



## COURSE OUTLINE

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
PSY 208	Theories of Personality	3
<b>Hours: 3</b>	<b>Co- or Pre-requisite:</b>	<b>Implementation semester/year</b>
Lecture/Lab/Other	PSY 101 Pre-requisite with a minimum C grade	Spring 2009

### **Catalog Description (2013+ Catalog):**

Defines and assesses human personality within the context of current scientific advances as well as seminal historical perspectives. Examines the impact of individual psychological differences in predicting various life outcomes.

### **Is course New, Revised, or Modified?**

Revised

### **Required texts/other materials:**

Funder, D.C. (2015). *The Personality Puzzle* (7th Ed.). New York: W.W. Norton.

### **Revision date:**

SPRING 2019

### **Course coordinator:**

Dr. Eirini Papafratzeskakou – [papafrae@mccc.edu](mailto:papafrae@mccc.edu); (609) 570-3557

### **Information resources:** Accompanying

Website: <http://wwnorton.com/college/psych/personalitypuzzle6>

### **Other learning resources:**

## **Course Competencies/Goals:**

### ***The student will be able to:***

- 1) Define “personality” within the context of current scientific advances as well as seminal historical perspectives. *[GE Goal 1, 5; MCCC Goals A, B]*
- 2) Assess the various methodologies for researching and measuring human personality. *[GE Goal 1, 5, 9; MCCC Goals A, B, C, D]*
- 3) Identify and evaluate the major theoretical approaches to understanding human personality. *[GE Goal 1, 5, 8; MCCC Goals A, B, G]*
- 4) Debate the relationship between biological factors (i.e., "nature") and social factors (i.e., "nurture") in the formation of individual psychological differences. *[GE Goal 1, 5, 8, 9; MCCC Goals A, B, C, G]*
- 5) Engage in open discussions about the impact of individual psychological differences in predicting various critical life outcomes. *[GE Goal 1, 5, 8; MCCC Goals A, B, G]*
- 6) Develop writing skills in conjunction with the use of APA format *[GE Goal 1, 5; MCCC Goals A, B, D]*

## **General Education Knowledge Goals:**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

## **MCCC Core Skills:**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

## **Unit I: Research Methods: Measuring Personality**

### **Learning Objectives**

#### ***The student will be able to...***

- Evaluate the goals of personality psychology (CG 1, 2, 3, 4, 5)
- Discuss the historical perspectives of human personality; examine humanistic psychology from the perspectives of Maslow and Rogers (CG 1, 3)
- Explain the psychological triad of emotions, thoughts, and behaviors (CG 1)
- Evaluate the basic sources of personality data, including self-related judgments, other-related judgments, life outcomes, and behavioral/physiological observations (CG 2)
- Comprehend scientific research methods relevant to personality psychology, including research design, data quality, effect sizes, and ethics (CG 2)

## **Unit II: Trait and Biological Approaches to Understanding Personality**

### **Learning Objectives**

#### ***The student will be able to...***

- Explain the philosophical, biological, and statistical underpinnings of trait approaches to understanding personality (CG 1, 3, 4)
- Evaluate various trait models of human personality (e.g., Five-Factor Theory) (CG 1, 3, 4)
- Assess the stability of personality traits across time and context (CG 1, 2, 3, 4)

- Discuss the neuroanatomical and neurochemical correlates of personality (CG 1, 3, 4)
- Discuss behavioral genetics and evolutionary theory in the context of personality psychology (CG 1, 3, 4)

### **Unit III: Psychoanalytic Approaches to Understanding Personality**

#### **Learning Objectives**

##### ***The student will be able to...***

- Explain the key concepts of psychoanalytic theory, including psychic determinism, the three-part internal structure of the mind, mental energy, and psychic conflict (CG 1, 3)
- Discuss the workings of the unconscious mind, including ego defense mechanisms and Freudian slips (CG 1, 3)
- Evaluate various Neo-Freudian theories, including psychosocial development and attachment styles (CG 1, 3)

### **Unit IV: Social Cognitive Approaches to Understanding Personality**

#### **Learning Objectives**

##### ***The student will be able to...***

- Identify the key principles of behaviorism, including habituation, classical conditioning, and operant conditioning (CG 1, 3, 4)
- Evaluate various social learning theories in the context of personality psychology (CG 1, 3, 4)
- Explain the major personality processes, including perception, thought, motivation, and emotion (CG 1, 3, 4)

### **Unit V: Personality: Disorders and Life Outcomes**

#### **Learning Objectives**

##### ***The student will be able to...***

- Identify and distinguish among the different personality disorders (CG 1, 5)

- Discuss personality testing and its consequences (CG 1, 2, 5)
- Discuss the utility of personality in predicting health outcomes, academic achievement, career success, and quality of interpersonal relationships (CG 1, 5)

**Evaluation of student learning:**

Students will be required to take a series of chapter quizzes and tests (at least three), each of which may consist of multiple choice, true-false, matching, completion, essay type questions, or any combination of the above. Objective assessments will account for no more than 70% of the overall course grade. (CG 1, 2, 3, 4, 5)

Students will also be required to complete a series of writing assignments to assess personality psychology knowledge and critical thinking skills. These writing assignments will be used to analyze personality psychology concepts/theories. These writing assignments may consist of reflection or reaction papers, research papers, projects, or recordings of observations. At least one assignment should incorporate information and computer literacy. Students will be expected use APA format in their writings. Writing assignments will account for no less than 30% of the overall course grade. (CG 1, 2, 3, 4, 5)

**Academic Integrity Statement:**

The issue of academic honesty is taken very seriously at Mercer County Community College and in this class. Cheating on assignments or exams and/or plagiarism is not to be tolerated. Students are expected to be responsible for their own work. In this course, cheating/plagiarism will result in, at minimum, a zero for that exam/assignment. Clear cases of intentional cheating will result in failure in the course. Please see the MCCC student handbook for a complete description of MCCC's academic integrity policy [<http://www.mccc.edu/pdf/handbook.pdf>].