I. IDENTIFYING INFORMATION

<table>
<thead>
<tr>
<th>Course:</th>
<th>PSY 340</th>
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<tbody>
<tr>
<td>Course Title:</td>
<td>Studies in Personality</td>
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<tr>
<td>CRN:</td>
<td>22220200</td>
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<td>Term:</td>
<td>Spring I</td>
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<td>Location:</td>
<td>Online</td>
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<td>Course Dates:</td>
<td>1/7, 3/1/2013</td>
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<td>Course Days and Times:</td>
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<td>Prerequisites:</td>
<td>Psychology 100</td>
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Blackboard

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Instructor: Terry Libkuman
Primary Phone Number: (941) 201-5521
E-Mail Address:
Availability: By appointment
Academic Biography:

Academic Background:

I received my Ph.D. in Experimental Psychology from the University of Oklahoma. The major focus of my doctoral training was in the areas of learning, memory, and physiological psychology (now known as behavioral neuroscience). I have taught numerous courses, including introductory psychology, physiological psychology, history and systems of psychology, learning and memory, motivation, statistics, research methods, sport psychology, and psychology and the law. In the earlier part of my career, my research interests were largely concerned with laboratory investigations of human learning and memory, and the role of individual differences (i.e., personality) in these processes. Since this time, my interests have expanded to include the topics of emotion and memory, sport psychology, and psychology and the law. The research in emotion and memory is concerned with understanding the basic mechanisms involved in the emotion-memory relationship. The research in sport psychology involves the application of principles of industrial/organizational psychology, especially personnel psychology, to the selection and evaluation of athletes. The present focus of the psychology and law research has been the development of an instrument that can be used to evaluate attorney performance in court. My research has been published in a variety of journals including Emotion, Memory and Cognition, Applied Cognitive Psychology, Journal of Sport Management, and the American Journal of Forensic Psychology. I have also been a reviewer on numerous occasions for journals in my interest areas as well as presenting numerous papers at conference presentations. Finally, I have collaborated on a text book dealing with single subject research and biomedicine. My hobbies include maintaining an active lifestyle (weightlifting, and cross cardio training) and being an avid and competitive golfer.

Recent Publications:


Mai, M., Otani, H., Libkuman, T., & Sheffert, S. (in press). Preattentive processing, poststimulus elaboration, and memory
for emotionally arousing stimuli. The Journal of General Psychology


II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Textbooks and Course Materials:
Title: Personality Puzzle
Author: Funder
Edition: 5th 10
Publisher: Norton
Required: Yes

III. COURSE DESCRIPTION
A survey of the major theories and principles that are used to describe/explain the individual. The primary focus will be on evaluating and testing theories via research findings.

IV. COURSE GOALS AND OBJECTIVES

After completing this course, the student will be able to:

1. Define personality and discuss the nature of the concept.
2. Describe the appropriate methodology for basic research in personality.
3. Discuss results of the empirical literature as it relates to each of the major theoretical views of personality.
4. Contrast the various theoretical approaches to personality.
5. Identify the similarities among the different personality theories.
6. Identify for each personality approach the major theoretical dimension.
7. Link the specific theory about how the personality functions to the cultural value system present at the time of its development.

V. METHODOLOGY

In general, there will be topic reading assignments for each week, writing assignments, and quizzes/exams. You will have access to the course material in a variety of formats. These include chapter summaries and powerpoint lecture slides. You will also have access to practice test for each week.

Required components of the course can be broken up into four types:

1. Completing a scavenger hunt and getting to know your classmate's assignments
2. Completing, describing, and interpreting three personality inventories
3. Completing three assignments dealing with Personality Psychology in the news
4. Completing 6 quizzes and 2 proctored exams.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:

Pre-class Assignment: None.

Course Outline:

Schedule and Outline for Eight Week course
The course is divided into eight units, typically including 2 or 3 chapters from the book. You will need to follow along with the structure laid out here in the syllabus. Each unit corresponds to a week of the 8 week session. Assignments are described following the schedule.

Pre-class Assignment: None
Outline of Session Topics and Activities:

Week One: What is Personality; How is Personality Studied and Assessment.

Chapter 1: Introduction: The Study of the Person
Chapter 2: Clues to Personality: The Basic Sources of Data
Chapter 3: Personality Psychology as Science: Research Methods

Assignments: scavenger hunt, discussion board, and personality self-description inventory
Quiz 1

Week Two: Trait Approaches to Personality. Personality Assessment Part I
Chapter 4: Personality Traits and Behavior

Chapter 5: Personality Assessment I: Personality Testing and Its Consequences

Assignment: Personality in the News

Quiz 2

Week Three: Personality Assessment Part II

Chapter 6: Personality Assessment II: Personality Judgment in Daily Life

Chapter 7: Using Personality Traits to Understand Behavior

Assignment: Meyers-Briggs

Quiz 3

Week Four: Psychoanalytic Models and the Unconscious

Chapter 10: Basics of Psychoanalysis

Chapter 11: The Workings of the Unconscious Mind: Defenses and Slips

Midterm exam (on-line, proctored)

Week Five: Biological and Genetic Approaches. Gender Differences

Chapter 8: The Anatomy and Physiology of Personality

Chapter 9: The Inheritance of Personality: Behavioral Genetics and Evolutionary Theory

Assignment: Personality in the news

Quiz 4

Week Six: Humanistic, Existential, Cultural and Ethnic Differences

Chapter 13: Experience, Existence, and the Meaning of Life

Chapter 14: Cultural Variation in Experience, Behavior, and Personality

Assignment: Evaluation of the Big Five

Quiz 5

Week Seven: Behaviorist, Cognitive, and Learning Approaches to Personality

Chapter 15: Learning to Be a Person: Behaviorism and Social Learning Theories

Chapter 16: Personality Processes: Perception, Thought, Motivation, and Emotion

Assignment: Personality in the News

Quiz 6

Week Eight: Integrative Cognitive Model and Course Summary

Chapter 17: What You Know About You: The Self
Chapter 19: Conclusion: Looking Back and Looking Forward

Final exam (proctored)

**Assignment Due Dates:**

A class week is from Monday-Sunday.

Week 1 (Due Sunday) - Read chapters 1, 2, and 3
- scavenger hunt
- discussion board
- personality self-description
- quiz 1

Week 2 (Due Sunday) - Read chapters 4 and 5
- Personality in the news: Do dogs have personality?
- quiz 2

Week 3 (Due Sunday) - Read chapters 6 and 7
- Myer's-Briggs personality assessment
- Quiz 3

Week 4 (Due Sunday) - Read chapters 10 and 11
- Mid-term exam

Week 5 (Due Sunday) - Read chapters 8 and 9
- Personality in the News: Shy Brains
- quiz 4

Week 6 (Due Sunday) - Read chapters 13 and 14
- Evaluation of the Big Five
- Quiz 5

Week 7 (Due Sunday) - read chapters 15 and 16
- Personality in the News: Forgetting Fear
- Quiz 6

Week 8 (Due Sunday) - Read chapters 17 and 19
- Final Exam

**Post-Class Assignment:**

No post class assignments.
**Student Involvement Hours:**

Although it is difficult to determine because of individual differences, it would be best to assume that about 15-25 hours/week would be sufficient for most students

**VII. CRITERIA FOR EVALUATION**

**Evaluation Criteria:**

Quizes and exams-number of correct items

Writing Assignments -Evaluated on the basis of content (reviewing, integrating, and applying the appropriate concepts) and writing (spelling, grammar and writing style).

**Grading Scale:**

Grades and Grading Policy

Your final grade is determined by your score on the scavenger hunt (20 points), Discusson Board (10 points), Personality assignments (three, 30 points each), personality in the news assignments (three, 20 points each), six quizzes (20 points each) and two exams (midterm and final, 100 points each).

Grading scale:

460-450= A (92%)
450-459=A- (90%)
440-449=B+(88%)
410-439=B (82%)
400-409=B- (80%)
390-399=C+(78%)
360-389=C (72%)
350-359=C- (70%)
340-349=D+(68%)
310-339=D (62%)
300-309=D- (60%)
<300=E (<60%)

**Late Assignments:**

Late/Missing Assignment Policy

You are expected to complete all assignments on time. The total number of possible points you could earn for any unexcused late assignments (including exams) will be reduced by 20%. If the assignments are later than one week, you will receive zero points. Always contact me via e mail if you expect to be late for submitting an assignment.

**Make-ups and Rewrites:**

Exams-there are no make-ups.
Rewrites—Students may submit papers for an initial evaluation.

VIII. EXPECTATIONS

Attendance and Participation:

There is no formal attendance policy. However, students are expected to stay engaged with the course throughout the entire semester.

Academic Integrity:

Because academic integrity is a cornerstone of the University’s commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (https://bulletins.cmich.edu/).

Student Rights and Responsibilities:

Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University’s function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at https://www.cmich.edu/about/leadership/office_provost/dean/Pages/Code-of-Student-Rights.aspx.

IX. SUPPORT SERVICES AND OTHER REQUIREMENTS

Global Campus Library Services (GCLS)

CMU offers you a full suite of library services through its Global Campus Library Services (GCLS) department. Reference librarians will assist you in using research tools and locating information related to your research topic. The library’s Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the GCLS website at http://ocls.cmich.edu for more information.

Reference librarian contact information:
1. By phone: (800) 544-1452.
2. By email: oclsref@cmich.edu
3. By online form: http://ocls.cmich.edu/reference/index.html#form

Documents on Demand office contact information:
1. By phone: (800) 274-3838
2. By email: docreq@cmich.edu
3. By fax: (877) 329-6257

Writing Center

The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit http://webs.cmich.edu/writingcenter/

ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Susie Rood, Director of Student Disability Services at (800) 950-1144, extension 3018 or email her at sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at http://go.cmich.edu/support_services/academic/StudentDisabilityServices/Pages/default.aspx

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

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X. BIBLIOGRAPHY


Center Information
CENTRAL MICHIGAN UNIVERSITY
CMU ONLINE COURSE

ENROLLMENT & STUDENT SERVICES - ONLINE COURSES

(989) 774-1129
Fax (989) 774-1998

Email cmuonline@cmich.edu
Website www.global.cmich.edu/CMUOnline
Drop/Withdrawal Policy http://global.cmich.edu/courses/drop-withdraw.aspx

VIRTUAL RESOURCES FOR STUDENTS

CMU OIT (Office of Information Technology) Help Desk
https://www.cmich.edu/office_provost/OIT/help/help_desk/Pages/default.aspx

Online Learning Resource Center
https://www.cmich.edu/global/cmuonline/about/Pages/default.aspx

Proctoring
https://www.cmich.edu/global/cmuonline/proctoring/Pages/default.aspx

Harassment and discrimination

You have a right to feel safe and supported while pursuing your degree at CMU. If any professor, student, or staff member makes you feel that you have been discriminated against, disrespected or stuck in a hostile environment, the Office of Civil Rights and Institutional Equity (OCRIE) is here to help: Bovee UC 306, (989) 774-3253. For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/

Sexual misconduct policy

With the exception of the confidential resources named explicitly within the Sexual Misconduct Policy, all CMU staff and faculty are responsible employees and are required to report any information they know about possible sexual misconduct to the Title IX Coordinator in OCRIE: Kathy Lasher, (989) 774-3253. This means that any information you may divulge about such an incident in the classroom or with a faculty member cannot be confidential. Reports to OCRIE are intended to provide options and resources to survivors. Please keep these reporting obligations in mind as you seek support from staff and faculty you trust, and know that there are also support centers on campus that will maintain confidentiality, which include Sexual Aggression Peer Advocates (989-774-2255) and the CMU Counseling Center (989-774-3381). For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/