

I. CATALOG DESCRIPTION:

- A. Department Information:
Division: Social Science
Department: Psychology
Course ID: PSYCH 103
Course Title: Psychology of Personality
Units: 3
Lecture: 3 Hours
Laboratory: None
Prerequisite: PSYCH 100
- B. Catalog and Schedule Description:
Factors contributing to the development of personality and to some of the major ideas found in personality theories; designed to help students become aware of and to better understand their own behavior and the behavior of others.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

- Upon completion of the course the student should be able to:
- A. Describe and discuss the global characteristics of personality of psychology;
 - B. Formulate and express methods in the study of personality;
 - C. Explain key aspects of personality assessment;
 - D. Compare and contrast various key personality theories;
 - E. Discuss the role of biological processes in personality formation;
 - F. Identify and define major concepts in psychoanalytic theory;
 - G. Identify and define major concepts in conditioning theories of personality;
 - H. Identify and define major concepts in other theories of personality including Erickson's psychosocial theory and Kelly's theory of personal constructs;
 - I. Formulate and express humanistic, existential, and cognitive views of personality;
 - J. Distinguish perspectives on personality by identifying their similarities and differences.

IV. COURSE CONTENT:

- A. What is personality psychology?
 - 1. Defining personality
 - 2. Theory in personality psychology
 - 3. Theory in broader perspective
- B. Methods in the study of personality
 - 1. Gathering information
 - 2. Establishing relationships among variables
- C. Issues in personality assessment
 - 1. Sources of information
 - 2. Reliability of measurement
 - 3. Validity of measurement
 - 4. Two rationales behind the development of assessment devices
- D. Types, traits, and interactionism
 - 1. Types and traits
 - 2. Which traits matter?
 - 3. Traits, situations, and the interaction approach
- E. Needs and motives
 - 1. Basic theoretical elements
 - 2. Needs, motives, and personality

3. Individual differences in specific needs
 4. Problems in behavior and behavior change
 - G. Biological processes and personality
 1. Extraversion, neuroticism, and brain function
 2. A different view of brain functions: Approach and inhibition
 3. Sensation seeking
 4. Hormones and personality
 - H. Psychoanalytic structure and process
 1. The topographical model of mind
 2. Components of personality: the structural model
 3. Motivation: the drives of personality
 - I. Anxiety, defense, and self-protection
 1. Anxiety
 2. Mechanisms of defense
 3. The psychopathology of everyday life
 4. Projective techniques of assessment
 - J. Ego psychology
 1. Principles of ego psychology
 2. Ego development
 3. Birth order and personality
 - K. Psychosocial traits
 1. Erikson's theory of psychosocial development
 2. Other psychosocial theories
 - L. Conditioning theories
 1. Classical conditioning
 2. Operant conditioning
 - M. Social-cognitive learning theories
 1. Elaborations on conditioning processes
 2. Observational learning
 3. Manifestations of cognitive and social learning
 - N. Self-actualization and self-evaluation
 1. Self-actualization
 2. The self and processes of defense
 3. Maslow's hierarchy of motives
 4. Existential psychology
 - O. Personal constructs
 1. Personal constructs and personality
 2. Bipolar constructs
 3. Organization among constructs
 - P. Contemporary cognitive views
 1. Representing one's experiences of the world
 2. Broad statements on cognition and personality
 - Q. Self-regulation
 1. From cognition to behavior
 2. Self-regulation and feedback control
 - R. Integration
 1. Similarities among perspectives
 2. Combining perspectives
- V. METHODS OF INSTRUCTION:**
The course is designed under the lecture/discussion format. The instructional methods to be used include:
- A. Lecture
 - B. Class and group discussions of significant issues and topics
 - C. Relevant videotapes and films
 - D. Written assignments on personal issues both inside and outside of class

- E. Skill exercises
- F. Small group activities
- G. Research Papers
- H. Field Trips
- I. Computer-Assisted Instruction

VI. TYPICAL ASSIGNMENTS:

- A. Reading both in and out of class in preparation for exams and paper writing on personality issues, such as the research on the "Big 5" personality factors.
- B. Class and group discussion of significant issues and topics, in preparation for exams and paper writing on personality issues, such as difference between introversion and shyness.
- C. View relevant video tapes and films, in preparation for exams and paper writing on personality issues
- D. Written assignments on personality issues, frequently graded
- E. Skill-development exercises either written or demonstrated
- F. Small group activities, such as development of self-images
- G. Research papers on self-chosen, personally relevant topics
- H. Field trips to specific educational or career-skill workshops

VII. EVALUATION(S):

- A. Methods of Evaluation: This will vary from instructor to instructor, but may include true-false tests, multiple choice tests, or sentence completion tests. In addition, written components such as essay tests, writing tasks (i.e. journals, summary reviews, interpretive essays, and/or term projects) may be included. Telecomputing can include downloading and uploading reading and writing tasks, on-line discussion, and computer tutorials.
- B. Frequency of Evaluation: This will depend on the type of evaluation (i.e. "objective" or essay). Evaluation will take place periodically throughout the semester with enough frequency to be sufficient to measure student progress and will be sensitive to the various learning styles of students. Typically this could be weekly quizzes or papers, or one or two midterm exams, plus a final exam and/or semester project. Student assignments outside of class are assumed to be the equivalent of 6 hours per week and may include reading, computer-assisted instruction, writing tasks, preparing for exams, and/or study group discussions. Grading may be comparative within a class or may be based on an absolute standard.
- C. Typical Exam Questions: These might include essay questions comparing the Freudian and the humanistic views of personality, or describing the differences between Skinner's traditional view of personality and the social learning theory of personality, or could be multiple-choice questions asking the student to identify which statement was not a function of the ego.

VIII. TYPICAL TEXT(S):

- Carver, Charles S. and Scheir, Michael F. Perspectives on Personality, 3rd ed. Boston: Allyn and Bacon, 1996.
- Friedman, H.S. Personality: Classic Theories and Modern Research, Upper Saddle River, NJ. Prentice Hall, 1998.
- Hall. Theories of Personality, 4th ed. New York: John Wiley and Sons, 1998.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None

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