



PSY 260: PSYCHOLOGY of PERSONALITY
3 Credits (CRN 62129)
WCCC Education Center; MW 6:30-7:50pm HYBRID

INSTRUCTOR: Falisha Herbic, MACL
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EFFECTIVE DATE: Summer II 2022

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

An introduction to the basic theoretical approaches to personality, how they are developed, changed and analyzed.

PREREQUISITES: Grade of “C” or better in PSY100

STUDENT LEARNING OUTCOMES

As a result of taking this course, students can expect to attain the following outcomes:

1. Recognize the study of personality psychology as a science.
2. Discuss the basic perspectives, concepts, principles, and general information comprising the field of personality psychology.
3. Utilize the various personality psychology models and concepts in explaining human behaviors.

COURSE CONTENT

Concepts or Topics

- Major Personality Theories
- Personality Assessment
- Research and Methodology
- Cultural Competency

Skills or Competencies

1. Define Personality Psychology as a science
2. Compare & contrast theories of personality
3. Describe and evaluate the importance of applying personality theories, assessment, and research
4. Integrate personality perspectives with personal perspectives
5. Discuss how human behavior is influenced by personality
6. Identify the importance of understanding culture and diversity when considering the constructs of personality

COURSE NOTES

This is an accelerated summer course. Our class will require more time each week than is typical for a face-to-face class. It is important that you work each week and make all your due dates. You do NOT want to fall behind in this course as that would be a recipe for certain failure. We will complete 1 – 2 units each week. For each unit you will most often have 4 – 6 chapters of reading, in addition to the PowerPoint Lecture, a reading check, a quiz, and a unit activity. Some unit activities require DAYS to complete, as well as creating or finding opportunities to discuss your activity with fellow classmates. Please do not wait until the last minute. You will want to start early, and work hard to complete your work, in order to succeed.

This class works on a mastery system. This means that it's more important that you get concepts eventually than to get them right away (although, it's still awesome if you do get them right away). To this end, our class assignments and policies are all set up for you to succeed, provided you continue to put in the work. Success is obtainable even if you struggle initially or experience difficulties throughout the semester. Each unit is set up with assignments of increasing difficulty and credit, so that the first assignment—when you're likely the most unsure of the content—is the least complex and worth the least amount of credit. As your knowledge grows throughout the unit, so too does the complexity of and credit for your assignments.

As a final feature of our mastery system, we will cover 7 units over the semester, but only your highest 6 unit scores count. This means you don't have to worry if an assignment doesn't go your way; you can replace that low unit score with a duplicate of your highest score from another unit. Counting only the 6 highest scores also means that when life inevitably gets in the way and makes it difficult for you to complete your work, you can simply make that unit one that you don't submit (in other words, you can miss one unit with no penalty).

The first assignment for each unit is the reading check. This assignment helps “get your feet wet” regarding the chapter content. The second assignment (the unit quiz) deepens your understanding of core chapter concepts. The final assignment (the unit activity) gauges your mastery of the chapter material. All assignments may be submitted early, but no assignments are accepted late (excepting cases of qualified, documented emergencies—please see our late work policy in the “Additional Information section”).

As this course works on a “mastery system,” there are no formal exams for this course.

If you have questions about the unit material. Please feel free to write me a note asking me any questions about the course material that you do not understand. You may submit it with your coursework. Or, if you need a more immediate answer, you might be able to ask the education center to email me. I will create an answer for your questions and include it with your next unit packets.

COURSE TASKS

A. READING CHECKS (15pts each; 105 total points; 21% of total grade):

It is important that you READ both your textbook AND the supplemental PowerPoints. The PowerPoint presentations are NOT a mere summary of the textbook information; the PowerPoint presentations add additional information to supplement the textbook material. The PowerPoint presentations are basically my lecture, and are transcribed for you, along with your textbook and Unit Activities, in your “Student Info Packets.” If you prefer to listen to the lecture (versus reading it), the PowerPoint presentations, with embedded audio files of the lecture, are also available on the computers in the library/Education Center. The transcription printed with the slides is basically the audio lecture, almost verbatim.

For each unit, you will complete a brief reading check wherein you answer 10 straight forward questions about the assigned chapter(s) and supplemental unit PowerPoint (PPT) presentation. The reading checks are open-book, open-notes, but should be entirely your own work. These reading checks work on the mastery system, so feel free to have the reading check open as you are reading the chapters/PPTs. Fill in your answers as you move through the content. Question format includes multiple choice and true/false questions. Each unit reading check is worth 15 points. There are 7 reading checks (one per unit) throughout the semester. Reading checks may be submitted early, but not late. Late reading checks are not accepted.

B. UNIT QUIZZES (25pts each; 175 total points; 35%, of total grade):

To deepen your knowledge of our class content, unit quizzes are “applied questions.” They require critical thinking and a more vast understanding of the content. Study the unit materials and think these questions through before answering, and use a process of elimination to recheck your answer. Question format includes multiple choice and true/false questions. Each unit quiz is worth 25 points. There are 7 quizzes (one per unit) throughout the semester. Quizzes may be submitted early, but not late. Late quizzes are not accepted.

C. UNIT ACTIVITIES (30pts each; 210 total points; 42% of total grade):

For each unit, you will complete an in-depth activity designed to showcase your personal understanding of the unit’s key topics. Activities vary unit to unit, but all activities will draw on the textbook and supplemental PPT (i.e. our class lecture) content for that unit, as well as observing social behavior and discussion with your classmates.

Details on requirements for each individual activity, complete with grading rubrics, are available in your Student Info Packets (along with the Textbook chapters and PPT slides for that unit). Unit Activities will often require creating or finding opportunities to discuss your activity with fellow classmates. Regardless of the specific activity, your submission should make use of the information from the textbook, supplemental PPTs, and any additional materials included in your Student Info Packets.

Be thoughtful and thorough in your Unit Activity analyses. When responding to a classmate’s analysis, build on your discussions with fellow students; compare and contrast your differing/similar views. Unit activities should be completed in the Student Work Packet. If you need more paper, you may attach it to the Student Work Packet. Each unit activity is worth 30 points. There are 7 unit activities (one per unit) throughout the semester. Activities may be submitted early, but not late. Late activities are not accepted.

D. SYLLABUS QUIZ (10pts; 10 total points; 2% of total grade):

Please complete the syllabus quiz during the first week. It is located in your Unit 1 Student Work Packet. The syllabus quiz is worth 10 points. Late Syllabus quizzes are not accepted.

ASSESSMENT TASKS AND GRADING

| <u>Task</u> | <u>Possible Pts</u> | <u>Grade Criterion</u> |
|--------------------------|---------------------|-------------------------|
| Reading Checks (7 x 15) | = 105 pts | 450 - 500 points = A |
| Unit Quizzes (7 x 25) | = 175 pts | 400 - 449 points = B |
| Unit Activities (7 x 30) | = 210 pts | 350 - 399 point = C |
| Syllabus Quiz (1 x 10) | = 10 pts | 300 - 349 points = D |
| Total | = 500 pts | < 300 points = F (or N) |

LEARNING RESOURCES**Required Resources:**

We are using an OER (Open Education Resource) Text for this class, which means that our textbook is free and you get to keep it! However, it is NOT the best book; just FYI. There are some formatting issues, charts repeated and running off the page, and things like that. It also uses unsavory language occasionally. But hey, the content itself is high quality (especially for an OER) and it’s free! :o)

Mark Kelland, Personality Theory in a Cultural Context. OpenStax CNX. Nov 4, 2015
<http://cnx.org/contents/9484b2cb-a393-45aa-96bf-e9ae9380dd3e@1.1>.

ADDITIONAL INFORMATION**MODES OF INSTRUCTION:**

Lectures, assigned readings, videos, worksheets, discussions, collaborative work-groups, student presentations, participation, group projects, community field observations, role-playing, peer teaching, interactive engagement. Although the main concepts in Personality Psychology will be covered, not all important information will be discussed in class. The text, course activities, and interactive resources are mutually complementary; meaning they overlap. Students are responsible for information presented in all domains.

LATE WORK:

As stated in “Course Tasks, A - D,” late assignments are not be accepted, except in cases of serious documented emergencies with written verification of the extenuating medical, legal, or other qualifying circumstances. The determination of a qualified emergency is made by your professor; please send word as soon as you experience or anticipate a problem. If you foresee you may be unable to attend class activities, you may submit assignments with an earlier unit, turn work in to the Education Center early, or have a classmate hand it in for you. Your instructor reserves the right to rescind this exception at any time.

DISABILITIES ACCOMMODATIONS

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact your WCC Education Counselor to discuss reasonable accommodations that will help you succeed in this class. You are encouraged to speak with your instructor to discuss any concerns regarding your educational progress and ensure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see your instructor right away to get help.

SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following: Jojo Miller, Confidential Advocate; Phone: (808) 348-0663; Email: advocate@hawaii.edu; Office: Hale Kāko‘o 110. Desrae Kahale, Mental Health Counselor & Confidential Resource; Phone: (808) 235-7393; Email: dkahale3@hawaii.edu; Office: Hale Kāko‘o 101. Karla K. Silva-Park, Title IX Coordinator; Phone: (808) 235-7468; Email: karlas@hawaii.edu; Office: Hale ‘Ākoakoa 220.

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources and the University’s Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

ACADEMIC INTEGRITY

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below) which violate the Student Conduct Code and may result in receiving zero points for an assignment, failing an exam, failing the class, and ***expulsion from the University of Hawaii.***

Cheating: Cheating includes but is not limited to copying another student’s work, giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official UH record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism: Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved. All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

| SUMMER II 2022 PSY260 WCCC Schedule of Coursework* | | |
|---|--------------------------------------|--------------------------------|
| WEEK# | ALL COURSEWORK* FOR | DUE by <u>7:45pm</u> , Mondays |
| 1 | UNIT 1; <i>plus</i> SYLLABUS QUIZ | JULY 18 |
| 2 | UNIT 2 | JULY 25 |
| 3 | UNITs 3 & 4 | AUG 1 |
| 4 | UNITs 5 & 6 | AUG 8 |
| 5 | UNIT 7 | AUG 15 |

* Coursework includes the following for **EACH UNIT, EACH WEEK**:

- (1) Unit **READING** completed in your **TEXTBOOK** and **POWERPOINT SLIDES**;
- (2) Unit **READING CHECKS**;
- (3) Unit **QUIZZES**;
- (4) Unit **ACTIVITIES**;

** **TEXTBOOK CHAPTERS**, transcribed **POWERPOINT SLIDES**, and **UNIT ACTIVITY** assignments and resources are included in your **STUDENT INFO PACKETS**, organized by unit. These Student Info Packets are for you to keep.

*** **READING CHECKS, UNIT QUIZZES**, and paper to complete your **UNIT ACTIVITY** writing assignments are included in **STUDENT WORK PACKETS**, with a checklist on the cover page. These are for you to complete and return to me, via the library/Education Center.

**** ASSIGNMENTS **MUST BE COMPLETED BY THE DUE DATE/TIME!** YOU ARE ENCOURAGED TO COMPLETE ASSIGNMENTS BEFORE THESE DUE DATES. Due dates are **DEADLINES**; meaning all work should be completed and submitted **BEFORE** this time on this date. It is important that you submit your work on time so that I may receive it for grading.

***** **DEADLINES MUST BE STRICTLY ENFORCED; LATE SUBMISSIONS WILL NOT BE ACCEPTED.**