



PROVIDENCE

UNIVERSITY COLLEGE

— EST. 1925 —

Course: 222.32 - Theories of Personality
Credit: 3 Hours
Session: Winter Semester 2012
Instructor: Dr. Morgan Mulenga, Associate Professor of Psychology
Office #: 2A20, Level 2, Administration Wing.
Tel.: (204) 433-7488 ext. 283
Office Hours: **Mon:** 2:00 - 3:00; **Tue:** 9:00 - 11:00; **Wed:** 9:00 - 11:00 & **Thu:** 3:00 - 4:00
Class: **Mondays & Thursdays:** 11:10 - 12:25; in Classroom # 1.

SYLLABUS

A. COURSE DESCRIPTION

This course will cover some of the most important theories of personality. Particular attention will be given to the work of some of the major and most influential personality theorists who have developed some valuable perspectives for understanding human behaviour. The course will look at some of the ideas these theorists have about who we are as people; how we become the persons we are; and how we grow and change over our life span.

The course will be divided into four broad areas as follows: psychodynamic theorists; humanistic theorists; behavioural/learning theorists; and trait/dispositional theorists

B. COURSE OBJECTIVES

The goals of this course are for students to be familiar with the different broad approaches to personality, to know the specific theories and theorists, and to be able to compare and contrast personality theories. More specifically, at the end of the course, students will be expected (through exams, quizzes, class presentations, class discussions, and written assignments) to:

1. Define key terms associated with each theory.
2. Recognize the kinds of questions personality psychologists ask.
3. Describe the methods theorists use to find answers to their questions.
4. Identify the structure and dynamics personality and discuss how personality develops.
5. Understand and discuss healthy and deviant personality functioning in a variety of contexts.

Special Note to Students:

It is your responsibility to retain course syllabi for possible future use to support applications for transfer of credit to other educational institutions.

C. COURSE TEXT(S) AND SUPPLEMENTARY RESOURCES

Text: Allen, B. P. (2006). *Personality theories: Development, growth, and diversity* (5th ed.). Needham Heights, MA: Allyn and Bacon.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. **(The 5th edition is available in the Reference Section of the Library)**

Useful Site: <http://www.wiu.edu/users/mfbpa/personalityguide.html>

D. COURSE REQUIREMENTS

Readings: You will be expected to come to class prepared by having read the listed portions of the text for that day's topic. Pop quizzes will be based on those readings.

The final course grade will be based on pop quizzes, 2 exams, 1 written assignment, 1 class presentation, and the evaluations of these presentations.

Quizzes: Brief quizzes based on the assigned reading material for the day will be given. **NO** prior notification will be given for these quizzes. Questions for the quizzes will typically be short and basic. As long as you have read the material, you should have little trouble answering the quiz questions. There will be several quizzes given throughout the semester. In calculating your final grade for these quizzes, I will drop your **two (2) lowest scores**.

The quizzes will be given either at the beginning or the end of class. It is your responsibility to be in class on time. **THERE WILL BE NO MAKE-UP QUIZZES.** This includes missed quizzes due to illness, being at an official school related event, came to class late (**at least 5 minutes from the start of the quiz**) or left the class early. **If a quiz is given at the end of the class and you were not in class that day, you will not be permitted to write it if you show up just for the quiz. You have to have attended that day's class to be eligible to take it.**

Exams: Two non-cumulative exams are scheduled for the semester. Exams will typically cover the assigned reading materials, lectures notes and any demonstrations used in class.

Assignments: You will be required to submit **ONE** type-written assignment, worth 20%. The assignment is to be double spaced and be **between 8 and 10 pages long. I Will Subtract Points for Writing Too Much or for Not Writing Enough.** Choose **ONE** from the **TWO** options given below.

Option A: Personality Paper

Your assignment begins with choosing someone you know very well - it could be a close friend or a relative. It can be someone your age or older, probably not much younger; you may even choose yourself. When choosing a subject to analyze, make sure you choose a person whose childhood you can learn about; however, in every case, please disguise the identity of your subject.

Explain the personality development of this person in terms of two different personality perspectives (choosing from the four perspectives covered in the course). Please be sure to specify which perspectives (and which theorist within each perspective) you are using.

You should research on these perspectives and have a minimum of six references (that is a minimum of 3 references for each perspective). At least one of the references should be a primary reference - one actually written by one of the theorists whom you are discussing.

It may help to narrow your description to how this person acts in a certain situation or a specific aspect of their personality. This part should be a strictly descriptive, without any interpretation. That is, describe what this person does, says or feels, **NOT WHY THAT IS**.

It may also help to briefly review the main thrust of the theory first and then proceed with your application of the theory, and then proceed to explain the person's behaviour by answering the question "*why is this person like this, according to this theory?*"

Summarize and present your opinions and the reasons behind them about how well each of these theories describes the person in question. This is your opportunity to have a voice. There are no wrong opinions. Just be sure to provide the reasons for what you think so that I can understand your thinking.

Option B: Your Theory of Personality

This option is intended to reflect on your own theory of personality. It should indicate what you think about why people behave the way they do and what motivates them. What influences their behaviour? Are people born this way and if so are they capable of change? Also, speculate on which theorist is most appealing to you and why. Compare and contrast the main ideas of this theorist with the main ideas behind your own personality theory. Explain how and why your theory is similar to your selected theorist. What interested you in this theorist? How did this person change your view of personality or confirm your belief about your theory? You can select any theorist in the textbook, including the ones not covered in class.

Remember, the main purpose of this option is for you to report on your own theory. You are not being asked to write on a particular theorist. Only report those aspects of that theorist that support **YOUR** theory. Be sure to include the following concepts when writing your paper:

Determinism vs. Free Choice. Do forces determine behaviour and personality over which one has no control? Can people choose to be what they wish to be?

Pessimism vs. Optimism. Are people doomed to live miserable and troubled lives, or can they change and grow into psychologically healthy, happy human beings?

Causality vs. Teleology. Causality holds that behaviour is a function of past experiences, whereas teleology is an explanation of behaviour in terms of future goals or purpose. Do people act as they do because of what has happened to them in the past or do they act because they have certain expectations of what will happen in the future?

Unconscious vs. Conscious Behaviours. Are people aware of what they are doing and why they are doing it, or do unconscious forces drive them to act without awareness of underlying forces?

Biological vs. Social Influences. Are people creatures of biology or are their personalities shaped by their social relationships? More specifically, are people an element of heredity or environment? (**Nature vs. Nurture Controversy**)

Uniqueness vs. Similarities. Do certain traits make all people alike, or are there salient features of people that make them individually different?

Please take note that reference pages, which go on separate pages of their own, do not count towards the 8-10 pages requirement.

Provide a cover page for your assignment. The cover pages must contain (a) your full names; (b) student number; (c) the name and number of this course; (d) the name of the institution; (e) the name of the professor; (f) the due date of the assignment; and (g) the title of the assignment (*the cover page must look exactly like the example given at the end of this syllabus, with the same font and font size as the rest of the paper*).

The assignment must be submitted to me in a hardcopy ONLY. **I do not accept e-mail submissions of assignments.** Your typed assignment must be printed in **black ink**. It must be double-spaced **with 1 inch margins all round**. Also, use only one font and one font size for your entire document. Use only **“COURIER NEW” with a font size of 12.**

Be sure to **staple, NOT PAPER-CLIP**, your paper together in the top left corner. **Do not use a folder or cover.** The paper should be **left-justified**. Also, make sure your **pages are numbered**. Please print your assignments only on **white sheets of paper**.

Any citations and references must be written according to the APA style. I will relentlessly insist on this. (Refer to the APA Publication Manual for examples). Start the reference list on a new page. The word **References** should appear in uppercase and lowercase letters, **centered**, and **NOT** in **bold print** or *italics*. Double-space all reference entries, with no extra spaces between references. APA format requires that all references are in a **hanging indent** format, meaning that the first line of each reference is set flush left and subsequent lines are indented one tab. **DO NOT** use the words **“WORKS CITED”**.

Note: *Any violation of the instructions given regarding how the papers should be written will result in points being deducted - to as much as 25% of the paper's total mark.*

Class Presentations

You will work in small groups of **3 or 4** to make a class presentation. Sign-up sheets will be posted on my office door. Consider who you want to work with carefully before you sign up.

Each group is responsible for analyzing one fictional TV or movie character (to be shown in class) in terms of its personality. Analyze and interpret that character's thoughts and/or behaviours using any theory from the four major perspectives on personality. You may apply

any or all the theories within that perspective, but should provide a rationale as to why one theory was chosen over another.

According to the perspective or theory you are using, what makes this character tick? How would the chosen theory or perspective describe and explain the character's personality? Why does the character behave as he/she does? As you look at the character's behaviour over time, how does it change, and can that change (or lack of change) be explained by that particular perspective? According to the theory or framework, is this character's personality/ behaviour likely to change, and why or why not?

As you discuss your opinions about these issues, show the class the specific examples of the character's behaviour, from the movie or TV show, to support your analysis. In addition, discuss how adequate or inadequate each particular framework is for understanding this particular character's personality. Identify several relevant issues pertaining to your character. Be prepared to field some questions from me and/or your classmates about your presentation. **Each group must meet with me, IN MY OFFICE, at least once before your scheduled presentation to get my approval AND to discuss your presentation format and needs.**

Evaluation: At the end of each class presentation, all non-presenting class members will evaluate the presentations on a wide range of criteria to be determined by me. These evaluations, plus my own, will constitute the means by which your grade for the presentations will be determined. The evaluations will also be graded and altogether will be worth 5% of your final course grade.

NB: You must be in class at the beginning of the presentation for you to complete the evaluation form. If you walk into class 5 minutes after the presentation has started, you will not be allowed to evaluate the presentation.

E. GRADING SUMMARY (and Percentage to Letter-Grade Breakdown)

| Grade | % | G.P. | | Grade | % | G.P. | |
|--------------|----------|-------------|--------------------|--------------|----------|-------------|-----------------------------|
| A+ | 95 -100 | 4.0 | <i>Exceptional</i> | C+ | 67 - 73 | 2.5 | <i>Satisfactory/Average</i> |
| A | 88 - 94 | 4.0 | <i>Excellent</i> | C | 60 - 66 | 2.0 | <i>Adequate</i> |
| B+ | 81 - 87 | 3.5 | <i>Superior</i> | D | 50 - 59 | 1.0 | <i>Marginal</i> |
| B | 74 - 80 | 3.0 | <i>Good</i> | F | < 50 | 0.0 | <i>Failure</i> |

NOTE: Last Day for Voluntary Withdrawal (VW) From a Course is March 12, 2012.

F. COURSE POLICIES

Full text to the academic policies, procedures and regulations of Providence University College can be found online in the Student Handbook (http://www.providencecollege.ca/college/student_life/) and the Providence University College Academic Calendar (http://www.providencecollege.ca/college/programs/registrars_office/calendar/).

In addition to these policies the following policies will also apply to this course:

1. **Class Attendance Policy**

Although I do not keep a record of class attendance, students are expected to attend regularly and punctually. You disrupt the class when you arrive late. Also, try not to leave until the class is over. If, for some vital reason you must leave class early, please let me know before class starts. I will probably ask you to sit close to the exit so as to not disrupt the class when you leave.

Attendance will be important because much of the lecture material will go well beyond what is covered in the text. Exams will cover both material presented in the text as well as material presented via lectures and any demonstrations, such as videos. Attending class regularly therefore, will be vital to your learning and performance on exams.

Come to class everyday prepared to learn. Please stay silent when others are speaking. This includes when the instructor is speaking AND when other students are asking questions or making contributions to class discussions. Be polite and realize that everyone has the right to ask questions and to be heard.

2. **Late Assignment Policy**

Late assignments will be penalized @ 2.5% per day (**including Saturdays, Sundays and holidays**) up to a maximum of 25% (i.e., 10 days). **I will not accept assignments that are more than 10 days late.** If you need an extension, you may request for one **at least 3 days prior to the due date.** Once an extension has been granted, it is expected that the assignment will be submitted on the extended date, without penalties. **If the assignment is not submitted on the new date, the extension becomes null and void.**

Notwithstanding this policy, I will also consider extensions when you find yourself in circumstances that are beyond your control, such as sickness, (**not the sickness of another person**), or you are involved in an accident, as examples.

If your assignment is going to be submitted late, please attach to it the “**Late Assignment Submission Form**”, found at the end of this syllabus. If you ask another person to submit the assignment on your behalf, make sure that they do so on or before the due date, otherwise your assignment will be marked late. **Assignments are deemed duly submitted when I have received a hard copy from you.**

It is your responsibility to back up data. Lost data due to computer/printer-related problem(s) will not be an acceptable excuse for failing to meet the deadlines.

3. **Academic Integrity**

Issues of academic integrity will be dealt with according to the policies outlined in the Academic Conduct section of the Student Handbook (http://www.providencecollege.ca/college/student_life/), the Providence University College document entitled “Academic Dishonesty: The Problem of Plagiarism in Academic Writing,” in the Providence University College Academic Formation Guide available in the Bookstore. Students are strongly encouraged to familiarize themselves with the policies and with the consequences attached to their violation.

4. Missed Exams

No make-up exam will be given except in the case of extreme circumstances such as a serious illness **on your part**, death in the family or an accident in which you are directly or indirectly involved, etc. Written proof from a physician, in case of an illness, may be required. To qualify for a make-up exam, I must be notified at least 24 hours prior to the scheduled exam, where possible. When permission is granted, make-up exams must be completed within the shortest possible time from the original exam date, **at a time that is convenient for me**.

Requests to write **mid-term** exams earlier or later than scheduled will normally not be granted. However, if there are extenuating circumstances that dictate that the exam be given to you at a different date than scheduled, please talk to me ahead of time, preferably two weeks in advance.

Final Exams: (Early Leave Policy)

All requests to have a final exam rescheduled must be approved by the Academic Committee in accordance with the Early Leave Policy (available in the Providence University College Academic Calendar http://www.providencecollege.ca/college/programs/registrars_office/calendar/).

5. Information and Communication Technologies in the Classroom

Student use of electronic information and communication technologies, such as laptops, iPads, iPods, etc., is **NOT allowed in this class**. While I deeply regret the inconvenience for note-taking this becomes, too many students in the past have abused ICTs in the classroom, distracting themselves, their classmates, as well as me, thereby disrespecting the educational enterprise. As partial compensation, I will post the PowerPoint presentations from my lectures in your Blackbaud student portal for **THREE (3) days** only after each topic is completed, for you to download if you wish.

| Course Evaluation | Worth | Due Dates |
|------------------------------------|------------|--------------------|
| Assignment | 20% | March 15, 2012 |
| Class Presentations | 15% | See Course Outline |
| Evaluations of Class Presentations | 5% | See Course Outline |
| Exam # 1 | 20% | February 27, 2012 |
| Exam # 2 | 20% | April 16, 2012 |
| Quizzes | 20% | Any Class Time |
| TOTAL | 100 | |

G. BIBLIOGRAPHY None

H. COURSE OUTLINE / SCHEDULE

Dated Course Outline

| Date | Topic | Read |
|--------------------|---|------------|
| Jan. 12 Thu | Course Introduction / Theorizing about Human Behaviour/Scientific Study of People | Chapter 1 |
| Jan. 16 Mon | Theorizing about Human Behaviour/Scientific Study of People (Contd.) | Chapter 1 |
| Jan. 19 Thu | I PSYCHODYNAMIC THEORIES <i>Sigmund Freud</i> | Chapter 2 |
| Jan. 23 Mon | Sigmund Freud (Contd.) | Chapter 2 |
| Jan. 26 Thu | Carl Jung | Chapter 3 |
| Jan. 30 Mon | Carl Jung (Contd.) | Chapter 3 |
| Feb. 02 Thu | MISSIO DEI - NO CLASS | |
| Feb. 06 Mon | MBTI http://www.humanmetrics.com/cgi-win/JTypes2.asp Do the Test Before You Come to Class | |
| Feb. 09 Thu | MBTI - Class Test | |
| Feb. 13 Mon | Henry Murray | Chapter 15 |
| Feb. 16 Thu | II LEARNING/BEHAVIOURAL THEORIES <i>B. F. Skinner</i> | Chapter 14 |
| Feb. 20 Mon | LOUIS RIEL DAY - NO CLASS | |
| Feb. 23 Thu | Walter Mischel | Chapter 12 |
| Feb. 27 Mon | EXAM # 1: Chs. 1 - 3; 12, 14, 15 & The Lecture Notes | |
| Mar. 01 Thu | III TRAIT THEORIES <i>Raymond Cattell</i> | Chapter 16 |
| Mar. 05 Mon | READING DAYS - NO CLASS | |
| Mar. 08 Thu | READING DAYS - NO CLASS | |
| Mar. 12 Mon | Gordon Allport | Chapter 17 |
| Mar. 15 Thu | George Kelly ASSIGNMENT DUE | Chapter 11 |
| Mar. 19 Mon | George Kelly's Role Construct Repertory Test | Chapter 11 |
| Mar. 22 Thu | IV HUMANISTIC THEORIES <i>Abraham Maslow</i> | Chapter 10 |
| Mar. 26 Mon | Carl Rogers | Chapter 9 |
| Mar. 29 Thu | Carl Rogers (Contd.) | Chapter 9 |
| Apr. 02 Mon | Class Presentation Groups 1 | |
| Apr. 05 Thu | Class Presentation Groups 2 | |
| Apr. 09 Mon | Class Presentation Groups 3 | |
| Apr. 12 Thu | Class Presentation Groups 4 | |
| Apr. 16 Mon | EXAM # 2: Chs. 9-11, 16, 17, & the Lecture Notes TIME: 11:00 AM | |

Late Assignment Submission Form
Providence University College

Student Information

Name: _____

Student number: _____

Course Number: _____

Course Title: _____

Instructor: _____

Assignment information

Title of Assignment: _____

Assignment Due Date: _____

Assignment Submission Date: _____

Reason for Lateness: *Please provide an explanation for the lateness of the assignment.*

Note: Please provide all relevant documentation (e.g. Doctor's note)

Student's Signature: _____

Instructors Use Only

Date Assignment Received: _____

Late Penalty Waived / Assessed

Late Penalty: _____%

Faculty Signature: _____

Title of Paper

By
Full Names
Student Number
Box Number
Due Date

Course Number and Name of Course
Instructor's Name: Dr. Morgan Mulenga
Providence University College