Moberly Area Community College
Common Syllabus

PSY221 Psychology of Personality Adjustment

Current Term

Instructor:                           
Office:                             
Office hours:                       
Contact information:               
Classroom number:                  
Class days and time:               

Catalog Description: PSY221 Psychology of Personality Adjustment (3-0-3)
PSY221 is an introduction to contemporary and classic theories of personality and an exploration of how each theory explains the psychological process of adjustment. Students examine basic approaches to personality, including trait, biological, psychoanalytical, phenomenological, behaviorist, and cognitive and examine basic research methodology employed by personality theorists. (SP)

Prerequisite/Co-requisite: PSY101 General Psychology

Text(s):                        
Title:   Theories of Personality
Author:  Cloninger
Publisher: Pearson

Other Required Material: List any additional materials or resources you want your students to acquire.

Purpose of Course: Personality adjustment will offer students the opportunity to explore various theories that add to our understanding of human personality. It will also help students appreciate the efforts of those involved in research and who have added to our current understanding of personality. Students will be challenged to grow intellectually and emotionally by engaging in classroom discussions and by writing assignments designed to master not only course content but also develop personally by applying the material to their own lives.

Course Objectives
1. Describe and discuss the classic and contemporary theories of personality.
2. Demonstrate an awareness and appreciation for the history of each of the theories presented in class.
3. Be aware of and describe the current research interests in personality psychology. Describe the contribution of genetics and environment as they contribute to personality.
4. Distinguish between temperament and personality and be able to discuss the distinction.
5. Describe ways in which personality is assessed.
6. Discuss methods of research that pertain to personality.
8. Describe ways that the material from this course can be applied in life.
9. Describe and discuss the cross-cultural perspectives that pertain to personality.
10. Demonstrate college level research and writing skills utilizing APA style.
11. Communicate current thinking about personality psychology in both written and oral formats.

Course Content:
A. Introduction to this Course and to the topic of Personality
B. Research in Personality/The Study of Personality
   - Validity and Reliability
   - Ways of Assessing Personality
C. Trait Theories
D. Psychoanalytic and Dynamic Theories
   - Freud
   - Erikson
   - Adler
   - Jung
   - Horney
   - Modern Day Dynamic Approaches
E. Phenomenology and Humanistic Approaches
   - Rogers
   - Maslow
F. Behavioral Theories
   - Classical and Operant Conditioning Applied to Personality
     - Skinner
     - Dollard and Miller
   - Social Learning Theory
G. A Cognitive Approach to Personality
   - Mischel
   - Bandura
   - Kelly
H. Personality as Rooted in Biology
   - Evolutionary Models
   - Research on Genetic Contributions to Personality
     - Eysenck
     - Gray
I. Cross-Cultural Perspectives in Personality Psychology
   - Buddhist Psychology
   - Cultural Variations of Personality

Assessment of Student Learning: Describe how you plan to grade and what the requirements will be for various letter grades. Also describe the point values or percentages that assignments will be worth.
Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Assignments/Projects: Describe the assignments and projects that are expected of the students.

Schedule of Student Assignments/Activities: Instructors will identify a student assignment/activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking**: Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication**: Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

College / Instructor Policies:

**Academic Dishonesty**: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.
Attendance Policy: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

Definition of Course Attendance

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
</tr>
</tbody>
</table>
**Hybrid Course**

Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:

- Completion of quizzes or exams during class meetings and online
- Submission of assignments during class meetings and online
- Participation in discussions during class meetings and online

**Online Course**

Active participation in an online course includes the following:

- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, I.090 & M.095)*

**Tardiness:** Per instructor’s policy

**Make-up and late work:** Per instructor’s policy

**Extra-Credit Work:** Per instructor’s policy. The faculty member has the ability to include other classroom policy he or she wishes to include. This might include such things as policy about cell phones and pagers, reminders about academic dishonesty, etc.

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or
contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.