Psyc3400-01 Theories of Personality
Fall 2016

Instructor Info:
Instructor Name: Dr. William Sharp
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Office hours: Wednesdays 730a-8a, 1130a-130p, Thursday 1-130p
by appointment; Nightingale 434 (call from the door, # above)

Course Info:
Academic Term: Fall 2016, Sept 7 - Dec 16
Credit Hours: 4.0
Course Schedule: Monday/Wednesday 250-430p
Course Location: Shillman 220
Course Description: Offers a systematic study of the normal personality and its
development. Focuses on behavioral, dynamic, social, and
cognitive determinants, assessment of personality, and current
research topics; surveys the major theories of personality.
Course Prerequisites: PSYC 1101.
Required Textbooks: Theories of Personality: A Zonal Perspective ©John M.
Publisher: Pearson©Copyright: 2009

Other Required Resources and Supplies: We will be using TOP HAT (online classroom
tool) for class attendance and participation. You should automatically get notification
about how to sign up for Top Hat. If you don’t, you can sign up at
<http://tinyurl.com/StudentStartGuide> for the Student Quick Start Guide which outlines
how to register for a Top Hat account, as well as providing a brief overview to get you up
and running on the system.

Once you have registered and entered in your subscription code, the course can be
directly accessed via the following:

Top Hat Details to enroll:
Course Name: Personality - Sec 02 – Fall 2016
Direct URL: http://app.tophat.com/e/686562

6-digit course code: 686562

Additional readings and resources will be available on Blackboard. Please make sure
you can access our class on Blackboard!
For each class, bring a notebook and pen. You will not need to bring your textbook unless otherwise told to by the instructor. PowerPoint lectures will be posted to blackboard.

**Recommended supplemental Textbooks:** none

I have, however, written a textbook! It is used in my Psyc4666 but if you are thinking of counseling or clinical psychology as a profession, you can purchase it. Here are the details:

Title: **Talking Helps: An Evidence-Based Approach to Psychoanalytic Counseling (Preliminary Edition)**, is published and distributed by Cognella, Inc. The book is now available for purchase in both print and digital formats through their student e-commerce store (https://students.universityreaders.com/store/).

To purchase this optional textbook, please follow the instructions below:

Step 1: Log on to https://students.universityreaders.com/store/.
Step 2: Create an account or log in if you have an existing account to purchase.
Step 3: Easy-to-follow instructions guide you through the rest of the ordering process. Payment can be made by all major credit cards. Select MA as the state, Northeastern as the college, and then look for my Psyc4666 course.
Step 4: After purchasing, you can access your full or partial e-book by logging into your account and clicking My Digital Materials to get started on your readings right away.

Orders are typically processed within 24 hours and the shipping time will depend on the selected shipping method and day it is shipped (orders are not shipped on Sundays or holidays). If you experience any difficulties, please email orders@cognella.com or call 800.200.3908 ext. 503.

I have also contributed two chapters to a book entitled *Dr. Who Psychology: Madman with a Box*, which is available though Amazon at https://amzn.com/1454920017 and will give you some deeper understanding of some course topics as well as general psychology in an easy to read way, if you know the show.

**Course Objectives:**

The goal of this course is to introduce you, the student, to the concept of personality, its organization and development by systematically examining current psychological research and theories. Students should be able to:

1. Define what personality is. What are the similarities and differences among individuals’ personalities? How are parts of personality organized? What factors influence the development of personality?

2. Explain how can we investigate the nature and cause of personality? What are the implications and consequences of our theories of personality? How can it be researched?
3. Synthesize their own theory of personality. After being exposed to the various theories, you will be able to determine what you believe defines personality as well as evaluate the pros and cons of said theory.

Classes will consist of lectures, discussion and activities on topics that parallel and relate to the information covered in the textbook. Class time will be used to expand on and clarify concepts from the book, so completing reading assignments in a timely fashion will significantly enhance the usefulness of class time. Exams will cover material from class and from the textbook; therefore attendance and active learning is crucial. Students are responsible for all information presented in class and should obtain notes from a classmate for any classes missed.

Learning Outcomes:
Specific outcomes for the psychology department can be found at [http://www.northeastern.edu/cos/academics-3/degree-program-learning-outcomes/#psychbs](http://www.northeastern.edu/cos/academics-3/degree-program-learning-outcomes/#psychbs) but this course will specifically help students be able to:

- Exhibit knowledge of main theoretical perspectives and major findings across broad areas of psychological science, e.g., social, cognitive, biological, developmental, and clinical.
- Show depth of knowledge in self-selected specific areas of study within psychological science.
- Explain alternative views and positions within areas of psychological science.
- Read and critique scientific articles, write effectively, and deliver effective oral presentations.
- Exhibit working knowledge of the diverse forms of descriptive, correlational and experimental research methods used in psychological science.
- Apply some of the major research methods, experimental designs, and analysis techniques used to investigate specific questions.
- Develop testable research questions.
- Demonstrate the ability to design and conduct psychological studies to address research questions.
- Exhibit skills in analyzing data, interpreting data, and communicating findings.
- Demonstrate the use of appropriate statistical/quantitative techniques for data analysis.
- Describe ethical issues involved in conducting research and in clinical work in psychological science.
- Participate with others in the exploration and scientific study of psychology; engage in thoughtful discussion with peers about alternative views and explanations.
- Describe connections with other disciplines, e.g., computer science, health sciences, linguistics, and neuroscience.

Course Format, Procedure and Map:
To organize this survey course which can feel like a lot of names and terms, we will be analyzing each theory based on the following questions: Is the theory positing a more self-created (agentic) or "other-created" source of character development? Is the theory more macro or molecular in its view? How testable is it? How useful is it? (HINT:
Making a chart out of this, with a column for names and terms can help you study for tests!

We will break the course down into 3 sections, which are parallel to those in psychology generally: cognitive and behavioral approaches; psychoanalytic approaches, and humanistic approaches.

COURSE REQUIREMENTS/GRADING

1. **Class participation/attendance/assignments boards/Twitter** (25% of grade)
2. **Journaling** (15% of grade)
3. **Quizzes** (15% of grade)
4. **Tests** (3 at 15% each, = 45% of grade)

*Please keep track of your grades* on the application for a grade form attached to this syllabus. Note that on blackboard and Top Hat, the grades are not always up to date, and sometimes things are weighted differently, which has an effect on your grade.

1. **Class participation: Attendance/Discussion Assignments and Twitter**: Although this is a lecture class, I would like you to participate- I think it helps you learn. There are four ways to participate: Attendance, Top Hat, Discussions in class, and Tweets.

At the very least-- show up. More than three absences will negatively affect your participation grade. More than six absences might lead to a failing grade in the course. You will NOT be given class participation grades for classes you miss regardless of the reason (sickness, interviews, university sanctioned games). You are only marked here, when you are here.

Participate when asked on Top Hat and live in class. There will be class work and homework to complete that contribute to your class participation grade. I expect you to come to class prepared and to engage fully in our class discussions. This means you have read the assigned materials and previewed websites or videos. You can and should say or ask anything to express thoughts and feelings that come up during or between classes, especially those that relate to the material at hand.

Finally, I will be using TWITTER. This will give you a chance to “respond” if you are not a big classroom responder. Write down and keep track of tweets you like and that you make at the course, they will be part of the application for a grade at the end of the class. **FOLLOW ME @DrWilliamSharp**. I will not follow you back, so don’t worry. If you are set to private settings and you don’t want to change that, just make a different account for this class.

Our course hashtags are: #TalkingHelps or #Psyc3400

Other class participation notes:
Practice uni-tasking. We will be using Top Hat, so you are going to need your phone or computers “on”. Until someone creates a “classroom mode” where you can only go where the professor approves (I want some credit and money if that turns out to be you), try to stay with the class material.

If you find yourself sending text messages, IMs, doing homework for other classes, or checking Facebook during class, ask yourself, why? What does it say about your personality? Was the material boring you? If so, what is that about? (Do some personality research!)

Additionally, these activities interfere with your own ability to concentrate, and they are distracting to other students. Many people are “multitaskers”, see how you are as a uni-tasker.

You should develop a professional voice to use with other students in class (something you will need in your career). Practice this in class. Treat other students with respect. Differences in opinion are a welcome part of college classes. Dialogue and debate are essential. Challenge others’ ideas and allow others to challenge your ideas through questions, reasoned comments and dialogue. Mocking, ridiculing and bullying others is unacceptable behavior. You are most certainly allowed to have fun in class, but not at others’ expense! A simple guide to help you think and develop your professional voice is to ask yourself any of these questions, “Is this how I would want to be talked to? Is this how I would want to be treated? Would my family approve if they heard me talking this way? Would I want this broadcast live on the news or YouTube?”

2. Journaling: You will be applying theories discussed in class to an episode of ABC’s Modern Family. I will check everyone has turned one in and randomly read some each time (this is called a variable interval schedule of reinforcement in behavioral lingo!). Take the terms and apply the theory to explain one of the characters. Also, highlight terminology. See the syllabus for the due dates and topics of each entry. Entries can be of any length, but usually 2-3 paragraphs. There are 3 worth 5 points each. They are due the Friday after the class it is shown in, by 11:59p. See the rubric for details on Journaling.

3. Quizzes: You will be quizzed on theories discussed in class to an episode of ABC’s Modern Family. Quizzes will be easy if you have been in class and clarified that you know the material. We will be using TopHat polling features to take the quizzes and some will be group projects.

4. Tests: Tests pull heavily from material in the Berecz text and lectures. You must keep up with readings and even if we don’t get to material in class discussions, you are responsible for it if it is assigned. Likewise, you are responsible for material from missed classes. If you read something and have a question about it then, it is also very important you bring it up in class. Each test is worth 15% of the final grade, for 45% total.
Tests are online, time limited to 60-minutes, multiple choice, short answer and matching. You can use the text, powerpoints, notes… just not other classmates! The test will be available 8a-8p on the day indicated, you just need the internet and an hour.

**Academic Integrity**

Misconduct will be reported to the Office of Student Conduct and Conflict Resolution. Refer to NEU’s academic integrity policy at [www.northeastern.edu/osccr/academichonesty.html](http://www.northeastern.edu/osccr/academichonesty.html)

**Journal and Discussion Grading Rubric:**

You will lose a point if you don’t **bold** or **highlight** the terminology in some way!

<table>
<thead>
<tr>
<th>Category</th>
<th>0-1</th>
<th>2-3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promptness and Initiative</strong></td>
<td>Does not respond to most postings, rarely participates freely, no terms or terms used incorrectly</td>
<td>Responds to most postings after a week after initial discussion; limited initiative; few terms from the course; used incorrectly</td>
<td>Responds to most postings within a week; late, uses some of the terms from the course</td>
<td>Consistently responds to postings in a timely way; demonstrates good self-initiative, uses all terms correctly</td>
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<tr>
<td><strong>Delivery of Post</strong></td>
<td>Utilizes poor spelling and grammar in most posts; posts appear “hasty”</td>
<td>Errors in spelling and grammar evidenced in several posts</td>
<td>Few grammatical or spelling errors are noted in posts, forgot to highlight or bold</td>
<td>Consistently uses grammatically correct posts with rare misspellings</td>
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<tr>
<td><strong>Relevance of Post</strong></td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant marks</td>
<td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
<td>Frequently posts topics that are related to discussion content; prompts further discussion of topic</td>
<td>Consistently posts topics related to discussion topic’ cites additional references related to topic</td>
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<tr>
<td><strong>Expression within the post</strong></td>
<td>Does not express opinions or ideas clearly; no connection to topic</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas</td>
<td>Opinions and ideas are stated clearly with occasional lack of connection to topic</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Read</td>
<td>Additional Homework</td>
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<td>9/7/16</td>
<td>Who are you? Zonal Perspectives</td>
<td>Intro and</td>
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<td></td>
<td></td>
<td>Chap 1</td>
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<tr>
<td>9/12/16</td>
<td>Past Theories, MF S1 E1</td>
<td>Chap 2</td>
<td>Post Which MF Character you are to Twitter</td>
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<tr>
<td>9/14/16</td>
<td>Behaviorism</td>
<td>Chap 3</td>
<td></td>
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<tr>
<td>9/19/16</td>
<td>MF S1 E2 Quiz 1 in class on Behaviorism</td>
<td>Chap 4</td>
<td>Take and post your strongest trait on the BIG 5</td>
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<td></td>
<td>Trait Theories/Evolutionary Theories</td>
<td>Star Wars: OCEAN</td>
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<tr>
<td>9/21/16</td>
<td>People as Processors</td>
<td>Chap 5</td>
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<tr>
<td>9/26/16</td>
<td>Cognitive Theories MF S1 E3</td>
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<td>Journal 1</td>
<td></td>
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<tr>
<td>9/28/16</td>
<td>Test 1</td>
<td>Chap 1-5</td>
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<td>10/3/16</td>
<td>Psychoanalytic Classic 1</td>
<td>Chap 6</td>
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<td>10/5/16</td>
<td>Psychoanalytic Classic 2, Who: Id, Ego, SE</td>
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<td>Bring a Dream to class</td>
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<td>10/10/16</td>
<td>Columbus Day NO CLASS</td>
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<td>10/12/16</td>
<td>MF S1 E9- Chap 6 and WHO Quiz 2 in class</td>
<td>Chap 7</td>
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<td>Who: Drives and Defenses</td>
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<td>10/17/16</td>
<td>Psya Object Relations</td>
<td>Chap 8</td>
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<td>10/19/16</td>
<td>Neo Freudian: Adler, Fromm, Erikson, Sullivan and Berne</td>
<td>Chap 9</td>
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<td>10/24/16</td>
<td>Transactional Awareness</td>
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<tr>
<td>10/26/16</td>
<td>Neo Freudian: Piaget, Kelly, Ellis MF S3 E9</td>
<td>Chap 10</td>
<td>Journal 2</td>
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<td>10/31/16</td>
<td>Modern Psychoanalysis</td>
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<td>11/2/16</td>
<td>Psya Research, MF S2 E6 and S4 E5 Quiz 3 in class</td>
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<tr>
<td>11/7/16</td>
<td>Test 2</td>
<td>Chap 12*</td>
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<tr>
<td>11/9/16</td>
<td>Existentialism: Frankl, May</td>
<td>Out of order</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
<td>Notes</td>
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<td>11/14/16</td>
<td>Existentialism: Becker, Pausch</td>
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<td>TWD: Existentialism</td>
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<tr>
<td>11/16/16</td>
<td>Humanistic: Rogers, Maslow</td>
<td>Chap 11</td>
<td>TWD: Maslow</td>
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<tr>
<td>11/21/16</td>
<td>Humanistic: Finish up</td>
<td></td>
<td>TWD: Humanism</td>
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<td>11/23/16</td>
<td>Thanksgiving Recess-No Class</td>
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<td>11/28/16</td>
<td>Transpersonal: Jung</td>
<td>Chap 13</td>
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<tr>
<td>11/30/16</td>
<td>Transpersonal, MF S4 E2</td>
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<td>Journal 3</td>
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<tr>
<td>12/5/16</td>
<td>Integrating and Applying Personality</td>
<td>Chap 14</td>
<td>Bring tallied up Application for a Grade</td>
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<tr>
<td>12/7/16</td>
<td>Application for a Grade in class</td>
<td></td>
<td>Bring tallied up Application for a Grade</td>
<td></td>
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</tbody>
</table>

The 3\textsuperscript{rd} and final test is only on Chapters 11-14 and will be given online as the others on our assigned Final day. So, yes, you can plan travel accordingly as long as you have access to take the test online somewhere.
Application for a Grade: For NEU’s Theories of Personality Fall 2016
Due Last Day of Class- completed before we meet.

Please complete this application for a grade in the course. This is helpful to keep track of points earned in the class as you go so there are no surprises. Also, if you are concerned about your grade, come to office hours with this completed to date and with expectations for the remaining grades.

___ of 25% Class Participation
  ○ Always in class
  ○ Contributed in class weekly
  ○ Asked questions & Answered questions
  ○ Completed in class and homework assignments
    □ Myers Brigg Results:
    □ Big 5 Results:
    □ Dream Analysis:
    □ Others (if applicable): ______
  ○ Your favorite course Tweet (from anyone, subject/date):

  □ Your own best personal Tweet (subject/date):

___ of 15% Journals: See rubric. properly applied theories as assigned. Used the course terminology. Posed and answered interesting questions.

  □ Journal 1: Trait, Evolutionary, or Cognitive Theories
  □ Journal 2: Object Relations, NeoFreudians, Transactional Awareness
  □ Journal 3: Existential, Humanistic, Transpersonal

___ of 15% Quiz 1: Behaviorism
  □ Quiz 2: Classic Psychoanalytic (Freud)
  □ Quiz 3: Modern Psya Freudians

Round .4 and below DOWN, .5 Up for each of these
___ of 15% Test 1 (take your percentage and multiply it by .15)
___ of 15% Test 2 (take your percentage and multiply it by .15)
___ of 15: Test 3 (Guess! Average the previous two tests as a starting point.)

___ of 100% Course Grade  A  A-  B+  B  B-  C+  C  C-  D  F