



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
 It is **strongly recommended** you keep a copy of this outline with your academic records.  
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	Bill Wong, PhD		
(b)	Office Hours:	Mon (10:30-11:20), Wed (9:30-10:20), Thu (11:00-11:30) -If these do not work for you, contact me and we can schedule an alternate & mutually agreeable time.		
(c)	Office:	Fisher 342B		
(d)	Phone:	250-370-3465	Alternative Phone:	n/a
(e)	Email:	<a href="mailto:wongw@camosun.ca">wongw@camosun.ca</a> – always use this e-mail ☺ & NOT the D2L one		
(f)	D2L Website:	<a href="http://online.camosun.ca">http://online.camosun.ca</a>		
(g)	Class Time & Location	Mon (8:30-10:20 in Y310) Wed (8:30-9:20 in Y300)		

### 2. Intended Learning Outcomes

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

1. Explain how and why theories of human growth and personality are developed.
2. Describe the major theories in a manner that reflects a good understanding of the affiliated terms and concepts.
3. Examine critically the strengths, weaknesses and applicability of theories.
4. Explain how personality theories apply to one's own life.

### 3. Required Materials

Frager, F. & Fadiman, J. (2013). *Personality and personal growth*. (Camosun Custom 7<sup>th</sup> ed.) Boston, MA: Pearson. ISBN: 1-269-29890-9

### 4. Course Content and Schedule

- See page 4 for all the details

## 5. Basis of Student Assessment (Weighting)

Task	Important notes	Value
Case studies	<ul style="list-style-type: none"> <li>Four (4) in-class case analysis activities will be given throughout the course (dates listed on p. 4 of this syllabus).</li> <li>Each case analysis is worth up to 4%</li> <li>You must be in attendance to participate – sorry, <u>no make-up opportunities without appropriate documentation</u></li> <li>Instructions will be provided beforehand</li> </ul>	16%
Quizzes/ Activities	<ul style="list-style-type: none"> <li>Various activities done <b>IN CLASS</b> that may include a quiz or analysis</li> <li>Dates listed on p. 4</li> </ul>	12%
Exam 1	<ul style="list-style-type: none"> <li>October 3, 2016</li> </ul>	24%
Exam 2	<ul style="list-style-type: none"> <li>November 7, 2016</li> </ul>	24%
Exam 3	<ul style="list-style-type: none"> <li>College will schedule this between December 12 - 20, 2016</li> </ul>	24%
<b>TOTAL</b>		<b>100%</b>

## 6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

### About your grade

- If you are not satisfied with a grade I have given, you have the right to ask me to regrade the work. Work that I review may receive the same grade, a lower grade, or a higher grade.
- I reserve the right to ask you to resubmit work, or to show me extra material related to it.

C. Unfortunately, I will NOT be offering extra assignments or exams (beyond what is listed on p. 4) to improve your final grade.

**7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**

**LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

**STUDENT CONDUCT POLICY**

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

**8. Important information**

<b>College Policies</b>	Camosun has policies on grading, academic offences, resolution procedures, and consequent sanctions. Please familiarize yourself with these policies (see 2016-2017 College calendar).
<b>Attendance, assignments (e.g., papers) and exams</b>	Attendance is important because it keeps you in contact with the course materials and any changes that may occur throughout the semester. A missed exam or assignment will result in a mark of zero. Unfortunately, make-up exams will not be offered unless there is a serious medical or compassionate reason that you would like considered. Contact the instructor <u>before</u> the test or due date. Time management issues and competing priorities are NOT sufficient reasons. Documentation to support your claim is <u>always</u> required (e.g., physician's note explaining why you could not attend the exam). A reduction in assignment/exam grade may also apply, depending on the situation.

**STUDENT RESPONSIBILITIES**

I expect students to follow certain standards of conduct:

1. All students are expected to follow the College's Student Conduct Policy
2. There will be no make-up opportunities without a doctor's note (or equivalent). It is up to you to follow up and make arrangements to catch up on missed assignments/exams.
3. Exams must be written as scheduled. Make-up tests will only be allowed with proper documentation. You must contact the instructor prior to the test. **The instructor will determine the alternate exam date and time.**
4. Assignments that are copied (identical or plagiarized) between students will be given 0% for ALL students with identical work.
5. Work must be used for this course only.
6. It is college policy that "If an instructor remains convinced that there has been a violation [such as plagiarism or cheating], he or she may assign a grade of F for the work involved, or for the course."

## 9. Class Schedule

Week	Date	Reading (before class)	Topic (note: exams and writing activities based on text AND class material)	Important dates
1	<i>Sep 5</i>		<ul style="list-style-type: none"> <li><i>Labour day – no class held</i></li> </ul>	
	Sep 7	Intro (pp. 2-7)	<ul style="list-style-type: none"> <li>Course overview – ice breaker &amp; questions</li> <li>Introduction: Personality and growth</li> </ul>	
2	Sep 12	Chap 1	<ul style="list-style-type: none"> <li>Evaluation framework</li> <li>S. Freud</li> </ul>	
	Sep 14		<ul style="list-style-type: none"> <li>Defense mechanisms</li> </ul>	Freud Quiz = 2%
3	Sep 19		<ul style="list-style-type: none"> <li>Finish up Freud / Start A. Adler</li> </ul>	
	Sep 21		<ul style="list-style-type: none"> <li>Case study analysis #1 – Freud</li> </ul>	Case study #1 = 4%
4	Sep 26	Chap 3	<ul style="list-style-type: none"> <li>A. Adler</li> </ul>	
	Sep 28		<ul style="list-style-type: none"> <li>Case study analysis #2 - Adler</li> </ul>	Case study #2 = 4%
5	<b>Oct 3</b>		<ul style="list-style-type: none"> <li><b>Exam 1 – Based on: Intro, chapters 1 &amp; 3, + class material</b></li> <li>A study guide will be posted on D2L beforehand</li> </ul>	<b>Exam 1 = 24%</b>
	Oct 5	Chap 4	<ul style="list-style-type: none"> <li>K. Horney</li> </ul>	
6	<i>Oct 10</i>		<ul style="list-style-type: none"> <li><i>Thanksgiving Day – no class held</i></li> </ul>	
	Oct 12		<ul style="list-style-type: none"> <li>Horney (conclude)</li> </ul>	K. Horney Quiz = 2%
7	Oct 17	Chap 5	<ul style="list-style-type: none"> <li>E. Erikson</li> </ul>	
	Oct 19		<ul style="list-style-type: none"> <li>Erikson activity</li> </ul>	Erikson Activity = 1%
8	Oct 24	Chap 7	<ul style="list-style-type: none"> <li>Finish Erikson &amp; start B.F. Skinner</li> </ul>	
	Oct 26		<ul style="list-style-type: none"> <li>Skinner &amp; J. B. Watson</li> </ul>	
9	Oct 31		<ul style="list-style-type: none"> <li>Skinner</li> </ul>	Skinner quiz = 2%
	Nov 2		<ul style="list-style-type: none"> <li>Skinner (conclude)</li> </ul>	
10	<b>Nov 7</b>		<ul style="list-style-type: none"> <li><b>Exam 2 – Chapters 4, 5, &amp; 7,+ class material</b></li> <li>A study guide will be posted on D2L beforehand</li> </ul>	<b>Exam 2 = 24%</b>
	Nov 9	Chap 8	<ul style="list-style-type: none"> <li>Cognitive psychology – A. Bandura, etc.</li> <li>Practice P-B-E model</li> </ul>	
11	Nov 14		<ul style="list-style-type: none"> <li>Bandura, Beck, and Ellis</li> </ul>	
	Nov 16		<ul style="list-style-type: none"> <li>Case study analysis #3 – Cognitive</li> </ul>	Case study #3 = 4%
12	Nov 21	Chap 9	<ul style="list-style-type: none"> <li>Cognitive psychology (conclude)</li> <li>C. Rogers</li> </ul>	
	Nov 23		<ul style="list-style-type: none"> <li>Finish Rogers</li> </ul>	
13	Nov 28	Chap 10	<ul style="list-style-type: none"> <li>Case study analysis #4 – Rogers</li> </ul>	Case study #4 = 4%
	Nov 30		<ul style="list-style-type: none"> <li>Intro to A. Maslow</li> </ul>	
14	<b>Dec 5</b>		<ul style="list-style-type: none"> <li>Maslow, putting it all together + course summary</li> </ul>	
	Dec 7		<ul style="list-style-type: none"> <li><b>Final reflection activity – done in class</b></li> </ul>	Activity = 5%
<b>• Exam 3 (24%) on chapters 8, 9, &amp; 10 and selected class material: To be scheduled between Dec 12-20, 2016 by the College</b>				

*\*I reserve the right to make changes to this course outline.*