

SF '00

Prm

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To: "Betty Sam" <bsam@chaminade.edu>  
Subject: Fw: Syllabus psy 321-Dylan  
Date sent: Wed, 19 Apr 2000 18:43:19 -0400

- > PSYCHOLOGY 321<sup>90</sup>
- > The Psychology of Personality
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- > Ms. Dylan Gaffney, MSCP
- >
- > Contact Phone: 800 # given when you register (email located on left tool bar)
- >
- > IMPORTANT!!! IF YOU EXPECT TO DO WELL IN THIS CLASS, READ THIS SYLLABUS CAREFULLY. I'D SUGGEST YOU PRINT IT AND KEEP IT HANDY.
- >
- > ATTENTION: IF YOU ARE EXPERIENCING ANY TECHNICAL DIFFICULTY, FIRST INVESTIGATE YOUR SYSTEM BEFORE CALLING ME.
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- > REQUIRED TEXT: Personality and Personal Growth by Robert Frager & James Fadiman, 4th edition, Addison Wesley Longman, Inc.
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- > (You will need to read this book, so best buy it quickly!!)
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- > Course Description:
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- > Personality Psychology can be defined as the scientific study of the psychological forces that make people uniquely themselves. In this course we
- > will cover the various components required to develop a comprehensive theory
- > of personality. As well as covering the major theorists in the field, you will be looking at your own personality, defining your own theory of personality and exploring the decisions you make about behavior, attitude, friendships, career choices and other aspects of your life. This course

will

- > extend beyond the usual confines of personality theory to include
- > Eastern thought.
- >
- > Expectations:
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- > On-Line courses are considerably harder than traditional classes.
- > The time you would be in class instead is spent at your computer
- > terminal. It is absolutely imperative to do the reading. Students
- > are expected to read all the assigned chapters. If the reading is
- > not done, it will show up in the assignments. Class discussions take
- > place on the "Web Board"(link
- provided),
- > and it is expected that students will respond to the discussions in
- > an intelligent and respectful manner. It is expected that the
- > student will
- keep
- > up with the weekly assignments in the form of the reflective
- > writing,
- which
- > is designed to support the reading. Students are expected to engaged
- > in
- the
- > "session papers" with personal insight and creativity, to research a
- > theorist of choice with academic rigor and to devote themselves in a
- > comprehensive way to the term project. There will be a final exam on
- > the main campus at the end of the term, which will support and
- > celebrate the cumulative work. The student is expected to contact
- > the instructor if experiencing any difficulty.
- >
- > What you can expect from your Instructor:
- >
- > You can expect reasonable and concerned support and availability.
- > The preferable contact is e-mail. (I check my e-mail every other day
- > at the latest, for I do occasionally take a day off.) If you feel
- > the need to
- talk
- > to me in person you may use the toll free, that will be given to you
- > when you register. However, I am in NY, EASTERN STANDARD TIME!!!
- > That means I
- am
- > 6 hours ahead of you. If you fail to grasp that and call me at 2am I

- > will hate you and flunk you. I love my sleep and calls at 2 am scare
- > me.
- >
- > Course Objectives:
- >
- > Upon completion of this course students will have a strong working knowledge
- > of the major personality theorists in the field. Additionally,
- > student
- will
- > demonstrate personalized knowledge of these theoretical concepts by
- > developing their own intrinsic personality model. This will become
- > evident in writing assignments, term project and final exam. After
- > completion of this course the student will be well prepared for any
- > graduate level
- course
- > in Personality Theory.
- >
- > Assignments:
- >
- > CLASS PARTICIPATION: I will be posting questions to the Web Board
- > every
- week
- > for discussion. The link is provided. It is expected that you will
- > give a considered, thoughtful expression to these questions.
- > Consider the Web
- Board
- > a classroom and give it all the respect there accorded.
- >
- > NOTE: To respond, on the web board, (to the question posted) click
- > on
- REPLY.
- > (Do not click on POST) When you are replying to my question, you are
- staying
- > in the classroom. If you "post" first thing, have left the group.
- >
- > REFLECTIVE WRITINGS:
- >
- > We need to talk about these, and you need to listen carefully. The
- > way I know you are doing the work is through writings. I get to know
- > you as students, and through my feedback you will get to know me as
- > an

instructor.

- > It is vital that you support your reflective writings with what you
- > have been learning through my lectures and the textbook. If you do
- > not show me, in a comprehensive way that you are devoting time to
- > the class there is nothing I can do. Your feedback will be minimal,
- > as will your grade. I mostly receive thoughtful, well-cited papers.
- > If I receive a couple of paragraphs of non-engaged writing, you will
- > not be doing your job as a student in this class.
- >
- > I will assign different topics for your writing, sometimes they will
- > be support exercises from the textbook. Sometimes I will ask you to
- > go to a
- web
- > page and do an assignment. Sometimes I will simply ask for your
- > thoughts. All topics are designed to help you integrate your
- > learning. Your job is
- to
- > reflect on what ever is assigned. Again, it is very important that
- > you tie this reflection into the reading and the theorist, or
- > theorists when applicable.
- >
- > Show me you understand why we are doing the exercise. Show me how it
- relates
- > to you, and the theorist, or you will not get the credit. The
- > cumulative grade for these will total 100 points. These will be due
- > the Monday following the current week. That gives you the weekend to
- > catch up if need be.
- >
- > Who can compose on "Word" and send, or you can just send me in
- > e-mail
- form.
- > Keeping the technology simple is a good idea.
- >
- > Pet Peeves:
- >
- > Please submit these reflective papers with your name, a heading if
- > there
- is
- > a title, and the week. I receive hundreds of papers and when they
- > come across with only your e-mail name and address I often have to
- > go through
- my

- > files to find out who "hotlics" is. Submit these papers like you
- > would in the classroom.
- >
- > SPELL CHECK YOUR PAPERS!!!!!! I mean it. There is a way to have your e-mail
- > checked for spelling before it goes out. If you don't know how to do
- > this, find someone who does and ask them. This is an upper division
- > class. You have all had your English classes by now, and are doing
- > Junior level work, so it is time to push yourself out of sloppy
- > habits.
- >
- > I do think I've made my point. If you receive a low grade on one of
- > these papers, refer back to this.
- >
- > \* Note-this can be an intense course. If you feel you are going too
- > deep
- and
- > you are getting uncomfortable flag the event (issue), note your
- > feelings
- and
- > get with an appropriate professional. Consider it a nice perk, for
- > greater insight and understanding of whom we are is the whole point.
- > Although I am
- a
- > counselor, in this capacity I am your college instructor.
- >
- >
- > Term Project:
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- > This is a very important part of the course. It is an investigative,
- > interactive project. As you learn about the theorists and explore
- > your own feelings, you will naturally start developing your own
- > intrinsic theory of personality. What your theory will not have in
- > common with those you are studying is it's comprehensive nature. You
- > will not be defining a global personality theory. Recognize that the
- > theorists, who devote a lifetime of work to their theories and who
- > where (or are) mostly therapists, moved beyond their own intrinsic
- > theory. Saying that, the personal history of
- the
- > theorist is vital in understanding the theory, hence your own
- > history is vital in understanding your own intrinsic theory. This
- > paper is worth 100 points.

- >
- > The guidelines for this project are as follows:
- >
- > You will explore the realms of thought, feeling and behavior (and
- > spirit
- if
- > you choose). Each of these realms must be explored in order to
- > attain a personal theory that is thorough. Then, you will plug in a
- > theorist who matches your own feelings on each area. You will be
- > adding your own
- personal
- > reflections, but a requirement is to recognize a theorist for each
- > realm, and explain why this fits your own intrinsic model.
- >
- > In order to get a handle on the complexity of the material ask
- > yourself
- the
- > following questions:
- >
- > How do humans develop?
- > Consider the significance of nature/nurture in your own life.
- > How does your own developmental process effect your personality? Do
- > you see any universal patterns? How do you perceive gender
- > differences? What role does the unconscious play in your world?
- > Include the process of change:
- >
- > How do people change?
- > What leads to that change?
- > Is it conscious, unconscious or both?
- > In what areas is change most likely to be felt-thought feeling or
- behavior,
- > spirit?
- > How does change work for you? What are your expectations?
- > When asking yourself about your own bibliography, consider these
- questions:
- >
- > What has been your cultural experience?
- > What was your family of origin like, and how has that affected you?
- > What is your Religion/Spirituality? What significant childhood
- > memories can be brought to bear? How do you relate to the cognitive
- > realm, how does your mind work? How does career/social status fit
- > into your personality model? What is your relationship history? Does

- > your health or environmental issues affect your personality? Final
- > Exam:
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- > There will be a comprehensive final on the main campus. If you have
- > been keeping up with the reading, there is no need to worry about
- > this exam. It will not be "nit-picky" but general and supportive of
- > your learning. The details will follow at a later date. Exams
- > generally fall on a Saturday afternoon, 10 weeks from the start of
- > class. It will be worth 100 points.
- >
- > Grading:
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- > Class Participation=100 points
- >
- > Reflective Writings =100 points
- >
- > Intrinsic Personality Theory =100 points
- >
- > Final Exam=100 points
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- > 400-360=A
- > 360-320=B
- > 320-280=C
- > 280-240=D
- > 240 and below=F
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- > More about Grading:
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- > "On-Line" courses tend to be harder than those in the classroom.
- > They are writing intensive, and move very fast. Serious students
- > manage their time well, and are self-disciplined in the work. You
- > will get a lot out of this course if you put the time into it. If
- > you dash off the work, without
- doing
- > the reading or engaging in the material in a personal way, I will
- > know and you won't get the grade. Saying that, I fully expect you to
- > do well, and I am here to support you.
- >
- > "> NOTE ON THE READING:
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- > At the beginning of the week you will see the chapters we will be
- > working on. It would be a good idea to stay slightly ahead on the

> reading. In  
other  
> words, if you have the chapters read going into the week you will  
> not get overwhelmed. You must read the textbook for this course.  
> I've been a  
student  
> for many years, and I know there is a tendency to slack off on the  
reading.  
> But that is not possible for on-line courses. If you stay slightly  
> ahead  
on  
> the reading things will run more smoothly for you. If you are a  
> psychology major, this is a very important course for you. Putting  
> time into learning these theorists will be worth it.  
>  
> GOOD LUCK WITH THIS COURSE!  
>  
> PLEASE CONTACT ME IF YOU ARE NEED CLARIFICATION ON ANY PART OF THIS  
> SYLLABUS!  
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> |E-Mail|  
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