

Personality Psychology (PSY 471)

Summer 2012

M-Th 2-3:50p

106 Friendly Hall

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Straub 498 (office hours Monday & Thursday 12:30-1:30)

Overview

Welcome to the course on Personality Psychology! Whether you realize it or not, most of you are already burgeoning personality psychologists. If you've ever described yourself or a friend's personal attributes, or tried to make a guess about someone (e.g., are they trustworthy?) by using something you already know about them (e.g., are they wearing a black cape and rubbing their hands together?) then you've applied your knowledge about personality.

The study of personality is focused on describing and predicting individual's behavior. Personality psychology defines 'behavior' broadly to include thoughts, feelings, motives, intentions, and action tendencies. The purpose of this course is to help you learn ways of thinking critically about human behavior by teaching you the methods of collecting and interpreting information about individuals' personalities. To accomplish this goal, we will discuss the most important concepts and findings of personality psychology, covering both 'classic' theories and up to date empirical research in this condensed, four-week course. As this is an upper-level course with both statistical and research methods pre-requisites, I hope to engage in thoughtful and challenging discussions of the material in addition to more typical lectures.

Reading

Each day there will be one **required** chapter from the Funder book (*The Personality Puzzle, 5th edition*), to be completed prior to lecture (labeled Ch. 2, Ch. 3, etc., on the schedule). Lecture and discussion will be formatted to compliment and expand on this reading rather than repeat the topics verbatim. Towards this goal, there will be 2 clicker questions at the beginning of class which cover reading comprehension and will be graded for correctness (see clicker section for more details).

Additionally, each day there is also a corresponding reading (or readings) from the companion book (*Pieces of the Personality Puzzle*) on blackboard in the folder labeled 'Pieces' Readings (labeled Pi #2, Pi #3, etc., on the schedule). These readings are applications/extensions of the assigned chapters and a **not ALL required**. They will be used in your in reading responses (see reading response section for more details).

Clickers (10%)

Each day there will be **2 reading questions** about the assigned chapter. These questions will be worth one of the day's two clicker points and graded for correctness.

Each day there will also be **several participation questions** meant to spur discussion or collect information about your understanding of a topic. These are graded for completeness. In order to allow for bathroom breaks, clicker malfunction, and general day dreaming you may miss one question/day and still receive one of the day's two clicker points.

Reading Responses (20%)

Over the course of the class, you will complete two reading responses based on Pieces of the Personality Puzzle readings of your choosing. These responses are two pages, double-spaced and tie together the textbook chapter and the 'Pieces' reading. The purpose is to provoke thought and provide you with ideas for discussion in lecture. **They are due in lecture the day that the 'Pieces' reading appears (e.g., if you summarize Pieces reading #3 your response is due July 25).** An example of what is expected will be provided on blackboard.

Presentations (20%)

On July 30 (Monday of week 2), you will submit your **top 3 preferences** for presentation topics based on a list of 14 topics I provide. Groups of three students will be constructed based on these preferences. These presentations will cover a topic which is organized around a chapter from the text and three independent research articles. **Each student in the group is responsible for submitted a one-page, double-spaced summary of one of the research articles and how it fits into the group presentation.** The presentations will be 20 minutes long with a few minutes for questions. Power point is not necessary, but **presentations must include at least two clicker questions** for audience participation (for enjoyment and points). A rubric for evaluation will be posted on blackboard to help guide your planning.

Quizzes (30%)

There will be **three quizzes**, scheduled the first three **Thursdays** of the course. They will cover the chapters/corresponding lectures listed on the schedule. They will be short answer/multiple choice and designed to take about **50 minutes** at the beginning of lecture. If you finish the quiz early, you are welcome to wander off but class will resume at 3 pm and include clicker questions about the assigned reading and participation points.

Final (20%)

There will be a take-home final due Friday, August 17th at 5:15p. The final will be **cumulative** and consist of several **essay** questions. I will post about seven questions on blackboard on August 16th and you will choose **three questions** to answer. Each answer must be **no more than 2 pages** double-spaced. You will use safe-assign to submit the final which has a sensitive plagiarism checking mechanism that detects both duplicate text found on the internet as well as duplicate text across student submissions. Please be smart about your submission.

Course Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
July 23 (req'd) Pi #1	24 Ch. 2 Pi #2	25 Ch.3 Pi #3	26 Ch.4 Pi #4 Quiz (2-3)	
30 Ch. 6 Pi # 5 Top 3 Due	31 Ch. 7 Pi #6	Aug. 1 Ch. 8 Pi #7 or Pi #8	2 Ch.9 Pi #9 or Pi #10 Quiz (4-8)	
6 Ch.11 Pi #11 Citation Due	7 Ch. 14 Pi #12 or Pi #13	8 Ch. 16 Pi #14	9 Ch. 18 Pi #15 Quiz (9-16)	
13 Presentations	14 Presentations	15 Ch. 19 & Review	16	17 Final due at 5:15p

'Ch.' Refers to readings from the Funder textbook, *The Personality Puzzle* (5th edition)

'Pi' refers to readings posted on Blackboard under 'Pieces' Readings

'Top 3' are your top three presentation preferences, to be emailed to me at carlys@uoregon.edu

'Citation' refers to the citation for the article you will be contributing to your group presentation