

Personality Psychology

PSYC 351 A

Fall 2015

T/Th 2:50-4:20

Life Sciences 307

Instructor: Dr. Gili Freedman

Office: Life Sciences 531B

Office Hours: Wednesdays 2:30-4:30, Thursdays 1:30-2:30, & by appointment

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About the Instructor

I am a visiting assistant professor in social psychology here at Roanoke College, and I am very excited to be guiding you in an exploration of personality psychology. I hope that you will each take the time to visit my office and chat with me!

Course Description

Through lecture, discussion, and activities, this course will introduce you to the field of personality psychology. In this course, we will address topics such as the following: What is personality? How do we measure personality differences in reliable and valid ways? What processes give rise to personality, and what processes does personality impact? How do we judge others' personalities, and are we any good at it? What are personality disorders, and can personality be changed? We will consider these questions by exploring different approaches to personality.

Learning Goals

The main goal of this course is for you to learn to think like a personality psychologist. Specifically, by the end of the course you will be able to:

- Explain different theoretical approaches to personality
- Assess the strengths and weaknesses of personality measures
- Critically evaluate empirical articles on personality
- Apply personality psychology to everyday life

Readings

- Funder & Ozer (2010). *Pieces of the Personality Puzzle: Readings in Theory and Research, 5th edition*, New York: Norton.
- Gosling, S. (2008). *Snoop: What your stuff says about you*. New York, NY, US: Basic Books.
- Additional readings are (or will be) available on INQUIRE.

Assignments and Grading

Course Requirements: All assignments listed here are required to complete the course. Learning outcomes are achieved through a variety of assignments. The assignments will provide opportunities to enhance students' critical thinking, writing, and oral presentation of the representation of psychological science in the media. Further details on these assignments will be posted in INQUIRE along with grading rubrics.

- Ψ **Participation (10%):** This class will be more successful to the degree that each of you engage with the material and come to class every day prepared and excited to learn. Therefore, 10% of your grade will reflect your participation as assessed by your attendance, in-class contribution (discussion, activities, etc.) and overall level of effort and interest throughout the semester.
- Ψ **Movie Analysis (25%):** For this assignment, you will watch and analyze a character from a movie based on personality topics covered in class and in the readings. You will receive a handout describing this assignment in class.
- Ψ **Thought papers (20%):** You will write five thought papers during the class. Each thought paper will be worth 4% of the course grade. The thought papers are designed to give you a chance to think creatively about the material and to connect it to something outside of class. You will receive a handout describing this assignment in class.
- Ψ **Midterm Exam (20%):** You will complete a midterm exam. The midterm exam will cover assigned readings, topics covered during in-class discussions, and information from the homework assignments. The midterm exam will consist of multiple-choice and short answer questions.
- Ψ **Final Exam (25%)** – You will complete a cumulative final exam. The exam will cover assigned readings, topics covered during in-class discussions, and information from the homework assignments. The final exam will consist of multiple-choice and short answer questions.
 - The final for will be on **Thursday, December 17th from 2:00-5:00pm.**

Assessment	Points Possible	Percentage of Course Grade
Participation	50	10%
Movie Analysis	125	25%
Thought Papers	100	20%
Thought Paper 1	20	4%
Thought Paper 2	20	4%
Thought Paper 3	20	4%
Thought Paper 4	20	4%
Thought Paper 5	20	4%
Midterm Exam	100	20%
Final Exam	125	25%
Total	500	100%

Final Grades

Your final grade will be determined by adding all points earned (see above table for points possible). Letter grade cutoffs are as follows:

Final Grade	Percentage	Points
A	92-100%	460-500
A-	90-91%	450-459
B+	88-89%	440-449
B	82-87%	410-439
B-	80-81%	400-409
C+	78-79%	390-399
C	72-77%	360-389
C-	70-71%	350-359
D+	68-69%	340-349
D	62-67%	310-339
D-	60-61%	300-309
F	0-59%	0-299

Week	Date	Content Material	Readings	Assignment Due	Song
1	Thurs 9/3	Intro to the course			I've got a name (Jim Croce)
2	Tues 9/8	What is personality?	P ³ : McAdams (4-14) P ³ : Vazire & Mehl (32-47) Snoop Chapter 3		Personality (Lloyd Price)
	Thurs 9/10	Research Methods	P ³ : Rosenthal & Rubin (18-21) Snoop Chapter 1	Complete MBTI	Epilogue (Sting)
3	Monday 9/14			Thought Paper A	
	Tues 9/15	Trait Approach	P ³ : McCrae & Costa (97-118) P ³ : Ozer & Benet-Martinez (126-140) Snoop Chapter 2 *Read these articles AFTER class		I'm an ordinary man (Rex Harrison)
	Thurs 9/17	Personality Assessment	I: Ozer & Reise (1994) I: Vazire (2006) Snoop Chapter 5		Crazy (Gnarls Barkley) (video)
4	Monday 9/21			Thought Paper B	
	Tues 9/22	Personality Judgments	I: Funder (2012) I: Vazire & Carlson (2011) Snoop Chapters 6 and 8	Music List! <i>Email to me by noon!</i>	You're so vain (Carly Simon)
	Thurs 9/24	Room Raiders	I: Gosling et al. (2002) Snoop Chapters 4 and 9		Our house (Crosby, Stills, Nash)
5	Monday 9/28			Thought Paper A	
	Tues 9/29	Narrative Identity	I: McAdams (2001) I: McAdams (2013)		Story of my life (One Direction)
	Thurs 10/1	Personality Development I: Identity Development	P ³ : Erikson (270-279) I: Mischel et al. (1988) I: Wilt et al. (2010)		Legend in your own time (Carly Simon)
6	Monday 10/5			Thought Paper B	

	Tues 10/6	Personality Development II: Emerging Adulthood	I: Arnett (2000)		What's my age again? (Blink 182)
	Thurs 10/8	Discussion: Do Traits Change?	P ³ : Roberts & Mroczek, (119-125) I: Neyer & Asendorpf (2001)		I'm looking through you (The Beatles)
7	Monday 10/12			Thought Paper A	
	Tues 10/13	Midterm Exam			
	Thurs 10/15	Biological Approaches I: The Brain	P ³ : Canli (156-166) I: Järvinen et al. (2013) I: Dobbs (2007)		Brain parts
8	10/20-10/22	<i>Fall Break</i>			
9	Monday 10/26			Thought Paper B	
	Tues 10/27	Biological Approaches II: Genes x Environment	P ³ : Pinker (234-238 & 243-245) P ³ : Borkenau et al. (170-180) I: Caspi et al. (2002)		Nature vs. nurture
	Thurs 10/29	Psychoanalytic Theory	P ³ : Freud (249-257) P ³ : Baumeister et al. (280-293)		Oedipus Rex (Tom Lehrer)
10	Monday 11/2			Thought Paper A	
	Tues 11/3	Neo-Freudians	I: Personality Puzzle Chapter 12		Independent women I (Destiny's Child)
	Thurs 11/5	Humanistic and Positive Psych	P ³ : Rogers (332-345) P ³ : Csikszentmihalyi (346-356)		Shiny happy people (REM)
11	Monday 11/9			Thought Paper B	
	Tues 11/10	Applying concepts			
	Thurs 11/12	Behaviorism, Social Learning & Cognition	P ³ : Skinner (493-501) P ³ : Bandura (503-515) I: Mischel (1973)		Hot n cold (Katy Perry)
12	Monday 11/16			Thought Paper A	
	Tues 11/17	Self-Determination and A Hierarchy of Needs	P ³ : Maslow (320-331) P ³ : Ryan et al. (396-409)		My way (Frank Sinatra)

	Thurs 11/19	Mindsets	I: Dweck & Leggett (1988) I: Yeager et al. (2014)		The climb (Miley Cyrus)
13	Monday 11/23			Thought Paper B	
	Tues 11/24	Personality and Language	I: Pennebaker & Graybeal (2001) I: Park et al. (2015)		You talk too much (Joe Jones)
	Thurs 11/26	<i>Thanksgiving Break!</i>			
14	Monday 11/30			Thought Paper A	
	Tues 12/1	Personality and Culture	P ³ : Markus & Kitayama (433-444) P ³ : Ramírez-Esparza et al. (457-467) P ³ : McCrae (471-480)		Uf gozal (Arik Einstein)
	Thurs 12/3	Personality and Health	I: Friedman & Kern (2014) Your Choice!		Don't worry, be happy (Bobby McFerrin)
15	Monday 12/7			Thought Paper B	
	Tues 12/8	Personality Disorders	I: Personality Puzzle Chapter 18 I: Wood et al. (2010)		Me and I (Abba)
	Thurs 12/10	Review Day	P ³ : Klein et al. (572-583)	Movie Analysis <i>Due at 5pm!</i>	
Thursday, December 17th 2:00-5:00 Cumulative Final Exam					

P³ = Pieces of the Personality Puzzle
I = Inquire

Class Policies

Attendance Policy

Students are expected to come to class having reviewed the assigned material with questions to ask and ready to participate. Students will be responsible for all material covered and all announcements made, even if not in attendance. Lectures and discussions will often contain information beyond the text, thus it is recommended that students avoid absences. Attendance will be taken through in-class activities. Although these activities will not be graded, participation is (see above). If you miss class you cannot receive participation points for that day. Your three lowest activity grades will be dropped. Since activities are graded for completion, this allows you to miss 3 classes without penalty. Therefore, there are no excused vs. unexcused absences. If you miss a class, it is your responsibility to obtain any missed information from fellow classmates; in-class activities, however, cannot be made up.

Expected Amount of Work

This course expects you to spend at least 12 hours of work each week inside and outside of class.

Missing Assessments

Midterm and Final: If you are absent on the midterm or final exam day for a medical emergency, contact me as soon as possible within 24 hours of the exam to see if the absence can be excused. If your absence is excused, you can take a makeup exam as soon as you return to campus. However, the exam may be given to you as an essay. If you have an unexcused absence on the exam day, you will receive a zero on that exam.

Thought Papers: If you send me your thought paper after 5pm on Monday, I will deduct 1 point. I will deduct an additional point if I receive it on Tuesday. In other words, 5:01 on Monday will receive a 1-point deduction. 12:00am on Tuesday will receive a 2-point deduction. If I have not received it by Wednesday, you will receive a zero.

Movie Analysis: If you turn in your movie analysis up to 24 hours late, you will receive one letter grade penalty (e.g., a B- will become a C-). Anything turned in past 24 hours late will receive a zero. Since you have plenty of time to complete this assignment, exceptions will not be made. Do not leave it to the last minute.

Technology Policy

This class is designed to be one of learning, inclusion, and discussion. Use of cell phones during class disrupts that atmosphere and is therefore prohibited. **Cell phones must either be off or on silent (NOT on vibrate)**. If you are expecting an emergency call during class, you must tell me at the beginning of class and for that class period only your phone may be on vibrate. If you get the emergency call, you should leave class as quietly as possible to take it.

I'm requesting that you do NOT use laptop computers in class. For the reasoning behind this policy, see <http://www.washingtonpost.com/posteverything/wp/2014/12/30/this-year-im-resolving-to-ban-laptops-from-my-classroom/>.

If you have concerns with this policy, feel free to come talk to me about it. If there are reasons to make exceptions, I'm happy to do that.

Grade Disputes: I am willing to discuss grade(s) with you during office hours or by appointment. However, in order to be considered, you must submit any formal grade disputes to me in writing and within one week of receiving the grade. With the exception of calculation errors, no grade changes will be made to students' final grade at the end of the semester.

Office of Disability Support Services: I am happy to work with you to make sure that every student is on an equal playing field. If you need accommodations (or think you might) to perform your best, please talk to me at the beginning of the semester. Located in the Goode-Pasfield Center for Learning and Teaching in Fintel Library, they provides reasonable accommodations to students with identified disabilities. Reasonable accommodations are provided based on the diagnosed disability and the recommendations of the professional evaluator. In order to be considered for disability services, students must identify themselves to the Office of Disability Support Services. Students requesting accommodations are required to provide specific current documentation of their disabilities. Please contact Rick Robers, M.A., Coordinator of Disability Support Services, at 540-375-2247 or e-mail robers@roanoke.edu.

If you are on record with the College's Office of Disability Support Services as having academic or physical needs requiring accommodations, please schedule an appointment with Mr. Robers as soon as possible. You need to discuss your accommodations with him before they can be implemented. Also, note that arrangements for extended time on exams, testing, and quizzes in a distraction-reduced environment must be made at least 48 hours before every exam.

Academic Integrity: (<http://www.roanoke.edu/portal/registrar/studenthandbook.pdf>)
I am very serious about academic integrity. This class is a learning community and you jeopardize both your own learning and the sense of community when you fail to uphold your academic integrity. I will not tolerate this.

Roanoke College is a learning community, which places immense value upon academic integrity. It is students' responsibility to review, understand, and abide by the academic integrity policy as defined and outlined in the brochure *Academic Integrity at Roanoke College*. It is the professor's responsibility to report those who are suspected of such acts to the Academic Integrity Council.

Academic integrity violations include (but are not limited to) using unauthorized materials or devices such as cheat sheets or electronic devices (e.g., cell phones, tablets, laptops) during an examination, providing and/or receiving unauthorized assistance during an examination or on an independent assignment, allowing others to conduct research for you or prepare your work, plagiarism (*please carefully review this section in your handbook and see me if you have any questions*), and/or falsifying or inventing any information or citations in an academic exercise.

Student Resources:

The Goode-Pasfield Center for Learning and Teaching (Fintel Library)

Writing Center - Roanoke College's Writing Center, located on the lower level of Fintel Library, offers writing tutorials focused on written and oral communication for students working on writing assignments/projects in any field. Writers at all levels of competence may visit the Writing Center at any point in their process, from brainstorming to drafting to editing, to talk with trained peer tutors in informal, one-on-one sessions. The Writing Center is open Sunday through Thursday from 4 to 9 pm. Simply stop in, or schedule an appointment by going to www.roanoke.edu/writingcenter, where our schedule of writing workshops and creative writing playshops is also posted. Questions? Email writingcenter@roanoke.edu or call 375-4949. Like our Facebook page for updates!

Subject Tutoring - Subject tutoring is a CRLA Nationally Certified Program located on the lower-level of Fintel library in room 005. Subject Tutoring offers individual appointments in 30-minute intervals for Lab Sciences, Modern Languages, Math & CPSC, Social Sciences, and Business & Economics. Hours are Sunday - Thursday 4 p.m. - 9 p.m. For a list of tutorials or to make an appointment, go to www.roanoke.edu/tutoring.