I. TEXT (Required)


II. COURSE DESCRIPTION

Psychology 3361 is an undergraduate level survey course examining the principle theories of personality. During this semester we will learn how theories of personality are developed. We will see how the theorists who conceptualized these theories did so and the influences of history and culture on personality theory and on theory formation in general. We will learn what comprises a useful theory.

III. STUDENT LEARNING OUTCOMES

The learning outcomes for the students in this class are to:

1. understand the principles of personality theory formation and demonstrate their understanding in their examinations, class participation.
2. know the main theories of personality formation and demonstrate their understanding in their examinations, class participation.
3. understand the strengths and weakness of the major personality theories formation and demonstrate their understanding in their examinations, class participation.
4. understand how normal and pathological personality is explained by the theorists formation and demonstrate their understanding in their examinations, class participation.
5. understand the personality characteristics effect physical well-being and demonstrate this knowledge in their examinations.

IV. EXAMS:

There will five examinations worth 100 points each. Examinations will be given on the dates listed in the syllabus. The format of the examinations is multiple choice questions,
There will be no make-up examinations. If circumstances arise that prevent your taking the examination as scheduled contact me. However, life is complicated and special provisions can be arranged in special circumstances. Your exams will be held by me for 30 days after the end of the semester. You can copy your exams at your expense if you wish to have them earlier.

V. ATTENDANCE

Class attendance is mandatory, you are expected to attend class at the hours scheduled. Your absence from class will surely affect your grade. If you miss a class, even if it is an excused absence, you will be held responsible for all that transpired during that class, including schedule changes, material covered, and exams given.

VI. DETERMINATION OF GRADES

Course grades will be based primarily on the total number of points earned by the end of the semester. There are 500 possible points. An "A" for the course, requires at least 451 points (or 90% of the possible points). A "B" requires 401 points (80%), a "C" requires between 351 points (70%), and a "D" requires between 301 points (60%).

At the discretion of the instructor a student's grade may be raised but never lowered, for any of the following reasons;

1. attendance and the quality of class participation,
2. improvement throughout the course,
3. isolated low grade.

The grade of "Incomplete" is not an automatic grade. Arrangements for this must be made with me prior to the end of the semester. A minimum requirement for eligibility will be that the student has successfully passed more than half of the course when an "I" is given. According to university regulations, the student must initiate the paperwork necessary to receive an "I".

VII. STUDENTS WITH SPECIAL NEEDS

The Americans with Disabilities ACT (ADA) requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

VIII. ACADEMIC ADVISING

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and department chair. The College's Academic Advising Center is located in Driftwood 101 E, and can be reached at 825-3466.
IX. ACADEMIC RESPONSIBILITY

The current University Catalog and Student Handbook discuss plagiarism and academic dishonesty. Any student violating these codes will be held responsible.

X. GRADE APPEALS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XI. OFFICE HOURS

Monday 1:00 PM to 2:00 PM & 5:00 PM to 6:00 PM
Tuesday 1:00 PM to 2:00 PM
Wednesday 1:00 PM to 2:00 PM & 5:00 PM to 6:00 PM
Thursday 1:00 PM to 2:00 PM
Other times by appointment

XIII. COURSE OUTLINE AND SCHEDULE OF ASSIGNMENTS

06/03 Ch.2 – Introduction & – Sigmund Freud – Psycho-Analytic Theory
06/04 Ch. 3 – Carl Jung – Analytical Psychology
06/05 Ch. 4 – Alfred Adler – Individual Psychology
06/05 Examination #1 – Freud, Jung & Adler & Ch.5 – Karen Horney – Social and Cultural Psychoanalysis
06/10 Ch.5 – Karen Horney – Social and Cultural Psychoanalysis
06/11 Ch. 6 – Erik Erikson – Psycho-Analytic Ego Psychology
06/12 Ch. 7 – Heinz Kohut – Self-Psychology
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<td>Examination #2 – Horney, Erikson &amp; Kohut – Ch. 10 – Hans Eysenck – Biological Typology</td>
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<td>06/17</td>
<td>Ch. 10 – Hans Eysenck – Biological Typology</td>
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<td>06/18</td>
<td>Ch. 11 – George Kelly – Theory of Personal Constructs</td>
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<td>Ch. 12 – Abraham Maslow – Self-Actualization Position</td>
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<td>Examination #3 – Eysenck, Kelly &amp; Maslow – Ch. 13 – Carl Rogers – Person Centered Theory</td>
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<td>Ch. 14 – Rollo May – Existential – Analytic Position</td>
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<td>Examination #4 – Rogers, May &amp; Skinner – Ch. 16 – Rotter’s Expectancy-Reinforcement Value Model</td>
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<td>Ch. 16 – Rotter’s Expectancy-Reinforcement Value Model</td>
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