

**CAMOSUN COLLEGE
SCHOOL OF ARTS AND SCIENCES
PSYCHOLOGY DEPARTMENT**

PSYC 200

Fall 2004

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TEXT: Personality: Classic Theories and Modern Research, Friedman, H.S., and Shustack, M.W., Massachusetts, Allyn and Bacon , First or Second Edition.
Website: <http://www.abacon.com/friedman/>

COURSE DESCRIPTION AND OBJECTIVES

This course offers the student an academic and experiential exposure to the field of personality with the focus on the study of the basic processes resulting in personality development, theories of personality, methods of assessing personality, interpersonal behavior and psychopathology.

The following are specific objectives for course participants to work towards:

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

1. Explain eight perspectives of personality theory, showing a good understanding of the affiliated terms and concepts of each theory.
2. Critically identify the strengths, weaknesses and applicability of the theories as they pertain to assessment of personality.
3. Administer, interpret and evaluate personality assessment devices.
4. Apply theoretical concepts to explain how individual differences such as gender, health, culture and emotions affect personality.

EVALUATION:

Chapter Quizzes (7 quizzes, best 5 counted)	5 x 6%	30%
Final Exam		25%
Personality Assessment		20%
Major Paper		25%

READING THE TEXTBOOK:

This is essential for this course. I suggest three readings. 1) A quick read of the chapter to get a global perspective of the theory - done before class. 2) A more careful study to really comprehend all concepts - done during the week we cover the theory in class. 3) A review for the quiz and test.

POLICY REGARDING LATE ASSIGNMENTS

Late assignments *may* be accepted if negotiations are made with the instructor PRIOR to the due date. Late penalties of 2% per day on the Personality Assessment and on the Major Paper will apply unless Instructor is contacted at least 24 hours before assignment is due, regardless of reason (medical, personal etc). This is to motivate students to take personal responsibility for good planning and respectful communication. Papers are due at the beginning of the class on the due date.

GRADING FOR COURSE

A+ 95 - 100	B+ 80 - 84	C+ - 65 - 69	D - 50 - 59
A 90 - 94	B 75 - 79	C - 60 - 64	F - 0 - 49
A- 85 - 89	B- 70 - 74		

EVALUATION DETAILS

For referencing in assignments, you may use APA, MLA or the style the text uses. More guidelines can be found in the Psychology Website www.docstyles.com/apacrib.htm

Quizzes

Seven short quizzes will be given during the semester IN CLASS. (Absolutely no out of class quizzes will be administered and there will be no make up quizzes if you miss a class, regardless of reason.). The best 5 marks will count, so you have some flexibility if you are sick or miss a class. Each quiz is on one chapter and the dates are listed in the schedule. They will be multiple choice, true/false, fill-in-the-blanks and short answer and are based on the lectures and the text.

Final Exam

There will be one comprehensive exam- multiple choice, true/false, definitions, and short answer questions. It will emphasize the entire course content from text and lectures and will repeat questions from the quizzes and as well will have new questions from the remaining chapters.

Personality Assessment Exercise

The task of this assignment is to assess your personality and that of another person using Internet questionnaires. The person can be very similar to you or very different from you since your primary focus for this paper is in analyzing the assessment devices rather than the person.

1. Assessment:

1) Find Assessments:

You must find personality assessment questionnaires from any source (except the text or class) including library, other texts, journals, magazines, counselors or the Internet. Try to find high quality assessment questionnaires that have some obvious academic or theory-based underpinnings rather than ones that are too superficial. For example, a Myers-Briggs questionnaire would be superior to one that rated what kind of dog you might be but since we do it in class you have to find your own good ones! Some good Internet sites to start with are www.psychtests.com, www.queendom.com, www.thespark.com, <http://web.tickle.com/>, www.2h.com, or www.wizardrealm.com/tests but you will likely find other excellent sites as well. Choose assessments that are clearly **personality** oriented.

2) Administer Assessments:

Both you and your subject will complete each and you will score them according to the instructions given. Decide how to administer the tests: whether you want to do the questionnaires on-line or you might print them out, administer them off-line, and then go back on-line to enter the data and retrieve the scores. You must include the sources, any references, the full results or scoring and one sample page of the questionnaires with your write-up.

2. Write-Up

Prepare a paper of 800-1100 words describing what you have found and what you have learned by doing this task. You should do 3-5 assessments, and choose the best 2 to write about. You can choose one that you think is a good one and one that seems to be a bad one or two that seem good. This should not be simply a reiteration of the results (which should be included as an appendix) but should be related to the text, particularly Chapters One and Two. You can further research the contents of Chapter Two, using other resources to help expand your knowledge. You can discuss such topics as what you have found, differences and similarities between the subjects and/or assessment devices, advantages and disadvantages of each test, problems you find in each test, which types of theories these questionnaires are based on, which aspects of Chapter Two relate, and what your opinion of the test is etc. . Write with a critical evaluation of the assessment devices (but not of the personality of the subject).

The grade will be determined by:

1. quality and description of assessments
2. connection to the text and/or other resources
3. your critical analysis and evaluation of the assessments

As you use the vocabulary and concepts from the text, underline each the first time they appear. This will help you see how much of the theory you are actually using. You will lose 1 percent for neglecting to underline. Use lots and lots of the course vocabulary.

Major Paper

You will write a paper (1000-1500 words) on a topic that is directly relevant to this course. This is a highly self-directed assignment and you should put a major effort into it to get a good grade.

Your paper is to write about one person. You need to tie several aspects together: one personality theory, one application to individual differences and two actual assessment devices. This person can be you or someone you know or even someone you don't know very well. If you use someone else, you must have their permission to write a paper on them and must write it in a way that does not offend them. A good paper will cover all these aspects, will be well-integrated (rather than read like a list) and will be clear and concise.

1. Theory: explanation and discussion (an in-depth analysis) of one of the major theories of personality (chapters 3-9) as it relates to your subject.

Choose ONE theorist from the following list:

Psychoanalytic: Freud

Neo-Analytic and Ego: Jung, Adler, Horney, or Erikson

Biological: Eysenck or Sheldon

Behaviorist and Learning: Skinner or Dollard & Miller

Cognitive: Gestalt, Lewin, Kelly, Rotter, or Bandura

Trait and Skill: Allport, Cattell or Eysenck

Humanistic and Existential: Maslow, Rogers or Fromm

As you use the vocabulary and concepts from each theory, underline each the first time they appear. This will help you see how much of the theory you are actually using. You will lose 1 percent for neglecting to underline. Use lots and lots of the course vocabulary.

2. Application: explanation and discussion of one of the application to individual differences relating to your particular subject and to the assessment tools you have used.

male-female differences (ch.11)

stress, adjustment and health differences (ch.12)

cultural and ethnic differences (ch.13)

love and hate (ch.14)

3. Assessment: Choose 2 of these suggested assessments and use them to provide some discussion of the subjects' personality, the theory and the application. You may add others to the list as well. (See Chapter Two). Explain and describe the assessments, discussing uses, strengths and weaknesses, etc. It will be important for you to read outside material (which may take WORK to find), in order to be able to use it with sensitivity and intelligence. A very important point is to remember that your interpretations are YOURS and do not necessarily represent aspects of the subject. Include ALL your data and assessments with your paper, as an appendix.

word association	inkblot test	Q-sort
naturalistic observation	journal	draw-a-person test
major events history	early memories	thematic apperception type test
study of birth order	sentence completion	life scripts/stories
visual art	other projective materials	interviews
document analysis	ratings and judgments from others	auto-biography

Note that questionnaires and internet quizzes are not on this list, since they already have been covered in first assignment. Any devices that are used in class will not earn very good marks either, unless they are adapted and changed to be your work.

GRADING METHODS

Personality Assessment

Value 20%

Major Paper

Value 25%

- /2 Introduction: What is your paper about?
the subject, the theory, application and assessments
- /7 Theory: Explaining and discussing the theory as it relates to the subject
- /7 Application: Relating the theory to the application, then the application to
the subject
- /7 Assessments: Explaining and discussing the two assessments
 - relating to the subject -- what do they reveal about the subject
what is useful? what is not?
 - relating to the theory -- what is their theoretical basis
 - relating to the application -- how do they connect with issues
- /2 Conclusion