CENTRAL TEXAS COLLEGE
SYLLABUS FOR PSYC 2316
PSYCHOLOGY OF PERSONALITY

Semester Hours Credit:  3

INSTRUCTOR:

OFFICE HOURS:

I. INTRODUCTION

A. This course addresses the study of various approaches to determinants, development, and assessment of personality.

B. This course satisfies the Social and Behavioral Science component area of the core curriculum and three semester hours of the Social/Behavioral Science elective for the Associate of Science and Associate of Arts degrees. Please check your degree plan to determine the status of this course in your program of study.

C. Through this course students will prepare for contemporary challenges by developing and demonstrating critical thinking skills, communication skills, social responsibility, and empirical and quantitative skills.
   i. Critical thinking skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
   ii. Communication skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
   iii. Social responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
   iv. Empirical and quantitative skills: to include manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

D. Prerequisite(s): PSYC 2301

II. LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

A. Define personality.
B. Recognize the major approaches for understanding personality development, corresponding fundamental assumptions, and strengths and weaknesses of each theory.

C. Identify major theorists in the study of personality.

D. Attain a basic understanding of personality research and assessments.

III. INSTRUCTIONAL MATERIALS
The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. Reading Assignments:
   Each instructor will discuss reading assignments with students. Students will be expected to read the textbook.

B. Activities/Projects:
   Each instructor will discuss the particular activities/project(s) required in the course. This instruction will include:
   1. Defining the activities/project(s).
   2. Describing the specific requirements for the activities/project(s) such as:
      a. Length
      b. Typed/Handwritten
      c. Format for project(s)
      d. Footnoting or other citation
      e. Due date
   3. Explaining the grading criteria.
   4. Explaining the weight of the activities/project(s) in the student’s final course grade (if assignments are weighted).

C. Class Performance:
   Each instructor will discuss classroom performance and explain if classroom performance is an element in computing a student’s semester grade.

D. Class Participation:
   Each instructor will discuss the level and type of classroom participation expected of students. If classroom participation is an element in computing a student’s course grade, the instructor will provide the details.
V. EXAMINATIONS

Your instructor will determine how many exams will be given during the course, their content, and when they will be administered. Make-up exams will be handled according to the policy of the individual instructor.

VI. SEMESTER GRADE COMPUTATIONS

A. It is the student’s responsibility to complete the course requirements as defined within this syllabus.

B. Your instructor will explain how to compute your semester grade based upon examinations, written work, and other measurable requirements. Grades are computed as follows:
   A  90% and above
   B  80 – 89%
   C  70 – 79%
   D  60 – 69%
   F  59% and below

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Important College Policies:
   Students should consult the current college catalog for information related to the following policies:
   • Excessive absences
   • Withdrawal from class
   • Instructor initiated withdrawals
   • Administrative initiated withdrawals
   • Third attempt to enroll in a course
   • TEC 51.907 course withdrawal limit policy
   • Refunds of tuition and fees
   • Incomplete grades

B. Americans with Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with federal and state laws through the DSS office.

C. Instructor Discretion: The instructor reserves the right of final decisions in course requirements.
D. Civility: Individuals are expected to be aware of what a constructive education experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

A. Chapter 1: What is Personality?
   1. Definition of personality
   2. Major approaches to understanding personality
   3. Studying personality: theory, application, assessment, and research
   4. Summary

   Assignments, projects, and/or exam.

B. Chapter 2: Personality Research Methods
   1. The hypothesis-testing approach
   2. The case study method
   3. Statistical analysis of data
   4. Personality assessment
   5. Summary

   Assignments, projects, and/or exam.

C. Chapter 3: The Psychoanalytic Approach: Freudian Theory, Application, and Assessment
   1. Freudian theory
   2. Psychoanalysis
   3. Projective tests
   4. Evaluation of Freud’s theory
   5. Summary

   Assignments, projects, and/or exam.

D. Chapter 4: The Freudian Approach: Relevant Research
   1. Dream interpretation
   2. Defense mechanisms
   3. Humor
   4. Hypnosis
   5. Summary

   Assignments, projects, and/or exam.
E. Chapter 5: The Psychoanalytic Approach: Neo-Freudian Theory, Application, and Assessment
1. Evaluation of Freudian theory
2. Alfred Adler
3. Carl Jung
4. Erik Erikson
5. Karen Horney
6. Application: Psychoanalytic theory and religion
7. Assessment: Personal narratives
8. Evaluation of Neo-Freudian theories
9. Summary

Assignments, projects, and/or exam.

F. Chapter 6: The Neo-Freudian Theories: Relevant Research
1. Anxiety and coping strategies
2. Psychoanalytic concepts and aggression
3. Attachment style and later relationships
4. Summary

Assignments, projects, and/or exam.

G. Chapter 7: The Trait Approach: Theory, Application, and Assessment
1. The trait approach
2. Major trait theorists
3. Factor analysis and personality
4. Criticism and support of personality traits
5. Application: The Big Five approach in the workplace
6. Assessment: Self-report inventories
7. Evaluation of the trait approach

Assignments, projects, and/or exam.

H. Chapter 8: The Trait Approach: Relevant Research
1. Achievement motivation
2. Type A personality and hostility and health
3. Social anxiety
4. Emotions
5. Optimism and pessimism
6. Summary

Assignments, projects, and/or exam.
I. Chapter 9: The Biological Approach: Theory, Application, and Assessment
1. Hans Eysenck’s theory of personality
2. Temperament
3. Evolutionary personality psychology
4. Application: Children’s temperaments and school
5. Assessment: Brain electrical activity and cerebral asymmetry
6. Evaluation of the biological approach
7. Summary

Assignments, projects, and/or exam.

J. Chapter 10: The Biological Approach: Relevant Research
1. Heritability of personality traits
2. Extraversion and Introversion
3. Evolutionary personality theory and mate selection
4. Summary

Assignments, projects, and/or exam.

K. Chapter 11: The Humanistic Approach: Theory, Application, and Assessment
1. Roots of humanistic psychology
2. Key elements of the humanistic approach
3. Carl Rogers
4. Abraham Maslow
5. The psychology of optimal experience
6. Application: Person-centered therapy and job satisfaction
7. Assessment: The Q-Sort technique
8. Evaluation of the humanistic approach
9. Summary

Assignments, projects, and/or exam.

L. Chapter 12: The Humanistic Approach: Relevant Research
1. Self-disclosure
2. Loneliness
3. Self-esteem
4. Solitude
5. Summary

Assignments, projects, and/or exam.
M. Chapter 13: The Behavioral/Social Learning Approach: Theory, Application, and Assessment
1. Behaviorism
2. Basic principles of conditioning
3. Social learning theory
4. Social-cognitive theory
5. Application: Conditioning principles and self-efficacy in psychotherapy
6. Assessment: Behavior observation methods
7. Evaluation of behavioral/social learning approach
8. Summary

Assignments, projects, and/or exam.

N. Chapter 14: The Behavioral/Social Learning Approach: Relevant Research
1. Individual differences in gender-roles
2. Observational learning and aggression
3. Learned helplessness
4. Locus of control
5. Summary

Assignments, projects, and/or exam.

O. Chapter 15: The Cognitive Approach: Theory, Application, and Assessment
1. Personal construct theory
2. Cognitive personality variables
3. Cognitive representations of the self
4. Application: Cognitive (behavior) psychotherapy
5. Assessment: The Repertory Grid technique
6. Evaluation of the cognitive approach
7. Summary

Assignments, projects, and/or exam.

P. Chapter 16: The Cognitive Approach: Relevant Research
1. Cognitions and aggression
2. Gender, memory, and self-construal
3. Cognitions and depression
4. Summary

Assignments, projects, and/or exam.