Psychology 232 Syllabus (F2024)

The Psychology Of Personality (Queens College CUNY)



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Psychology 232: The Psychology of Personality

Spring 2024 • T,TH – 1:40-2:55pm • Rosenthal 230 • Ashley Dixon, M.A., M.S., LMHC

Email: Ashley.Dixon@qc.cuny.edu **Office Hours: Tuesday 12:15pm – 1:15pm – SB E324**

Please include your name and the name of this class in the subject of all emails – emails without name and name of the class in the subject will not receive a response. Should you have questions or any issues regarding this course that cannot be addressed during office hours, please send an email. Email response is usually within 24 hours, Monday through Thursday, bet ween the hours of 8am and 6pm. Instructor has limited availability on Fridays. Instructor is unavailable over the weekend.

Course Text & Required Materials

Queens College Online Bookstore: https://qc.textbookx.com/institutional/index.php

Required Textbook: Burger, J.M. (2015): *Personality (10th Edition) (***ISBN:** 1-337-55901-6)

Required tools and accounts:

- Access to Brightspace: https://cunyportal.cuny.edu (log onto Brightspace). All students should make sure they have access to Brightspace and that the email address linked to their Brightspace account is one that students check regularly.

Technical support: Email Helpdesk@qc.cuny.edu, or call the Student Support Hotline (718) 997-3000

Course Overview

An introduction to the contemporary study of personality processes and individual differences. The course examines research growing out of various perspectives on personality, including psychoanalytic, trait, biological, humanistic, learning and cognitive approaches.

Credit Hours & Course Requirements

45 credit hours; PRE: PSYCH 101; Not open to students who have taken the former PSYCH 224 or 229.

Learning Goals & Objectives

- The objective of this course is to provide a basic foundation in personality psychology. By the end of the course, students will be well acquainted with the foundations of personality psychology, including multiple theoretical approaches to how personality can be understood, and a research-based understanding of how individuals vary in their personality.

Quizzes & Exams

- There will be one (1) online quiz on chapters 1 & 2. It will be available on Brightspace. There will be 25 questions on the quiz, and it will be comprised of multiple-choice questions. Students will be allotted 45 minutes to complete it.
- There will be two (2) in-class exams throughout the course of the semester plus a final exam scheduled during finals week. **The final exam is MANDATORY. You must take the final exam.**
- Each exam will be made up of multiple-choice questions. Students will have the entire class period to complete the exam. Students will not be able to begin the exam after thirty (30) minutes have passed.
- Only one (1) in-class exam and the final exam will be counted toward your final grade. In addition, the exams will be weighted differently, according to your performance.

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- Make-up exams **WILL NOT BE GIVEN for the first exam missed by a student – that will be considered the lowest grade and will be dropped.**
- Make-up exams will be considered for students who miss an additional in-class exam with a legitimate documented reason (religious holidays, doctor documented illness, doctor or hospital documented injury, death in the family, jury duty, court appearances, summons or subpoenas). Students who miss an exam must inform the instructor within 24 hours of the missed exam to qualify for a make-up exam. If given, the exam will only be given during instructor's office hours within seven (7) days of the missed exam.
- All make-up examinations will be given at the discretion of the instructor. If you do not have a legitimate reason why you miss an exam, the missed exam will be calculated as a "0." Please be advised that all make-up exams may be considerably more difficult than the original exam.

Personality Test Discussion Boards

- For the chapters related to approaches in personality, you will also be taking a brief personality test related to the approach discussed. After completing the personality test, you must take a screenshot of the final results page and upload it to Brightspace – this will be proof that you completed the test. After taking the test, you will write a discussion post on your experience and the results obtained from that test. Discussion posts should include thoughts, questions, and ideas that arose while taking the test or while analyzing the results that you obtained. You do not have to reveal exactly what results you received while taking the test in your posts, but you can discuss your thoughts on the results that you obtained. These posts should not only be how you feel (I liked it; I didn't like), personal values (I believe X), or solely personal stories (although they can be part of it). Additionally, the posts should not simply be a summary of the test you took or the answers you submitted. An appropriate post might address questions that arose while you were taking the tests, issues of validity you may have realized while taking the test, or how well you believe this test captures your personality based on the approach off which it is based. You can also feel free to make connections between the test and related course topics.
- For the final discussion board, you will write a post discussing the combination of all the results that you found. This post will be an opportunity for you to synthesize all the data from the tests that you took and analyze it using the information you learned in class about personality theories. For this post, consider the conclusions that each of the personality tests drew and whether you received similar results on different tests. Additionally, compare them to other personality tests you may have taken in the past, and consider what may have caused any differences in results. Finally, feel free to discuss if anything surprised you about the results that you found across the different test, and if you agree with them as an accurate description of what you believe your personality to be. Please be sure to store your test results from your previous tests after you take them in order to use them for your final analysis (the website does not archive results).
- All original posts should be at least 8 sentences long. You must also reply to at least one post made by one of your classmates in each discussion board (except for the final one). Replies should be at least 3 sentences. Each discussion board will have a due date. Any post made after the due date will not count. Any post that does not meet the length requirement (post and reply) will not receive full credit. All 8 discussion boards must be completed. To earn full credit for the discussion board, an original post ***and*** a reply must be present. If only an original post but no reply is present, your board will not receive any credit. If only a reply, but no original post is present, your board will not receive any credit. Additionally, a screenshot must be provided for discussion posts to receive credit. Discussion posts without appropriate screenshot proof of results of a personality test will not receive any credit. Additionally, discussion board posts that do not include features mentioned above will not receive credit.

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Grading

Exams (1 during the regular semester and final exam)	Highest exam – 30%; Lowest Exam – 25%
Brightspace Quiz	15%
Personality Tests Discussion Boards	30%

The percentages above reflect how your final course grades will be calculated. The breakdown of grades in the "My Grades" section of Brightspace does not reflect this breakdown and should be used only to see what assignments you have completed and the credit you have earned for them

Please consult the Academic and Grading Policies for percentage grade equivalents

Class Policies & Expectations of Students

By remaining enrolled in this class, you are agreeing to abide by the class rules specified in the course syllabus and those set forth by the Queens College undergraduate scholastic standards committee (USCC).

Late/Make-up Policy – If a true emergency occurs, contact the instructor as soon as possible to discuss it. Special consideration for late work or missed exams will only be given, however, when the problem is a true emergency and only when valid documentation (i.e., emergency room documentation, court notice) is provided. If you miss an exam because of a documented emergency, the instructor will determine the make-up policy. Any make-up policy is at the sole discretion of the instructor. Failure to contact the instructor in a timely matter may forfeit your opportunity for a possible extension. Assignments that are over 5 days late may not be eligible for an extension. Quizzes and exams where the answers have already been made available to the class are not eligible for a make-up. Since one exam is dropped, there will be no make-up opportunities for the first exam missed by a student during the semester.

Diversity, Equity, and Inclusion – This class aims to foster a supportive learning environment for all students. The instructor welcomes your unique perspective and ideas. Advancing new scientific knowledge and developing critical thinking skills means that you are kindly encouraged to question what came before, and to actively make new observations about your experiences. When reflecting on what you are learning and participating in class, please be respectful of other students' ideas and questions, and please be mindful of individuals' diverse backgrounds, personalities, and experiences. Please feel welcome to share your pronouns, and please let the instructor know if your name is different from what is listed on CUNYfirst and/or Brightspace. Student feedback about the course content and environment is welcomed. You can send the instructor an email, come to office hours or schedule a time to talk. For anonymous suggestions, please use the Departmental Voice Box: https://qcpsych.commons.gc.cuny.edu/student-voices-box/.
and please let the instructor know if your name is different from what is listed on CUNYfirst and/or Brightspace.

Discussions – In-class discussions should reflect critical thinking skills, sensitivity to diversity, and thoughtful evaluations and critiques. All students are very much encouraged to participate in class discussion. This class is a safe zone; we create a safe zone by maintaining a commitment to respectful dialogue and being mindful of others' beliefs and/or behaviors. Comments intended to harm or attack a person (or group of persons) will not be tolerated.

Netiquette – Please maintain a professional demeanor when posting online. You can be respectful even when you have a difference of opinion. Treat others as you'd want to be treated yourself. Don't type in all caps, as that is the online equivalent of shouting. If you need to emphasize a word or phrase, use italics.

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Attendance – All students are expected to attend all classes. Although attendance does not count toward the final grade, information taught during class time may not be available on the slides found on Brightspace. If you miss a class, please refer to the slides on Brightspace and ask another student for notes regarding all additional information not contained in the online slides. The instructor **WILL NOT** provide slide materials from class (unless otherwise specified).

Brightspace Slides – Powerpoint slides will be used in this class and there will be slides on Brightspace that correspond to each chapter. Please keep in mind, however, the slides posted on Brightspace may not include additional information that will be pertinent to your understanding of many key concepts. Materials not on the slides on Brightspace, but were discussed in class, are fair game for potential exam questions. You are still responsible for this information.

Technology – Cell phones and other communicative devices are to be turned off or on vibrate during class. Laptops and other note taking devices should be used strictly for taking notes during class. Any transgressions regarding technology will be reflected in the participation component of your grade.

Side Conversations – Side conversations are to be limited and are considered disruptive to the learning process. Points toward participation will be deducted if a student is reminded more than once to curtail such conversations.

Accessibility – All individuals learn in unique ways, and the instructor strongly supports your ability to succeed in this class. You are invited to come to office hours or to talk to the instructor after class to see how you can be supported in your learning goals. If you believe you may need additional supports or accommodations, please reach out to the Queens College Office of Special Services for Students with Disabilities (QC OSSSD; Office: Frese Hall Room 111; Telephone: 718-997-5870; Email: qc.spsv@qc.cuny.edu.). If you need academic accommodations, the instructor supports you in your right to have these met. Please try your best to initiate this process during the first week of class. Please provide the instructor with an official Accommodations Document from QC OSSSD specifying the need and type of accommodation.

CUNY Policy on Academic Integrity – Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/. Please read this document, paying careful attention to the sections on plagiarism and Internet plagiarism. If you are not sure how to cite work you have found on the internet, please review the APA Guidelines provided by the Purdue OWL.

Use of AI Technology – In this course, academic integrity and originality are paramount. Therefore, you are not permitted at any stage of your coursework to use generative AI tools, which are systems like ChatGPT that can create content such as text, images, or music based on input data. This includes activities like generating ideas, drafting, or finalizing assignments. However, tools designed to assist in grammar and spelling, such as Grammarly, are acceptable. If you have any uncertainties about the use of specific tools or need clarification on this policy, please consult the instructor.

Statement on student wellness – As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. Please know that counselors at the Queens College's **Counseling, Health and Wellness Center** on the first floor of Frese Hall are available to support your physical, psychological, educational, emotional, or social well-being. **Services are confidential and free of charge.** You can learn more about confidential mental health services available on campus at https://www.qc.cuny.edu/StudentLife/services/counseling/counseling/

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Use of Student Work – All programs in New York State undergo periodic reviews by accreditation agencies. For these purposes, samples of student work are occasionally made available to those professionals conducting the review. Anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

Extra Credit – There may or may not be opportunities for extra credit throughout the semester. It is in your best interest to operate on the assumption that the points earned through exams and discussion boards are the only way to increase your grade in the course. ***Please do not ask the instructor for extra credit*** – if there are extra points to be earned, you will be informed.

Student Responsibility – Students should refer to the class syllabus to make sure they are doing all work required for the course. All students are expected to come prepared to class, having completed all textbook and applicable supplemental readings. Students should take care to make sure that all assignments and exams are submitted on time before the due date. If there is an issue that results in students missing submission due dates, it is up to the student to inform the instructor as soon as possible. Without input from the student, the instructor will grade work as submitted.

Careers in Psychology: The knowledge and skills gained in this class can be helpful in a range of careers. But, if you feel particularly passionate and excited about the material in this course, consider whether a career in developmental psychology is for you.

- Follow this link to learn more: https://www.qc.cuny.edu/academics/psychology/career-advising-developmental-psychology/
- Meet with a QC Career advisor (https://www.qc.cuny.edu/academics/cei/) and with a Psychology Department peer advisor (https://www.qc.cuny.edu/academics/psychology/academic-advising-schedule-advising/) to think about next steps in your educational and vocational paths.
- To learn about yourself and how to best apply your Psychology Major to a future career, check out https://www.focus2career.com/Portal/Login.cfm?SID=591 for career and https://www.16personalities.com/free-personality-test personality assessments.
- Unsure how to move forward with your Psychology Major? Here are some excellent ideas https://whatcanidowiththismajor.com/major/psychology/ .
- The best way to learn if you like something is to try it. QC Center for Career Engagement and Internships may help you find experiential learning opportunities https://www.qc.cuny.edu/academics/cei/career-students/. Internship opportunities are listed on **HireQC**. (Internship experience is also likely to help you get a job in the field and earn a higher starting salary. And you can earn credit for your internship experience and maybe a stipend.)
- Sign up for the Psychology Department listserv to learn about career services events and job postings. https://www.qc.cuny.edu/academics/psychology/home-undergraduate-mailing-list/
- Getting involved in research is a great way to apply your skills and get relevant experience. Visit the community drive created by the Undergraduate Psychology Committee to learn about research opportunities and steps to joining a research lab: https://drive.google.com/drive/folders/10iNwYadUheAw7oktVf99eVM8wk8G4UrQ

For information on the above-listed topics, see the Queens College, CUNY, Undergraduate Standard Scholastic Committee Handbook.; For more detailed information regarding these regulations, visit www.qc.edu/USSC.

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Class Schedule

Instructor reserves the right to amend schedule contingent on class progression and/or class cancellations*

DATE	TOPIC	TEXTBOOK READINGS	PERSONALITY TEST DISCUSSION BOARD
Aug 29 (TH)	Course Overview What is Personality?	Chapter 1	
Sep 3 (T)	Personality Research Methods	Chapter 2	
Sep 5 (TH)	Personality Research Methods ***Brightspace Quiz available at 2:55pm****	Chapters 2	
Sep 10 (T)	*Psychoanalytic Approach: Freudian Theory* Theory, Application & Assessment	Chapter 3	*Freudian Personality Test* – ***available from September 6- September 20 at 11:59pm***
Sep 12 (TH)	*Psychoanalytic Approach: Freudian Theory* Theory, Application & Assessment ***Brightspace Quiz due at 11:59pm****	Chapter 3	
Sep 17 (T)	*Psychoanalytic Approach: Freudian Theory* Relevant Research	Chapter 4	
Sep 19 (TH)	*Psychoanalytic Approach: Freudian Theory* Relevant Research	Chapter 4	
Sep 24 (T)	*Psychoanalytic Approach: Neo-Freudian Theory* Theory, Application & Assessment	Chapter 5	*Attachment Styles Test* OR *Jung Typology test* ***– available from September 20 - October 4 at 11:59pm*** *(only one submission necessary for grade, but you can take both tests if desired)*
Sep 26(TH)	*Psychoanalytic Approach: Neo-Freudian Theory* Theory, Application & Assessment	Chapter 5	
Oct 1 (T)	*Psychoanalytic Approach: Neo-Freudian Theory* Relevant Research	Chapter 6	

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Oct 3 (TH)	*Psychoanalytic Approach: Neo-Freudian Theory* Relevant Research	Chapter 6	
Oct 8 (T)	**EXAM 1 - CHAPTERS 3-6**		
Oct 10 (TH)	*Trait Approach* Theory, Application & Assessment	Chapter 7	*Big-5 Test* ***– available from October 4 - October 23 at 11:59pm***
Oct 15 (T)	CLASSES FOLLOW A MONDAY SCHEDULE		
Oct 17 (TH)	*Trait Approach* Theory, Application & Assessment	Chapter 7	
Oct 22 (T)	*Trait Approach* Relevant Research	Chapter 8	
Oct 24 (TH)	*Biological Approach* Theory, Application & Assessment	Chapter 9	*PEN Test* ***– available from October 22 - November 1 at 11:59pm***
Oct 29 (T)	*Biological Approach* Theory, Application & Assessment	Chapter 9	
Oct 31 (TH)	*Biological Approach* Relevant Research	Chapter 10	
Nov 5 (T)	**EXAM 2 –CHAPTERS 7-10**		
Nov 7 (TH)	*Humanistic Approach* Theory, Application & Assessment	Chapter 11	*Self-Esteem Test* ***– available from November 2 - November 15 at 11:59pm***
Nov 12 (T)	*Humanistic Approach* Theory, Application & Assessment	Chapter 11	
Nov 14 (TH)	*Humanistic Approach* Relevant Research	Chapter 12	
Nov 19 (T)	*Behavioral/Social Learning Approach* Theory, Application & Assessment	Chapter 13	*Gender Roles Test* ***– available from November 15 - December 4 at 11:59pm***
Nov 21 (TH)	*Behavioral/Social Learning Approach* Theory, Application & Assessment	Chapter 13	

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Nov 26 (T)	*Behavioral/Social Learning Approach* Relevant Research	Chapter 14	
Nov 28 (TH)	THANKSGIVING DAY – NO CLASS		
Dec 3 (T)	*Behavioral/Social Learning Approach* Relevant Research	Chapter 14	
Dec 5 (TH)	*Cognitive Approach* Theory, Application & Assessment	Chapter 15	*Aggression Test* **– *available from December 3 - December 13 at 11:59pm***
Dec 10 (T)	*Cognitive Approach* Theory, Application & Assessment	Chapter 15	
Dec 12 (TH)	*Cognitive Approach* Relevant Research	Chapter 16	
Dec 19 (TH)	**FINAL EXAM – CHAPTERS 11-16** **1:45-3:45pm**		*Final discussion board* – summary of personality tests – **available from December 12 - December 19 at 11:59pm**

**** Please note that this syllabus acts as a **contract** between you, the student, and I, the instructor. By remaining in this class, you have agreed to the terms of this syllabus. ****

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