College of Arts and Letters
Department of Psychology
PSY 6200-901/7200-901: Systems of Personality
(CRN: 25830/25831)
(Credit Hours: 3.00)
Syllabus

Recommended Textbooks
Ryckman, R. (2013). *Theories of Personality* (10th. Ed.). Belmont, CA: Wadsworth Cengage Learning [ISBN-978-1-111-83066-3].
Schultz, D. P. and Schultz, S. E. (2017). *Theories of Personality* (11th. Ed.). Boston, MA: Cengage Learning [ISBN- 9781305652958].
(Each of the above is an advanced undergraduate level textbook, which is an overview of personality theories and research, and has received some good reviews. Students who believe they need some additional background knowledge about theories of personality beyond what I provide in class should review any one of the textbooks as needed).

Required Readings
I (the course instructor) will assign the required readings (mostly original journal articles) on personality theories and research (see course calendar provided towards the end of this syllabus for details, including locations of such readings, and the order in which they should be read and will be discussed in class and addressed in the three assigned reflection papers).
P.S. All readings to be completed prior to meeting in class

Course Expectations and Requirements:
Behavior in Remote Classroom/Online: In order to create a positive learning environment, I expect that students will treat other students and me with respect, particularly when there are differences in culture, beliefs, or traditions. Part of being respectful is using language that does not offend others and avoiding distractions during class. I expect all students to turn on their video and mute their microphone (except when speaking). I also expect all students to pay attention in class, and to participate in class discussions and/or in-class activities. Except under rare circumstances, discussed with me ahead of time, you should arrive on time

the assertions of other theorists/researchers/authors? What data support the points? What ideas/data are inconsistent? What alternative explanations exist for the ideas/findings? How would one test these alternatives? How could this information be applied to one's research interests? How could this information be applied in clinical, community, educational and/or other real world settings? Also, keep in mind that it will be obvious to me (the course instructor) and one's course mates when a student has not done the readings for the class – a student's grade will be adversely affected if it becomes clear that the student is not doing all the required readings for each class meeting.

Finally, graduate level classes usually consist of students with varying degrees of prior knowledge and experience in the course area. The feeling of having little prior background in the area can be uncomfortable. Don't worry about this. Students can contribute according to their unique skills and knowledge. Everyone will be expected to *know the materials in the readings*, but all students will not be expected to have identical background knowledge in which to fit the material. Diversity in a course is strength, not weakness. Diverse prior experiences however do raise the dilemma of how much background and detail to provide when covering the readings in class. These are always judgment calls. There will be times when I will skip over material, unthinkingly assuming that everyone knows about (for instance) a particular theory, when this is not the case. Students should feel free to ask questions or indicate that they would like to spend some time going over the basics of a particular theory that we may have skimmed over. We can then either use class time to cover the material or I can refer the student to the appropriate materials for more in-depth coverage. One Greek philosopher's quote, "Some people will never ask questions, thinking it will make them look ignorant. But it's the ones who never question anything who show their true ignorance," is always worth considering. So, don't be shy to ask questions because someone else in the class may have the same or a similar question, too.
P.S. The system (Bb) will mark students as late after 5 minutes and absent after 20 minutes. Students must be present for at least 90% of the session running time or they will be marked as absent by the system.

In-class Activity:
Students will be engaging in in-class activities (IAs). I expect students to attend every class meeting for this remote/online course. I am assuming that all students will be attending all class meetings and thus begin the semester with the total points allotted for this course requirement. I will let students know when I expect them to respond/post in our Bb chat box to questions/activities that I pose/assign during class meetings. I will keep these responses for my records and they will be the basis of points I credit students with as their in-class activity points.
Whenever there is a graded IA, students' grades can range from 0 to 5 points.
An IA will be graded for content, clarity and creativity using the following scale:
0 point = Student makes no post.
Max. 1 point = Student's post bears no relation to the in-class activity. (This is rare)
Max. 2 points = Student's post demonstrates very little understanding of the in-class activity.
Max. 3 points = Student's post demonstrates little understanding of the in-class activity.
Max. 4 points = Student's post demonstrates much understanding of the in-class activity.
Max. 5 points = Student's post demonstrates very much understanding of the in-class activity.

Students should get back to me as quickly as possible if they have any questions about their IA scores, that is, before the scores for the following IA submissions are posted for the class. For example, when you receive an announcement that IA3 scores have been posted, please check your score as soon as possible on Bb (*My Grades*) and contact me, if need be. After IA4 scores have been posted, students cannot inquire about IA3 scores. So, the earlier you make your inquiry about an IA score the better.

Making up Class Participation and In-Class Activities

This is a Remote (Synchronous Lecture) course, and class attendance, participation/discussion and completion of in-class activities are major requirements. **If a student's academic/any other schedule will NOT permit the student to attend classes always, please consider taking this course at a more convenient time – missing classes will adversely affect your final grade.** Once in a while, however, students have good reasons for missing class. Making up a day's in-class activities will be allowed, **maximum three (3) times during the semester**, for legitimate health **or** personal reasons (**with acceptable excuse documentation**). Students who fall into either of these two categories should email me

Whenever there is a graded Discussion Question (DQ) submission, students' grades can range from 0 to 10 points.
A DQ submission will be graded based on criteria (1-4) above using the following scale:
0 point = Student makes no submission.
Max. 1 point = Student's questions bear no relation to the readings. (This is rare)
Max. 4 points = Student's questions demonstrate very little understanding of the readings.
Max. 6 points = Student's questions demonstrate little understanding of the readings.
Max. 8 points = Student's questions demonstrate much understanding of the readings.
Max. 10 points = Student's questions demonstrate very much understanding of the readings.

Reflection Papers (120 Points)
Each student will turn in **a total of THREE reflection papers.** Reflection papers (RPs) are to be submitted for *Week 4 (Thurs., Feb. 11), Week 9 (Thurs., Mar. 18), and Week 13 (Thurs., Apr. 15)* **readings** (the specific dates of the **relevant class meetings** are asterisked in our course calendar towards the end of the syllabus). The expected length of each paper is two FULL pages (typed, double-spaced, font style Times New Roman, font size 12, 1" margins, page numbered bottom-center, and use black ink on 8" X 11" white background). Include "Last, First name" in this order; course code (PSY 6200-901/7200-901); Week #, assignment date and topic; and a creative title for your paper towards the top of page 1 (**MAX. 3 lines**). Each student's submission is due **by noon (12:00 p.m.) the DAY BEFORE the class will meet to discuss the topic** via our Blackboard (Bb) course website (*Assignment* **tool; as Microsoft Word attachment ONLY;** do **not** copy and paste the paper in the text box). There are a couple of methods for successfully submitting this assignment. One method is to click on the relevant link (Assignment: Week 4 RP/Week 9 RP/Week 13 RP) towards the top/beginning of the content area/page. To attach a saved paper/file, first access it by clicking on #2 (Browse My Computer); double click on the saved file, and then click on the submit button towards the bottom of the page.

Papers should contain the students' thoughts about some aspects of ALL the readings assigned for the particular day of the relevant week. Keep in mind that at the minimum I am trying to judge whether students truly understand the readings and how they express their thoughts. More importantly, I will be judging whether students can apply what they read and that they understand the ramifications of what they read.

Other issues regarding reflection papers:
Do not exceed TWO typed pages. Part of learning how to write is learning to write succinctly, using grammar/written expression reflective of graduate level work. I expect every paper to have a beginning, middle, and an ending. Think of these papers as short essays. Sometimes, it may be difficult to keep the paper to two pages, but students and I know it can be done. Also, do **NOT** include a cover page/reference page with the submission. Do your best to submit RPs on time; plan ahead; students can begin to work on their papers ahead of the due time or the relevant date/week. **To be fair to all students, I will not be grading late papers or papers sent by email.**

Each paper will be graded for content, clarity and creativity using the following scale:
0 point = Student makes no submission.
Max. 5 points = Student turned in something that bears no relation to the readings. (This is rare)
Max. 10 points = Student demonstrated some understanding of the readings.
Max. 20 points = Student understood the readings and made original comments.
Max. 30 points = Student understood the readings, made original comments and applied what the student read in some ways.

The Special Project 1 paper is due as Microsoft Word attachment via our Blackboard course website *Assignments* tool by 5:00 p.m. on Tuesday, March 23. Students can begin to submit papers as of 5 p.m. on Tuesday, March 9.
P.S.:

their UT email accounts, OR might be prompted to log in to our Blackboard course website,

Academic Dishonesty:
The Policy Statement on Academic Dishonesty in the UT Catalog is detailed and explicit. Please consult the catalog for how academic dishonesty is described. Students involved in academic dishonesty should expect to receive a "0" on the specific assignment or an F for the course, depending on the severity of the violation.

PSY 6200-001/7200-001 -- SYSTEMS OF PERSONALITY
COURSE CALENDAR -- Spring Semester 2021
(Subject to modification)
Readings are to be completed prior to meeting remotely/online

DISCLAIMER Personality psychology is a large and diverse field with many controversies. This makes selecting readings

Week 3:
Tues., Feb. 2 – Personality Research
Lecture on Topic and Then Discussion of Assigned Readings Below:
Vazire, S. & Mehl, M.R. (2008). Knowing Me, Knowing You: The Accuracy and Unique Predictive
        Validity of Self- Rating and Other-Rating of Daily Behavior, Journal of Personality and Social
        Psychology, 95, 1202-1216. [Available on Course Website]

Shadur, J. M., Hussong, A. M., & Haroon, M. (2015). Negative affect variability and adolescent

Abu-Raiya, H. (2014). Western psychology and Muslim psychology in dialogue: Comparisons between a

-- **You can begin to submit your Special Project 1 paper as Microsoft Word attachment via our Blackboard course website**

on stage and value. *Behavioral Development Bulletin, 20*(1), 24–31. [Available on Course Website]

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Week 14:
Tues., Apr. 20
Discussion of Assigned Readings Below:

Carlo, G., Knight, G. P., Roesch, S. C., Opal, D., & Davis, A. (2014). Personality across cultures: A critical analysis of Big Five research and current directions. In F. L. Leong, L. Comas-Díaz, G. C. Nagayama Hall, V. C. McLoyd, J. E. Trimble (Eds.) , *APA handbook of multicultural psychology, Vol. 1: Theory and research* (pp. 285-