

**Personality Psychology**  
**830:338:02**  
**Spring 2020**  
**Monday & Wednesday, 5-6:20 PM Tillett 232**

**Professor:** Lori Hoggard, Ph.D.

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**Office Hours:** By appointment only

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**\*\*NOTE: This syllabus is subject to change, with proper notice,  
throughout the semester.**

### **Course Description and Learning Outcomes**

This course is focused on the scientific study of the psychological forces that make people unique--their personalities. This course focuses on helping students broaden their knowledge and understanding of personality psychology through the importance of the unconscious, the role of the self, gender differences, the power of the situation, cultural influences, and other theoretical aspects of personality. Students will learn about the research methods and measurement tools used to evaluate personality and become comfortable enough with these theories and tools to apply them in the 'real world'.

### **Student Learning Outcomes**

- Demonstrate knowledge of theories, theorists, research studies, concepts, and themes in personality psychology.
- Demonstrate cultural competence through interpersonal awareness and sensitivity of others.
- Develop a better understanding of one's own personality.
- Evaluate scientific research.
- Apply critical thinking, personality theories, and knowledge to real-life situations.

### **Course Format**

We will meet twice a week for 80-minute lectures. I will assume that you have completed the reading assigned for each class meeting. The lectures will focus on central themes in the assigned reading but will often introduce new topics not covered in the readings. Videos/video clips, class demonstrations, and guest speakers may supplement the lectures. Because you will be responsible for knowing theory and research not covered in the text, I strongly recommend attending every lecture. Be sure to acquire notes from a classmate if you miss a class.

### **Course Textbook**

**Title & Edition:** Classic Theories and Modern Research, 6th Edition

**Authors:** Howard S. Friedman & Miriam W. Schustack

- **Revel digital text**
  - See 'Revel' section below for details

- In addition to purchasing the digital text, you may also purchase the loose-leaf text available at Rutgers Barnes & Noble **\*loose-leaf text is optional\***
- Why am I assigning a digital textbook? The digital text (Revel) is now the primary format for the Friedman & Schustack textbook. According to Pearson--the publishing company--students can ONLY purchase the loose-leaf version AFTER they have purchased and accessed Revel. Pearson has also informed me that the digital text is more affordable than the printed copy of the textbook (when it was the primary format).
- **You only need access to the text. You are not required to complete any of the quizzes.**

## **Revel**

It's time to access Revel Personality: Classic Theories and Modern Research, 6e, the course materials for Personality Psychology for Spring 2020.

**There are a couple of ways to purchase REVEL access.** Choose the option that works best for you:

Option #1: Purchase a REVEL access code from Rutgers Barnes & Noble (**ISBN is 9780134104782**).

Option #2: Online Instant Access: If you decide not to purchase REVEL from the bookstore, you can purchase REVEL access online directly through Pearson. You will see this as an option after clicking on the course invite link listed below.

\*\*If you are unsure about whether to purchase the digital text using option # 1 or option #2, I would suggest going with the most affordable option.

**NOTE:** Again, you only need access to the text. You are not required to complete any of the quizzes.

**Temporary access option for financial aid is also available.**

When you register (via access code or online instant access), you also have the option of adding the print (loose-leaf) upgrade for \$19.95 extra (no shipping cost). Again, Pearson does not sell the loose-leaf as the primary text. You must first purchase Revel and then you can opt into purchasing this loose-leaf version of the text.

Follow these steps to get started or watch a short video ([www.pearsonhighered.com/revel/students/registration](http://www.pearsonhighered.com/revel/students/registration)) on how to register for REVEL:

1. Enter your Course Invite Link in your web browser. Please use a recommended browser like Google Chrome, FireFox, or Safari. The course start date is January 2, 2020 and the course end date is May 31, 2020.

**COURSE INVITE LINK:** <https://console.pearson.com/enrollment/gozxy>

2. If you already have a Username and Password for another Pearson technology (i.e. MyMathLab), go ahead and sign in. If you do not have one, you'll need to create one using a valid email that you check regularly, like your school email address. Once you've signed in or created your Pearson Account, you'll immediately be directed to your REVEL account. At this point, you should see our course appear.

3. To access REVEL throughout the semester log onto <http://console.pearson.com>. Make sure to bookmark this URL and NOT the course invite link. Remember to always use the same username and password to logon.

If you encounter any issues, support materials are available at [www.pearsonhighered.com/revel/students/support/index.html](http://www.pearsonhighered.com/revel/students/support/index.html), including a call-in number: 855-875-1801.

4. Here is the link for downloading the mobile app to your phone (included with the Revel purchase): <https://www.pearsonhighered.com/revel/students/mobile-app/>

### **Course Website**

An additional course website is available through Rutgers Sakai. There, you can find the syllabus, PowerPoint slides, announcements, and other helpful resources—these will all be made available in the 'Resources' folder. If you are registered for this course, you already have access to the site.

### **COURSE REQUIREMENTS AND EVALUATION**

Evaluation will be based on the total points earned from **three** of the **four** in-class exams (described below) and any extra credit points (also see below) you accumulate.

This course will consist of **four** exams: **three** exams and a **cumulative final**. Exams will consist of content covered during lecture and from the text. Note that I will drop your lowest exam grade and calculate your average score based on the points earned from your three highest exam grades. So, if you take all four exams, I will use the highest three exam grades. For those of you who are happy with your grade for the first three exams, feel free to skip the final. In this scenario, you will have taken three exams and will receive a zero on the final exam – this zero will be dropped, leaving the three exam grades that you are happy with.

#### **CALCULATION OF YOUR COURSE GRADE**

This is the formula that I use to calculate your grade based on your 3 highest grades:

$$\text{Final grade} = [(\text{Highest Exam Percentage} + \text{Second Highest Exam Percentage} + \text{Third Highest Exam Percentage})/3 + \text{Extra Credit Total}]$$

<u>Grade</u>	<u>Percent</u>
A	90.0 - 100.0%
B+	85.0 - 89.99%
B	80.0 - 84.99%
C+	75.0 - 79.99%
C	70.0 - 74.99%
D	60.0 - 69.99%
F	0.0 - 59.99%

**\*\*\*Rounding:** I will round your course grade up to the next highest letter grade, **IF AND ONLY IF**, you are **less than a half point (.5) away** from the next highest letter grade. So, an 89.43 would not be rounded up to an A, but an 89.55 would. No exceptions.

**Extra Credit Writing Assignments:** I will offer **four** in-class extra credit writing exercises. These will not be announced in advance and they cannot be turned in late. Because missing an in-class writing exercise **cannot** lower your grade, and because they are part of the in-class activity for that day, extra credit assignments cannot be made up or turned in late, regardless of the reason for your absence. Each assignment will be

**worth one half a percentage point toward your course grade.** Thus, they will provide the opportunity to earn **two extra points toward your total course grade (half a point each)**. If you do not competently complete the extra credit writing assignments, you will not earn extra points.

**Make-up Exams:** If you cannot complete an exam on its given date and time, *please contact me via e-mail immediately*. Missed exams will result in a zero unless you have a **legitimate, documented reason**. This includes a religious holiday, illness or hospitalization, or a family emergency. In these situations, you may make up the exam you missed, and you will need to schedule an appointment with your TA. Please note that **make-up exams will need to be scheduled shortly after the in-class exam**.

**Attendance policy:** I strongly encourage you to attend all classes. Attendance is expected in all courses at Rutgers: [http://catalogs.rutgers.edu/generated/nb-ug\\_current/pg1433.html](http://catalogs.rutgers.edu/generated/nb-ug_current/pg1433.html). It will be difficult to earn a good grade in this course if you do not attend the lectures. As noted above, during lectures, I will elaborate on concepts from the text, introduce new material to supplement the text material, conduct demonstrations, and show videos. The exams will be based on all this material, so regular attendance at the lectures will help you earn a higher grade in the course. If you miss a class, it is your responsibility to find out what you have missed from a classmate. **As noted above, extra credit in-class writing assignments cannot be made up.** You will not lose points for failing to attend lecture, but you may miss the opportunity to earn bonus points.

**Class Cancellations:** If I need to cancel a class due to an emergency, inclement weather, etc., I will send an announcement via Sakai.

**Exam Cancellations:** If I need to cancel an exam due to an emergency, inclement weather, etc., I will send an announcement via Sakai. The exam will likely be converted to a timed, online exam accessible via Sakai.

**Policy on diversity:** Rutgers, The State University of New Jersey, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, disability, age, or any other category covered by law in its admission, programs, activities, or employment matters. The Department of Psychology at Rutgers, New Brunswick is committed to promoting tolerance and respect for differences in the classroom and across campus. Please treat all students with respect both inside and outside of the classroom.

**Classroom Decorum:** Please make your best effort to arrive on time. Please be respectful of your professor and fellow classmates. Refrain from using social media apps and text messaging during class. Your cell phones should be in silence mode upon arrival to class. Please also refrain from side conversations unless prompted to engage in such conversations.

**Academic Honor Code:** Students are expected to uphold the Academic Integrity Policy published by Rutgers (<http://academicintegrity.rutgers.edu/academic-integrity-policy>). This policy is based on the premise that students must: (1) acknowledge and cite all use of ideas, results or words of others; (2) acknowledge all contributors of work; (3) submit work that is his/her own without the aid of impermissible materials or collaboration; (4) obtain data and results ethically and report with accuracy; (5) treat all students in a manner that preserves their integrity; and (6) uphold the ethical and professional code in accord with the profession you pursue. Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. It is imperative that all students abide by the Academic Integrity Policy to maintain the integrity of the University community.

\*\*In this course, we don't have papers. Thus, cheating issues typically arise during test taking. Cheating during exams will not be tolerated. All suspected cases of cheating will be automatically referred to the Office of Judicial Affairs.

### **Special Considerations for Students with Disabilities**

The Americans with Disabilities Act (ADA) requires that all qualified persons should have equal opportunity and

access to education, regardless of the presence of any disabling conditions. Students with disabilities requesting accommodations must contact the **Office of Disability Services for Students, Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Ave., Suite A 145, Piscataway, NJ 08345 (Phone: 848.445.6809; <https://ods.rutgers.edu/>)**. The registration form is available at: <https://ods.rutgers.edu/students/registration-form>. Please provide me with all documentation for accommodations during the first week of class. All information and documentation of disability is strictly confidential.

**Counseling, ADAP & Psychiatric Services (CAPS)**

**(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)**

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration campus partners.

**Violence Prevention & Victim Assistance (VPVA)**

**(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)**

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

**Just In Case Web App**

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

**Scarlet Listeners**

Free and confidential peer counseling, providing a comforting and supportive safe space. Scarlet Listeners have an email address, [scarlet.listeners@gmail.com](mailto:scarlet.listeners@gmail.com). This email address has an automatic reply, which includes the statement "If you've got something going on and would like someone to listen, you can reach out to our partner hotline, CONTACT We Care, at 908-232-2880, or the National Suicide Prevention Lifeline which is open 24/7 at 1-800-273-TALK (1-800-273-8255). If you are experiencing an emergency, please call 911 or go to your nearest emergency room."

**SCHEDULE FOR THE COURSE: \*\*Subject to Change by Professor Hoggard\*\***

<b>DATE</b>	<b>LECTURE TOPICS</b>	<b>READINGS</b>
Wed., Jan. 22 <sup>nd</sup>	Review Syllabus; What is personality?	Chapter 1
Mon., Jan. 27 <sup>th</sup>	How is personality studied and assessed? – Part 1	Chapter 2
Wed., Jan. 29 <sup>th</sup>	How is personality studied and assessed? – Part 2; Psychoanalytic aspects of personality-Part 1	Chapter 2; Chapter 3
Mon., Feb. 3 <sup>rd</sup>	Psychoanalytic aspects of personality-Part 2	Chapter 3
Wed., Feb. 5 <sup>th</sup>	Neo-analytic and ego aspects of personality-Part 1	Chapter 4
Mon., Feb. 10 <sup>th</sup>	Neo-analytic and ego aspects of personality-Part 2; Biological aspects of personality-Part 1	Chapter 4; Chapter 5
Wed., Feb. 12 <sup>th</sup>	Biological aspects of personality-Part 2	Chapter 5
Mon., Feb. 17 <sup>th</sup>	Exam 1 Review	
Wed., Feb. 19 <sup>th</sup>	<b>EXAM 1 (Chapters 1-5)</b>	
Mon., Feb. 24 <sup>th</sup>	Behaviorist and learning aspects of personality-Part 1	Chapter 6
Wed., Feb. 26 <sup>th</sup>	<b>NO CLASS</b>	
Mon., March 2 <sup>nd</sup>	<b>NO CLASS</b>	
Wed., March 4 <sup>th</sup>	Behaviorist and learning aspects of personality-Part 2; Cognitive and social-cognitive aspects of personality-Part 1	Chapter 6; Chapter 7
Mon., March 9 <sup>th</sup>	Cognitive and social-cognitive aspects of personality-Part 2; Trait and skill aspects of personality-Part 1	Chapter 7; Chapter 8
Wed., March 11 <sup>th</sup>	Trait and skill aspects of personality-Part 2	Chapter 8
Mon., March 16 <sup>th</sup>	<b>SPRING BREAK</b>	
Wed., March 18 <sup>th</sup>	<b>SPRING BREAK</b>	
Mon., March 23 <sup>rd</sup>	Humanistic, existential, and positive aspects of personality-Part 1	Chapter 9
Wed., March 25 <sup>th</sup>	Humanistic, existential, and positive aspects of personality-Part 2; Person-situation interactionist aspects of personality-Part 1	Chapter 9; Chapter 10
Mon., March 30 <sup>th</sup>	Person-situation interactionist aspects of personality-Part 2	Chapter 10
Wed., April 1 <sup>st</sup>	Exam 2 Review	
Mon., April 6 <sup>th</sup>	<b>EXAM 2 (Chapters 6-10)</b>	
Wed., April 8 <sup>th</sup>	Male-female differences	Chapter 11
Mon., April 13 <sup>th</sup>	Male-female differences	Chapter 11
Wed., April 15 <sup>th</sup>	Stress, adjustment, & health differences	Chapter 12
Mon., April 20 <sup>th</sup>	Culture, religion, and ethnicity	Chapter 13
Wed., April 22 <sup>nd</sup>	Love and Hate; Where Will We Find Personality?	Chapter 14; Chapter 15
Mon., April 27 <sup>th</sup>	Exam 3 Review	
Wed., April 29 <sup>th</sup>	<b>EXAM 3 (Chapters 11-15)</b>	
Mon., May 4 <sup>th</sup>	<b>NO CLASS – STUDY DAY</b>	
	<b>CUMULATIVE FINAL EXAM (CHAPTERS 1-15)</b> DATE: Friday, May 8 <sup>th</sup> 4-7 PM; Tillett 232	