

## Personality Psychology 01:830:338:01

### CLASS INFORMATION:

Spring 2015  
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: Tillet 313 <http://rumaps.rutgers.edu/?q=tillet+Hall>  
Office Hours: Wednesdays 12-1pm/Thursdays 2:00-3:30 or by apt.

### GRADUATE TA:

Christopher Wyszynski  
Email: [cmw202@scarletmail.rutgers.edu](mailto:cmw202@scarletmail.rutgers.edu)  
Office: Psychology Building (Busch) A206  
Office Hours: Mondays 10-11am

### UNDERGRADUATE ASSISTANTS:

Feel free to contact any of the assistants for tutoring or help with your paper

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Niti Trivedi [nut2@scarletmail.rutgers.edu](mailto:nut2@scarletmail.rutgers.edu) M 11-12 Livingston  
Henry Uran [hu11@scarletmail.rutgers.edu](mailto:hu11@scarletmail.rutgers.edu) M 3:30-4:30 Busch

### 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/>

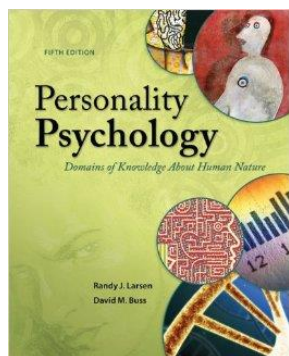
Resources for instructors (and students) can be found at:

<http://academicintegrity.rutgers.edu/resources>

### LEARNING RESOURCES:

#### Required:

- 1) Larsen, R. J., & Buss, D. M. (2013). *Personality psychology: Domains of knowledge about human nature (5<sup>th</sup> edition)*. Boston: McGraw Hill.

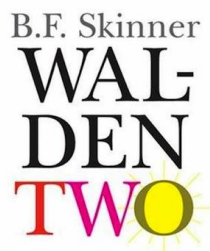


- 2) . iclicker (or iclicker2 or iclicker+)



**Recommended:**

1) Skinner, B. F. (1976). *Walden two revisited*. *BF Skinner, Walden Two (reissued)*.



Including "Walden Two Revisited,"  
a preface by B. F. Skinner on  
the relevance of his novel 28  
years after publication.

**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.

**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 Christopher. 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 the TAs.

### ACCOMMODATIONS:

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 19 quizzes that 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

In this paper, describe a character from a movie or novel from the perspective **of at least two** of the domains discussed in this course and then conclude with your own impression. The paper should be 3 pages in length. In this paper you should a) describe the person/character b) describe this person from a theoretical perspective we've covered in this course, c) summarize and present your opinion about how well this theory describes the person in question.

The person you choose may be from any book, movie or 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

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.

You must include course material from the text 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. You do not need a title page nor abstract.

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 the TAs 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 2 categories for a total of 10 points of extra credit.

**-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 article. YOU MUST REFERENCE COURSE MATERIAL IN ADDITION TO THE ARTICLE.**

- 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 second extra credit opportunity involves an exercise in trait psychology (5 points). DUE Wednesday Feb. 18** in the dropbox (do not email).

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, but you need not hand in your results. It is an 8 to 15-page document titled IPIP-NEO Narrative Report.

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 your MBTI results..

### Extra Credit Movies:

During the semester I may be offering extra credit Twitter movie nights (5 points per movie). These will be held on Thursday evenings and the locations will be announced in class. This is a program set up for students in the medical school, but we have been invited to participate. To receive credit, you must sign in and tweet relevant information during the movie relating to theories of personality. The twitter account that you use must include your name as it appears on the roster and you must post at least twice with substantive information related to personality. If you post inappropriate material, you will not receive credit, nor be able to participate in the future. Please create a twitter account now as it takes a while for new accounts to become searchable.

### EVALUATION:

Evaluations are based on:

|  |                              |
|--|------------------------------|
| Two hourly exams (50 questions)            | 200 points (100 points each) |
| Final examination worth (75 questions)     | 150 points                   |
| Eighteen quizzes worth (10 questions each) | 180 points (18 x 10 points)  |
| Clicker Points                             | 130 points                   |
| <u>Writing assignment</u>                  | <u>40 points</u>             |
| Total Points possible <b>700</b>           |                              |

A: 630-700 points, B+: 595-629 points, B: 560-594 points, C+: 525-559 points, C: 490-524 points, D: 420-489 points, F: 419-0 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 to discuss all of the relevant information in each chapter.

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.

### HOW TO DO WELL IN THIS CLASS:

- Attend class and answer the in class questions.
- Complete all quizzes 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 TAs 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 the TAs 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)\*\*

| Date          | Topic                              | Reading    | Assignments Due (1:40 pm)   |
|---------------|------------------------------------|------------|---|
| W 1/21        | Introduction to Personality        | Ch. 1      |   |
| M 1/26        | Personality Assessment             | Ch. 2      |   |
| W 1/28        | Traits                             | Ch. 3      |   |
| M 2/2         | Traits                             | Ch. 3      | Chapter 1 quiz due  |
| W 2/4         | Trait measurement                  | Ch. 4      | Chapter 2 quiz due<br><br>Come to class with Jung Typology Test (MBTI) results<br><a href="http://www.humanmetrics.com/cgi-win/JTypes2.asp">http://www.humanmetrics.com/cgi-win/JTypes2.asp</a> |
| M 2/9         | Personality Dispositions over Time | Ch. 5      | Chapter 3 quiz due  |
| W 2/11        | Genetics and Personality           | Ch. 6      | Chapter 4 quiz due  |
| M 2/16        | Genetics and Personality           | Ch. 6      | Chapter 5 quiz due  |
| <b>W 2/18</b> | <b>EXAM 1 -IN CLASS</b>            |            | Chapter 6 quiz due<br><br><b>Five-Factor Extra Credit Due in Dropbox</b>  |
| M 2/23        | Physiological Approaches           | Ch. 7      |   |
| W 2/25        | Evolutionary Perspectives          | Ch. 8      | Chapter 7 quiz due  |
| M 3/2         | Psychoanalytic Perspective         | Ch. 9      | Chapter 8 quiz due  |
| W 3/4         | Psychoanalytic Perspective         | Ch. 9      |   |
| M 3/9         | Psychoanalytic-Contemporary Issues | Ch. 10     | Chapter 9 quiz due  |
| W 3/11        | Motives and Personality            | Ch. 11     | Chapter 10 quiz due   |
| <b>M 3/16</b> | <b>No Class</b>                    |            |   |
| <b>W 3/18</b> | <b>No Class</b>                    |            |   |
| M 3/23        | <b>EXAM 2-ONLINE</b>               |            | Chapter 11 quiz due   |
| W 3/25        | Behavioral Topics                  | Walden Too |   |
| M 3/30        | Cognitive Topics                   | Ch. 12     |   |
| W 4/1         | Emotions and Personality           | Ch. 13     | Chapter 12 quiz due   |
| M 4/6         | Approaches to the Self             | Ch. 14     | Chapter 13 quiz due   |
| W 4/8         | Approaches to the Self             | Ch. 14     |   |

|                                |   |        |   |
|--------------------------------|---|--------|---|
| M 4/13                         | Personality and Social Interaction                | Ch. 15 | Chapter 14 quiz due   |
| <b>W 4/15</b>                  | <b>Exam 3-In Class</b>                            |        |   |
| M 4/20                         | Sex, Gender and Personality                       | Ch. 16 | Chapter 15 quiz due<br><br><b>Writing assignment and all extra credit due</b> |
| W 4/22                         | Culture and Personality                           | Ch. 17 | Chapter 16 quiz due   |
| M 4/27                         | Stress, Coping and Health                         | Ch. 18 | Chapter 17 quiz due   |
| W 4/29                         | Disorders of Personality                          | Ch. 19 | Chapter 18 quiz due   |
| M 5/4                          | Disorders of Personality                          | Ch. 19 |   |
|                                |   |        |   |
| <b>T 5/12</b><br><b>12-3pm</b> | <b>Final-cumulative emphasis on last chapters</b> |        | Chapter 19 quiz due   |
|                                |   |        |   |