Course Information:
PSYC 4341 Personality Psychology  
Spring 2016 Mondays 1:00-1:50/HYBRID  
ADMIN 127

Instructor Information:  
Laura Owens, M.S.  
Office: BEP 245  
Office Phone: (903) 566-7382  
Office Hours: by appointment or M/W 10:55-11:55, Wednesday 1:00-2:00  
Email: llamb@uttyler.edu (best way to contact me)

Course Description:  
“A survey of analytic, phenomenological, field, psychometric, biophysical, and behavioristic theories of personality.”

STUDENT LEARNING OUTCOMES:  
• Describe what is personality  
• Compare and contrast varying theories of personality  
• Describe the history of various personality theories and their founding contributors

EVALUATION AND GRADING: Please note that grades are weighted by assignment category below.  
Chapter Reading Quizzes Average: 20%  
Weekly Application Exercises: 20%  
Chapter Tests: 30%  
Attendance Average: 5%  
Theorist Book Report: 15%  
Comprehensive Final Exam: 10% of final grade (date announced when university releases the schedule)  
Please do not contact me asking me to round your grade or tell you what your average it. You can calculate that by doing simple mathematics. There are many apps you can download to keep track of your grades.

How to figure your grade using weights:  
1. Average each “Category”.  
   a. Ch. Quizzes: 90  
   b. Weekly Application Exercises: 85  
   c. Chapter Tests: 90  
   d. Attendance: 100  
   e. Book Report: 90  
   f. Final Exam: 80  
2. Then multiply each average by the category weight:
a. Ch. Quiz: $90 \times 0.2 = 18$

b. Weekly Application Exercises: $85 \times 0.20 = 17$

c. Chapter Tests: $90 \times 0.30 = 27$

d. Attendance: $100 \times 0.05 = 5$

e. Book Report: $90 \times 15 = 13.5$

f. Final Exam: $80 \times 0.10 = 8$

3. Then add each of those products up to get your final grade:

Final Grade: $18 + 17 + 27 + 10 + 13.5 + 8 = 88.5$

Please do not use the “Total Points” column/row in Blackboard. That is a default column. It does not calculate according to weights. Each assignment is converted to a percentage.


**Theorist Book Report:**
Students are to select a book written by one of the personality theorists discussed in the text (or by another theorist if consent is given by the instructor). After reading the book, students should write a 5 to 7 page report about their experience and impressions of the book. In addition to summarizing the main points, be sure to address the following questions:

1) Why did you choose this particular theorist?
2) What interests you about the personality perspective associated with the theorist?
3) What three points in the book were most significant to you?
4) With which aspects of the book did you agree?
5) With which aspects of the book did you disagree?
6) How might you apply this information to your life?

There is a very detailed grading rubric located on Blackboard. Please review it prior to beginning the assignment so you will know how to score proficient on this assignment. The assignment is 150 points and will be converted to a percentage.

**ATTENDANCE:**

Attendance counts for 5% of your final grade. Each class period, I will call role. I will call role at any point during the time our class is meeting. If you are not present when your name is called, you will not get your points for the day. If you are more than 5 minutes tardy to class, you will be counted absent. If you leave class early at any time, please do not expect to be counted for attendance that day. It is an all or nothing thing. If you have a doctor’s documented illness, university related absence (e.g. athlete), death of a close relative, please see me. University representatives and athletes have a protocol for missing class.

**READING QUIZZES:**
For each chapter you will have a multiple-choice and true false quiz. There are about 15 questions that are randomly chosen from a very large test bank. They are timed as if you were in a face-to-face
environment. I suggest fully reading the chapter and taking notes on the powerpoints that I provide. This will give you a great study tool to help prepare for the reading quizzes.

MODULE TESTS:
After each completed module, you will have a multiple-choice and true-false test that is representative of equal amounts of information from each chapter within that module. The tests are timed as if you were in a face-to-face environment. Please be prepared to take the module test when you click ‘Begin’. It is not a stop and start exam.

FINAL EXAM:
The final exam will be given on the date assigned by the university. I am not allowed to change the date. The final exam will be a comprehensive multiple-choice exam.

WEEKLY APPLICATION ASSIGNMENTS:
For this assignment, you are to take "your chosen factor" from Cattell's 16PF (MODULE 1) and explain to me how the theorist from this specific unit would explain your factor. In other words, you are to apply this theorist's reasoning to explain why you possess the factor and to what degree. Remember, this is unique to the factor results from Module 1. For example, if you scored low on "openness" (and this was the factor that you chose), how would this theorist go about explaining why you are not open to "change and experimenting with new things". If there is more than one theorist in this specific week's material, you may choose one to showcase. There is a detailed rubric located on Blackboard. Please review it each week before you begin your assignment.

LATE WORK:
I do NOT accept late work. I also do NOT accept any assignments via email. Please respect this policy. The only exception to this rule is if you have a doctor’s documented excuse explicitly stating that you were incapable of being at school the day it was due and if you have a documented screen shot of your itsupport work ticket where there was something like a Blackboard outage. NO EXCEPTIONS!

CLASS ETIQUETTE POLICIES:

1. Please do not ask me for a study guide. Unfortunately, study guides are a barrier to learning the skill of critical thinking. I'm sorry but I can’t support that. I’m more than happy to review and give you feedback on any kind of study tools that you create to help you in the class.
2. Please be respectful of your classmates, yourself, and your instructor. This extends to the usage of social media (e.g. YikYak, Facebook, Twitter, etc.) outside of our classroom. You all are adults now and I want to challenge you that if you have an issue with your instructor or classmates, please do the adult thing and bring it up to them in person and not on social media. Disparaging people on social media only makes you look angry and immature. I am more than happy to discuss any classroom issues with you face-to-face.
3. NO LATE WORK.
4. Please allow 1 week post due date for assignments to be graded.
5. I will return your emails within 24 hours Monday-Friday 8am-5pm. If you email me after 5pm on Friday or throughout the weekend, I will not return your email until Monday.
6. No academic dishonesty. It will not be tolerated (see below).

COURSE OUTLINE (with due dates)- All assignments are due by 11:59pm on the date listed below unless explicitly stated.

INTRODUCTION MODULE: (1/19-1/24 must be completed by 1/24 11:59pm):
- Review the syllabus
- Read Ch. 1
- Take Ch. 1 quiz by 1/24
- Choose You Factor/Trait Exercise (16PF)

PART I MODULE: (1/29-2/8)
- Read Ch. 2 by 1/31
- Take Ch. 2 quiz by 1/31
- Ch. 2 Application Exercise by 2/1
- Read Ch. 3 by 2/7
- Take Ch. 3 quiz 2/7
- Ch. 3 application assignment 2/8
- PART 1 TEST: opens 2/5 12am and closes 2/8 1pm

PART II MODULE: (2/8-2/29):
- Read Ch. 4
- Take Ch. 4 quiz by 2/14
- Ch. 4 Application Exercise by 2/15
- Read Ch. 5
- Take Ch. 5 quiz by 2/21
- Ch. 5 Application Exercise by 2/22
- Read Ch. 6
- Take Ch. 6 quiz by 2/28
- Ch. 6 Application Exercise by 2/29
- PART II TEST: opens 2/26 12am and closes 2/29 1:00pm

PART III MODULE: (2/29-3/28):
- Read Ch. 7
- Take Ch. 7 Quiz by 3/6
- Ch. 7 Application Exercise by 3/6 (as a courtesy, I will leave it open until 3/7)
- Read Ch. 8
- Take Ch. 8 Quiz by 3/20
- Ch. 8 Application Exercise by 3/21
- Read Ch. 9
- Ch. 9 quiz by 3/27
- Ch. 9 Application Exercise by 3/28
- PART II TEST: opens 3/25 12am-closes 3/28 1:00pm
PART IV MODULE: (3/28-4/11)
- Read Ch. 10
- Ch. 10 quiz by 4/3
- Ch. 10 Application Exercise by 4/4
- Read Ch. 11
- Ch. 11 quiz by 4/3
- Ch. 11 Application Exercise by 4/4
- Read Ch. 12
- Ch. 12 quiz by 4/10
- Read Ch. 13
- Ch. 13 quiz by 4/10
- Application Exercise by 4/11
- PART IV TEST- opens 4/8-closes 4/11 1:00pm

PART V: (4/11-4/29):
- Read Ch. 14
- Ch. 14 quiz by 4/17
- Read Ch. 15
- Ch. 15 quiz by 4/17
- Application Exercise by 4/18
- Read Ch. 16
- Ch. 16 quiz by 4/24
- Read Ch. 17
- Ch. 17 quiz by 4/24
- Application Exercise by 4/25
- PART V TEST: opens at 12am 4/26-closes at 4/29 11:59pm
UNIVERSITY POLICIES:

Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies:

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include: withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit. after the Census Date) -enrolled in classes after being dropped for non-payment through Financial Aid. State-Mandated Course Drop Policy Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services:

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu Student Absence due to Religious Observance Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. Student Absence for University-
Sponsored Events and Activities If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically. Emergency Exits and Evacuation: Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not reenter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct:

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. (i) “Cheating” includes, but is not limited to: • copying from another student’s test paper; • using during a test, materials not authorized by the person giving the test; • failure to comply with instructions given by the person administering the test; • possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; • using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program; • collaborating with or seeking aid from another student during a test or other assignment without authority; • discussing the contents of an examination with another student who will take the examination; • divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; • substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment; • paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program; • falsifying research data, laboratory reports, and/or other academic work offered for credit; • taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and, • misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially. (ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift,
or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit. (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

Vision:

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission:

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.