

Psychology 4467-90

Personality Theories

Online

Bemidji State University

Instructor: Dr. Kathryn Klement, aka Dr. K
Hours and Office: By appointment, virtual office hours Thursdays 11am-12pm
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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

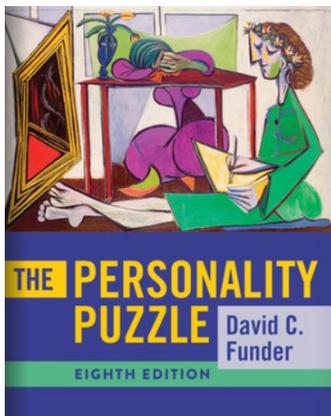
This course is going to cover how humans express themselves and view themselves both in different situations and across time. This is fun stuff! Do we really have a subconscious that expresses itself in weird ways? Do people's personalities change based on their birth order? Can we predict who will become 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*. (8th ed.). New York: W.W. Norton.

(OPTIONAL) InQuizitive license via W.W. Norton.



Policies

General class format: The rest of the course will be available after you complete the Syllabus Quiz with 100%. However, all quizzes and assignments are due on Sundays at 11:59PM at the end of their module.

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, please post in the Muddiest Point D2L discussion forum, unless your question is personal or sensitive. If you would like to talk with me about a personal issue, 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, either in the Muddiest Point forum or Instant 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 3367-90 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, contact me during my virtual office hours on Thursdays from 11am-12pm.

Attendance policy: Since this is an online class, you don't have to worry about synchronous attendance! Study and take quizzes when and wherever, dressed however you like!

If you run into any issue maintaining the pace of the course or completing assignments, please contact me as soon as you can! I am happy to work around personal emergencies, but I need to know about them quickly, so we can make alternate arrangements. I won't be able to accommodate you if you contact me after the beginning of the last week of the course (12/3).

Synchronous check-ins: A few times throughout the course, I'll be hosting meetings on Zoom. The purpose of these meetings is to check in and see how everyone is doing, as well as answer specific assignment-related questions. These meetings are not required but may be good for you to connect with me and other students.

Reading the textbook/taking notes: You should be reading the textbook. It is full of awesome data and studies in social psychology. It's important for you to read the textbook because the point of this class is to learn about social psychology. You should also be taking notes during lecture; each module has a set of handouts to help with note-taking during the lectures.

Module check-ins: At the beginning of the second week of each module, I will have a D2L survey available in an announcement. Your responses will be completely anonymous and the surveys will have questions about how you're feeling about the material (like, "I am still a little confused about the module content" and "I understand

the module content”) as well as an open-ended question where you can let me know what you’re struggling with in the module and if I can clear anything up with a quick video. I highly encourage you to fill out each survey so I can make sure that I’m answering folks’ questions.

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 work: I will accept work assessments until the end of their respective modules with no grade penalty. This includes discussion posts and module assignments. Without prior arrangements that you make with me in advance (say, you get wiped out by the flu for a week and need an extension), any assessments that aren’t completed by the end of their module will receive a “No evidence” rating, and I won’t be able to use them to determine your module-level grade. What that means in practice is that when it comes time to calculate your final grade, I’ll only be able to use what assessments you’ve completed to see how well you’ve demonstrated mastery over the material. Please check out the “Grading for Mastery, Not Points” video and the Grading Philosophy section below for more information about the grading system.

Turning in assessments on time will help you complete all the material (digging yourself out of a pile of late work can be daunting!) and it will also allow me to provide feedback that you can use to improve subsequent assessments. There are a few deadlines for the Research Project Portfolio that are important to make, but the assignments themselves do not have any corresponding points. I highly recommend you stick to these deadlines, too, so that you don’t have to worry about doing a bunch of work all at the end of the semester, and also so that I can provide feedback to help you strengthen your final project.

Academic integrity: It’s very important that everyone does their own work so that their grades are an accurate reflection of their learning and progress. There are two major types of violations of academic integrity: cheating and plagiarism. Cheating means submitting someone else’s work as your own or looking up the answers to assessments online instead of responding based on your knowledge. Relatedly, plagiarism is submitting someone else’s work without giving credit. 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.

If I suspect someone of violating this policy, I will have a conversation with them and decide on a course of action. That might entail redoing the assignment, writing a reflection paper about why academic integrity is important, or something else. This is not designed to be punitive – I want everyone to be able to learn and demonstrate their learning via the assessments.

You can find the official BSU policy in the [Student Code of Conduct](#).

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.****

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. 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 psychological research methods, 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.

Basic needs statement: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students, Travis Greene (travis.greene@bemidjistate.edu) for support. Furthermore, please let me know, too, if you are comfortable in doing so; I may be able to get you in contact with other resources around campus.

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.

Land acknowledgement: Bemidji State University acknowledges that the land we are meeting on today is the original homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here, and we honor and respect the many diverse Indigenous peoples still connected to this land on which we gather, their retained sovereignty, and unbroken linguistic and cultural thriving.

Withdrawal: After the fifth day of class (**6/5**), 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](#).

My Grading Philosophy

The grading philosophy for this course is going to be a little different than what you may be used to. There are no quizzes or exams and all assessments are intentionally planned to be able to show your mastery of the material. That is, the lecture videos,

textbook readings, and activities are all designed to help you meet the learning objectives for the course and for each individual module.

Instead of grading on a 100-point scale, all assessments will be graded on a 4-point scale. Rather than percentages, think of how the GPA scale looks instead. Each “letter grade” represents a spot on a spectrum of competency (see below). The grading rubrics demonstrate how I will evaluate each assessment to help you see where you fall in mastering a given module’s concepts.

Point value	4	3	2	1	0
Letter value	A	B	C	D	F
	Exceeding expected level of competence	Meeting expected level of competence	Moving toward expected level	Needing major improvement	No evidence
Description	This is the grade you would earn by going above and beyond the basic mastery of material.	This is the grade you would earn by displaying basic mastery over the material.	This the grade you would earn by showing you’ve almost mastered the material, but not quite.	This is the grade you would earn by showing you haven’t mastered the material and still need time to get there.	This is the grade you would earn by not completing work or by showing a total lack of mastery of the material.

To determine final grades, I will audit each person’s level of mastery over the course concepts. Final grades will represent the average mastery across the course. For more information about this grading philosophy and how it will work in practice, please refer to the “Grading for Mastery, Not Points” video in the Start Here module.

*Please note, too, that because grades will be based entirely on the evidence of mastering course concepts, I’m not offering extra credit opportunities anymore.

What You’re Doing in the Course

There are 3 different ways to show mastery in this course: (1) module discussion questions; (2) module assignments; and (3) the personality research project. There are

also some optional ways that you can practice and strengthen your knowledge and skills: (1) review quizzes; and (2) InQuizitive.

Module Discussion Questions

Most weeks, I will post a discussion question designed to complement the course material and stimulate conversation about various issues in personality research. There will be 13 discussion questions. There are two parts to the questions: your initial response to the prompt and your response to another classmate's post. Thus, there are two deadlines associated with the discussion questions, in order to make sure that everyone has time to respond to someone else. Initial posts are due on Friday nights at 11:59pm, and response posts are due Sundays at 11:59pm. Please check out the rubric attached to each discussion question to see my expectations for posts. I also have a "How to Write Good Discussion Posts" document in the Resources module.

Module Discussion Questions are all graded on the 4 point scale (see above).

Module Assignments

Each module will contain 1-2 assignments that help to reinforce and apply module concepts. In total, there are 13 module assignments. These will always be due at the end of the module, though working on one per week will help with time management. Please check out the rubric attached to each assignment to see my expectations for them.

Below is the list of assignments:

1. M1A1 – PsychINFO Scavenger Hunt
2. M2A1 – Correlational and Experimental Studies
3. M2A2 – Interpreting the TAT
4. M3A1 – Helping a Friend
5. M3A2 – Self-Monitoring
6. M4A1 – The Ethics of Lobotomies
7. M4A2 – Biology vs. Psychology
8. M5A1 – Freudian Slips
9. M5A2 – Jungian Archetypes
10. M6A1 – Experiencing Flow
11. M6A2 – Assessing Multigroup Ethnic Identity
12. M7A1 – Personality Disorders
13. M7A2 – Perspectives on Personality

Module Assignments are all graded on the 4 point scale (see above).

Personality Research Project

The major project of the semester will comprise each person working to demonstrate their mastery of course concepts in the form of a research project. Throughout the course, each person will collect a series of data (representing the four types of data: (1) self-report; (2) informant; (3) life experiences; and (4) behavioral observations – we'll learn about these in Module 2) that they will analyze. While the full project is not due until finals week, there will be interim deadlines throughout the semester so that we can keep on track and I can provide feedback on your written assignments. You can find more information about this project in the "Personality Research Project" video in the Start Here module and the assignment folders for each component.

The final project will include: (1) a literature review examining a chosen theoretical perspective of personality, like humanistic perspective; (2) an analysis of the data you collected over the semester, with conclusions drawn using your theoretical perspective; (3) an analysis of the reliability and validity of the data you collected; and (4) an evaluation of the theoretical perspective's strengths, weaknesses, and utility for interpreting personality data.

These are the separate assignments associated with this project:

1. Topic Selection
2. Literature Search and Annotated Bibliography
3. B Data Collection
4. S Data Collection
5. L Data Collection
6. I Data Collection
7. Rough Draft
8. Final Draft

The Research Project Portfolio is graded on the 4 point scale (see above).

Remind

We're going to use the Remind app this semester to help with the Personality Research Project. Remind is an app that lets us communicate directly without needing to exchange contact information. You can find



more information about it here: <https://help.remind.com/hc/en-us/articles/201342445-What-is-Remind->.

In particular, I'll be using it to ping you for the B data collection during Module 3. You should have received an email invitation to our class on Remind. If you haven't gotten the invitation, please let me know!

Optional: Review Quizzes

In each module, there are several short review quizzes (either 5 items or 10 items per quiz) that are designed to help test you on concepts that will be in a specific assignment. For example, the Projective vs. Objective Tests (M2A2) review quiz is a 5-item quiz that reviews the types of tests discussed in Chapter 3, and completing this quiz with a high score will prepare you for completing M2A2. These quizzes are optional, but I encourage you to complete them, especially if you are feeling not quite confident about answering the questions for a specific mini-experiment.

Optional: InQuizitive

InQuizitive is a web-based application created by the textbook publisher, WW Norton, that helps to reinforce concepts we're learning in class. While you can sign up for a free 21-day trial, to access the platform for longer than 3 weeks, you'll need to purchase a license (\$25, unless you got the license with your textbook). I provide a link to IQ questions in each module, and have created a student set number: **XXXXXX**.

InQuizitive is not required, but you might find it helpful to test yourself on the material, particularly in a gamified, dynamic way. If you use it, remember that none of your scores will count toward your final grade – it is 100% optional. You can find more information about it here: <https://wwnorton.com/inquizitive>. If you're interested in purchasing a license, you can do that here: <https://digital.wwnorton.com/puzzle8>.

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

Module	Dates	Content
1	8/26 – 9/1	Introduction to Personality (Ch 1) Available: Ch 1 Lectures & Notes Due: Syllabus Quiz; M1D1; M1A1
2	9/2 – 9/15	Methods in Personality (Ch 2-3) Available: Ch 2-3 Lectures & Notes Due: M2D1; M2D2; M2A1; M2A2; Annotated Bibliography
3	9/16 – 10/6	Personality as Traits (Ch 4-7) Available: Ch 4-7 Lectures & Notes Due: M3D1; M3D2; M3A1; M3A2; B data collection
4	10/7 – 10/20	Personality as Biology & Genetics (Ch 8-9) Available: Ch 8-9 Lectures & Notes Due: M4D1; M4D2; M4A1; M4A2; S data collection; L data collection
5	10/21 – 11/3	Personality as Unconscious Desires (Ch 10-11) Available: Ch 10-11 Lectures & Notes Due: M5D1; M5D2; M5A1; M5A2; I data collection
6	11/4 – 11/17	Personality as Lived Experiences (Ch 12-13) Available: Ch 12-13 Lectures & Notes Due: M6D1; M6D2; M6A1; M6A2; Rough draft for Personality Research Project
7	11/18 – 12/15	Personality as Social Cognition & Behavior (Ch 14-17) Available: Ch 14-17 Lectures & Notes Due: M7D1; M7D2; M7A1; M7A2; Final draft for Personality Research Project

M1D1: Module 1 Discussion 1; M1A1: Module 1 Assignment 1

Other Assignment Ideas

The assignments below were in previous versions of my course. My rationale for changing my assessment strategy (in particular, switching from chapter quizzes to the module assignments and personality research project) is the desire to elevate the level of assessment to align more closely with a 4000-level elective course, as well as a desire to move away from traditional assessments (e.g., multiple-choice exams).

I also switched to a competency-based grading system (rather than having a points-based/percentage-based system), with the goal of creating assessments that are matched to module-level and course-level learning objectives. The assignments below still include information from a points-based grading perspective.

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.

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.