

SSE '00

PM

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Subject: **Psy 321-90 Syllabus**
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This syllabus can be seen at www.psychteach.com as well.

PSYCHOLOGY 321
The Psychology of Personality

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.

REQUIRED TEXT: Personality and Personal Growth by Robert Frager & James Fadiman, 4th edition, Addison Wesley Longman, Inc.

(You will need to read this book, so best buy it quickly!!)

Course Description:

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:

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. You 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 you will respond to the discussions in an intelligent and respectful manner. It is expected that you will keep up with the weekly assignments in the form of the reflective writing, which is designed to support the reading. You are expected to devote yourself, 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 you are expected to make room for in your schedules. Finally, you are expected to contact me if you are 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 number 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 you will have a strong working knowledge of the major personality theorists in the field. Additionally, you 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 you 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" a new topic you have left the group.

I want you to visit the web board twice a week. These are not real time chats, but I want you to visit on Tuesdays and Thursdays. The first time you visit, you will be replying to the discussion topic, the second time you visit you will be responding to at least one person's thoughts. If you don't do this you will not receive the full grade for class participation.

Papers:

We need to talk about these, and you need to listen carefully. The way I know you are doing the work is through these 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.

The best way to do this is to cite from the textbook to support your work and thoughts. I receive many 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 exercises for you to do before you write. They are support exercises from the text book. The title of our text book says a lot. "Personality and Personal Growth." What I AM NOT interested in is two pages of journal writing and personal stuff. The exercise is merely to show you the way to the theorist! It is very important that you tie your paper into the reading and the theorist. The only exception is week one.

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.

There will be a total of 6 papers due, each worth 25 points. These will be due on Monday's.

Compose your papers on Word or similar, then cut and paste to e-mail. I WILL NOT OPEN ANY ATTACHMENTS. I simply have too much to lose if I get a virus, and they are spread through attachments.

VERY IMPORTANT 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. But don't ever feel that you are being forced to reveal things you would rather not. There is PLENTY of room to treat these papers with detached academic interest. In fact, I demand at least 50% academic detachment. I DO NOT WANT 2 pages of personal ramblings. The exercise is only meant to get you in the right frame of mind to understand what the theorist is trying to tell you.

TERM PROJECT:

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. Saying that, I do NOT need to hear your whole history! Edit!

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 here are some questions you might want to ask yourself:

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?

Consider 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? GRADING OF FINAL PROJECT: Notice that your final project is worth 150 points. 100 points of that will be judged on how you addressed the Thought, Feeling, Behavior and Spirit realm, what theorists you brought into play, and if they support your views, and if you asked any of the above questions of yourself. The other 50 points will be graded on a dream journal. The best way to do this is to use the "dreamweavers" site which I built into the course. It is first support site in week 2, and after you click on "dreamweavers" you will see in the first paragraph of text an "interactive dream workbook." Take a minimum of 3 dreams from the term and "feed" them into this form. There will be a print out given of the major themes. Consider this portion of the paper an appendix or separate chapter to your work. As there is no paper due in week 2 take advantage of the time and explore this site as well as the "Working and Playing with Dreams" by Dr. Suler.

The key to the dream work is to see if you can find any correlation between your dreams and the rest of the paper (your theory).

Final Exam:

There will be a comprehensive final on the main campus. Exams generally fall on a Saturday afternoon, 10 weeks from the start of class. It will be worth 100 points, and I will be giving a review.

Pet Peeves:

1. In the subject line write your name, the class you are in, and the week you are submitting. Example:

Subject Line: Jane Doe, Psy 321, Week one.

I receive a lot of mail, and when you send out papers with only your e-mail address to identify it, I have to go through my files to find out who "hotlics" is. It makes me grumpy.

2. SPELL CHECK YOUR PAPERS!!!!!! I mean it. 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.

3. I request greetings and salutations on correspondence (not on papers, as those should have headings). This form of communication and the world in general is very fast. When we pause for a second to write salutations we keep proper decorum, and it allows us, even for a second, to think before we speak.

I do think I've made my point. If you receive a low grade on one of these papers, refer back to this.

Grading:

Class Participation=100 points

Weekly Papers =150 points

Intrinsic Personality Theory =150 points

Final Exam=100 points

500-450=A
450-400=B
400-350=C
350-300=D
300 below=F

More about Grading:

"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.

GOOD LUCK WITH THIS COURSE!

PLEASE CONTACT ME IF YOU ARE NEED CLARIFICATION ON ANY PART OF THIS SYLLABUS!

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