General Academic Integrity Link:  
<http://academicintegrity.rutgers.edu/>

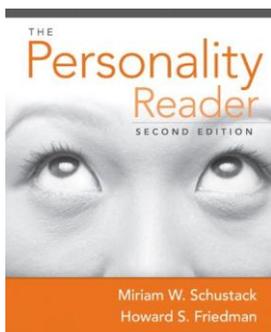
Resources for instructors (and students) can be found at:  
<http://academicintegrity.rutgers.edu/resources>

**LEARNING RESOURCES:****Required:**

1. Friedman, H. S & Schustack, M. W. (2010). *Personality: Classic Theories and Modern Research* (5th ed.). Pearson. ISBN-13: 978-0205050178. The bookstore carries a custom edition (without chapter 13) for a reduced price.



2. Schustack, M. W. & Friedman, H. S. (2007). *Personality Reader*. (2<sup>nd</sup> edition). Pearson. ISBN-13: 978-0205485512



3. iclicker (or iclicker2 or iclicker+)  
Macmillan Higher Education ISBN: 9781464120152



<http://bookstore.rutgers.edu/index.shtml>

### TEACHING PHILOSOPHY:

My bias is to explore content areas in depth, as opposed to giving superficial coverage to many areas. If time becomes a limiting factor, changes in the schedule will reflect that bias. Thus, topic areas and readings may be dropped or added, depending upon time constraints. I believe education is a cooperative enterprise in which you have an active role. Therefore, I want to encourage an active participation on your part during the course. Please don't hesitate to respond, question, and challenge.

### INSTRUCTIONAL METHODS:

During our scheduled class meetings you can expect to listen to lectures, engage in class discussions, and view relevant online and audio-visual materials. Class lectures and activities highlight, supplement, reinforce and clarify knowledge you have acquired from a thorough and careful reading of the textbook and the reader. Lectures are not a substitute for reading and studying the course material on your own.

**Multitasking in Class:** Research shows that when we do more than one thing at a time, we shift our attention from one thing to another and then back. In that shift, we lose focus, and it takes a little time to refocus on the new task. Multitasking is an inefficient use of time. I am going to do my part to do all I can to provide interesting class sessions so you won't feel the need to shift focus onto something else, and I am going to ask that you help with this by keeping your cell phone where you won't be tempted to check incoming texts. Thanks!

**Do not leave lecture early:** Besides distracting your fellow students, when I hear people leaving or packing their bag, I become very distracted. I lose my train of thought and will have to stop the lecture until the noise ceases. [P.S.: I understand that occasionally people must miss part of a class. **If you intend to do so, please sit in the back** so you won't distract everyone

**Syllabus & Sakai Site:** This contains everything you need to know about the course; keep this in your notebook and refer to it often. I will not remind you when quizzes are due; turning your assignments in on time is your responsibility. I reserve the right to change this syllabus in writing or by announcement.

### ATTENDANCE POLICY:

I will not accept notes for absences as there are more than enough chances to get clicker points even missing 4-5 classes. If you have an extended absence for more than 6 class periods, please talk with me.

Legitimate reasons for absence include, but are not limited to, death in the immediate family, religious observance, academic field trips, participation in an approved concert or athletic event, direct participation in university disciplinary hearings, and jury duty.

Nevertheless, the student bears the responsibility for fulfilling all course expectations in a timely and responsible manner. If you miss an exam or are absent from class, please go to the Deans Office <http://deanofstudents.rutgers.edu/> and present your evidence of absence and bring the Dean's note to me.

**Self-Reporting Absence Application:** Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

University religious holiday policy is at <http://scheduling.rutgers.edu/religious.shtml>

University attendance policy is at <http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>

### COMMUNICATION

I created a Facebook group for this class called Personality Psychology at Rutgers <https://www.facebook.com/groups/443362335791207/> Please feel free to join this group or friend me (Lyra Stein-Teaching) and I will add you. I will be posting articles and psychology related issues to enhance your knowledge of the area. This site can also be used to communicate with me and other students in the class. I find that many students have the same questions and this is a place for you to clarify any topics which are confusing.

If you have a private concern, please email myself or Krysten. In your email, please include your full name (as it appears on the roster), your class and section. I will try my best to return your email within 48 hours, however feel free to email Krysten.

### ACOMMODATIONS:

Appropriate accommodations will be made for students with disabilities.

Full disability policies and procedures are at <http://disabilityservices.rutgers.edu/>

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

### CLASS PARTICIPATION:

The clicker system will allow for interactive class participation which is difficult in large classes. When a question is presented on the PowerPoint during lecture, you will answer and receive 1 point for each question answered, and 2 points for each question answered correctly. This will be out of 130 points (I will present about 180-200 points worth of questions, therefore I am accounting for missed days). I will give you an extra credit point for every 5 points received above 130 points.

The 2nd and 3rd lectures will count as practice. It is important that you purchase your clicker as soon as possible after the first class session. If I do not have a clicker ID from you by the 6<sup>th</sup> class, I will list your name on the PowerPoint at the beginning of lecture and will email/message you until I get one. Starting with the 4th lecture of the semester, responses will count toward your grade. There will be, on average, 5-10 questions per class.

**I will not address clicker issues more than a week after the class in question. It is your responsibility to make sure your clicker points show up on Sakai within a week of each class period. Please do not contact me with clicker concerns more than a week after the class with missed clicker responses.**

**In addition, you will not be allowed to use more than one clicker during the class period.** If you are

found using more than one clicker, your transmitter will be taken for the remainder of the class period and you will receive a 0 for participation.

Please register your clicker on the **Sakai site** (tab iclicker), not the iclicker website.

### ASSESSMENTS:

There will be three midterms (the best two of these will be averaged into your grade—one will be online) and one cumulative final exam. I will drop the lowest of the three midterms (the final is mandatory). You will need a #2 pencil for the in-class exams. Test dates noted on the course outline may be changed if needed; changes will be announced in class and on Sakai. *If for some reason class is cancelled on a scheduled test day, the exam will be given during the next regular class period. **Students caught cheating on any exam will get an F for the entire course.***

Each midterm will consist of 50 multiple choice items (75 for the final) **THERE ARE NO MAKE-UPS FOR THE MIDTERMS UNLESS THEY ARE ARRANGED IN ADVANCE OF THE EXAM.**

There will be 11 quizzes which will consist of 10 questions each and will cover 1-2 chapters (your first quiz will address the syllabus). Quizzes will be accessible on Sakai and you will have 1/2 hour to complete each quiz. You must take the quiz in one setting (you cannot pause and come back later). **Please make sure not to miss the closing date as I will not be able to open the quiz once it has closed.** At the end of the semester, I will drop one quiz grade.

### WRITING ASSIGNMENT

As a writing assignment, you will be choosing a person to focus on as a “case study” where you analyze your subject’s personality using the theoretical perspectives we will be studying in the course.

The person you choose may be any contemporary or historical figure; the only limitation is that you will need to be working with published material about your subject, so he or she will, in some sense, need to be a public figure. Given the focus of the course on “normal” personality structure and development, the ideal subject would not necessarily be someone whose outstanding characteristic is some form of psychological disorder; on the other hand, several of the theories we will look at in this course do focus largely on the nature and origins of anxiety and maladjustment.

The most fundamental criteria as you choose a subject would be that (a) the person should be of genuine interest to you, (b) your subject should be a complex person psychologically—i.e., someone about whom there are interesting questions to be addressed. The list of possible subjects (e.g., people in politics, the arts, entertainment, business, science, etc.) is practically endless—but do keep in mind the importance of obtaining information that does an effective job of revealing your subject’s complexities.

You must include course material from either the text or reader in addition to finding outside materials. Please make sure you include in text citations and a reference page in APA style.

The assignment should be written in essay format with the length filling 3 full pages or almost 3 full pages.

Here are some links for APA Style:

<http://owl.english.purdue.edu/owl/resource/560/02/>  
<http://owl.english.purdue.edu/owl/resource/560/03/>  
<http://owl.english.purdue.edu/owl/resource/560/05/>  
<http://owl.english.purdue.edu/owl/resource/560/06/>  
<http://owl.english.purdue.edu/owl/resource/560/07/>  
<http://owl.english.purdue.edu/owl/resource/560/08/>  
<http://owl.english.purdue.edu/owl/resource/560/09/>  
<http://owl.english.purdue.edu/owl/resource/560/10/>  
<http://owl.english.purdue.edu/owl/resource/560/11/>

Please contact Krysten with any specific questions about APA style.

#### **ADDITIONAL CREDIT:**

For every 5 clicker points above 130, you will be given an extra credit point

You may submit only one from each of the 3 categories for a total of 15 points of extra credit.

**-Summarize selected essay readings (5 points).** Some of the essays from the reader are long and/or difficult-these essays are starred on the syllabus. Your assignment is to write a well thought out, in depth summary of one of the starred essays.

- 1) read the essay carefully
- 2) Summarize (3 pages) the essay thoroughly and relate to course material.
- 3) Make sure that you use proper APA style (in text citations and a reference page).

**-Article Summaries (5 points)-make sure to include information from the course (use the book as the reference) to expand on the concepts presented in the articles.**

- 1) Find 2 articles relating to one of the topics we are studying in the popular press (Psychology Today, Scientific American Mind, New York Times, Time magazine, etc.-I will be posting interesting articles on the Facebook site)
- 2) Summarize (about 1.5 pages each) the article and be sure to include how it relates to topics covered in class.
- 3) make sure that you include in-text references along with a reference page in proper APA style.
- 4) the articles do not have to be related to each other.

**-The third extra credit opportunity involves an exercise in trait psychology.** Here are the steps required to complete the exercise.

1. Go to <http://www.personal.psu.edu/faculty/j/5/j5j/IPIP/>
2. Click "Follow this link if you wish to complete the original IPIP-NEO"
3. Go to the 4th "bulleted" line on the page and click "take the shorter version"
4. Click "yes" to both queries on the page that comes up, go to the bottom of the page and click SEND. That will activate the first 60 items of the test.
5. Be sure to print your test results before you log off. It is an 8 to 15-page document titled IPIP-NEO Narrative Report. Failure to do so will result in your losing your test results

Look over your results and write brief paper (3 pages) about how accurately you think the results describe

your personality. Include your impressions of the system's primary strengths and weaknesses in terms of describing you and as a research tool in personality psychology. You should also address comparisons to the MBTI. Include your results with your 3 page paper.

#### **EVALUATION:**

Evaluations are based on:

Two hourly exams (50 questions)      200 points (100 points each)

Final examination worth (75 questions) 150 points

Ten quizzes worth (10 questions each) 100 points

Writing assignment                      50 points

Clicker points                              130 points

Total Points possible **630**

A: 567-630 points, B+: 535-566 points, B: 504-534 points, C+: 472-503 points, C: 441-471 points, D: 378-440 points, F: 0-377 points

I grade on a point system, not a percentage system. I will not change a grade once assigned, so please do not make the request.

#### **STUDYING:**

Inevitably every semester there are students who are not happy with their grades and seem to not be concerned until the day before the final. Please do not put yourself in that position and make sure that you keep up with the class throughout the semester. The following are some tips on how you should study for the exams:

If you want to learn the subject matter well, read the assigned material before the lecture, review the power points after the lecture, quickly go over it again a day or two later, and then re-read the notes and the chapter for a few days before the exam. Memory researchers have established that you will understand and remember something better by studying it several times spread out over days than by studying the same amount of time all at once. Also, of course, the more total time you spend studying, the better.

When you study, don't just read the text and lecture notes but stop and think about the material. The more actively you use the material, the better you will remember it. Also test yourself using flashcards. Go through the lecture notes and write the name of the concept on the front and the definition on the back. Don't worry about memorizing the definition word for word as it would be better to try to use each word in a sentence or think of examples for each term.

#### **READING THE TEXTBOOK:**

Reading the text outside of class is essential for success in this course. Since our in-class time is limited, it will be impossible for us discuss all of the relevant information in each chapter. You will, however, be responsible for the material from each chapter which will be listed in the study guide. My suggestion is for you to read each chapter before we discuss it in class so that you know what questions you want to ask.

This is an excellent book and the material is summarized well, and the textbook author brings out the

important points in each chapter. In general, my goal in lecture will *not* be to review the book. I assume that you are able to competently review the book on your own. Rather, I will highlight interesting findings, to breathe life into the experiments mentioned in the text, to provide memorable experiences for you to anchor your learning to.

You will be required to read the assignments in the Personality Reader. Some may be difficult, but we will address these in class.

#### **HOW TO DO WELL IN THIS CLASS:**

- Attend class and answer the clicker questions.
- Complete every quiz on time.
- Always read the assigned material before class. Read it carefully and closely, taking notes in your own words. Stop after each paragraph or two and make sure you understand the important points. You should end up with many pages of notes for each chapter, which are now your study materials.
- At least a week before the exam, begin studying your notes on the readings and your notes from class. Get more information about concepts you do not understand by contacting me, the TA or working with your classmates.
- Work actively with the course material: develop your own examples of concepts; explain in your own words how certain topics in psychology are studied; draw models of the concepts; organize the material in each chapter in ways that make sense for you; compare your class notes to the textbook; etc.
- Contact me or Krysten to ask questions or just to talk about the material. I would be happy to look at your notes and study materials to see if I have any advice for you.
- Work productively during class. During class we will actively analyze, apply, and evaluate the text material.
- Use the Facebook page to communicate with me and other students in the course.
- **READ THE WHOLE SYLLBUS IN ENTIRETY!!!**

**LECTURE TOPICS AND READING:**

**\*\*(All dates are approximate and changes will be announced in class)\*\***

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments Due (1:40pm)</b>
W 1/22	Introduction to Personality	Text: Ch. 1	
M 1/27	The Study of Personality	Text: Ch. 2	
W 1/29	Psychoanalytic Aspects of Personality	Text: Ch. 3 Reader: Ch. 1 Ch. 2*	
M 2/3	Psychoanalytic Aspects of Personality	Text: Ch. 3 Reader: Ch. 3	Quiz 1 covering the syllabus due
W 2/5	Psychoanalytic Aspects of Personality	Text: Ch. 3 Reader: Ch. 5	Quiz 2 (chapters 1-2) due
M 2/10	Neo-Analytic and Ego Aspects of Personality	Text: Ch. 4 Reader: Ch. 6 Ch. 7	Quiz 3 (Chapter 3)
W 2/12	Neo-Analytic and Ego Aspects of Personality	Text: Ch. 4 Reader: Ch. 8 Ch. 9	
<b>M 2/17</b>	<b>EXAM 1 in class</b>		Quiz 4 (chapter 4) due
W 2/19	Biological Aspects of Personality	Text: Ch. 5 Reader Ch. 14*	
M 2/24	Biological Aspects of Personality	Text: Ch. 5 Reader Ch. 19 20	
W 2/26	Biological Aspects of Personality	Text: Ch. 5 Reader: Ch.16 Ch.17	
M 3/3	Behaviorist and Learning Aspects of Personality	Text: Ch. 6 Reader: Ch.21 Ch.23	Quiz 5 (chapter 5) due
W 3/5	Behaviorist and Learning Aspects of Personality	Text: Ch. 6 Reader: Ch.24	
W 3/5	Cognitive and Social-Cognitive Aspects of Personality	Text: Ch. 7 Reader: Ch. 25 Ch. 26	Quiz 6 (chapter 6) due
M 3/10	Cognitive and Social-Cognitive Aspects of Personality	Text: Ch. 7 Reader: Ch. 28 Ch. 29	
W 3/12	<b>Exam 2-ONLINE</b>		Quiz 7 (Chapter 7) due

M 3/17	<b>Spring Break</b>		
W 3/19	<b>Spring Break</b>		
M 3/24	Trait Aspects of Personality	Text: Ch. 8 Class activity Reader Ch. 30*	Come to class with Jung Typology Test (MBTI) results <a href="http://www.humanmetrics.com/cgi-win/JTypes2.asp">http://www.humanmetrics.com/cgi-win/JTypes2.asp</a>
W 3/26	Trait Aspects of Personality	Text: Ch. 8 Reader Ch. 31	
M 3/31	Humanistic, Existential and Positive Aspects of Personality	Text: Ch. 9 Reader Ch. 35 Ch. 36	Quiz 8 (Chapter 8)
W 4/1	Humanistic, Existential and Positive Aspects of Personality	Text: Ch. 9 Reader Ch. 38 Ch. 39	
M 4/7	Humanistic, Existential and Positive Aspects of Personality	Text: Ch. 9 Reader Ch. 40	
W 4/9	Person-situation Interactionist Aspects of Personality	Text: Ch. 10 Reader: Ch. 41 Ch. 43	Quiz 9 (Chapter 9)
M 4/14	Person-situation Interactionist Aspects of Personality	Text: Ch. 10 Reader: Ch. 44*	
W 4/16	<b>Exam 3-In Class</b>		
M 4/21	Male-Female Differences	Text: Ch. 11 Reader: Ch. 45	<b>Writing assignment and all extra credit due</b>
W 4/23	Stress Adjustment and Health Difference	Text: Ch. 12	
M 4/28	Stress Adjustment and Health Difference	Text: Ch. 12	
W 4/30	Love and Hate	Text: Ch. 14 Reader Ch. 47	Quiz 10 (Chapters 11, 12)
M 5/1	Where will we find Personality?	Text: Ch. 15  Reader: Ch. 48	
<b>TBA</b>	<b>Final-cumulative emphasis on last chapters</b>		Quiz 11 (Chapters 14, 15)