San José State University  
College of Social Sciences/Psychology Department  
Psychology 139, Psychology of Personality, Section 3, Spring 2019

Course and Contact Information

Instructor: Jason X. Ventura  
Office Location: DMH 342  
Telephone: (408) 924-5625  
Email: jason.ventura@sjsu.edu  
NOTE: When contacting me by email, please put “PSYC 139; 9:00-10:15” in the subject line  
Replies within 48 hours (except Sundays). If you e-mail on Sunday, I will reply Monday morning.

Office Hours: Students do not need an appointment for office hours; just show up. I will take students on a “first come; first serve” basis.
  
Tuesdays 4:45 – 6:00 pm  
Thursdays 4:45 – 6:00 pm  
**Available by appointment

Class Days/Time: Tuesday/Thursdays; 9:00-10:15 am

Classroom: Dudley Moorhead Hall 356

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. Students are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

LECTURE NOTES& POWERPOINT SLIDES ARE NOT POSTED ON-LINE. If you miss lecture for any reason, it is YOUR RESPONSIBILITY to get the lecture notes from one of your classmates. I will not email or copy any lectures for students.
Course Description
Students will study the major personality theories and therapeutic application in the field of psychology. Theorists include Freud, Jung, Erikson, Pavlov, Rogers, and others. Students will also examine theories from multicultural perspective. This course will take you through the history and development of the field of psychology as respects to personality development and help you to understand the similarities, differences and limitations. You will examine assumptions about human nature and understand how individuals perceive themselves in the world. This course will allow for students to view several theories from a practical application perspective in the various writing assignments.

The course is intended to stretch you, inform you and help you move into a greater understanding of others and yourself. You will apply critical thinking about what you read and will be challenged to compare, contrast and analyze several theories in your writing assignments.

The goal is to understand the complexity of the individual and that there is no singular “right” theory regarding personality development as each individual is unique and may be a compilation of many theories and ideas.

Course Learning Outcomes (CLO)
At the conclusion of this course, students will:

1. Understand and describe the major theories and concepts of personality development.
2. View the theories presented from the perspective of different psychological fields; clinical psychology, transpersonal psychology, and organizational psychology.
3. Compare and contrast the major theories from both a theoretical and practical perspectives.
4. Apply critical thinking in respect to the practical application of these various theories in today’s world.
5. Apply personality theories that will stretch, inform, and assist students into a greater understanding of others and themselves.

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements…

1. PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
3. PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
4. PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
5. **PLO5 – Values in Psychology** – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

**Required Texts/Readings**


ISBN 978-1-260-12374-6

**Course Requirements and Assignments (SUBJECT TO CHANGE)**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

**Writing Assignments Assessment of CLOs 1, 2, and 4**

You will be asked to write three 3-4 page papers discussing, evaluating and applying some of the theories we will be studying and following the questions posed in the assignments. These papers will be worth **25 points each**. Some of these papers will include personal reflection; all will include your understanding of theory and how the theoretical ideas being studied can apply to your chosen field of work.

**Assessment of CLOs 1, 2, 3 and 4**

Students will also compare/contrast theoretical arguments on one of the theorists discussed in class with other personality theorists. It is the student’s responsibility to research the respective theorist and determine whether or not a comparison will make for a strong argument. The instructor will provide a list; this assignment will be worth **35 points**.

**Assessment of CLOs 1, 4, and 5**

**“Why I Do What I Do” writing assignment:**

You will write one short (3-page text) essay in which you apply the principles of a personality theory discussed in class to explain something about yourself.

**In addition, to the essay**, students will create an original power point presentation titled “My Personality in Pictures” that conveys the essential aspects of your personality in 25 pictures with accompanying captions.

All papers must be written in APA format.

**Resource**: https://owl.english.purdue.edu/owl/resource/560/01/
**Class participation (15 pts total).** Because this is in part an experiential class, attendance and participation are crucial. You cannot participate if you do not come to class. Thus, absences will diminish the level of participation you can achieve in the class, and will reduce participation points. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent.

**Examinations (50 pts each. 3 exams = 150 pts total) Assessment of CLOs 1, 4, and 5**

There will be three in-class exams and they will consist of thirty multiple choice questions and two short answer essay questions. Exams will be designed to measure your knowledge and understanding of the material discussed in lecture as well as your textbook. Each multiple-choice question will be worth 1 point; essay questions worth 10 points each. Each exam will be worth a total of 50 points.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Final Examination or Evaluation**

The final exam will not be cumulative and will be based only on the material covered after exam two. Exam #3 will be held Friday, May 17th, in DMH 358, from 7:15 to 9:30 am.

You will need a SCANTRON 882E, a #2 pencil, and a good eraser for each exam. No bluebook necessary.

**Grading Information (SUBJECT TO CHANGE)**

Writing assignments (3) 25 points each = 75 total points

Compare/contrast theorists = 35 total points

“Why I Do What I Do” writing assignment and presentation (paper 20: presentation 30) = 50 total points

Exams (3) = 150 total points

Participation = 15 total points

325 total points

**Grading Scale:**
Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol

Please practice the following guidelines to help the class run more smoothly as well as to limit the amount of distractions that occur.

1. Please **TURN OFF** all cell phones & **DO NOT TEXT** during class time. If you receive an important call/text during class, please step outside of the classroom should you need to respond.
2. Please REMOVE all head/ear phones during class. **DO NOT LISTEN TO MUSIC, SURF THE WEB, CHECK YOUR FACEBOOK, INSTAGRAM, TWITTER, ETC. during class time.**
3. If you arrive late, please come in as quietly as you can and sit in the back of the room.
4. If you have to leave early, please do so quietly and sit next to the door so you don’t distract other people.
5. Don’t talk when your instructor is speaking or when other students are asking questions.
6. Please be respectful of other people’s experiences and comments even though you might not agree with what they are saying.

USE OF LAPTOPS IN THE CLASSROOM

Laptops are permitted in the classroom for **NOTE-TAKING PURPOSES ONLY**. If you use a laptop to take notes, please sit at the back or on the sides of the classroom so that your screen will not be a distraction to the rest of the students in the class.

Use of laptops for any other purposes (e.g., non-class related activities like emailing friends or surfing the web) will not be permitted. Students not abiding by these guidelines will be asked to turn off their laptop and will not be allowed to bring it into the classroom in the future.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ **Syllabus Information web page** at http://www.sjsu.edu/gup/syllabusinfo/”
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Tuesday, February 5th: Last Day to Drop Courses without an Entry on Student's Permanent Record

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the syllabus include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where, active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.
Student misconduct regarding academic dishonesty (a.k.a. “cheating”) will result in failure of the class (University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf; Academic Sanction 4.14)

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels
within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
### Course Schedule

Weekly e-mails will be sent by the instructor informing students of weekly topics and due dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/24</td>
<td>Introduction of instructor, class, and expectations. What is personality? <strong>Once students obtain textbook, read all of chapter one</strong></td>
</tr>
<tr>
<td>2</td>
<td>1/29</td>
<td>Why study personality? Personality theories, and pitfalls of theory; misunderstandings; evidence and philosophical assumptions, organization of psychology of personality.</td>
</tr>
<tr>
<td>2</td>
<td>1/31</td>
<td>Why study personality? Personality theories, and pitfalls of theory; misunderstandings; evidence and philosophical assumptions, organization of psychology of personality.</td>
</tr>
<tr>
<td>3</td>
<td>2/5</td>
<td>Sigmund Freud; Chapter 9 (“Psychoanalytic Approaches to Personality”) pages 285-294</td>
</tr>
<tr>
<td>3</td>
<td>2/7</td>
<td>Sigmund Freud; Assign Freud writing assignment</td>
</tr>
<tr>
<td>4</td>
<td>2/12</td>
<td>Erik Erikson; Chapter 8; pages 225-247 (“Evolutionary Perspectives on Personality”)</td>
</tr>
<tr>
<td>4</td>
<td>2/14</td>
<td>Erik Erikson; Freud writing assignment due; assign Erikson writing assignment</td>
</tr>
<tr>
<td>5</td>
<td>2/19</td>
<td>Carl Jung</td>
</tr>
<tr>
<td>5</td>
<td>2/21</td>
<td>Carl Jung; Erikson writing assignment due</td>
</tr>
<tr>
<td>6</td>
<td>2/26</td>
<td>Alfred Adler</td>
</tr>
<tr>
<td>6</td>
<td>2/28</td>
<td>Alfred Adler; review for exam #1</td>
</tr>
<tr>
<td>7</td>
<td>3/5</td>
<td>EXAM # 1</td>
</tr>
<tr>
<td>7</td>
<td>3/7</td>
<td>Assign Adler and Jung writing assignment Ivan Pavlov and B.F. Skinner</td>
</tr>
<tr>
<td>8</td>
<td>3/12</td>
<td>B.F. Skinner; Behaviorism reading assignment: 365-385</td>
</tr>
<tr>
<td>8</td>
<td>3/14</td>
<td>Adler and Jung writing assignment due; Carl Rogers</td>
</tr>
<tr>
<td>9</td>
<td>3/19</td>
<td>Carl Rogers; reading assignment chapter 11; pages 335-359</td>
</tr>
<tr>
<td>9</td>
<td>3/21</td>
<td>Carl Rogers</td>
</tr>
<tr>
<td>10</td>
<td>3/26</td>
<td>Abraham Maslow</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>3/28</td>
<td>Abraham Maslow</td>
</tr>
<tr>
<td>11</td>
<td>4/1-4/5</td>
<td><strong>SPRING RECESS</strong></td>
</tr>
<tr>
<td>12</td>
<td>4/9</td>
<td>Irvin Yalom</td>
</tr>
<tr>
<td>12</td>
<td>4/11</td>
<td>Rollo May; review for exam #2</td>
</tr>
<tr>
<td>13</td>
<td>4/16</td>
<td><strong>EXAM # 2</strong></td>
</tr>
<tr>
<td>13</td>
<td>4/18</td>
<td>Assign compare/contrast theories with other personality theorists writing assignment; Temperament theories; Chapter 3: pages 54-67</td>
</tr>
<tr>
<td>14</td>
<td>4/23</td>
<td>Temperament theories /Gestaltism</td>
</tr>
<tr>
<td>14</td>
<td>4/25</td>
<td>Gestaltism</td>
</tr>
<tr>
<td>15</td>
<td>4/30</td>
<td>CLASS PRESENTATIONS; compare/contrast theories with other personality theorists writing assignment due</td>
</tr>
<tr>
<td>15</td>
<td>5/2</td>
<td>CLASS PRESENTATIONS</td>
</tr>
<tr>
<td>16</td>
<td>5/7</td>
<td>CLASS PRESENTATIONS</td>
</tr>
<tr>
<td>16</td>
<td>5/9</td>
<td><strong>LAST DAY OF CLASS</strong> / CLASS PRESENTATIONS; “Why I Do What I Do” papers due</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Friday, May 17th</td>
<td>7:15-9:30 am</td>
</tr>
</tbody>
</table>