

Personality PSYC 3350

Fall 2022

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

Select Thursdays 6-7 PM Online meetings (January 19th, 2023 and February 16th, 2023)

Spring 2022 Semester (8 Week course): January 17, 2023 - March 10, 2023

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. Please follow calendar for mandatory class meeting dates through Canvas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Rebekah Oakley, Ph.D., LSSP, LP

Office: Online Only

Email: becki.oakley@tamuct.edu

Office Hours: As needed. Available daily for virtual appointments.

Student-instructor interaction

Email me to schedule a Microsoft TEAMS meeting.

Requests and emails will be answered within 48 hours, although usually much sooner.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

An introduction to personality, the unique and relatively stable patterns of behavior, thoughts, and feelings that make individual human beings. The different theoretical approaches - psychodynamic, cognitive, behavioral, humanistic, and existential - will be covered and will be related to personality and personality development. Prerequisite(s): PSYC 2301 and PSYK 309 or approval

Course Objective or Goal Student Learning Outcomes:

- a. Demonstrate factual knowledge (terminology, classifications, methods, trends). Students will read, write, discuss, and respond to content-specific information regarding personality from the textbook and peer-reviewed articles. Assessments in which students will demonstrate this objective are weekly participation and discussion posts, 4 short-answer tests, article reviews and a final project.
- b. Demonstrate knowledge of fundamental principles, generalizations, or theories. Students will read, write, discuss, and respond to information regarding the theories and basic principles associated with each major explanation in personality psychology including articulating how an individual's behavior can be understood from each perspective and the factors that influence the expression of personality. Assessments in which students will demonstrate this objective are weekly participation and discussion posts, 4 short-answer tests, article reviews and a final project.
- c. Apply course material (to improve thinking, problem solving, and decisions). Students will select topics from the textbook to discuss as they relate directly to one's own life and decision making. Assessments in which students will demonstrate this objective are weekly discussions and replies. Students will apply and extend their depth of knowledge from the course text by locating, retrieving, reading, and summarizing peer-reviewed research in a theory of personality. Assessments in which

students will demonstrate this objective are article reviews and the final project.

- d. Analyze and begin to critically evaluate ideas, arguments, and points of view. Students will read and summarize peer-reviewed articles that support one theory of personality and explain in writing how well the articles support the theory. The assessment in which students will demonstrate this objective is the final.

Required Reading and Textbook(s)

Burger, J. M. (2019). *Personality* (10th ed.) Belmont, CA: Thompson. ISBN: 9781337559010

The textbook is available through Cengage.

Additional podcasts and articles as listed in the calendar and in the modules on Canvas. Access to be provided by link.

All writing assignments in this course will be expected to be in APA style. There are several very good online resources for APA style including:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Students may also benefit from purchasing this guide:

American Psychological Association. (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC: Author. ISBN: 9781433832161

COURSE REQUIREMENTS

Structure/late submissions/Attendance

This course will be a 100% online course using the Canvas system. There are selected dates throughout the semester when live mandatory meetings will be held via Canvas. Please see the calendar for these dates. Canvas will also be used to upload your course work. Course materials, and additional assignments. Students are to adhere to deadlines for submission of assignments as stated in each assignment description or syllabus. Late work will be accepted after the due date for ½ credit. All online work submitted for class MUST be submitted through the Assignment links on Canvas; no work submitted by email will be accepted unless arranged with me beforehand.

Weekly Participation/ Discussion Boards (40 points/week, 8 weeks, 320 points total): Each week is represented by a module in this course. Each module will include one prompt for participation. Prompts may include commenting on a discussion post, listening to an assigned podcast or reading an assigned reading or website. Both the resource and the discussion post prompt are available on the course calendar and the module. Students can receive 30 points for an original post and 10 points for commenting on a peer's post. Discussion board posts are due by 11:59 PM on Thursday of each week.

Article Reviews (60 points/article review, 3 article reviews, 180 points total): Summaries of three peer reviewed articles will be due periodically during the course. All summaries must be written in APA style. Summaries will include description of information presented in the article, how the information is connected to a class topic, and what further questions the reading brings up for the student. The review will mostly be about 1 page double spaced. ALL content should be written in the student's own words. If students have content that is identical to another work, students will not be credited for the assignment. The articles may be student choice, as long as they are related to a topic covered in the textbook or other course topics. Please see the list after the course calendar which includes example articles which may be used. Please note articles should be preferably published in the last 10 years.

Final Project/ Powerpoint (100 points): Near the end of the semester, a research review powerpoint is due that integrates five peer-reviewed articles explaining in detail one theory of personality. The student may choose to use four peer-reviewed articles and one podcast with an expert in the field. The final project will require students to summarize and integrate the five research articles into one coherent presentation describing the specific theory, and students should explain how well each article supports the theory. The project should also include information from the course. The project will include 10-12 slides including a title slide and a reference slide. The presentation will include: an overview of the theory and a slide for each source and will summarize the source and indicate what information the source provides regarding the theory. The presentation will also include a slide summarizing areas for future research or areas in which the theory has provided the basis for other theories and research (note: some theories are now considered more historical rather than scientifically supported).

Exams

Test 1 (100 points) This short answer test will cover chapters 1, 2, 3, & 4 of the course textbook.

Test 2 (100 points) This short answer test will cover chapters 5, 6, & 7, 8 of the course textbook.

Test 3 (100 points) This short answer test will cover chapters 9, 10, & 11, 12 of the course textbook.

Test 4 (100 points) This short answer test will cover Chapters 12, 13, & 14, 15, and 16 of the course textbook.

Final Grade:

900-1000 pts. A

800-899 pts. B

700-799 pts. C

600-699 pts. D

Below 600 pts. F

Posting of Grades

Assignments and submissions will be graded within 1 week with grades being posted on Canvas.

Grading Policies

Due dates are posted on the course calendar. Work will be accepted after the due date for up to ½ credit of total points.

COURSE OUTLINE AND CALENDAR

Date	Online Participation	Please Read In Text	Details
Thursday 1/19/2023 Module 1	Mandatory On-line Class Meeting: 6 PM Access the following short video: https://www.youtube	Burger Chapters 1-4	Participation Points: Post on Module 1 discussion board. Indicate two areas of conflict regarding Freud from the video.

	com/watch?v=mKG-PEVYOR8		
Thursday 1/26/2023 Module 2	Access the following brief article about a historical moment for Carl Jung and Freud: https://www.apa.org/monitor/2009/09/freud	Burger Chapter 5 and 6	Participation Points: Post on Module 2 three further questions you have after reading the brief article. Article Review 1 due by 11:59 PM Sunday, January 29, 2023 Test 1 due Sunday, September January 29, 2023 by 11:59 PM
Thursday 2/2/23 Module 3	Listen to the following podcast: https://www.apa.org/news/podcasts/speaking-of-psychology/adult-friendships	Burger Chapter 7-8	Participation Points: Dr. Franco uses attachment theory to explain relationships in her research. On the discussion board for module 3, list the types of attachment defined in your book and indicate 3 ideas discussed by Dr. Franco to strengthen adult friendship. Test 2 due by Sunday, February 5, 2023 at 11:59 PM
Thursday 2/9/23 Module 4	Listen to the following podcast: https://www.apa.org/news/podcasts/speaking-of-psychology/personality-tests	Burger Chapter 9-10	Participation Points: Post on Module 4 discussion board regarding the podcast assigned. Indicate information on the Big 5 that you learned from Dr. Oswald. Article Review 2 due by 11:59 PM Sunday, February 12th

<p>Thursday 2/16/2023 Module 5</p>	<p>Mandatory On-line meeting at 6 PM</p> <p>Listen to this podcast: https://super-soul.simplecast.com/episodes/brene-brown-atlas-of-the-heart-part-1-kP0bJsEn</p>	<p>Burger Chapter 11-12</p>	<p>Participation Points: Post on the Module 5 discussion post. Have you heard of Brene Brown previously? What was the aim of her book Atlas of the Heart? What is new information for you from this podcast?</p> <p>Article Review 3 due by 11:59 PM Sunday February 19, 2023 at 11:59 PM</p>
<p>Thursday 2/23/23 Module 6</p>	<p>Read this brief summary of a research summary: https://www.apa.org/monitor/apr06/orangutans</p>	<p>Burger Chapter 13-14</p>	<p>Participation Points:Post on the discussion board for Module 6. Describe how the research described in the linked summary relates to the Big Five.</p> <p>Test 3 due by 11:59 on Sunday, February 26, 2023</p>
<p>Thursday 3/2/23 Module 7</p>		<p>Burger Chapter 15</p>	<p>Participation Points: There are many youtube videos about Social Learning Theory. Find one that you find to be accurate, helpful and informative and post on Discussion 7 the link with a brief introduction.</p>

<p>Thursday 3/9/23</p> <p>Module 8</p>	<p>Access: https://www.youtube.com/watch?v=sV9uYKdIUxg</p>	<p>Burger Chapter 16</p>	<p>Participation Points: On the discussion board for Module 8, answer the following question. The video is part of ACT (Acceptance and Commitment therapy) and this video highlights how ACT focuses on understanding cognitions. Give an example of how this video could be utilized either in your personal life or hypothetically.</p> <p>Test 4 due by 11:59 PM on Thursday, March 9th.</p> <p>Final Project Due by Friday, March 10th, 2023 at 11:59 PM.</p>
--	---	--------------------------	---

Journal Article Options: These are scientific and peer-reviewed articles that you can use for your 3 Journal Reviews. You can also find your own articles as long as they are relevant to the course. I recommend picking topics from class that you are interested in and finding research articles about that topic.

DURNS, T. (2022). Pharaohs, Philosophers, and Freud—Tracing Bias in Modern Correlates of Hysteria. *Journal of Psychohistory*, 49(4), 298–312.

Türkarşlan, K. K. (2022). Children’s affectionate and assertive attitudes towards their parents: the Oedipus complex or parent–offspring conflict? *Integrative Psychological & Behavioral Science*, 56(3), 653–673. <https://doi-org.tamuct.idm.oclc.org/10.1007/s12124-021-09624-w>

Thomas, K. R., Kim, J. H., & Rosenthal, D. A. (2020). Psychodynamic understanding and treatment of patients with congenital disability. *American Journal of Psychoanalysis*, 80(4), 458–471. <https://doi-org.tamuct.idm.oclc.org/10.1057/s11231-020-09272-w>

Vaughan, A. G. (2019). African American cultural history and reflections on Jung in the African Diaspora. *Journal of Analytical Psychology*, 64(3), 320–348.

<https://doi-org.tamuct.idm.oclc.org/10.1111/1468-5922.12501>

Fierro, C. (2022). How Did Early North American Clinical Psychologists Get Their First Personality Test? Carl Gustav Jung, the Zurich School of Psychiatry, and the Development of the “Word Association Test” (1898-1909). *HISTORY OF PSYCHOLOGY*. <https://doi-org.tamuct.idm.oclc.org/10.1037/hop0000218>

Bainbridge, T. F., Ludeke, S. G., & Smillie, L. D. (2022). Evaluating the Big Five as an organizing framework for commonly used psychological trait scales. *Journal of Personality and Social Psychology*, 122(4), 749–777. <https://doi-org.tamuct.idm.oclc.org/10.1037/pspp0000395>

Khosbayan, A., Andrade, M. S., & Mellado Miller, R. (2022). The Relationship Between Psychological Resilience and the Big Five Personality Traits. *International Management Review*, 18(1), 5–11.

Sosteric, M., & Ratkovic, G. (2022). It takes a village: Advancing attachment theory and recovering the roots of human health with the Circle of Seven Essential Needs. *Aotearoa New Zealand Social Work Review*, 34(1), 113–127.

Canbolat, O., & Hisar, F. (2022). The Effectiveness of Counseling in the Internship Program According to Maslow’s Hierarchy of Needs. *International Journal of Caring Sciences*, 15(1), 617–626.

Acevedo, A. (2018). A personalistic appraisal of Maslow’s needs theory of motivation: From “humanistic” psychology to integral humanism. *Journal of Business Ethics*, 148(4), 741–763.

<https://doi-org.tamuct.idm.oclc.org/10.1007/s10551-015-2970-0>

Murphy, D., & Joseph, S. (2019). Contributions from the person-centred experiential approach to the field of social pedagogy. *Cambridge Journal of Education*, 49(2), 181–196.

<https://doi-org.tamuct.idm.oclc.org/10.1080/0305764X.2018.1488946>

Maurer, M. M., & Daukantaitė, D. (2020). Revisiting the Organismic Valuing Process Theory of Personal Growth: A Theoretical Review of Rogers and Its Connection to Positive Psychology. *Frontiers in Psychology*, 11, 1–15. <https://doi-org.tamuct.idm.oclc.org/10.3389/fpsyg.2020.01706>

Bu, F., Abell, J., Zaninotto, P., & Fancourt, D. (2020). A longitudinal analysis of loneliness, social isolation and falls amongst older people in England. *Scientific Reports*, 10(1), 1–8.

<https://doi-org.tamuct.idm.oclc.org/10.1038/s41598-020-77104-z>

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our Access & Inclusion Canvas page (log-in required)
[<https://tamuct.instructure.com/courses/717>]

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the student conduct process,
[<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may submit a referral,
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid

penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject

taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Schedule an appointment here

[<https://tamuct.libcal.com/appointments>]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website

[<https://tamuct.libguides.com/index>]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WConline [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OTHER POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [<https://www.tamuct.edu/compliance/titleix.html>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (2022) by Rebekah Oakley at Texas A&M University-Central Texas; 1001 Leadership Place, Killeen, TX 76549; becki.oakley@tamuct.edu

