

## College of Social Science, PSYC 3900-02 Personality Theories, Section 02 Fall 2019

### Instructor Information

Instructor: **Lisa M. Osbeck, PhD**  
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### Support for courses

\*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

#### [CourseDen D2L Home Page](#)

<https://westga.view.usg.edu/d2l/home/1839024>

[CourseDen Help](#) (8 AM – 5 PM)  
Call: 678-839-6248 or 1-855-933-8946 or  
email: [online@westga.edu](mailto:online@westga.edu)

[24/7/365 D2L Help Center](#)  
Call 1-855-772-0423

[University Bookstore](#)

#### [Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

[counseling@westga.edu](mailto:counseling@westga.edu)

### Course Information

#### Course Description

This course examines the major theories of personality and motivation. The major concerns to be addressed are the nature and purpose of the personality-theorizing activity and its relationship to the theorizing person.

#### Course overview:

The field of personality psychology involves study of basic psychological structures and processes as well as study of systematic differences between persons. We will discuss various way of conceptualizing personality and focus on comparing theoretical frameworks and models for understanding the development and maintenance of personality.

The object of our study is to become well acquainted with the major assumptions of each model of personality, the aspects of human nature it is able to address, as well as the limitations of each approach. We will concern ourselves with the not only the ideas forwarded, but the social/historical context of personality theories and the life context of individual theorists in addition to understanding the specifics of the theories themselves. We will also perform personality case studies using qualitative analysis and text analysis. Formal and informal opportunities to apply theories to your own personality will also be a feature of the course.

## Texts, Readings, Instructional Resources, and References

### Required Text(s)

1. *Personality Theories Workbook* 5th (fifth) Edition by Ashcraft, Donna (2011)
2. An autobiography of your choice (e.g., Michelle Obama, *Becoming*, 2018)

All additional readings are available online, in the library, or on CourseDen

We will be reading a set of original source materials (articles and chapters) relevant to each topic covered. These readings are difficult to understand without effort and concentration. You will have time in class to discuss readings with other students and the professor to enhance your understanding and application of readings. Instructions for accessing each reading will be provided.

These additional readings are either available as PDF files on CourseDen, through library links, or through online resource, especially York Classics [<http://psychclassics.yorku.ca>]

You will need the current library password and your ID barcode if you are searching off campus.

**Optional text:** Some students may find it helpful to purchase a standard textbook on personality theory to use as scaffolding for the assigned readings. For example:

Schultz & Schultz: *Theories of Personality*, 10<sup>th</sup> Edition

If you wish to purchase a supplemental textbook, you are free to order any text on Personality Theories published after 2009. You may check with me on the author and edition.

## Course Objectives and Learning Outcomes

By completing all reading, actively engaging with lectures, participating actively in group assignments and completing the journal assignment, the student should be able to:

- Identify and analyze important differences between theories.

- Describe the contexts, personal, historical, and social in which theories emerge, and to evaluate each theory with consideration of these contexts.
- Apply concepts and models derived from the theories as a basis for understanding one's own personality.
- Demonstrate knowledge of basic principles of questionnaire development relevant to the study of personality.
- Demonstrate ability to read complex original sources and analyze their meaning in relation to enduring psychological questions.
- Be able to characterize *personological* methods and concepts as an approach to personality description.

## Assignments

Assignment name	Description	Due Date	Points
<b>Quizzes</b>	<p>Multiple Choice, Short Answer, or Written Response Application</p> <p>These quizzes will be given after the lecture. You will be given time to organize your notes and you may use the notes you take in class to answer the quiz questions.</p> <p>You <b>may not</b> use phones, laptops, or other electronics. You are advised to take notes while reading and organize your notes carefully in order to make effective use of the time allotted for each exam.</p>	<p>After 12 lectures</p> <p>(will count the best 10)</p>	<p>2 points</p> <p><b>10 X 20 = 20</b></p> <p>*No make-up quizzes</p>
<b>Exams</b>	<p>Exam 1 to be completed on COURSEDEN outside of class (Available Wednesday-Sunday);</p> <p>Exam 2 to be completed in class (you may bring notes and your biography)</p> <p>Exam 3: Completed on CourseDen</p> <p>All exams will require integration of material from lectures and assigned</p>		<p><b>3 x 15 =45</b></p>

Assignment name	Description	Due Date	Points
	<p>reading for the section of the course indicated on the schedule. You will be asked about the content and application of theories as well as comparison of theories to one another. *At least one question on each of the exams will be based on the autobiography you select.</p> <p>5-10 Essay questions per exam (10-20 points/question)</p>		
<p>Lab Assignments (GROUP WORK)</p>	<p>You will work in a group of 3-4 on a variety of in-class assignments that will help you apply lecture and assigned reading. Assignments may involve developing questionnaires, writing or analyzing case studies, or sharing personal experience related to the theory under consideration. You will turn in one assignment for your entire group.</p> <p>At times you will be asked to share the responses you prepare with the class to stimulate discussion.</p> <p>We will also use lab time to help with understanding the assigned readings.</p> <p>RUBRIC:</p> <p>2 pts: Engaged participation in lab and thorough response to assignment.</p> <p>1 pt: Completed assignment in a rushed or insufficient way. (Note:</p>	<p>There will be a 12 lab assignments.</p> <p>(will count best 10 lab grades.)</p>	<p><b>10 x 2 =20(0)</b></p>

Assignment name	Description	Due Date	Points
	<p>This will include groups using lab time to look at phones and “check out” of group process.</p> <p>0: Did not attend/complete assignment</p>		
<p><b>Personal Application Journal</b></p>	<p>You will ‘test’ the relevance of each of the theories covered by applying central concepts to your own life.</p> <p>You should have at least <b>10</b> journal entries (chosen from the options below) with at least one page dedicated to each theory covered:</p> <ol style="list-style-type: none"> <li>1. <i>Freud: Affect-trauma model</i></li> <li>2. <i>Freud: Topographical model</i></li> <li>3. <i>Freud: Structural model</i></li> <li>4. <i>Jung: Structure of Psyche</i></li> <li>5. <i>Jung: Typology</i></li> <li>6. <i>Adler</i></li> <li>7. <i>Horney</i></li> <li>8. <i>Biological/trait theories</i></li> <li>9. <i>Operant Conditioning</i></li> <li>10. <i>Observational Learning</i></li> <li>11. <i>Humanistic</i></li> <li>12. <i>Personal Construct Theory</i></li> </ol> <p>For each journal entry, you will summarize what you consider to be some of the most important concepts from that theoretical perspective and apply at least some of the concepts to your own life. (e.g., for Freud’s structural model, you might describe the nature and function of the super-ego and describe how your own personality patterns could be described with reference to super-ego functions).</p> <p>Your journal should also include a few paragraphs at the end that reflect on which theories were most meaningful to you and any that you</p>	<p>Feb. 27</p>	<p><b>15 X 1</b> <b>= 15</b></p>

Assignment name	Description	Due Date	Points
	<p>did not find helpful, along with the reasons this is so.</p> <p>Rubric: 1 pt for each of 10 entries. Additional 5 points for high quality content and for summative essay at end of journal.</p>		
<b><i>TOTAL</i></b>			<b><i>100</i></b>

## Grading Information and Policy

Grading structure and point scale

90-100	90- 100%	A
80- 89	80- 89%	B
70-79	70-79%	C
60-69	60-69%	D
<60	<60%	:(

## Grading Rubrics

Included in Description of Assignments

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy.

## Communication Rules

### Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.

- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

## Expected Response Times

I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

## Class Schedule Information (separate document)

## Course and UWG Policies

### Attendance Policy:

Students are expected to attend all classes unless permission is explicitly granted in advance. The instructor reserves the right to lower the student's grade after two unexcused absences. There are no make-up quizzes, so if you need to miss class you will miss the quiz for that day.

### Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

## Additional Support Information

### Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [Technology Requirements](#).

### Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is [cas@westga.edu](mailto:cas@westga.edu).

## Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

## Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

- **CourseDen D2L Home Page**  
<https://westga.view.usg.edu/>
- **CourseDen Help** (8 AM – 5 PM)  
<https://uwgonline.westga.edu/uwg-online-student-help.php>  
Email: [online@westga.edu](mailto:online@westga.edu)
- **24/7/365 D2L Help Center**  
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**  
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**  
<https://www.westga.edu/administrativ/vpaa/common-language-course-syllabi.php>
- **UWG Cares**  
<http://www.westga.edu/UWGCares/>
- **Accessibility Services**  
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**  
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **UWG Accessibility Statements for Technology**  
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>



## SCHEDULE OF TOPICS AND ASSIGNED READING

**\*HEADINGS IN BLUE CORRESPOND TO CONTENT HEADINGS ON COURSEDEN, WHERE YOU WILL FIND LINKS TO ALL ASSIGNED READINGS**

### AUGUST

14 Introduction to course

### FOUNDATIONAL ISSUES

19 Foundational issues in personality theory  
Group assignments

### PSYCHOANALYSIS

21 Freud: Background to Psychoanalysis;  
Affect Trauma model

26 Freud: Topographical model

28 Freud: Structural model

### SEPTEMBER

4 **EXAM 1 DUE** (TAKE ON COURSEDEN)  
Jung: Structure of Psyche

### NEOANALYTIC APPROACHES

9 Jung: Typology

11 Adler

16 Horney

18 **EXAM 2** (IN CLASS); Biological approaches

### TRAIT AND LEARNING THEORIES

23 Trait theory (includes Five factor)

25 Learning Theories

### THIRD FORCE ALTERNATIVES

30 Humanistic Theories

## OCTOBER

- 2 Personal Construct Theory; Narrative approaches to Personality
- 7 Course Wrap-up: **APPLICATION JOURNALS DUE**
- 8 **EXAM III DUE (take on CourseDen)**

**All students are expected to attend class regularly, to come prepared to discuss assigned readings, to actively participate in discussions, and to complete assignments on time. The instructor reserves the right to lower the student's grade if any of these expectations are not met.**

**\*\*\*\*Under no circumstances will deliberate plagiarism be tolerated. The instructor reserves the right to assign a failing grade to the assignment or the course, depending on the severity of the plagiarizing activity, and/or to take the matter to university authorities.**