

PSYCHOLOGY 210 – THEORIES OF PERSONALITY
Summer 2015 – CRN 19850 – 3 Credit Hours

Instructor: Steve N. Du Bois, Ph.D.

Class: Tuesdays and Thursdays, 10:45am – 1:15pm, Stevenson Hall 320

Contact: Email: dubois.steve@gmail.com; Mailbox: 1007 BSB; Office: 2056B, BSB

Instructor Office Hours*: Tuesday and Thursday, 4–430pm

Teaching Assistants: Michael Keutmann (mkeutm2@uic.edu);

Lara Mercurio (lmercu2@uic.edu);

Teaching Assistant Office Hours*: Michael: Thursday, 8-9am, 3019 BSB;

Lara: Thursday, 1:30-2:30pm, 2008 BSB

*Office Hours are by appointment only. We are happy to meet with you during the times listed above, but you must email us first to schedule an appointment.

Prerequisite:

To receive credit for PSCH210, you must have already earned a passing grade in PSCH100 (Introduction to Psychology). If you have not completed PSCH100 in advance, even if you complete this class successfully, I cannot do anything to give you credit for this course.

Overview:

Welcome to PSCH210 – Theories of Personality! I hope you are as excited to take this course as I am to teach it. In this course we will explore the elusive construct known as **personality**. We will answer questions such as:

- What is personality, anyway? What is personality *made of*?
- How do we *measure* personality?
- How do psychologists understand personality? What *theoretical frameworks* do they use?
- What does it mean to have a *Personality Disorder*?

Many of us would say we understand what “personality” is, but we have not thought about personality from a scientific perspective. That’s what we’ll do in this class – explore the difference between informal descriptions of personality, e.g. “outgoing,” and scientific descriptions of personality. We’ll also discuss which formalized descriptions of personality – which “Personality Theories” – are supported by empirical evidence, and which theories are lacking such support.

Goals:

Successful engagement and completion of the course will result in you being able to do the following:

- 1) Understand several prominent psychological theories that attempt to understand the concept of personality. Compare these theories, noting advantages and disadvantages of each.
- 2) Describe current research methods used to learn more about personality.

- 3) Describe several Personality Disorders and identify individuals who may have symptoms of these disorders.

Additionally, I look forward to working with you to accomplish any personal goals you may have in this course.

Teaching Philosophy:

I think my primary duties as your instructor are to review, synthesize, and present course-related material from the textbook and field of Psychology. I strive to do this effectively, efficiently, and enthusiastically. I think your primary duties as a student are to **attend class, pay attention and take notes during class, study for exams, and write a strong paper**. I try to reward students who fulfill these expectations by **limiting the amount of required textbook reading** for the course, and **making exams lecture-based**.

I believe that reading the textbook is very useful, as **nearly all** lecture material is drawn from the textbook. However, I **do not** require that you purchase a textbook and read chapters from it; instead I encourage you to focus your efforts on attending and engaging in lectures that I myself have prepared from the textbook. Past successful students in my courses have fallen into one of two categories: 1. Attended all lectures but did not read from the textbook; or 2. Attended most lectures and read from the textbook to learn material they missed in class. Past students who attended few or no lectures and solely used the textbook to study for exams did not perform well, on average.

Optional Textbook:

Consistent with my teaching philosophy, I **do not require that you purchase a textbook** for this course. However, I encourage you to buy the textbook if you think you will benefit from having it. The textbook I will be creating our lectures from is:

Cervone, D. & Pervin, L. (2013). *Personality Theory and Research (Twelfth Edition)*.

If you decide to purchase the textbook, **consider purchasing an older/used version** (e.g. the Eleventh Edition) of the textbook. You are likely to save lots of money, and I will ensure that any new material from the Twelfth Edition is discussed in class. If you would like to purchase the Twelfth Edition new, you can find it **online** or at the **UIC Bookstore**.

Evaluation and Grading:

Final grades in this course will be given based on a maximum total of **450 points**:

- 1) **EXAMS (3 x 100 = 300)**: Three non-cumulative exams will be given in this class. All exams will be comprised of 52 multiple choice questions, worth two points each, for a total of 104 points. However, the maximum score on any exam is 100 points, meaning you have the potential to earn **four extra points** on each exam. **No make-up exams will be given unless you have documentation of circumstances that preclude you from taking the exam**. There will be no exceptions to this policy. Use of any notes and/or electronic devices, e.g. cell phones, is not allowed during exams. **NOTE**: As mentioned

above, exams will be lecture-based. Any personal examples or class discussion during lecture also may appear on exams.

- 2) **PAPER (120):** You will be required to write one paper this semester, which will be worth 120 points of your final grade. Specific instructions for this paper will be distributed in another document.
- 3) **HOMEWORK ASSIGNMENTS (3 x 10 = 30):** For each of the three units of material, there is one **brief** homework assignment covering material students have found difficult in the past. Each of these assignments will have 10 questions, worth one point each, for a total of 10 points. You will download the document from Blackboard, print it out, complete the assignment, and bring it to class to turn in, in person. My goal in assigning these is to engage you in the material further and **prepare you for exams**. T.A.s will grade these and post your scores on Blackboard. Late submissions will **not** be accepted, as we will review the answers to these assignments in class the day they are due.

Final grades will be determined on a 100 point scale, and letter grades will be assigned as follows: A = 90-100, B = 80-89, C = 70-79, D = 60-69, and F = lower than 60. I will round up final grades if the decimal point is .5 or higher. If the decimal is anything lower than .5, I will round the final grade down (e.g., .499 is rounded down). No exceptions will be made to this rule.

NOTE: At no point will we alter your exam, paper, or final grades due to any circumstances. So, at the end of the semester, if you are one point below the cutoff for an A, there is nothing that I or your TA's will do for you to raise your grade.

NOTE: YOU can determine your current grade in the course at any time by dividing your personal total number of points accumulated by the total number of points given out so far. Do NOT rely on Blackboard to do this; it typically gets it wrong.

Policies/Procedures:

- **Attendance Policy:** Classroom attendance is not required. However, research shows that one's grade is directly related to attendance. Further, several questions on each exam will come directly from class lecture. You do not need to notify the instructor of any absences. If you miss a class, it is up to you to request materials from a fellow student.
- **Computers/Electronic Devices in class:** I strongly encourage students to take notes in class. However, I do **NOT** allow students to use a computer to take notes during class, unless the student provides documentation that demonstrates his/her need to use a computer in class. Moreover, using cell phones to text and/or go online during class is rude and not allowed.
- **Lecture Slides:** I do not post content slides from my lectures online; however, I participate in Lecture Capture, which is a system that records and posts visual and audio information presented during lectures. You can review each lecture online, after it has been recorded. Additionally, before each exam, I will post a compiled list of each lecture's *Points of Emphasis* slide. Each slide outlines and organizes the major points of lecture. Think of this list as a study aid you can use to prepare for exams.
- **Extra Credit:** I offer three forms of extra credit opportunities throughout the course: 1. For in-class participation; 2. On the paper; 3. On the exam.

- **Empathy and Respect:** Please remember that some of the topics being covered are sensitive, especially given that some of us may have personal experience with some of the psychological constructs we are discussing. Because of the nature of class content and its potential personal relevance, please be mindful of word choice and try to be as kind and respectful as you can be in our discussions and questions about psychology and personality. Holding side conversations in class is also not acceptable. If you do not respect these rules, you may be asked to leave class.
- **Cheating, plagiarism, etc:** I will not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you cheat on an exam or plagiarize on a paper, you will automatically receive an F for the course and the appropriate authorities within the university will be notified. To be clear, **plagiarism occurs when you use someone else's text or ideas in your writing without citing that person as a reference.**
- **Academic Misconduct:** No form of reproduction or provision of my course materials, including but not limited to copying for personal use, sharing with current or prospective students, or posting on the Internet in open access or restricted selective spaces, is permitted. Related, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:
<http://www.uic.edu/depts/dos/docs/Student%20Disciplinary%20Policy.pdf>
- **Correspondence:** I encourage students to correspond with me via email. I will attempt to answer all student emails within three business days. If I have not responded to your email in three business days, please send me the email again.
- **Disabilities/Special Needs:** I am happy to accommodate special needs for students with disabilities. Students with disabilities should inform me of any needed accommodations. Those who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312-413-2103 (voice) or drc@uic.edu (email).
- **Extra Academic Support:** The Academic Center for Excellence (ACE) is a multifaceted academic support program designed to help UIC students accomplish their academic goals. ACE is open to all UIC students, from freshman through graduate level. ACE can be reached at 312-413-0031 or Suite 2900 in Student Services Building.
- **Additional Clinical Resources:** It is not unusual for topics covered in Psychology courses to elicit unexpected issues for students, whether it is for him/herself or for someone else. If you feel you, or someone you know, needs counseling, please contact the Counseling Center at 312-996-3490. All services are completely confidential and free. In addition, UIC has the Office of Applied Psychological Services (OAPS), an on-campus, sliding scale clinic (312.996.2540). UIC also offers an InTouch Crisis Hotline available every evening from 6:00pm to 10:30pm, at 312-996-5535.
- **Dropping the Course:** Only you, the student, can initiate the dropping of a course. You can drop a course through Banner up through **Friday, June 19** with no academic penalty and no 'W' (for Withdrawal) appearing on your transcript. Dropping the course after this date will result in receiving a 'W' on your transcript. You are limited to a total of four 'W's for your entire UIC career.

PSCH210 Summer 2015 Course Schedule:

Week #	Date	Topic	Associated Reading
1	6.16	Class overview and welcome; Review of paper assignment	N/A; N/A
	6.18	Observations and Theories	Chapter 1
2	6.23	The Scientific Study of People	Chapter 2
	6.25	Biological Foundations of Personality	Chapter 9
3	6.30	Behaviorism and Learning Approaches; Review for Exam #1; *Homework #1 due in class	Chapter 10; Points of Emphasis Slides; Homework #1
	7.2	Exam #1	
4	7.7	Personality Disorders	TBA
	7.9	Cognitive Theory	Chapter 11
5	7.14	Social-Cognitive Theory Social-Cognitive Theory: Applications; *Paper Outline Due, 1030am on Blackboard	Chapters 12, 13; Paper Outline
	7.16	Trait Theories of Personality; Review for Exam #2; *Homework #2 due in class	Chapters 7, 8; Points of Emphasis Slides; Homework #2
6	7.21	Exam #2	
	7.23	Phenomenological/Roger's Theory	Chapters 5, 6
7	7.28	Psychodynamic/Psychoanalytic Theory	Chapters 3, 4
	7.30	Assessing Personality Theory and Research;	Chapter 15
8	8.4	Review for Exam #3 *Homework #3 due in class	Points of Emphasis Slides; Homework #3
	8.6	Exam #3	
	8.7	*Final Paper Due, 5pm on Blackboard	See Paper Assignment

Reminder: *There is no final exam during exam week for this course.*