



## COURSE SYLLABUS

### PSYC 301: Personality Psychology, Section 1, Spring 2019

Meetings: Mondays & Wednesdays, 8:00 – 9:15 am, D224 Science

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<b>Office Hours</b>	MTWF, 9:30-11:00 am; MF, 2:00-3:00; And lots of other times BY APPOINTMENT!	MTWRF, 7:45-11:45 am MTWRF, 12:30-4:30 pm

## Course Description and Objectives

### Prerequisites

Prior to taking this course, it is expected that you have already acquired a basic overview of psychology. As such, it requires that you have completed PSYC 110 (Introduction to Psychology) or its equivalent. It is strongly recommended that you have also completed PSYC 200 (Research Methods in Psychology).

### Course Description and Objectives

This course examines contemporary approaches to the study of personality. It emphasizes clinical and experimental contributions to the understanding of personality and its structure. You will be introduced to a broad range of personality theories and, just as importantly, research that supports or challenges these viewpoints. Thus, it is my intention that while completing this course, you will:

- Describe key concepts, principles, and overarching themes in psychology. (APA Objective 1.1)
- Describe applications of psychology. (APA Objective 1.3)
- Use scientific reasoning to interpret psychological phenomena. (APA Objective 2.1)
- Demonstrate effective writing for different purposes. (APA Objective 4.1)

### My Teaching Philosophy and Strategy

My job is to facilitate your achievement of these objectives. *Thus, I am going to do what my professional training and experience suggest helps your long-term learning of important and relevant content and skills.* To that end, I emphasize timely reading of course materials, weekly in-class discussions and out-of-class activities, and thorough examinations. Overall, you should not think of your professors as lecturers or information deliverers, but rather as discussants, consultants, and guides in your education.

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Additional descriptions of these learning outcomes and the course structure I use to meet them are available on the course Canvas site.

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## Course Grading

### Evaluation of Performance

*Evaluation of student performance will be based on activities and exams.* An overview of the point values for each of the course assessments is given below.

Assessments of Objectives:	Points Earned:
<u>Activities:</u>	
Activities 1-5: Methods, Traits Approaches, and Biological Approaches	____ / 20 points
Activities 6-10: Psychodynamic, Humanistic, and Learning Approaches	____ / 20 points
Activities 11-15: Cognitive, Sociocultural, and Systems Approaches	____ / 20 points
<u>Examinations:</u>	
Exam 1: Methods, Traits Approaches, and Biological Approaches	____ / 40 points
Exam 2: Psychodynamic, Humanistic, and Learning Approaches	____ / 40 points
Exam 3: Cognitive, Sociocultural, and Systems Approaches	____ / 40 points
<b>TOTAL:</b>	<b>____ / 180 points</b>

The course activities are designed to provide you with opportunities to explore the main concepts, to apply the material, and to describe the research underlying the concepts. *You may confer with other students and the instructor if you have questions, but you must submit work that is your own.* These materials must be submitted via the Canvas dropbox and will be automatically checked by Turnitin.com for their originality. Feedback will be given online as well.

The exams are a combination of multiple choice questions and short essay questions. *Though you will be expected to take these exams individually, you will be able to participate in online discussions of the essay questions before the exams and you will be permitted to use a single sheet of notes during the exam.*

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The grading rubric, graded examples, note sheet rules, and discussion forums with questions for the exams are available on the course Canvas site.

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### Late Assignments and Make-Up Exams

*Each activity dropbox will be clearly marked with a due date.* If you know ahead of time that you will miss a due date for an assignment, you should submit the assignment before the due date.

*Similarly, each exam will start promptly at the beginning of class on the scheduled exam day.* Students who arrive late to an exam will only be allowed to take it if they arrive before the first student finishes and leaves the room. After that point, requests to take exams will be declined unless they are consistent with the make-up policy below.

*For all unexpected absences (e.g., illnesses, etc.), I require notice no later than the morning of the due date or exam.* Only students with instructor-validated documentation for the absence will be given an extension or a make-up exam; failure to follow this policy will result in an automatic zero for the assessment in question.

*Unless you are taking an exam through the Disability and Assistive Technology Center, all make-up exams will be proctored through the Department of Psychology during one of the official times.* I will notify you of available times, and you will be expected to schedule during one of these times. Under most conditions, make-up exams should be completed within one week of the original exam date.

## Determination of Final Course Grades

Final course grades are determined by the percentage of possible points that you earn.

Grade:	Points Earned:	% of Total:	Grade:	Points Earned:	% of Total:
A	166 – 180	93% - 100%	C+	137 – 142	77% - 79%
A-	161 – 165	90% - 92%	C	130 – 136	73% - 76%
B+	155 – 160	87% - 89%	C-	125 – 129	70% - 72%
B	148 – 154	83% - 86%	D+	119 – 124	67% - 69%
B-	143 – 147	80% - 82%	D	107 – 118	60% - 66%

*NOTE: Scores below 60% equate to a grade of F. Extra credit will NOT be available in this course.*

Final grades of “Incomplete” will be given only under extreme circumstances. An Incomplete is not an option for students who feel overwhelmed by academics, work schedules, or extracurricular activities. Typically, an Incomplete must be completed within one semester otherwise an “F” will result.

## Course Materials and Resources

### Required Readings

There one required textbook for this class and it is available at text rental. If you decide to purchase or borrow the book through another source, please be sure to get the correct edition.

Burger, J. M. (2015). *Personality* (9<sup>th</sup> ed.). Stamford, CT: Cengage Learning.

At various points throughout the course, I will supplement the text with chapters and articles from other sources. I have chosen these materials because they provide straightforward summaries of basic personality psychology that are not present in the textbook.

### Online Materials

This course will make heavy use of online materials through the course management system Canvas. In Canvas, you will access course readings, participate in discussions, submit course activities, watch videos, and view your grades. First and foremost, you should be comfortable using online resources to learn.

If you need technical assistance at any time during the course or to report a problem with D2L, you can visit with a Student Technology Tutor (Albertson Hall 018, 715-346-3568, [tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu)) or seek assistance from the HELP Desk (Albertson Hall 027, 715-346-HELP or 1-877-832-8977, [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)). Failure to report a problem in obtaining the course materials will be treated as a failure to complete the requirement.

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Optional readings, videos, and links providing useful advice for performing well in Psychology courses are posted on the course Canvas site.

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## Classroom Conduct and Accommodations

UWSP values a safe, honest, respectful, and inviting learning environment and has developed guidelines to ensure that each student has the opportunity to succeed. All students are expected to be familiar with and to abide by the university's *Community Rights and Responsibilities document* (see <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>).

## Attendance and Class Conduct

*By university policy, regular attendance is required (see <http://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>). Thus, I will not give points for attendance; you are simply expected to be in class, both in body and mind. If this expectation poses a problem for you, please consider taking the course in a different semester.*

*Under federal and state laws, and university guidelines, I am required to report acts of a criminal or offensive nature that occur both within and outside of class. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.*

## Academic Misconduct

*Academic misconduct (i.e., cheating) will result in an automatic zero on that exam or assignment for all people involved. I will follow up on all cases in the manner described in Community Rights and Responsibilities document.*

*Representation of another person's work as your own (i.e., plagiarism) will result in an immediate rejection of the work. Any student who engages in plagiarism will be given the opportunity to repeat the work and have it graded appropriately. Consistent with university policy, a written reprimand will be placed in the student's disciplinary file. "Accidental plagiarism" – naiveté about what constitutes plagiarism – will not be accepted as a legitimate excuse.*

*To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams.*

## Accommodations and Disabilities

*If there are factors creating difficulties for you in this course that are recognized disabilities under the Americans with Disabilities Act, please provide me with appropriate notification from the Disability and Assistive Technology Center (103 Student Services Center, 715-346-3365, or at <http://www.uwsp.edu/disability/>). I will follow all recommendations made by the Disability and Assistive Technology Center.*

*If you are having difficulties of a personal (not academic) nature, I will refer you to the UWSP Counseling Center (Third Floor Delzell Hall, 715-346-3553, or at [counsel@uwsp.edu](mailto:counsel@uwsp.edu)). Appropriate accommodations may be made for due dates, testing procedures, etc. at the instructor's discretion.*

## Extra Assistance and Tutoring

*If you would like extra assistance related to course materials or have any questions related to your performance in the course, please come by my office hours or set up an appointment. This should always be your first step in getting assistance, as most questions and concerns can be best addressed this way.*

*However, if you would prefer help from a student beyond your instructor or colleagues in this class, you should contact the UWSP Tutoring-Learning Center (<http://www.uwsp.edu/tlc/>, 018 LRC, 715-346-3568).*

## Tentative Course Schedule

*This section offers a tentative schedule for the semester. Any changes in reading assignments, course schedule, or other aspects of the class will be announced in class and posted on Canvas. You are responsible for all announcements of changes whether you are present in class.*

Additionally, please pay attention to the university calendar and associated policies. Specifically, I will strictly adhere to the university calendar, including drop/add dates and the final exam schedule. See <http://www.uwsp.edu/regrec/Pages/calendars.aspx> for more details.

DATE	Preparatory Readings	Topic for the Day	Homework (Due Date)
<b>Part I: Research Methods, Trait Approaches, and Biological Approaches</b>			
1-21-19		No Class: Martin Luther King Jr. Day	
1-23-19	Burger (2015, Ch. 1)	Overview: Personality Psychology	
1-28-19	Burger (2015, Ch. 2)	Methods: Research Design	Activity 1 (2-4-19)
1-30-19		Methods: Sources of Data	
2-4-19	Burger (2015, Ch. 7)	Traits: Theories and Taxonomies	Activity 2 (2-11-19)
2-6-19	Burger (2015, pp. 195-206)	Traits: Dispositions over Time	
2-11-19		Traits: Challenges for Trait Theories	Activity 3 (2-18-19)
2-13-19	Burger (2015, Ch. 9)	Biological: Physiological Theories	
2-18-19	Burger (2015, Ch. 10)	Biological: Behavioral Genetics	Activity 4 (2-25-19)
2-20-19		Biological: Evolutionary Theories	
2-25-19	Exam Preview	Section Integration	Activity 5 (3-4-19)
2-27-19		<b>Exam 1</b>	
<b>Part II: Psychodynamic, Humanistic, and Behavioral Approaches</b>			
3-4-19	Burger (2015, Ch. 3 & 4)	Psychodynamic: Classical Psychodynamics	Activity 6 (3-11-19)
3-6-19	Burger (2015, Ch. 5)	Psychodynamic: Neo-Freudian Theories	
3-11-19	Burger (2015, Ch. 6)	Psychodynamic: Contemporary Views	Activity 7 (3-25-19)
3-13-19	Burger (2015, pp. 184-192)	Humanistic: Motives and Press	
3-25-19	Burger (2015, Ch. 11)	Humanistic: Needs and Self-Actualization	Activity 8 (4-1-19)
3-27-19	Burger (2015, Ch. 12)	Humanistic: Congruence and Self-Esteem	
4-1-19	Burger (2015, Ch. 13)	Behavioral: Principles of Conditioning	Activity 9 (4-8-19)
4-3-19	Burger (2015, Ch. 14)	Behavioral: Social Learning Theory	
4-8-19	Exam Preview	Section Integration	Activity 10 (4-15-19)
4-10-19		<b>Exam 2</b>	
<b>Part III: Cognitive, Sociocultural, and Systems Approaches</b>			
4-15-19	Burger (2015, Ch. 15)	Cognitive/Affective: Principles of Cognition	Activity 11 (4-22-19)
4-17-19	Burger (2015, pp. 206-215)	Cognitive/Affective: The Role of Emotions	
4-22-19	Burger (2015, Ch. 16)	Cognitive/Affective: Concepts of the Self	Activity 12 (4-29-19)
4-24-19		Sociocultural: Sex, Gender, and Personality	
4-29-19	Church (2008)	Sociocultural: Culture and Personality	Activity 13 (5-6-19)
5-1-19		Sociocultural: Interpersonal Aspects	
5-6-19	McAdams & Pals (2006)	Systems: Systems Theories	Activity 14 (5-13-19)
5-8-19		Systems: Challenges for the Field	
Online	Exam Preview	Section Integration	Activity 15 (5-16-19)
5-16-19		<b>Exam 3 (10:15 am – 12:15 pm)</b>	