

# **Psychology 4467-01**

## **Personality Theories**

MWF, 1-1:50pm, HS 111B  
Bemidji State University, Fall 2018

Instructor: Dr. Kathryn Klement, aka Dr. K  
Hours and Office: MWF 11am-1pm, R 1-4pm in HS 209, or by appointment  
Email: Kathryn.klement@bemidjistate.edu

**Content Note** I have a feminist perspective on the world, and that perspective will influence how I choose to teach this class. What does that mean? That means that our discussions of the science, research, and topics of personality will include examinations of power dynamics, such as gender and racial inequalities. Some of the topics we will discuss may challenge your worldview and your values. This is a safe space, where we will recognize everyone's opinions. *However, statements that are disrespectful to another's opinions will not be tolerated.*

### **BSU Course Description**

Introduction to major theories of personality and related research. Prerequisites: PSY 1100, PSY 2217, PSY 3401, and PSY 3402, or consent of instructor. 3 credits.

### **Actual Course Description**

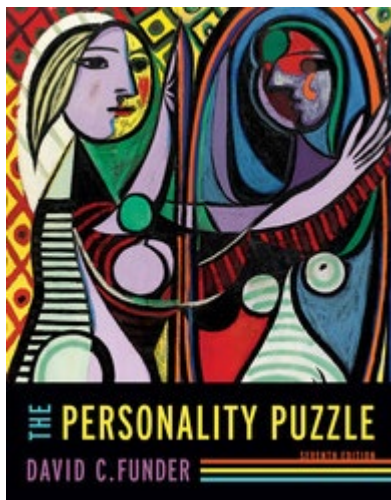
This course is going to cover how humans express themselves and view themselves both in different situations and across time. This is fun stuff! Do we really have a subconscious that expresses itself in weird ways? Do people's personalities change based on their birth order? Can we predict who will become a serial killer based on their personality? Is personality fixed or changeable? These are just some of the questions we'll be answering this semester.

This course is also about how personality psychologists think, what they actually do, and what the results of their research actually mean. I hope to make you critical thinkers, so that when you see a Huffington Post article about how smelling farts will help to prevent cancer, you're motivated to find the actual research and learn that there's more to the story. Like how the actual study was about introducing small amounts of hydrogen sulfide into mitochondria, and the practical implications of what happened. It is also my hope that you are able to learn more about yourself, and find real-world applications for the topics we discuss. Personality impacts all social interactions, so I expect everyone to relate to at least something in this class.

## Learning Outcomes

After completion of the course, students should be able to:

1. Understand the role of research in theory development.
2. Demonstrate the ability to conduct an extensive literature search on a topic related to personality theory and to compile the results of their search into a professional paper.
3. Be able to use those perspectives when analyzing human personality.
4. Be able to identify the place of personality theory in clinical training, assessment, and practice.
5. Be familiar with the major theoretical perspectives on personality,
6. Be able to develop critical strategies for evaluating a theory's contribution to the scholarly literature.
7. Be familiar with gender, cultural, and biological influences in theories of personality.



### **Required Materials**

Funder, D. C. (2015). *The personality puzzle*. (7th ed.). New York: W.W. Norton.

Ebook is available for purchase for \$55.00 from the [publisher](#) (hard copies are more expensive).

Ebook is available for rent for \$54.00 and purchase for \$90.00 on [Amazon](#), and hard copy is available for rent for \$24.48 and purchase for starting at \$89.99.

## **Policies**

**General class format:** You will be able to access the rest of the D2L course after you complete the Syllabus Quiz with 100%, which you can find in the Start Here module. In general, all assignments are due on Sundays at 11:59PM; check the schedule for dates.

**Meetings and communication:** If you have questions or concerns about the class, or psychology in general, please feel free to contact me. As a first step, you can approach me before or after class, and definitely during my office hours (see above). If you would like to talk with me about a personal issue or have a question after hours,

please use the Instant Message option in D2L (you can find this at the top right of the page when you're in D2L). I will try to respond to all messages within 48 hours.

As a last resort, you can send me an email (*Kathryn.klement@bemidjistate.edu*) and I will try to respond within 48 hours. If you're using email, please keep in mind the following email etiquette guidelines: (1) check the syllabus or D2L before asking questions, (2) indicate the course in the subject line and topic (e.g. PSY 4467 Assignment Question), (3) use proper grammar/punctuation, and (4) use a salutation (that's the "Hello Dr. K or "Dear Dr. K" part) and sign your name.

**Expectations of feedback:** As I mentioned above, I will respond to questions on D2L or email within 48 hours. For the homework assignments that require grading, I will provide feedback and grades within 1 week of the deadline. There is no midterm exam, but at the midpoint, I will give you an update of how your grade is doing. If you have questions and would like more immediate feedback, come to my office during my office hours.

**Attendance policy:** Class attendance is expected and represents the first step in successfully completing this course. Active enrollment in this course includes attending class, completing and turning in assignments, participating in class discussions, studying, and thinking about the material covered both by the textbook and by me during lecture. While attendance is not graded numerically, good attendance and participation in class discussions would give a favorable impression when I am deciding borderline grades.

Additionally, if you are unable to come to class on days that assignments are due (for any reason whatsoever), your absence may not be used as an excuse, because all assignments must be handed in over D2L.

**Reading the textbook/taking notes:** You should be reading the textbook. It is full of personality research awesomeness. It's important for you to read the textbook because the point of this class is to learn about what influences our personalities. You should also be taking notes during lecture; each module has a set of handouts to help with note-taking during the lectures.

**Submitting assignments:** All assignments and anything that you are turning into me should be turned in via D2L. And again, everything's due on Sundays at 11:59PM.

**Late assignments:** I will accept late assignments. However, each day the assignment is late, 10% is deducted from the highest score you can earn (so, turning in a paper 2 days late = the highest you could earn was an 80%). This also means that assignments turned in 10 days late are effectively 0s. The only exception to this is if you have made arrangements with me at least 24 hours prior to the due date.

**Academic integrity:** Do not cheat or plagiarize. Do not work with other students on the quizzes. If you're not sure what counts as plagiarism, please ask. If you're not sure whether or how to cite something, ask me! (As a quick tip, copying and pasting something you find on the internet into a paper you then submit without citing that source is plagiarism.) There is more information about using APA to cite sources in the Resources module. More officially:

**Bemidji State University Statement of Academic Integrity:** You are expected to practice the highest standards of ethics, honesty, and integrity in all of your academic work. Any form of dishonesty (e.g., plagiarism, cheating, misrepresentation) will result in disciplinary action. Possible disciplinary actions may include failure for part or all of a course, as well as suspension from the university.

**Expectations of students:** I expect that all students treat each other with respect and conduct academic work in a spirit of cooperation. All assignments should be typed (12-point font, double-spaced) and follow APA format (within reason – not everything requires a title page and a references page; I'll let you know if/when I expect that). \*\*For every submission that requires an upload, please submit only a .doc/.docx or .pdf format.\*\*

**Expectations specifically about electronics:** We'll occasionally be using websites like Mentimeter and Kahoot in class, so it might be helpful for you to have access to a computer or mobile device. While I understand the pull of social media, etc., during lectures, please only use your electronics for note-taking or class participation. There is research indicating that using electronics in the classroom for non-class things can lower your grade by half a letter grade (Duncan, Hoekstra, & Wilcox, 2012). It's also really easy to get distracted by someone else's unsanctioned use of electronics. So be a courteous classroom citizen and only use electronics for good.

**Accommodations for disabilities:** I am happy to provide special accommodations for students with documentation of a disability. BSU/NTC is committed to making all educational programs, course materials, services and activities sponsored by the

College/University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. Call them at (218) 755-3883 or email at [disabilityservices@bemidjistate.edu](mailto:disabilityservices@bemidjistate.edu). This information is also available through Minnesota Relay Services at (800) 627-3529.

If you do not have a documented disability, but you do have a life situation that can make school difficult for you (e.g., chronic pain, caregiving responsibilities), please talk to me so that we can make any needed arrangements. You only need to disclose as much as you want. My purpose as a professor is to facilitate your learning about personality theories, not to audit your life.

**Mental health and counseling:** Students may experience mental health concerns or stressful events that may lead to diminished academic performance. If that's you, you are not alone! The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor and their number is (218) 755-2053.

It's unlikely we'll have many conversations about sensitive topics in this course. However, I will always try to give a heads-up if I will be discussing content like sexual violence, suicide, or other potentially triggering subjects. Please take care of yourself and determine whether you need to excuse yourself for those topics.

**BSU Psychology Department diversity statement:** The Department of Psychology at Bemidji State University is dedicated to preparing students who will apply their psychological knowledge in an increasingly diverse world. We strive to create and sustain a welcoming, supportive and inclusive environment for students, faculty and staff of all races and ethnicities, genders, sexual orientations, ages, socioeconomic backgrounds, abilities, and religions.

Accomplishing this mission requires a broad range of perspectives and backgrounds. Diversity enriches both our department, and the science of psychology, and our local and global communities. We strive to cultivate an inclusive community that values diverse questions, viewpoints, approaches, and participants to foster ingenuity, challenge biases, and promote intellectual growth.

**Withdrawal:** After the fifth day of class (**8/31**), withdrawing will lead to a *W* on your transcript. Please check your eServices course schedule page for the last date to

withdraw. You can also contact Records and Registration with questions about withdrawing from the course or check out their [page on withdrawing and dropping](#).

## **Assignments and Grading Criteria**

### **Total points:**

There are five different ways to earn points in this class. The point distribution is listed below:

30 points	Initial Reflection Paper
340 points	Reading Quizzes
150 points	In-Class Activities
100 points	Personality Fact Sheet
30 points	Final Reflection Paper
<b>650 points</b>	<b>Total possible points for course (minimum)</b>

**Extra credit:** There will also be opportunities for extra credit that will arise throughout the course. For example, once in the middle of the semester, and then at the end of the semester, I will provide a link to a Qualtrics survey for you to evaluate how the course is going so far. If you complete the evaluations, you can add your name to a second (unrelated) survey and receive 5 bonus points. However, do not count on using extra credit to make up for not doing your best on the rest of the class assignments.

### **Grading Scale by Percentage (and Points):**

A = 90-100 (585-650)

B = 80-89 (520-584)

C = 70-79 (455-519)

D = 55-69 (357-454)

F = <54 (<356)

### **Initial Reflection Paper**

At the beginning of the semester, you'll write a brief (1-2 pages, double-spaced) paper designed to help you think about your perspective on personality, both more broadly and your own personality development. What do you think are the biggest impacts on how our personalities develop? Can they change over our lifetimes? Is there a biological component to personality? You can find a rubric on D2L in the Resources module.

*The Initial Reflection Paper is worth 30 points.*

### Chapter Quizzes

There will be a chapter quiz available for every chapter (keep in mind that any given module can have more than one chapter). Each chapter quiz will be 20 multiple-choice items, worth 20 points each. There is no time limit for these quizzes, and you will be able to complete them up to 2 times, with your highest grade being recorded.

*Chapter Quizzes are worth 340 points in total.*

### In-Class Activities

For each individual class, I will be combining lecture with active learning opportunities and class discussions. This course will be a lot more awesome if we get input from everyone. To give folks credit for coming to class and participating in these (super-fun, I promise) activities, I'll be taking roll one (random) day each week, and if you sign the roll, you'll get 10 points.

*In-Class Activities are worth 150 points in total.*

### Personality Fact Sheet

The big project you'll be working on throughout the semester is a Personality Fact Sheet. Rather than doing a research paper or project, you'll be investigating a question you have about personality, and creating a one-page fact sheet with the answer. There will be intermediate steps related to your fact sheet. At the end of Module 1, you'll select the question you'd like to answer (5 points); then you'll complete a literature search for 3 peer-reviewed academic articles to help answer your questions and submit an APA-formatted list of your sources at the end of Module 4 (15 points); at the end of Module 5, you'll submit an annotated bibliography of those sources (30 points); during Module 7, you'll peer review another classmate's fact sheet (10 points); and finally submit your final version at the end of the semester (40 points).

You can find more information, including how to search for peer-reviewed scholarly articles, how to write annotated bibliographies, examples of fact sheet formats, and rubrics for these steps in the Resources module.

*The Personality Fact Sheet is worth 100 points in total.*

### Final Reflection Paper

At the end of the course, you will write a reflection paper. I want you to think about your own personality and what you have learned over the course of the semester. What theory or theories seem the most credible to you? What stable personality qualities do you think you have? How do you think your personality developed? Your paper should be 1-2 pages, double-spaced. More information, as well as a rubric, can be found on D2L.

*The Final Reflection Paper is worth 30 points.*

The following is a brief schedule of modules in the course. Please refer to the specific modules for more details about the assignments.

<b>Module</b>	<b>Dates</b>	<b>Content</b>
<b>1</b>	8/27 – 9/2	Introduction to Personality (Ch 1) Due: Syllabus Quiz; Ch 1 Quiz; Initial Reflection Paper
<b>2</b>	9/3 – 9/16	Methods in Personality (Ch 2-3) Due: Ch 2-3 Quizzes, Question Selection
<b>3</b>	9/17 – 10/7	Personality as Traits (Ch 4-7) Due: Ch 4-7 Quizzes
<b>4</b>	10/8 – 10/21	Personality as Biology & Genetics (Ch 8-9) Due: Ch 8-9 Quizzes; Source List
<b>5</b>	10/22 – 11/4	Personality as Unconscious Desires (Ch 10-11) Due: Ch 10-11 Quizzes; Annotated Bibliography
<b>6</b>	11/5 – 11/18	Personality as Lived Experiences (Ch 12-13) Due: Ch 12-13 Quizzes; Draft of Fact Sheet for Peer Review
<b>7</b>	11/19 – 12/14	Personality as Social Cognition & Behavior (Ch 14-17) Due: Ch 14-17 Quizzes; Fact Sheet; Final Reflection Paper