

# PSYC 2316 Psychology of Personality Course Syllabus SPRING 2020

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**Instructor:** Robyn Inmon, Professor of Psychology

**E-mail:** [rinmon@southplainscollege.edu](mailto:rinmon@southplainscollege.edu)

**Contact Information:**

- As this is a web-based course, you will contact me by sending an email through your course in **Blackboard**. Once you have entered the course in Blackboard, in the menu to the left of the screen, you will see **Mail**. To send me an email, click on **Create Message**. Under **Recipients**, click **To**. Scroll down the list of name until you find **Robyn Inmon (Instructor)**. Click on my name and then click the arrow that points right (**>**). This will move my name under Recipients. Be sure to read **How to Write a Professional Email** in the folder labeled **Welcome . . . How To Get Started In Your Course** and follow the instructions when composing your message.

**Office:** AD135, Levelland Campus

**Office Hours:**

- Mondays: 10:00 a.m., 12:00 p.m., 1:00 p.m. - 2:00 p.m.
- Tuesdays: 2:15 p.m. to 3:15 p.m.
- Wednesdays: 10:00 a.m., 12:00 p.m., 1:00 p.m. - 2:00 p.m.
- Thursdays: 2:15 p.m. to 3:15 p.m.
- Fridays: By appointment

**Office Phone:** 806-716-2590

**Department:** Behavioral Sciences

**Discipline:** Psychology

**Course Number:** PSYC 2316

**Course Title:** Psychology of Personality

**Credit:** 3 Lecture, 0 Lab

**Satisfies a core curriculum requirement?** Yes, Behavioral or Social Science

**Prerequisites:** TSI compliance in Reading

**Available Formats:** Conventional, INET

**Campus:** Levelland

**Course Specific Instructions:** Each instructor will attach his/her course specific instructions.

**Course Description:** Study of various approaches to determinants, development, and assessment of personality.

**Course Purpose:** To acquaint students with significant figures and theories in the area of personality. Students will become familiar with the types of assessments used in psychology

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to evaluate personality and the proper interpretation and use of the results. Students will evaluate case studies as they apply to personality.

**Course Requirements:** To maximize the potential to complete this course, a student should attend all class meetings (for Internet students, log-on to Blackboard frequently), complete all assignments and examinations in a timely manner, and complete all other projects or papers as assigned on the course specific instructions.

**Course Evaluation:** See the instructor's course information sheet for specific items used in evaluating student performance.

**Attendance Policy:** For an internet course, attendance is determined by a student's participation in assignments, discussions, and/or exams, all of which are accessed through the course in BlackBoard. A student may be administratively withdrawn from the course without notice when more than three (3) items of work have been missed or if a student has not logged into the course on Blackboard for 14 consecutive days during which time any work was missed.

Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting. For internet courses, the first class meeting is considered the first day of the semester.

Students who enroll in a course but have "Never Attended" by the official census date (in the case of internet classes, this means have not logged into BlackBoard), as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

**Academic Integrity:** The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension. This policy relates to all forms of cheating and plagiarism. See Instructor's Course Information for additions to the academic integrity policy.

You are expected to do your own work. You may not work with another person to complete your discussions, exams, or any other assignment given as work for the course. You may not copy another student's work and present it as your own. You may not allow another student

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to copy your work. This is your reminder that any form of cheating will not be tolerated. “Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes, class exams, final examinations, and daily reports and term papers.” - SPC General Catalog, p. 22. If the instructor determines that cheating is occurring or an assignment has been plagiarized the resulting grade will be zero for that assignment. A second offense will result in failure of the course.

**Student Conduct:** A high standard of conduct is expected of all students. Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. Any student who fails to perform according to expected standards may be asked to withdraw. Failure to comply with lawful direction of a classroom teacher relative to maintaining good order is considered misconduct on the part of the student. Repeated violations of disrupting a class may result in the student being dropped from that course (See Catalog/Student Guide for full policy). See Instructor’s Course Information for additional policies related to student conduct.

**Appeal Process:** The process of appeal is outlined in the college catalog. Basically you would need to talk to the instructor, the department chair, and then the dean if the problem is not resolved. Be sure to always start with your instructor.

**Diversity & Equal Rights:** South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President of Student Affairs.

All students are entitled to equal rights under the affirmative action and equal opportunity laws. Students are also protected against unjust or biased academic evaluation, but at the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. (See Catalog/Student Guide for full definitions and policies)

**ADA Statement:** Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

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## Student Learning Outcomes:

Students who have completed this course will be expected to:

1. Identify and understand the major theories of personality
2. Be able to describe the various issues of personality and how personality is studied and assessed.
3. Define personality and discuss applications of the various personality theories.

## Guidelines for Classroom Behavior:

I would like to welcome all students into an environment that creates a sense of community, pride, courtesy, and respect; we are all here to work cooperatively and to learn together. In order to create a smooth and harmonious learning community, please make every attempt to have an online presence, to respond to posts, and to stay up-to-date with assignments and materials.

If you are absent from the virtual classroom for an extended period of time (several days), you are responsible for all material covered, for announcements made or emails sent in your absence, and for acquiring any material that may have been distributed. This is why it is very important to check your emails and blackboard regularly.

In addition, please use common courtesy when responding to your fellow classmate's discussion boards. Failure to adhere to these guidelines could result in dire consequences. For additional information on student misconduct refer to pages 11-15 of the Student Guide. Failure to abide by policies may result in expulsion from the class and a grade of "F" for the semester. As you can see, simple norms of courtesy should be sufficient to have our class run in the best interest of all of us. Thank you in advance for your cooperation.

## Grading Policy:

### 1) Discussions (38%)

Assigned readings are to be completed prior to any online discussions. You will need to be involved in the online discussion threads in order to satisfy the requirements of the course. Students who fail to participate fully (both an original post and a response post) for three (3) discussion posts will be administratively withdrawn from the course.

For each discussion, you will receive instructions on the topic and details of what should be included in your post. Discussions may be based on readings, case studies, and/or an assessment that you will complete and discuss your results. You will need to **Start a Thread** for each discussion before you will see any of your classmates' posts. I recommend that you type your post in a Word document first, proofread it for spelling, grammar, or other errors, then copy (control C) and paste (control V) what you have written into the submission window.

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There are two parts to the discussions: for all discussion assignments you will post *at least a 250 word post* on a particular topic AND respond with *at least a 250 word response* to one post by a fellow student. You will not be given credit for postings that do not meet the minimum requirement for length. In your response post, *do not just repeat what was stated in the original post*. Add to what was previously stated with more information, your opinion or experience, or something meaningful, showing that you have thought about the topic. Sentences like “I agree with this,” or “That is interesting,” will not be counted toward the 250 word requirement.

To help you do the best you can on discussions, here is the grading rubric used to assist grading the original post and replies:

- **Original Post: Worth up to 24 points**

- A **16 to 24 point post** has: thoughtful commentary that specifically includes references and/or discussion to the reading, video or other material; personal connections when relevant; introduces new ideas and questions; and/or thoroughly addresses the topic; includes at least the minimum number of words.
- An **8 to 15 point post** has: reference to some type of course material; some personal reference but may not clearly connect to the course material or topic; did not thoroughly address the topic; includes at least the minimum number words.
- A **0-7 point post** has: incorrect or partial posts; no reference to relevant material; irrelevant ideas; does not meet the minimum number of words; is repetitious; no post.

\*Note: Post one and only one original post. If you submit a post that contains no content, do not submit another original post. If you submit a post before writing all you planned, do not submit another original post. If after submitting an original post you read your classmate’s post and realize you wrote about the wrong topic or did not fully address all that was asked in the instructions, do not submit another original post. In other words, you have one and only one opportunity to submit an original post, so make sure you are completely satisfied with what you wrote prior to submitting. The first post that appears for each discussion is the one that will be graded.

- **Replies: Worth up to 6 points**

- A **5 to 6 point reply** is a reply that: explicitly references ideas in the post; gives personal commentary in a constructive way; may correct an incorrect posting in a respectful way; elaborates on the ideas and questions posed in the original post; reflects a good understanding of the course material; and/or brings up course material that the original post did not include but was relevant; includes at least the minimum number of words.
- A **3 to 4 point reply** is a reply that: briefly elaborates on the ideas and questions posed in the original post; is a personal response that may or may not clearly tie to the original post but somewhat relevant; includes at least the minimum number of words.

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- A **0 to 2 point reply** is a reply that: includes brief encouragement; is a statement of agreement or disagreement; is an unclear or offensive response; does not meet the minimum word requirement; no reply.

**Points will also be taken off for incorrect spelling, punctuation, capitalization, and grammar.** Do not write like you do when texting or messaging. You need to use correct Standard English in all of your writing.

## 2) Exams (62%)

There will be five exams over the perspectives covered in the course. Exams will consist of multiple-choice items acquired from the readings, assessments, discussions, and any other material provided for each perspective.

### Grading Scale:

What will determine your letter grade for the course will be the number of points you earn in the course from discussions and exams.

Introduction =	10 pts.
8 Discussions at 30 pts. each =	240 pts.
<u>5 Exams at 100 pts. each =</u>	<u>500 pts.</u>
Total Points Possible =	750 pts.

The points needed to earn each letter grade will be determined as follows:

675 pts. to 750 pts. = A (90.0% to 100.00+%)

600 pts. to 674 pts. = B (80.0% to 89.99%)

525 pts. to 599 pts. = C (70.0% to 79.99%)

450 pts. to 524 pts. = D (60.0% to 69.99%)

0 pts. to 449 pts = F ( 0.0% to 59.99%)

### Important:

It is impossible to accommodate each individual student's schedule in regard to working hours, other courses you are taking, trips out of town, harvesting season, etc. It is recommended that you do not wait until the last minute (or last hour or even last day) to complete your work.

Extensions will **not** be given for deadlines for the work due in this course. If you miss a deadline, you receive a zero (0) for the missed work - **NO EXCEPTIONS.**

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You may be administratively dropped from this course without notice if you miss the due dates for any combination of Discussions and/or Exams totaling more than six (6). Failure to log onto Blackboard for 14 consecutive days will result in being administratively dropped from the course if items of work are missed during that time.

## Online and Discussion Board Netiquette

Some of you may have participated in on-line discussion boards before and some of you may not have. The following are expectations of students in this course for posting on the discussion board. I encourage each of you to familiarize yourself with the instructions and these expectations. The points available for you to earn on the discussion board are a major part of your grade and I know that all points are valuable to you. Please let me know if you have any questions.

**Read Before Participating.** Read the syllabus so that you understand the instructions and grading rubric for the discussion board. Also, read about the theorists and other information provided on Blackboard and watch the videos (where available) before completing posting so that you have an understanding of the material. I will be most impressed with individuals who can incorporate course materials into their posts. This is a part of the grading requirement and also a key skill you should leave college with is the ability to support your positions; this online forum is an appropriate place to hone this skill. Refer to readings and course notes to support your points.

1. **Communicate Clearly.** Write clearly when you compose a message. Review your message carefully before clicking **Submit**. Typos can be confusing. Remember, if your message can be misunderstood, it will be.
2. **Writing Standard.** All discussion postings and e-mails should be presented using the conventions of *Standard Written English*. While slang, regional idioms, and informal kinds of self-expression are appropriate in some contexts, they are out of place in academic writing. I expect all students to demonstrate proficiency in using the conventions of academic English in their written work. This means that you need to spell correctly, use the proper word (example: know when to use “there” or “their”, etc.), use paragraph formatting, correct punctuation, etc.
3. **DO NOT USE ALL CAPS.** Typing in all capital letters is frowned upon; it's the equivalent of screaming. It's considered an aggressive way to post and it doesn't come off as being very friendly. It also makes your message more difficult to read.
4. **Be Respectful, Kind and Honest.** Don't issue personal attacks, use profanity, or post threatening, abusive, harassing, or otherwise offensive language or images. Keep your messages appropriate and courteous at all times. Please disagree with other opinions respectfully. If you are unsure if something is inappropriate, ask yourself these questions: Would you say it to the person if she were standing right in front of you? Would you say it to your best friend or loved one? Are you calling someone names? How would you feel and react if faced with the same message from someone else? If it would anger or upset you, you might consider re-framing your thoughts in a less objectionable tone.
5. **Disagreements.** There will be disagreement and this is good, otherwise we will be bored. Disagreement can be very constructive; it encourages us to reconsider our own positions and

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either recommit, expand, or discard them. However, I must at all times hear/see you debating the idea and not making a personal attack on an individual. Note that this is a skill to learn like any other – how to debate and get your point heard. Personal insults and attacks impede the development of critical thought. Avoid "you" statements, which can be more easily interpreted as accusations ("you don't know what you're talking about", "the problem is people like you," etc.). Try, instead, to use "I" statements ("I disagree with your position on "X" or "I find that Durkheim was actually saying ...").

6. Misunderstandings. People have to be given the benefit of the doubt on occasion. Because we cannot see each other's facial expressions or hear the tone in our voices, it is important to clarify issues that are confusing. Before jumping to a conclusion and putting words in someone's mouth, ask them to clarify their point. And if someone asks you to restate your opinion, do not be afraid to restate it.
7. Problems with Another Poster. If you find yourself having a problem with another poster, it is poor form to voice your concerns on the forum. It is much better to contact the instructor through email.
8. Remember the Golden Rule. It is very easy to misinterpret a person's word when you cannot see them and/or hear their tone, so please keep in mind the Golden Rule of Discussion Board Etiquette: It's not just *what* you say; it's *how* you say it.

Adapted From: Article by Michelle Lehmann, 2007, Lotsofkids.com, Soc 101: Introduction to Sociology An Online Course, by Professor Marisol Clark-Ibanez, Ph.D.