Code # ED75 (2014)

**New/Special Course Proposal-Bulletin Change Transmittal Form**

[x]  **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

[ ]  **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to pheath@astate.edu`

|  |
| --- |
| [x] **New Course or** [ ]  **Special Course (Check one box)***Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.*  |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

PSY 4553

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Personality Theory

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture only

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Overview of the major theoretical models of personality formation and expression, including psychodynamic, humanistic, trait, and social-cognitive perspectives.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

No

b. Why?

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Spring

10. Contact Person (Name, Email Address, Phone Number)

Dr. Wayne Wilkinson, wwilkinson@astate.edu, 870-680-8129

11. Proposed Starting Term/Year

Spring 2016

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? Yes

If yes, what course?

PSY 4543 Personality Development

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

The goal of the course is to provide students with an introductory level of knowledge in regards to the major personality theories in psychology, as well as experience with conducting personality analyses on the basis of personality assessments and behavioral observations.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The course will contribute to the curriculum by providing students an option to satisfy the “Psychology as a Social Science” component of the degree program.

c. Student population served.

Undergraduates

d. Rationale for the level of the course (lower, upper, or graduate).

Upper-level in order to be consistent with the course it is replacing

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

|  |  |
| --- | --- |
|  | **Topic** |
| Week 1 | Introduction to Personality Theory |
| **Unit I: Psychodynamic Perspectives** |
| Week 2 | Freud: Psychoanalysis (Historical and Philosophical Origins) |
| Week 3 | Freud: Psychoanalysis |
| Week 4 | Adler: Individual Psychology |
| Week 5 | Jung: Analytical Psychology |
| Week 6 | Klein: Objects Relation Theory |
| Week 7 | Horney: Psychoanalytic Social Theory |
| Week 8 | Erikson: Ego Psychology |
| **Unit II: Third Wave Perspectives** |
| Week 9 | Maslow: Holistic-Dynamic Theory |
| Week 10 | Rogers: Person-centered Theory |
| Week 11 | May: Existential Theory |
| **Unit III: Modern Perspectives** |
| Week 12 | Trait Perspectives |
| Week 13 | Kelly: Personal Constructs Theory |
| Week 14 | Bandura: Social Cognitive Theory |

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Four examinations (multiple choice and written case study analysis)

Film Character Psychoanalysis Paper

Self-analysis Paper

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No

20. What is the primary intended learning goal for students enrolled in this course?

Students should understand and be able to apply the major tenets of the major theories of personality.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Theories of Personality, Feist, Feist & Roberts, 8th edition, McGraw-Hill 2013

b. Number of pages of reading required per week: 30-40

c. Number of pages of writing required over the course of the semester: 18-20

22. High-Impact Activities (Check all that apply)

[ ] Collaborative assignments

[ ] Research with a faculty member

[ ] Diversity/Global learning experience

[ ] Service learning or community learning

[ ] Study abroad

[ ] Internship

[ ] Capstone or senior culminating experience

[ ] Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students should understand the major historical and psychological content of Freudian theory and the subsequent modifications made by later psychodynamic theorists.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Lecture

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Examinations

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Students should be able to use the results of personality assessments and behavioral observations to create personality analyses of themselves and others

Learning Activity:

Lecture

Assessment Tool:

Film Character Analysis & Self-analysis Papers (see attached rubrics that are currently being used in the course that will be deleted upon approval of this course)

**Outcome #3**:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

[ ] Minimally
[x] Indirectly
[ ] Directly

* 1. Thinking Critically

[ ] Minimally
[ ] Indirectly
[x] Directly

* 1. Using Technology

[x] Minimally
[ ] Indirectly
[ ] Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

2014-2015 Undergraduate Bulletin (p. 430)

**PSY 4553. Personality Theory.** Overview of the major theoretical models of personality formation and expression, including psychodynamic, humanistic, and trait perspectives.

**PSY 4723. Organizational Psychology** Provides an understanding of leadership, motivation, job satisfaction, communication, decision making, stress, and group process as related to organi­zational development, maintenance, and productivity. Demand.

**PSY 480V. Special Topics Workshop** Study of selected professional topics. May not be used to satisfy any degree requirements. May be repeated for credit. Demand.

**PSY 4853. Psychological Seminar** Provides intensive coverage of contemporary psychological topics.

 Prerequisite, 12 hours of psychology and permission of instructor. May be repeated for credit. Demand.

**Psychology 4543 – Personality Development**

**Self-Analysis Paper**

## I. Overview

Your task in this assignment is to perform a self-analysis of your personality based on your results on the personality assessments you completed earlier in the semester. Rather than simply report “numbers” from your assessment results, you should think carefully about the events of your life (past, present, and future goals) and your behavioral patterns in order to apply the assessment results and their relevant theories.

## II. Assessments

These are the four assessments you completed and the specific theories or concepts related to them:

|  |  |
| --- | --- |
| **Assessment** | **Theory or Concept** |
| The Big-Five Mini-Markers (Saucier, 1994) | The Big Five (Trait Perspective) |
| The Horney-Coolidge Tridimensional Inventory (Coolidge, 2002) | Horney’s Neurotic Trends |
| The Thomson-Maidenbaum Personality Inventory (Thomson, 1998) | Jungian Psychological Types |
| Needs Satisfaction Inventory (Lester, 1990) | Maslow’s Hierarchy of Needs |

In your results report, you not only have received your personal results, but also additional data (“test norms”) that allows you to see how you compare to others. Some of this norm data is based on results from previous research, while other data is based on all three sections of this course combined.

## III. Your Task

You are to complete a paper that not only reports your assessment results (and possible comparisons to others based on the provided norm data), but your interpretation of the results based on the relevant theory associated with each assessment. Specifically, you should try to address the following for each assessment:

* What were your results?
* Do you think the overall assessment results are accurate in describing your personality?
* What does the theory associated with the assessment imply about the origins or reasons for your personality as indicated by the results?
* Do these theoretical implications provide some enlightenment on the possible origins of your personality or behavior patterns? (Are there any events or experiences in your life that “match up” with the theory?)

For example: let’s say your results on the Horney-Coolidge Tridimensional Inventory indicate that you have a “moving away from people” neurotic trend, after you give a brief report of your results, consider the following:

* Do you think this result is correct? Do you see yourself as having this neurotic trend?
* What does Horney suggest in regards to why people in general develop this neurotic trend?
* Is there anything in your life (e.g., behavior patterns, major life events, your general upbringing, identity issues, etc.) that could support Horney’s theory of why you could have this neurotic trend? – or contradict the theory?

Although you are writing about yourself, it is important to remain objective. Rather than quickly dismissing an assessment result you disagree with, seriously consider whether there may be some truth to it (don’t be defensive). If you still disagree with a particular result, present a clear reason why you think the assessment is mistaken (which may be very well possible – personality assessment is not a perfect science).

Please note that it is not uncommon for students to reveal very private details of their life in self-analysis papers (childhood abuse, drug use, being gay/lesbian, etc.). You may be open and forthright in describing the possible reasons for your assessment results. Please rest assured: ***All personal content you provide in the paper will be kept strictly confidential. No one but me will see your paper.*** ***I will never share any of the information you provide with other students or faculty; however, there is one exception: if I believe you or someone else may be a danger to yourself or others (particularly children), I am legally required to report the matter to University or law enforcement officials.***

## IV. Paper Organization and Grading Rubric (90 points total)

**Section #1 – Introduction/Thesis statement (5 points)**

* Brief statement about the purpose of your paper

**Section #2 – Assessment One (20 points total)**

* Briefly describe your results (and any relevant comparison data)
* Briefly indicate whether or not you agree with the results
* Describe the theoretical implications of your results
* Provide a self-analysis of the possible origins of your results (or disconfirming evidence)

**Section #3 – Assessment Two (20 points total)**

**Section #4 – Assessment Three (20 points total)**

**Section #5 – Assessment Four (20 points total)**

**Section #7 – Brief Conclusion (5 points)**

* Conclusion paragraph ties the paper together effectively by reviewing your overall personality assessment.

The paper is due no later than 5:00PM on Thursday April 23rd (Sections 1) or Friday April 24th (Section 2). The paper should be submitted through Turnitin on Blackboard. Late papers will have 10 points deducted for every 24 hours the paper is late.

## V. Paper Formatting (10 points total)

* APA Style (6th Edition) parenthetical citations, reference list, and section headings
* APA Style (6th Edition) title page (an abstract is NOT required)
* 11 or 12 point font
* One inch margins
* No more than double-spaced
* Correct spelling, grammar, and punctuation
* Minimum of 5 pages of text (title page and references NOT included) – no maximum

## VI. References for Assessment Measures

The Big-Five Mini-Markers:

Saucier, G. (1994). Mini-markers: A brief version of Goldberg’s unipolar big-five markers. *Journal of*

*Personality Assessment, 63*, 506-516.

The Horney-Coolidge Tridimensional Inventory:

Coolidge, F. L. (2005). *Horney-Coolidge Tridimensional Inventory: Manual*. Colorado Springs, CO:

Author.

The Thomson-Maidenbaum Personality Inventory:

Thomson, L. (1998). *Personality type: An owner’s manual*. Boston: Shambhala Publications.

Needs Satisfaction Inventory:

Lester, D. (1990). Maslow’s hierarchy of needs and personality. *Personality and Individual Differences,*

*11*, 1187-1188.

**Psychology 4543 – Personality Development**

**Film Character Psychoanalysis Paper**

## I. Overview

In addition to entertaining us, movies offer detailed portrayals of individual differences in human behavior. Your task in this assignment is to analyze – from the perspective of a psychodynamic personality psychologist – the behaviors and personalities of the characters depicted in one of the films listed below. You are not being asked to critique the film in terms of its value as a work of art or as entertainment. Rather, you should think carefully about the personalities, behaviors, and attitudes of a major character portrayed in the film.

Your primary goal is to apply the psychodynamic personality theories that you’ve learned about in this course to understand and interpret an individual’s personality and behavior. This assignment is comprehensive; I encourage you to bring any/all concepts encountered in this course (from the book, lecture, or the theorists' original writings) that help explain the character’s personality, beliefs, or behavior.

## II. Film Selections

Select one of the films below to watch:

* *But I’m a Cheerleader* (1999; Dir. Jamie Babbit). Rated R (sexuality)
	+ Major Characters: Megan (the cheerleader) or Graham (rebel rich girl)
* *The Matrix* (1999; Dirs. Lana Wachowski & Andrew Wachowski). Rated R (violence)
	+ Major Character: Thomas Anderson/Neo
* *The Lion King* (1994; Dirs. Roger Allers & Rob Minkoff). Rated G (cartoon violence & sensuality)
	+ Major Character: Simba (lion prince)
* *Little Miss Sunshine* (2006; Dirs. Jonathan Dayton & Valerie Faris). Rated R (language & sexuality)
	+ Major Characters: Richard Hoover (the father), Frank Ginsberg (the uncle), Dwayne Hoover (the son), Olive Hoover (the daughter)
* *V for Vendetta* (2006; Dirs. Lana Wachowski & Andrew Wachowski). Rated R (violence & torture)
	+ Major Characters: V (vigilante) or Evey Hammond (TV news staffer)
* *Good Will Hunting* (1997; Dir. Gus Van Sant). Rated R (language & some sexuality)
	+ Major Characters: Will Hunting (self-taught genius), Sean Maguire (therapist)
* *Star Wars: The Phantom Menace* (1999; Dir. George Lucas), *Star Wars: Attack of the Clones* (2002), & *Star Wars: Revenge of the Sith* (2005). Rated PG-13 (sci-fi violence)
	+ Major Character: Anakin Skywalker/Darth Vader

## III. Analysis Procedure

1. View the film you choose at least once (two viewings may offer an advantage). You may watch the movie with another person in the class, but your paper must absolutely be your own individual product (e.g., you should avoid selecting the same 3 personality constructs to describe your character).

2. Watch the film with an eye towards the characters’ personalities, behaviors, feelings, and interactions with others.

* How do they behave? Why do they behave the way they do?
* How do they interpret situations? Does this differ from how the other characters respond?
* What it is it about their past relationships that may influence their behavior and personality now?

3. Select a MAJOR character in the film whose personality you would like to analyze and interpret using **three different psychodynamic personality theories/constructs**. Here are few examples of overarching theories and the specific constructs that may describe your character (feel free to draw upon any theories contained in chapters 2-6 & chapter 8 of the textbook):

|  |  |
| --- | --- |
| **Overarching Theory** | **Examples of specific construct/concept** |
| Freud’s psychosexual stages | Oral, anal, phallic, latent, genital |
| Psychodynamic defense mechanisms | Denial, sublimation, reaction formation, etc. |
| Erikson’s psychosocial stages | Trust vs. mistrust, Identity vs. role confusion, etc. |
| Horney’s neurotic trends | Moving toward, against, or away from people |
| Adler’s Individual Psychology | Inferiority complex |
| Object Relations | Attachment Styles |

4. Identify at least one example for each personality theory/construct that illustrates how the character’s personality, beliefs, or behavior manifests that construct. The example that you choose can be a large part of the film (e.g., a recurring behavioral pattern across the entire film), or can be as small as one line of dialogue that exemplifies the personality theory or construct. In either case, the concept and the parts of the movie must be described in sufficient detail so that I know what you are talking about.

## IV. Paper Organization and Grading Rubric

**Section #1 – Introduction/Thesis statement (10 points)**

* Brief summary of movie and description of your character’s role in the movie
* Thesis statement about the three theories/constructs you will use to explain your character’s personality/behavior/beliefs

**Section #2 – Theory/Construct #1 (25 points total)**

* Example from movie of how your character manifests personality construct **(5 points)**
	+ *Briefly* describe the relevant scene or example that illustrates your character’s personality, beliefs, or behavior (You may assume that your reader has seen the film).
* Overarching theory (e.g., Attachment style) and specific concept/construct (e.g., anxious-ambivalent attachment style) **(10 points)**
	+ Describe **in detail** the overarching personality theory and specific concept/construct that you believe is a relevant characterization of the example you’ve just described.
	+ The idea is to show me that you have a good understanding of the theory/concept and specific principles by describing the theory/process ***in your own words***. An occasional quote from your text or another source is fine, but for the most part, you should be conveying your knowledge without the aid of others’ words. You don’t need to do library research for this – using your text or your lecture notes as resources is fine – but remember the rules about avoiding plagiarism!
* Your analysis/interpretation of behavior within the personality theory **(10 points)**
	+ Elaborate on how the selected scene illustrates the principle you have identified.
	+ Where possible, make reference to how your scene maps onto specific research findings (for example, describe how the scene is similar to or different from relevant experiments you've read or heard about). It's very important that you do more than simply say something like “this scene illustrates reaction formation." You must be specific on precisely how and in what form the scene illustrates this process. It’s also ok to write about how a scene might fail to follow predictions derived from the personality principle or theory.

**Section #3 – Theory/Construct #2 (25 points total)**

**Section #4 – Theory/Construct #3 (25 points total)**

**Section #5 – Brief Conclusion (5 points)**

* + Conclusion paragraph ties the paper together effectively by reviewing the three theories that you used to explain your character’s personality

The paper is due by 5:00PM on Thursday March 19th (Section 1) or Friday March 20th (Section 2). Papers are to be turned in through Turnitin on Blackboard. Late papers will have 10 points deducted for every 24 hours the paper is late.

## V. Paper Formatting (10 points total)

* APA Style (6th Edition) parenthetical citations, reference list, and section headings
* APA Style (6th Edition) title page (an abstract is NOT required)
* 11 or 12 point font
* One inch margins & no more than double-spaced
* Correct spelling, grammar, and punctuation
* Minimum of 5 pages of text (title page and references NOT included) – no maximum

**Psychology 4553 – Personality Theory**

**Spring Semester 2016**

**Arkansas State University**

Section X (CRN XXXXX): Time & Location TBD

|  |  |
| --- | --- |
| Instructor: Dr. Wayne Wilkinson | Office Location: ED 307  |
| Phone: (870) 680-8129 | Office Hours: TBD |
| E-mail: wwilkinson@astate.edu |   |

**I. The Undergraduate Bulletin Description**

Overview of the major theoretical models of personality formation and expression, including psychodynamic, humanistic, trait, and social-cognitive perspectives.

**II. My Course Description and Goals (with a Warning and Disclaimer)**

This course provides an introduction to many of the substantial theories of personality development and expression; including psychodynamic, humanistic, and trait perspectives. Attention is also given to discussing some of the most recent empirical research and theoretical developments within the theories.

Some topics we will discuss in this course may be considered controversial by some individuals. If you do not wish to be part of open discussions on such topics, please reconsider your enrollment in this course.

Circumstances may arise which prevent us from fulfilling every aspect of this syllabus; therefore, the syllabus is subject to change. The instructor reserves the right to modify the course at any time as needed. Students will be notified of any changes.

**III. Required Textbook**

Feist, J., Feist, G. J., & Roberts, T. (2013). *Theories of Personality* (8th edition). New York: McGraw-Hill.

**IV. Required Supplemental Readings**

In addition to the textbook, I have placed the following sources on the Blackboard website. These materials supplement the textbook and are required reading (see course schedule below for when the individual materials should be read for class).

Freud, S. (1962). Three essays on the theory of sexuality. In J. Strachey (Ed. & Trans.), *The standard*

*edition of the complete psychological works of Sigmund Freud* (Vol. 7). London: Hogarth Press. (Original work published 1905)

Freud, S. (1965). The dissection of the psychical personality. In J. Strachey (Ed. & Trans.), *The standard*

*edition of the complete psychological works of Sigmund Freud* (Vol. 22). London: Hogarth Press. (Original work published 1933)

Solms, M. (2004, May). Freud returns. *Scientific American*, pp. 82-88.

**V. Program Goals**

This course contributes to meeting the following goals of the Bachelor of Science (B.S.) in Psychology program. Specifically, successful graduates from the B.S. Psychology program . . .

**•** should be familiar with the major theoretical approaches, empirical findings, and historical trends in psychology.

**•** should understand and be able to use basic research methods in psychology, including design, data collection, data analyses, and interpretation.

**•** should have an understanding of applications of psychology to personal, social, and organizational situations.

**VI. Course Goals**

● Students should be able to recognize the general elements of a theory of personality and comprehend the utility of such theories.

● Students should be familiar with the basic concepts of the individual theories of personality.

● Students should understand the major historical and psychological content of Freudian theory and the subsequent modifications made by later psychodynamic personality theorists.

● Students should recognize the role of humanistic and existential philosophy in the development of modern theories of personality.

● Students should comprehend the origins, recent developments, and possible limitations of the trait perspective of personality and its current role in psychological research.

● Students should be able to use the results of personality assessments to create personality analyses of themselves and others.

**VII. Course Format**

This course will be conducted in a loose lecture format. This means that although I will present traditional lectures, I desire and expect comments, questions, discussions, and even objections about the lecture materials during class. Although I will regulate the length of the discussions due to time limits, I rarely will regulate the content of the discussions unless the statements being made are inappropriate or inflammatory.

It is strongly suggested that you read the textbook *before* a specific chapter is discussed in class. Also, please be aware that any material from the textbook is eligible to appear on a quiz or exam, even if the topic is never covered in a lecture. Due to time constraints it will not always be possible to cover every topic from the textbook in class.

**VIII. Course Requirements**

Your grade in the course is based on a possible total of 620 points:

● Three Exams (100 points each): Each quiz will consist of 40 multiple choice questions (2 points each), and one case study analysis.

♦ Make-up quizzes are possible *only* if a valid excuse (with any necessary evidence) for missing a quiz is provided at the next class session attended. *All make-up quizzes must be completed within one week of the student’s return to class*.

♦ Quiz grades are posted on Blackboard. If you wish, you may view your quizzes during my office hours to determine which questions you answered incorrectly; however, you may not keep your quiz or make a copy of it. If a question is marked as incorrect but you feel your answer is correct, you may contest the question by writing a rebuttal. Rebuttals must be submitted in written form (no electronic submissions). Indicate which question you are appealing, the answer that you think is correct, and a rationale for why you think your answer is correct (this includes SPECIFIC references to class materials or lectures). Rebuttals will be reviewed and credit will be given accordingly. Submit rebuttals no later than one week after reviewing your quiz.

● Film Character Psychoanalysis Paper (100 points): You will be required to write a paper applying three personality theories or concepts to a major character in a film. *A separate handout with details for the paper will be provided*. Late papers will have 10 points deducted for every 24 hours the paper is late.

● Personality Assessments (20 points): You will be required to complete an online survey consisting of various personality assessments. The primary purpose of these assessments is to provide information for your self-analysis paper (see below). The link to the online survey will be posted on Blackboard. Please allow a minimum of one hour to complete the survey.

● Self-analysis Paper (100 points): You will be required to write a paper that analyzes your results on the personality assessments (see above) using several of the theories covered in class. *A separate handout with details for the paper will be provided*. Late papers will have 10 points deducted for every 24 hours the paper is late.

● Final Exam (100 points): There will be a cumulative final for the course. The exam will consist of 50 multiple choice questions (2 points each).

**IX. Extra Credit**

Extra credit *may* become available throughout the semester in the form of participating in research (e.g., completing surveys) being conducted by ASU faculty and students. The points rewarded for each extra credit opportunity will be determined at later date and based on the time and effort required for completion.

**X. Grading Scale**

A = 558-620 points (90.00%-100.00%)

B = 496-557 points (80.00%-89.99%)

C = 434-495 points (70.00%-79.99%)

D = 372-433 points (60.00%-69.99%)

F = 0-371 points (0.00%-59.99%)

**XI. Academic Misconduct Policy**

Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the ASU academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties.

Neither *plagiarism* (the act of taking and/or using the ideas, work, and/or writings of another person as one's own) or c*heating* (an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner) will be tolerated in this course. All instances of academic misconduct will be responded to as specified in the *Arkansas State University Student Handbook 2015-16.* Please see the *Student Handbook* for detailed information on the academic misconduct policy at ASU, including possible disciplinary actions and ways to avoid plagiarism.

**XII. Class Attendance & Tardiness Policy**

Failing to regularly attend class sessions will have a negative impact on your ability to achieve a passing grade. You responsible for all information presented in lectures and all assigned readings. If you miss a day of lecture notes, it is your responsibility to obtain a copy from a classmate rather than the instructor. Please see the *Student Handbook* for detailed information on the attendance policy at ASU.

It is the practice of Arkansas State University to allow students to participate in university sponsored events, even when those events cause them to be absent from class. Students participating in university sponsored events will be given reasonable opportunities to make up missed assignments. It is the student’s responsibility to notify the instructor of an upcoming absence due to a university sponsored event the *first week of the semester*. The student is responsible for all information presented in class and all assigned readings.

**XIII. Accommodations**

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.

**XIV. Class Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week Starting** | **Topic** | **Reading****Assignment** | **Course Deadlines** |
| Jan. 18th | Course Introduction & Introduction to Personality Theory | Chapter 1 |  |
| Jan. 25th | Freud: Psychoanalysis | Chapter 2 (pp. 18-40) &Freud (1965) |  |
| Feb. 1st  | Freud: Psychoanalysis | Chapter 2 (pp. 41-67),Freud (1962), &Solms (2004) | Friday Feb. 5th: Self-assessment Due |
| Feb. 8th | Adler: Individual Psychology | Chapter 3 | Friday Feb. 12th: Exam 1 |
| Feb. 15th | Jung: Analytical Psychology | Chapter 4 |  |
| Feb. 22nd | Klein: Object Relations | Chapter 5 |  |
| Feb. 29th  | Horney: Psychoanalytic Social Theory | Chapter 6 | Friday March 4th: Exam 2 |
| Mar. 7th  | Erikson: Post-Freudian Theory | Chapter 8 |  |
| Mar. 14th | Maslow: Holistic-Dynamic Theory | Chapter 9  | Friday March 18th: Film Character Analysis Paper Due |
| Mar. 21st  | **SPRING BREAK – NO CLASSES** |
| Mar. 28th  | Rogers: Person-Centered Theory | Chapter 10 |  |
| Apr. 4th | May: Existential Theory | Chapter 11 | Friday April 8th: Exam 3 |
| Apr. 11th | Trait Perspectives | Chapters 13 & 14 |  |
| Apr. 18th  | Kelly: Personal Constructs Theory | Chapter 19 |  |
| Apr. 25th | Bandura: Social Cognitive Theory | Chapter 17 | Friday April 29th: Self-analysis Paper Due |
| May 2nd |  |  | Final Exam: TBD |