

UNIVERSITY OF THE INCARNATE WORD
School of Professional Studies
PSYC 3353 Personality
COURSE OUTLINE

Overview of the Course

Personality is a fascinating area of inquiry. The definition of personality varies greatly depending on the theoretical orientation or theorist. For example, some theorists conceptualize personality as a stable and enduring trait whereas others postulate it continually develops across circumstances or situations. Some researchers view personality as being solidified early in life while others suggest it is as being continually developed across the lifespan; some conceptualize personality as being genetically determined and others theorize it as something that is responsive to environmental influences. Regardless of the way personality is defined, it affects our interactions with other people and our self-concept.

Description of the course:

This course studies the theories of personality, with current research and applications to adult life. It explores therapeutic techniques of theorists and examines growth and mental health of adult personality changes. Prerequisite: PSYC 1301.

This course is part of: General Education Core Course This course may be offered in a face-to-face, blended and online format.

Outcomes	Assessments will be a combination of the following
<ol style="list-style-type: none">1. Define the basic concepts of the major theoretical perspectives of personality and critically analyze current research pertinent to the psychology of personality.2. Examine in depth the therapeutic techniques of major theorists and analyze, compare, and contrast a variety of personality theories.3. Develop knowledge regarding how society, history, genetics, gender, age, and culture influence personality development.4. Comprehend the moral and ethical underpinnings of major personality theories.5. Prescribe solutions to problematic situations based on major personality theories.	Written and/or oral discussion, examinations, class exercises, case studies, presentations (individual or group), or formal research based paper

6. Explore the growth and mental health of adult personality changes.	
7. Demonstrate appropriate use of technology.	

Course Outline

Week	Chapter Readings and Discussions	In Class and Homework Assignments
Week #1	Chapter 1: Introduction to Personality Theory	Homework/Class Activities/Quiz (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #2	Chapter 2: Freud: Psychoanalysis	Homework/Class Activities/Quiz (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #3	Chapter 9: Maslow: Holistic-Dynamic Theory	Homework/Class Activities/Quiz (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #4	Chapter 10: Rogers: Person-Centered Theory	Homework/Class Activities/Quiz (3) Course Materials Review and Discussion (2) Paper/Project Development (1) <i>Paper Outline Due</i>
Week #5	Chapter 12: Allport: Psychology of the Individual Chapter 13: McCrae and Costa's Five Factor Trait Theory	Homework/Class Activities/Quiz (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #6	Chapter 14: Eysenck: Biologically Based Factor Theory	Homework/Class Activities/Quiz (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #7	Chapter 16: Skinner: Behavioral Analysis	Homework/Class Activities/Quiz (3) Course Materials Review and Discussion (2)

		Paper/Project Development (1)
Week #8	Chapter 17: Bandura: Social Cognitive Theory	Homework/Class Activities/Quiz (3) Course Materials Review and Discussion (2) Paper/Project Development (1) <i>Submit completed research paper</i>

Total 48 hours

Note: Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic during the week. Its primary purpose is for accreditation. I just did not want you to be confused when you see them in the table below.

Grading Activities and Guidelines

Grading Standards:

Content Quizzes	50%
Discussion	20%
Research Paper/Project	15%
Assignments	15%
Total	100%

Grading Scale:

A	93 - 100	B-	80 - 82	D+	67 – 69
A-	90 - 92	C+	77 - 79	D	63 – 66
B+	87 - 89	C	70 - 76	D-	60 – 62
B	83 - 86	There is no C- grade at UIW		F	< 60

A and A- indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

B+, B, and B- indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

C+ and C indicates an acceptable grasp of the essentials of the course.

D+, D, and D- indicates less than average performance in the course.

F indicates failure to master the minimum essentials of the course. The course must be repeated.

Discussion:

Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present,

engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

Participation, Punctuality and Attendance: Requirements and Expectations for In-person Classes

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog: <https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies>
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of homework, tests, exams, and e-mail communication: Save for your records
- Assignments and homework with due dates: Expected to be turned-in on time

Academic Integrity Policy

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

UIW Course Policies, Guidelines and Accommodations

This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class.

Discussion Rubric:

Discussion Rubric				
Criteria	(0-60) Poor	(60-80) Fair	(80-90) Good	(90-100) Excellent
CONTENT	- Content is incomplete. - Major points are not clear and /or persuasive. - Questions were not adequately answered. Terms were not used	- Content is not comprehensive or accurate. - Major points are addressed, but not well supported. - Terms are sometimes used	- Content is accurate. - Major points are stated. - Terms are properly used	- Content is comprehensive and accurate. - Major points are stated clearly and are well supported.- Terms are properly used
CLARITY	Makes No Effort	Unclear and Vague	Lacks Some Clarity	Clear and specific
PUNCTUATION, SPELLING & APA STYLE	- contains numerous grammatical, punctuation, and spelling errors. - Language uses conversational tone and/ or slang. -References are not effectively used, and/or cited correctly according to APA style	- contains few grammatical, punctuation and spelling errors. - Language lacks clarity -Few the references are used effectively and/or cited correctly according to APA style.	- Rules of grammar, usage, and punctuation are followed with minor errors. Spelling is correct. -Most of the references are used effectively and/or cited correctly according to APA style	- Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure. -All of the references are effectively used and/or cited according to APA style
GRADE →				

Rubric for Course Papers:

Qualities & Criteria	Poor (0-80)	Good (80-90)	Excellent (90-100)
Format/Layout <ul style="list-style-type: none"> Presentation of the text Structuring of text Follows requirements of font and style <p><i>(Weight 10%)</i></p>	Follows poorly the requirements related to format and layout.	Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.	Closely follows all the requirements related to format and layout.
Content/Information <ul style="list-style-type: none"> All elements of the topics are addressed The information is technically sound Information based on careful research Coherence of information <p><i>(Weight 65%)</i></p>	The essay is not objective and addresses poorly the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues.	The essay is objective and for the most part addresses with an in-depth analysis most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.	The essay is objective and addresses with an in-depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.
Quality of Writing <ul style="list-style-type: none"> Clarity of sentences and paragraphs No errors and spelling, grammar and use of English Organization and coherence of ideas <p><i>(Weight 15%)</i></p>	The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The essay is badly organized, lacks clarity and/or does not present ideas in a coherent way.	The essay is well written for the most part, without spelling, grammar or use of English errors. The essay is for the most part well organized, clear and presents ideas in a coherent way.	The essay is well written from start to finish, without spelling, grammar or use of English errors. The essay is well organized, clear and presents ideas in a coherent way.
References and use of references <ul style="list-style-type: none"> Scholarly level of references 	Most of the references used are not important, and/or are not of good/scholarly quality. There is not	Most of the references used are important, and are of good/scholarly quality. There is the minimum	All the references used are important, and are of good/scholarly quality. There is the minimum of required

<ul style="list-style-type: none"> • How effective the references are used in the essay • Soundness of references • APA style in reference list and for citations <p><i>(Weight 10%)</i></p>	<p>the minimum of required scholarly resources, and/or they are not used effectively in the essay. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.</p>	<p>of required scholarly resources that are for the most part used effectively in the essay. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>	<p>scholarly resources that are used effectively in the essay. All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>
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Overriding criterion: Originality and authenticity. If the essay is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as an F.

If paper does not meet length requirement, instructor has the right and will deduct additional points proportionate to the length of the work submitted.