Psychology 330, Personality Theory and Research  
Fall, 2014

Lecture: MW, 11 – 12:15, Duncan College 113  
Professor: Margaret Beier  
Email: beier@rice.edu  
Office: 429 E Sewall Hall  
Phone: 713-348-3920  
Office hours: Mondays, 3-4 p.m. or by appointment

Teaching Assistant: Carmen Young  
Email: cky1@rice.edu  
Office: 427 Sewall Hall  
Office hours: Tuesdays, 1-2 p.m.

Course Objectives:  
Provide an overview of six prominent approaches to personality psychology: (1) trait, (2) biological, (3) psychodynamic, (4) humanistic, (5) behavioral/social learning, and (6) cognitive. You will also be able to read and critically evaluate primary research articles, critically evaluate the strengths and weaknesses of each approach, and synthesize your thoughts about a specific topic in a term paper by the end of the semester.

Required Resources:  

Additional required readings, video, and audio recordings are available in PDF format on OwlSpace. Contact me or the TA if you have difficulty retrieving these articles.

Other Resources:  

Course Format:  
Information will be presented in the course lectures, video and audio recordings, and in readings. It is imperative that you come to class prepared. Lectures and class discussions should be interactive.

Owlspace:  
Course material (e.g., the syllabus, assignments, handouts, and information about grades) will be available on Owlspace. I will hold you responsible for all announcements about the class, including any changes to the syllabus that I post there. You should have a habit of checking the site regularly.
Evaluation:
Your evaluation will consist of four quizzes, a paper assignment with multiple parts, article summaries, and a class participation grade. The class participation grade is comprised of periodic activities both during and outside of class. There is no cumulative final exam for this course.

Quizzes
Because we have limited class time, quizzes will cover assigned material even if it is not discussed in class. Quizzes will be administered online via Owlspace. They will be posted on Wednesday before class during the quiz week and you will have until that Friday at midnight to complete them. If you experience technical difficulties during a quiz, please contact me or a TA immediately. You will receive a zero on any quiz you miss without an approved absence (with proper documentation). Legitimacy of excuses and the documentation required is at my discretion. Quizzes are closed book and are covered by the honor code. Quizzes are not cumulative.

Paper Assignment
You are required to write a term paper for this course, which is due on the last day of finals at 5:00 p.m. Papers must be written in APA format (using the sixth edition of the APA publication manual). The only exception to APA format is that you will NOT include an abstract.

Papers should be between 12 – 15 pages long (including title page and references). You must cite at least seven references in your paper, at least five of which are empirical (i.e., research studies). References can be papers that we have discussed in class. Late papers will be deducted five points for each 24 hr period the paper is late (weekends count in this calculation).

You can write about any topic you choose. Some ideas from past semesters (which you are welcome to use or modify) are:

- The “best” way to measure personality
- What are functional personality traits in American culture? Are they different in other cultures?
- Personality: Nature or nurture.
- How does culture shape personality?

Parts of your paper will be due throughout the semester. In particular, you will hand in a topic and thesis statement, an annotated bibliography based on your research on the topic, and an annotated outline (see schedule for specific dates). These paper components will be handed in through the ‘assignments’ tab on Owlspace.

Important note about turning in your final paper:
- Put a hard (i.e., paper) copy in the TA’s mailbox in the Psychology Main Office (Sewall Hall 468). Write the time and date you hand in your paper on the title page.
- Attach an electronic copy of your paper in your dropbox folder in Owlspace. This will serve as a backup.
You are encouraged to discuss paper topics outside of class. Writing papers is an independent endeavor, however, covered by the honor code. One exception is related to APA format. You are welcome to ask other students formatting questions. Please note, however, that the definitive APA format resource is the 6th edition of the APA publication manual. You need also to be careful about plagiarism; go to www.plagiarism.org to find out more about the definition of plagiarism and what to avoid.

**Article Summaries**

You will read and summarize some of the articles assigned and made available on Owlspace. Your summary should include the following information:

- The reference in APA format
- The main research question or theoretical topic as you understand it
- A description of the results and/or general conclusions
- Any ideas generated by the article
- Discussion questions: these questions should be broad and aimed at facilitating discussion. You will be able to ask specific questions in class.

The article summaries are designed to give you a basis from which to have a discussion about the article, although you do not (and should not) develop an elaborate presentation. Because they will help you with the class discussion, you are encouraged to bring your article summaries to class.

Because they serve as the basis for class discussion, article summaries MUST be turned in by 5 p.m. the afternoon before the article will be discussed (e.g., the article summary for Vazire & Mehl, 2008 article is due on Tuesday, 9/2 at 5 p.m.). Late article summaries will be deducted 5% of the total number of points available for each 1 hour period they are late. There are 10 articles that require summaries as listed on the course schedule below.

There is a two-step process for handing in article summaries:

- Attach the article summary to the assignment associated with the article in the “Assignments” section in Owlspace.
- Write your discussion questions in the “Start Assignment” box.

Although you are encouraged to discuss the articles outside of class, article summaries are covered by the honor code.

**Class Participation**

You are encouraged and expected to participate in class discussions. You will also participate in various activities as part of your enrollment in this class. In many of these activities you will be working with the people at your tables or in an assigned group. Your participation in these activities is mandatory and counts toward your class participation grade. More information about the activities and the specific points assigned to each (within the class participation grade) will be forthcoming.
Grading
The breakdown of your grade for this course is as follows:

Quizzes (4) 40% (10% each)
Paper 35%
  Topic and thesis statement (2%)
  Annotated bibliography (8%)
  Outline w/bibliography (5%)
  Final paper (20%)

Article Summaries 10%
Class participation 15% (this includes class discussion and participation in course-related activities that will be announced in class).

Grades will be determined on the following scale:

100 - 98% = A+  89 - 88% = B+  79 - 78% = C+  69 - 68% = D+  59 - 0% = F
97 - 93 % = A  87 - 83 % = B  77 - 73 % = C  67 - 63 % = D
92 - 90 % = A-  82 - 80 % = B-  72 – 70 % = C-  62 - 60 % = D-

Up to 2 points of extra credit which will be added to your final grade are also available. See the last page of the syllabus for information on extra credit.

Important Notes and Resources

Writing Center: The term paper is a large part of your grade in this class. Please take advantage of the Center for Written, Oral, and Visual Communication available at Rice to assist you in writing (http://cwovc.rice.edu/).

Disabilities: If a student has a documented disability and needs academic assistance in this or any other course, he or she should so inform me within the first two weeks of classes. All discussions will remain as confidential as possible. Students should contact me after class, during office hours, or by e-mail. Students with disabilities requesting accommodation will also need to contact Disability Support Services (http://dss.rice.edu/).

Academic Integrity: Students are expected to abide by the Honor Code. All examinations, papers, and article summaries are under the Honor System. More information about the honor code and plagiarism can be found here: http://honor.rice.edu/honor-system-handbook/. Students are encouraged to bring any concerns involving academic integrity to the attention of the instructor.
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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Assigned reading</th>
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<tbody>
<tr>
<td>8/25</td>
<td>Monday</td>
<td>Introduction/syllabus</td>
<td>Ch. 1</td>
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<td>8/27</td>
<td>Wednesday</td>
<td>Evidence for personality</td>
<td>Ch. 2</td>
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<td>9/1</td>
<td>Monday</td>
<td>Labor Day – No Class</td>
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<td>9/3</td>
<td>Wednesday</td>
<td>Class discussion</td>
<td>Vazire &amp; Mehl, 2008</td>
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<td>9/8</td>
<td>Monday</td>
<td>Research methods</td>
<td>Ch. 3</td>
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<td>9/10</td>
<td>Wednesday</td>
<td>Traits and behavior</td>
<td>Ch. 4; Ozer &amp; Benet-Martinez, 2006 (no summary)</td>
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<td>9/15</td>
<td>Monday</td>
<td>Personality assessment &amp; judgment</td>
<td>Ch. 5 &amp; 6</td>
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<td>9/17</td>
<td>Wednesday</td>
<td>Class discussion</td>
<td>Qiu et al., 2012</td>
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<td>Quiz 1 Posted; due Friday 9/19</td>
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<td>9/22</td>
<td>Monday</td>
<td>Different approaches to traits</td>
<td>Ch. 7</td>
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<td>9/24</td>
<td>Wednesday</td>
<td>Class discussion</td>
<td>Klein et al., 2004</td>
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<td>9/29</td>
<td>Monday</td>
<td>The biological approach;</td>
<td>Ch. 8</td>
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<tr>
<td>10/1</td>
<td>Wednesday</td>
<td>Class discussion</td>
<td>Farah, 2005 (no summary)</td>
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<td>10/6</td>
<td>Monday</td>
<td>BG and evolutionary theory</td>
<td>Ch. 9</td>
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<td>10/8</td>
<td>Wednesday</td>
<td>Class discussion</td>
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<td>Quiz 2 Posted; due Friday 10/10</td>
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<td>10/13</td>
<td>Monday</td>
<td>Midterm recess – No Class</td>
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<td>10/15</td>
<td>Wednesday</td>
<td>Psychoanalytic approaches</td>
<td>Ch. 10; Ch. 12</td>
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<td>10/20</td>
<td>Monday</td>
<td>Class discussion</td>
<td>Frost et al., 2007</td>
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<td>10/22</td>
<td>Wednesday</td>
<td>Defense mechanisms</td>
<td>Ch. 11; Baumeister et al., 1998 (not pages 1096 – 1103; no summary)</td>
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<td>Annotated bibliography due</td>
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<td>10/27</td>
<td>Monday</td>
<td>Humanistic approaches</td>
<td>Ch. 13</td>
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<td>10/29</td>
<td>Wednesday</td>
<td>Class discussion</td>
<td>Sheldon &amp; Lyubomirsky, 2012</td>
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<td>11/3</td>
<td>Monday</td>
<td>Cross cultural issues</td>
<td>Ch. 14</td>
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<td>11/5</td>
<td>Wednesday</td>
<td>Class discussion</td>
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<td>Quiz 3 Posted; due Friday 11/7</td>
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<td>11/10</td>
<td>Monday</td>
<td>Behaviorism &amp; social learning theory</td>
<td>Ch. 15</td>
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<td>11/12</td>
<td>Wednesday</td>
<td>Class discussion</td>
<td>Friesen &amp; Kammrath, 2011</td>
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<td>11/17</td>
<td>Monday</td>
<td>Cognitive processes</td>
<td>Ch. 16</td>
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<td>11/19</td>
<td>Wednesday</td>
<td>Class discussion</td>
<td>Côté et al., 2011</td>
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<td>Paper Outline Due</td>
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<td>11/24</td>
<td>Monday</td>
<td>The Self</td>
<td>Ch. 17</td>
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<td>11/26</td>
<td>Wednesday</td>
<td>Thanksgiving weekend – class canceled – WRITE PAPERS</td>
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<td>12/1</td>
<td>Monday</td>
<td>Class discussion</td>
<td>Asendorpf et al., 2002</td>
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<td>12/3</td>
<td>Wednesday</td>
<td>Disordered personality</td>
<td>Ch. 18</td>
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<td>12/17</td>
<td>Wednesday</td>
<td>Final paper due, 5:00 p.m.</td>
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List of readings available on Owlspace


Extra Credit
You have the opportunity to receive a maximum of 2 points of extra credit added to your final grade. There are two options for extra credit.

Option 1: You may participate in a maximum of 4 hours of psychology experiments. If you participate in psychological experiments, you must assign the hours through Experimetrix to this class (PSYC 330) to receive credit. You will receive ½ a point added toward your final grade for each hour of research. Note that you must be at least 18 years old to participate in psychological research.

Option 2: You may complete a report on an empirical research article (not a review article) for extra credit. These CANNOT be articles assigned in class, nor can they be articles that you have cited in your paper. Articles may be selected from the journals listed below. Note that the article MUST be related to course content. You will receive ½ a point of extra credit for each report (0 if the report is sub-par). Reports should be single spaced, typewritten (12 pt font). They should cover the following things:
   1) complete reference in APA style
   2) brief description of the research question
   3) explanation of how the research article fits with course content
   4) description of the research design and analysis if appropriate (e.g., measures used, correlational or experimental research, etc.)
   5) brief description of conclusions
   6) your interpretation of whether or not the conclusions are warranted

You must include a copy of the original research article (or receive a zero). These article summaries are due on the last day of classes (Friday, December 5, 2014) at 5:00 p.m.

Eligible Journals
Developmental Psychology
Journal of Abnormal Psychology
Journal of Applied Psychology
Journal of Experimental Social Psychology
Journal of Personality
Journal of Personality and Social Psychology
Journal of Personality Assessment
Journal of Research in Personality
Personality and Individual Differences
Personality and Social Psychology Bulletin
Psychology & Aging
Psychology & Marketing
Social Behavior and Personality