

SPC Common Course Syllabus for PSYC 2316 Psychology of Personality

Department: Behavioral Sciences

Discipline: Psychology

Course Number: PSYC 2301

Course Title: Psychology of Personality

Credit: 3 Lecture, 0 Lab

Satisfies a core curriculum requirement? Yes, Behavioral or Social Science

Prerequisites: TSI compliance in Reading

Available Formats: Conventional, INET, ITV

Campus: Levelland, Reese, ATC, Plainview

Textbook: None

Course Specific Instructions: Each instructor will attach his/her course specific instructions.

Course Description: An introduction to the fundamental concepts in psychology with emphasis on heredity and environment, individual differences, personality dynamics, and group processes. **Course Purpose:** To acquaint students with the diverse field of psychology, methods of research used and how it contributes to the body of knowledge in psychology, promotion of critical thinking, generation of new ideas, and consideration of alternate explanations when evaluating information.

Course Requirements: To maximize the potential to complete this course, a student should attend all class meetings, complete all homework assignments and examinations in a timely manner, and complete all other projects or papers as assigned on the course specific instructions.

Course Evaluation: See the instructor's course information sheet for specific items used in evaluating student performance.

Attendance Policy: Whenever absences become excessive and in the specific instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course. Each instructor will have additional information about attendance on his/her course information sheet.

Student Learning Outcomes:

Students who have completed this course will be expected to:

COURSE OBJECTIVES: By the conclusion of the course, successful students will be able to:

1. Identify and understand the major theories of personality.
2. Be able to describe the various issues of personality and how personality is studied and assessed.
3. Define personality and discuss applications of the various personality theories.

4. Demonstrate interpersonal awareness and sensitivity to differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, and sexual orientation.
5. Demonstrate and appreciate the value of a scientific psychological understanding of personality to society.

Through course assignments, papers, activities, and assessments, students will: ○ demonstrate the ability to read and write clearly and concisely, ○ value diversity and differences in people, ○ explore relationships of ideas and see their similarities and differences, ○ gain a basic understanding of the career fields related in the major, ○ assimilate and synthesize information, ○ integrate ideas across the curricula, and ○ Interrelate the past to the present.

Specific Course Policies

Contacting the Instructor

Name Dr. Will Crescioni
Office Location RC405A, Reese Campus

Email	wcrescioni@southplainscollege.edu				
Office Phone	(806) 716-2468				
Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday
	1:00 – 3:00	1:00 – 3:00	N/A	1:00 – 3:00	9:00 – 11:00
Additional office hours available by appointment.					

The Course at a Glance

Grading

- 500 total points
- Four unit tests and one final exam worth 100 points each
 - The lowest of these five tests will be dropped
- One book report worth 100 points
- Grade based on total points earned by the end of the semester
- No individual extra credits assignments
- No artificial grade boosts

Test dates

- Test 1: September 24th
- Test 2: October 15th
- Test 3: November 12th
- Test 4: December 5th

Student e-mail

SPC has given all students access to a free email account. Email will be the primary means of communication in this course, and I expect you to check it regularly. **ALL EMAIL COMMUNICATON MUST BE CONDUCTED USING YOUR OFFICAL SPC EMAIL.**

Email Etiquette

It is important in this class, in all classes, and in your professional life to practice good email etiquette. This means, among other things, addressing your instructors professionally, using good spelling and grammar, and practicing good self-reliance before falling back on email. There are many excellent guides to email etiquette, but I recommend this as a starting point:

http://writingcenter.emory.edu/resources/writing_tips_resources/email_etiquette.html

In addition, all emails must include a meaningful subject line, must include the class and section you are referencing, and must include your full name as it appears on Blackboard. I teach multiple classes at SPC, as well as classes at other colleges in the area. If you do not clearly identify yourself and the class you are asking about, I have no way of answering your question. For example, an email that simply reads “When is the test?” is useless. Which test? For which class? My general class? My lifespan class? The experimental class I teach at LCU? Therefore, if you do not provide a the information I need to help you, you will not get help. Here is an example of a well-composed email:

Hello Dr. Crescioni,

My name is Student McStudentson, and I am in your PSY 2301 MW class at 1:00. I was looking at the syllabus and it said that our second test was next Monday, but I thought I remembered you saying in class that it had been delayed until Wednesday. If you could let me know for sure I'd really appreciate it.

Thanks,
Student McStudentson

That email will get a quick response.

Course Expectations

Attendance

Class roll will be taken during each class meeting and a record of attendance will be maintained. You will be responsible for the material presented in class as well as the assigned material from the textbook. If you miss class, it is your responsibility to contact one of your fellow students for notes from that class period. Make-ups for in class assignments (including exams) will not be given except in the cases of documented personal illness or injury, serious illness or injury of a family member, death in the family, or approved college-sponsored events (e.g. athletics). Appropriate documentation will ALWAYS be required before a makeup will be scheduled. Examples of appropriate documentation include a doctor's note if you are sick or injured, a letter from a parent or guardian if a family member is seriously ill, or an obituary in the case of a death in the family. Reasons other than those expressly listed above are not considered valid excuses for missing class, and make up work will not be given for these reasons.

Administrative Drop Policy

Due to Financial Aid and South Plains College requirements for participation/attendance, students who fail to maintain satisfactory course participation may be dropped with a grade of "X" from the course. A student who meets any of the following criteria may be dropped from the course at the discretion of the instructor:

- Missing five or more class days without excused absences.
- Failing to complete an adequate number of assignments. A student who misses two or more tests, or who fails to complete the term paper, without an approved absence will be dropped from the course.

Tardiness

Being late does not constitute being absent but it is very disruptive and rude to come to class late so allow enough time in your schedule to arrive a few minutes early to class. If you do arrive late, quietly take a seat closest to the entrance. Also, it is your responsibility to sign the roll sheet or you will be counted absent.

Note: On test days, you will not be allowed to start the test if you arrive after the first test has been turned in.

Civility

Psychology covers a broad range of topics, and through the discussion in this class a variety of different viewpoints may be expressed. I expect you to be civil, courteous, and tolerant to both your fellow students and

to me at all times during this class. Although debate is a natural and healthy part of the learning process, your disagreement with my or another student's expressed views is never justification to attack, belittle, or demean that person. Keep all discourse civil and focused on the issues. NEVER insult or intimidate me or a fellow student. It is also expected that your conduct does not interfere with the ability of other students in the class to learn. Your cell phone should be on silent when you enter class, and under no circumstances should you in any way interact with your phone once class has begun. Do not speak to fellow students during class – if you have a question or would like me to repeat something, simply raise your hand and ask. While I encourage the use of technology to enhance learning in the classroom (e.g. the use of laptops to take notes), I expect that you will not abuse this privilege by checking Facebook, updating your fantasy football team, playing World of Warcraft, or otherwise engaging in activities that could distract those sitting around you. If at any time I feel that your behavior is disrupting the classroom environment, I reserve the right to have you remove yourself from the class. Should this occur, you will not be given the opportunity to make-up a missed work and you will be responsible for obtaining notes for any material you missed.

Assignments

Exams

(3 @ 100 points each)

There will be three unit exams and one comprehensive final exam in this course. Each exam is worth 100 points. I will drop your lowest exam grade, which may be your final exam.

Term Paper

(100 points)

You have two options for your term paper:

1. Choose one of the personality measures you completed during the class, explain what trait that measure assesses, find three journal articles that each discuss a behavior affected by this trait, explain how you scored on the trait, and explain how you believe that trait affects your life. For example, if you scored high on maximizing, you might cite a journal article showing that people who score high in maximizing tend to be less satisfied with their decisions than those lower in maximizing, and you might then describe times when you have found yourself waffling on a decision you had made. Alternately, you might say that, despite your high maximizing score, you feel that you are usually pretty satisfied with your choices. If this is the case, then why?
2. Select one trait from the Big 5 model of personality and describe the research on that trait's predictive power of at least three outcomes. For example (and none of what I am about to write is actually supported by the research, hence my not being worried that you will "steal" this idea for your paper), if the research showed that individuals higher in extraversion were more likely than those lower in extraversion to prefer apples to oranges, to seek careers as manicurists, and to perform poorly in college courses on the history of jazz, you would provide at least one peer-reviewed citation supporting each claim, explain what was found, and explain the logic of why extraversion might predict each outcome.

We will discuss the requirements of the paper in more detail as the due date inevitably looms nearer.

Grading

Your grade in this class will be based entirely on Tests/ICQs and the Term Paper. Extra credit may be offered to the entire class at the instructor's discretion, but individual extra credit and artificial grade boosts (e.g. "I just need *one more point* to get an A! Please! Pretty please!") will NEVER be offered.

I strongly encourage you to monitor your grade throughout the semester and to contact me as soon as you have any concerns. If you get in touch with me early, we can work together to help overcome the obstacles you may be facing; if you wait until the end of the semester it may be too late. Remember, I am here to help – you just need to ask!

Grading Breakdown	
Tests	300 points
Term Paper	100 points
Total	400 points

Letter grades

Your final letter grade in the course will be determined by dividing the total points you have achieved by the total points possible in the course (500). These cutoffs are FIRM. No artificial grade boosts will be offered. Letter grades will be assigned as follows:

Point Total	Letter Grade
>90	A
80 - 89	B
70 - 79	C
60 - 69	D
<60	F

Tech Support

Blackboard Technical Support

Support for issues relating to Blackboard can be obtained via the "Blackboard Support" link in the course Blackboard page, by visiting https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student, or by calling (800) 424-9299. Issues for which you should use this route include, but are not limited to:

- Inability to access Blackboard page (e.g. page will not load)

- Inability to access specific content within the Blackboard page (e.g. assignments, lecture videos)

ADA Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office.

For More information Contact

Levelland

Linda Young

Disability Accommodations Specialist

1401 S. College Ave.

Levelland, TX 79336

Phone: 806-716-2577

Fax: 806-897-0371

lyoung@southplainscollege.edu

Reese

Dawn Valles

Coordinator of Disability Services Reese

819 Gilbert Drive

Lubbock, TX 79416

Phone: 806-716-4675

dvalles@southplainscollege.edu

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Accessibility Statements

Blackboard

<https://www.blackboard.com/platforms/learn/resources/accessibility.aspx>

Course Schedule

Date	Day	Topic
28-Aug	Tue	Course Intro
30-Aug	Thu	What is Personality?
4-Sep	Tue	What is this whole "Science" thing anyway?
6-Sep	Thu	Psychometrics, in a Nutshell
11-Sep	Tue	Nature and Nurture
13-Sep	Thu	Old School Psych: Freud
18-Sep	Tue	Old School Psych: Neo-Freudians
20-Sep	Thu	Test 1
25-Sep	Tue	Behaviorist and Learning Aspects of Personality
27-Sep	Thu	Cognitive and Social-Cognitive Aspects of Personality
2-Oct	Tue	Trait Aspects of Personality
4-Oct	Thu	Trait Aspects of Personality
9-Oct	Tue	Person—Situation Interactionist Aspects of Personality
11-Oct	Thu	Culture and Personality
16-Oct	Tue	Test 2
18-Oct	Thu	The Big Five
23-Oct	Tue	What do you want?
25-Oct	Thu	Is the glass half full or half empty?
30-Oct	Tue	Which feels do you feel?
1-Nov	Thu	Beliefs about the World
6-Nov	Tue	Who do you think you are?
8-Nov	Thu	Beyond Good and Evil
13-Nov	Tue	Test 3
15-Nov	Thu	I think, therefore I am
20-Nov	Tue	Personality Traits of Highly Successful People
22-Nov	Thu	Thanksgiving - No Class
27-Nov	Tue	Sex and Gender Differences in Personality
29-Nov	Thu	Sex and Gender Differences in Personality
4-Dec	Tue	Am I Evil?
6-Dec	Thu	Test 4

Note: Course schedule is subject to change.