



Course Title: Personality Psychology
Course #: CEPY 1140

Credit Hours: 3
Semester: Spring 2022
Cap: 15

Faculty: Nancy Goodwin

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Office: Library – 2nd Floor, Office #3

Office Phone: 505/387-7515 ex 1152

Office Hours (face-to-face or online):

Preferred Communication: Please use the above e-mail. I will attempt to respond within 24 hours. Exceptions would be weekends or holidays.

Modality: Hybrid

Class Location and Meeting Times: Location: SUB 208

Face to Face: Wednesday: 9:00 – 10:20

Meeting Hours and Online Hours (if hybrid): On-Line Monday: 9:00 – 9:50

Required Materials: Textbook, Blackboard and Student NTU e-mail address for correspondence

Textbooks: Schultz, D.P., & Schultz, S.E. (2017), 11th Edition. *Theories of personality*. Boston, MA: Cengage. ISBN 978-1-305-65295-8

Laptop and Internet Access: Every student is required to own a laptop and have internet access.

Mission, Vision, and Philosophy

Mission: Navajo Technical University honors Diné culture and language, while educating for the future.

Vision: Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

Philosophy: Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íína (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Course Description

This course provides foundational knowledge on stages of change, interviewing techniques, screening and assessment, report writing, recordkeeping, treatment planning and case management. In addition, students develop knowledge and skill in crisis intervention in preparation for working with clients and families with addiction or substance use disorders.

Instructor's Expectations

This course uses a participatory, learner-centered adult education approach. This approach recognizes that *you* are responsible for your learning. I can facilitate, organize, and provide opportunities to learn, but cannot force you to learn. Course material may be presented in readings from the textbook, lessons, assignments, discussions, exams and journal writing. You are expected to work hard in this course: for every hour of class time, you should spend at least three hours outside of class preparing by reading, working on assignments and projects, and thinking about the course content. *You are expected to take responsibility for your success in the course*, that is, you must take an active interest not just in the course material, but in the course itself, *making it a success for all participants*. Factors such as *interest*,

motivation, creativity and *initiative* are important elements in evaluating your performance in the course and assigning a grade.

Course Outcomes	Course Assessments
Describe and differentiate among the major psychological approaches which explain personality	Weekly journals tied to chapter reading, personality assessments, class discussions, final paper assessment
Define and apply key personality concepts, terms and theories	Weekly journals tied to chapter reading, personality assessments, class discussions, final paper assessment
Read, interpret and critique original research from contemporary psychologists who study personality	Weekly journals tied to chapter reading, personality assessments, class discussions, final paper assessment
Explain research methodology and evaluate the merit of personality assessment	Weekly journals tied to chapter reading, personality assessments, class discussions, final paper assessment
Apply acquired knowledge of personality to one's own life	Weekly journals tied to chapter reading, personality assessments, class discussions, final paper assessment

Connections to Program Assessment (course-embedded measures)

List program outcomes to be measured

No program level assessment for this course.

General Education Assessment

List general education outcomes to be measured

No general education assessment for this course

Final Paper

You will choose from one of the Theorists that we cover and will do a 4-5-page paper (not including cover page), using APA guidelines, that will provide an in-depth look at the theory put forth by this person. This paper will be worth 100 points, a significant amount of your grade. Deductions will be made for spelling, grammar and incorrect use of APA guidelines.

Journal

Each week you will be given a prompt in Blackboard that will pertain to that week's reading. There is no specified length, but you should answer the prompt thoroughly.

Grading Plan

Journals	15 @ 10 pts/ea	150	A = 100 -- 90%
Midterm Exam	1 @ 50 pts	50	B = 89 – 80%
Final Paper	1 @ 100 pts	100	C = 79 – 70%
Class Participation	16 @ 2 pts/ea	<u>32</u>	D = 69 – 60 %
	TOTAL PTS	332	F = 59% or less

Course Schedule

Week	Date	Class Topics/Reading Due	Assignments Due	Assessments
1	1/19	Introductions Review Syllabus		
	1/21	Last day to add/drop w/out W		
2	1/26	Chapter 1: What It Is and Why You Should Care	Chapter 1 Journal	
3	2/2	Chapter 2: Sigmund Freud: Psychoanalysis	Chapter 2 Journal	
4	2/9	Chapter 3: Carl Jung: Analytical Psychology	Chapter 3 Journal	
5	2/16	Chapter 4: Alfred Adler: Individual Psychology	Chapter 4 Journal Submit paper topic	
6	2/23	Chapter 5: Karen Horney: Neurotic Needs and Trends	Chapter 5 Journal	
	2/25	Graduation Petition Due		
7	3/2	Chapter 6: Erik Erikson: Identity Theory	Chapter 6 Journal	
8	3/9	Chapter 7: Gordon Allport: Motivation and Personality	Review paper topic Midterm Exam Chapter 7 Journal	Midterm Exam
	3/11	Midterm Grades Due	Midterm	
9	3/14-18	NO CLASS – SPRING BREAK		
10	3/23	Chapter 8: Raymond Cattell, Hans Eysenck, the Five Factor Theory, HEXACO, and the Dark Triad	Chapter 8 Journal	
11	3/30	Chapter 9: Abraham Maslow: Needs-Hierarchy Theory	Chapter 9 Journal	
12	4/6	Chapter 10: Carl Rogers: Self-Actualization Theory	Chapter 10 Journal	
13	4/13	Chapter 11: George Kelly: Personal Construct Theory	Chapter 11 Journal	
14	4/20	Chapter 12: B.F. Skinner: Reinforcement Theory	Chapter 12 Journal	
15	4/27	Chapter 13: Albert Bandura: Modeling Theory Chapter 14: Facets of Personality: Taking Control, Taking Chances and Finding Happiness	Chapter 13 Journal Chapter 14 Journal	
16	5/4	Chapter 15: Personality in Perspective	Chapter 15 Journal	
17	5/11	Final Paper Due	Finals	Final Exam: Paper
	5/12	Grades due to the Registrar		
	5/13	Graduation		

Grading Policy

Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data, unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

Participation

Students are expected to attend and participate in all class activities. Points will be given to students who actively participate in class activities including guest speakers, field trips, laboratories, and all other classroom events.

Cell phone and headphone use

Please turn cell phones off **before** coming to class. Cell phone courtesy is essential to quality classroom learning. Headphones must be removed before coming to class.

Attendance Policy

Students are expected to attend all class sessions. If more than ten minutes late, students will be counted as absent. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of responsibility to complete all course work by required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

Study Time Outside of Class for Face-to-Face Courses

For every credit hour in class, a student is expected to spend two hours outside of class studying course materials.

Study Time for Hybrid or Blended Courses

For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying course materials.

Study Time for Online Courses

For an online course of one credit hour, a student is expected to spend four hours per week studying course materials.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

Diné Philosophy of Education

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with

the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Ílna and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shiwí Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkyá hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shiwí core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Students with Disabilities

Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (<http://www.navajotech.edu/student-services#accomodations-services>) in accordance with the university's Disability Accommodations Policy (see http://www.navajotech.edu/images/about/policiesDocs/Disability_Exhibit-A_6-26-2018.pdf).

Email Address

Students are required to use NTU's email address for all communications with faculty and staff.

Final Exam Date: Your Paper will serve as your final exam.