

## Psychology 2230: Psychology of Personality (Spring Semester 2022)

### Class Information

*Time:* Mondays & Thursdays, 9:30 - 10:45am    *Location:* BNW 341

### Instructor Information

*Instructor:* Dr. Michael Andreychik, Ph.D.

*Office Location:* Bannow 472

*Office Phone:* 203-254-4000 ext. 2176

*Office Hours:* Tuesday 9:00am-10:00am; Friday 2:00pm-3:00pm. **You must sign up for an appointment [here](#).** Office hours will take place via Zoom.

*Email Address:* [mandreychik@fairfield.edu](mailto:mandreychik@fairfield.edu)

*Contacting me:* The best way to contact me is via [email](#). I respond to emails within 48 hours for emails sent during the week and by Monday night for emails sent during the weekend.

### Quick Links

*Shortcuts:* Click on the shortcuts below to skip to specific content in the syllabus.

1. [Course Description, Goals, and Objectives](#)
2. [Course Materials and Lecture](#)
3. [Blackboard](#)
4. [Expectations](#)
5. [Classroom Environment](#)
6. [Attendance](#)
7. [Academic Integrity](#)
8. [Coursework](#)
9. [Grading](#)
10. [Helpful Tips to Improve Your Performance](#)
11. [Resources](#)
12. [Course Schedule](#)

### 1. Course Description, Goals, and Objectives

In what ways do you differ from other people, and in what ways are you similar? How did you come to be that way? The psychology of personality examines how individual differences in tendencies toward attitudes, behavior, and cognition cohere into stable constellations that people recognize as personality. Topics will include personality assessment and development, biological and contextual influences on personality, emotion and motivation, and psychological adjustment. Although we will explore the major historical perspectives in personality research, the course will focus primarily on current empirical research and modern theories of personality.

### 2. Course Materials and Class Meetings

*Textbook:* Funder, D. C. (2019). *The personality puzzle* (8th edition). W. W. Norton.

You need **both** the textbook **and** the e-learning tool Inquizitive. You have two options here:

For those who like having a physical textbook (like me!), you can buy a hardcopy book along with access to Inquizitive. For this option, search for the ISBN 978-0-393-42180-4.

[Return to Quick Links](#)

## Psychology 2230: Psychology of Personality (Spring Semester 2022)

For those of you who prefer an electronic text, you can buy an e-text along with access to Inquizitive. To do this, follow these instructions:

1. Go to [this link](#).
2. Click on “Purchase options” (located in the top right of the screen).
3. Choose “Ebook for The Personality Puzzle”. The cost for this package is \$65.00.
4. Enter the requested information and purchase access.

*Class meetings:* The purpose of our class meetings is to highlight and explore *some* of the material in the text. I will not cover all the material during class; however, assigned material that is not covered in lecture may be on an exam. You are responsible for knowing the material from all assigned readings and I encourage you to ask questions if something is unclear. It is in your best interest to have the selection(s) read before the class meetings. Lectures, discussions, and class activities are more useful and meaningful if you are prepared.

### 3. Blackboard

Blackboard is the course management system that Fairfield utilizes. I will use Blackboard to post the syllabus, activity instructions, worksheets, informative websites, and grades. Although I will try to inform you of announcements in class, it is a good idea to check Blackboard frequently.

- Blackboard can be accessed through [this link](#).
- For any technical issues with Blackboard, Quip, Zoom, and other learning tools, please put in a ticket with the ITS Help Desk ([itshelpdesk@fairfield.edu](mailto:itshelpdesk@fairfield.edu)) or call them at x4069.

### 4. Expectations

*Alter your expectations about taking a psychology course:* Many students think this class will be a breeze, that they can rely on common sense alone to do well, or that we will be talking mainly about our feelings. This is simply not true. Some of the research directly contradicts what common sense tells us. Additionally, knowledge of research methodology and basic human physiology is must for any psychology course. Do not underestimate the amount of material or the complexity of the material. Finally, you may have to learn to think in the gray. Although we know much about human behavior, there is so much more left to learn. For every question answered, there are dozens or hundreds that go unanswered. This is exciting!

*Alter your expectations for studying:* Research consistently shows that students greatly underestimate the effort and time it takes to do a quality job of learning new and complex material. It is generally advised that for every 1 hour you are in class, you should spend 2-3 outside of class working with the material. Note, however, if the course is particularly difficult or if your skills are not as great as the typical students' skills, you will likely need to spend even more time to do well in the course.

*Alter your expectations about the instructor:* Teaching Personality Psychology is a wonderful, yet challenging experience for me. This is an incredibly broad area and you will find that I am not a human encyclopedia. I may not be able to immediately answer all your questions. At first this terrified me, but over the years I have come to accept it as a fact of life. I have since altered my perspective and now see it as an opportunity for us to learn together.

*Contacting you:* In the event that I need to communicate with you outside of class, I will send you an email via your official Fairfield University email address. You are responsible for regularly checking this email, as well as all messages and announcements on Blackboard. Once I send you an email, or post an announcement on Blackboard, I will assume

[Return to Quick Links](#)

## Psychology 2230: Psychology of Personality (Spring Semester 2022)

that you receive the message in a reasonable amount of time, such as within 48 hours, and you will be held accountable for the information contained in the message. Check your email and Blackboard frequently each week. If you use an account other than your Fairfield email, be sure to have your messages forwarded.

### 5. Classroom Environment

*Classroom Environment:* It is expected that everyone (students and instructors) will be treated with respect and will treat others with respect. Establishing a positive environment is essential and is a team effort. You can contribute to making this a positive environment by doing a few simple things.

- Arrive on time.
- Show that you are attentive (e.g., Don't look at your phone during class).
- Be respectful and considerate to others in the class.
- Contribute to class discussions, but do not monopolize them.
- Ask questions related to the topic at hand.
- Set your cell phone to silent (not vibrate) during class.
- Refrain from using cell phones and place them in a non-disruptive place, except during designated times.

*Diversity:* Consistent with the mission of the university, persons of differing backgrounds and experiences including but not limited to age, disability and health status, ethnicity and race, family structure, geographic region, language, religious/spiritual and secular beliefs, resident status, sex, sexual orientation and gender identity/expression, and socioeconomic status are always welcomed in this class. We aim to foster an environment in which diversity is recognized and embraced and every person is treated with dignity, respect, and justice. It is hoped that your academic experience in this course and at Fairfield will provide the opportunity to gain knowledge and experiences necessary to thrive in a diverse, global environment.

*Other Campus Policies:*

- [Sexual Harassment Statement](#)
- [Course Accessibility Policies](#)
- [Non-Discrimination and Harassment Policy](#)
- [Sexual Misconduct Policy](#)
- [Student Conduct Code](#)

*Masks:* As a community of learners, all members of this class are responsible to themselves and to each other to maintain an environment that facilitates learning and ensures health and safety for all. Students are responsible for staying up to date and abiding with all University-wide COVID-19 protocols. Additionally, students are responsible for staying up to date and complying with classroom COVID-19 protocols, which may vary from class to class. Professors are responsible for setting classroom behavior expectations that are both consistent with University-wide COVID-19 policies and responsive to their particular class context. These classroom behavioral expectations may change over the course of the semester. In particular, even if the university moves to not require masking in classrooms I reserve the right to continue to require students to wear masks in my classroom. Should the university shift to a mask-optional policy, I will make a decision about continuing to require masking in my classroom after consulting CDC guidance and promptly announce my decision to the class. Should I decide to require masking in my classrooms, students who do not wear masks will not be allowed to attend class.

### 6. Attendance

[Return to Quick Links](#)

## Psychology 2230: Psychology of Personality (Spring Semester 2022)

*Attendance:* Attendance is strongly encouraged and expected. Come to class prepared and ready to participate. Class time is devoted to helping you understand the course content; students who miss class typically do not do as well as students who attend class. If you miss class, you should contact a classmate to obtain notes and to learn of any changes in course plans. If you have still have questions after speaking with your classmates, please contact me.

### 7. Academic Integrity

All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. Such integrity is fundamental to, and an inherent part of, a Jesuit education, in which teaching and learning are based on mutual respect. It is further expected that students will follow these standards and encourage others to do so.

Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and are to include attribution for any ideas or language that are not their own. Examples of dishonest conduct include, but are not limited to:

- Falsification of academic records or grades, including but not limited to any act of falsifying information on an official academic document, grade report, class registration document or transcript.
- Cheating, such as copying examination answers from materials such as crib notes or another student's paper.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results, or sources.
- Giving, receiving, offering, or soliciting information in examinations.
- Using previously prepared materials in examinations, tests, or quizzes.
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- Appropriating information, ideas, or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course - commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one's own original work will be considered plagiarism.
- Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. A notation of the event is made in the student's file in the academic dean's office. Additional information on academic integrity at Fairfield can be found [here](#).

### 8. Coursework

- *E-book and InQuizitive (and article review assignments).* (Worth 10% of your grade). To reinforce weekly preparation, and to help you consolidate the course material, you will complete an InQuizitive activity corresponding to each assigned chapter of your textbook. You will receive full credit for these activities as long as you complete them on time.
- *Quip doc participation.* (Worth 5% of your grade). You will create and maintain a running quip doc for this class. In it, you'll respond (usually during class time) to prompts that I provide. The doc is a way for me to check on your

[Return to Quick Links](#)

## Psychology 2230: Psychology of Personality (Spring Semester 2022)

engagement with the course material, and provides a way for everyone to participate (even if you're shy!). You need to create your doc through [this link](#).

- *Reflection assignments.* (Worth 10% of your grade). Two or three times during the semester you will be asked to complete some activities and short assignments (e.g., completing a sample study outside of class, reading and reviewing a piece of original research in personality psychology), and to complete reflections on these activities. Details will follow as appropriate.
- *Two Mid-term Exams.* (Non-cumulative; Each worth 25% of your grade). Exams will cover the assigned textbook readings and any material presented in class--including videos, supplemental readings, handouts, and class exercises. There will be two non-cumulative midterm exams. Each exam will consist of a mix of multiple choice, short answer, and essay questions.
- *Article Review/Presentation.* (Worth 5% of your grade). Near the end of the semester small groups of students will work together to choose, read, critically evaluate, and present the results from a recent study in personality science. This is meant to allow you some command in what material you learn this semester!
- *Final Exam.* (Partly cumulative; Worth 20% of your grade). The first part of the final exam will look just like the mid-terms. There will also be a second, cumulative component to the final exam. Details will be provided as the date of the final exam nears.

**EXTRA CREDIT OPPORTUNITY:** You can earn up to an additional 2 points on your final grade through regular participation in our class discussions. I make in-class participation a opportunity for extra credit rather than a “regular” part of your grade for 2 reasons. First, I am already getting some indication of your level of engagement from your google doc. Second, there are many reasons people may not want to participate in class (e.g., shyness) and so I do not view lack of in-class participation as an indication of lack of engagement.

That said, to earn extra credit for in-class participation will require more than just a comment here and there. To earn extra credit, I expect you to engage *deeply* with the material, beyond the level of “mere understanding” that might be more acceptable in lower level introductory classes. This means you’ll not only need to prepare for class by reading, but you should also ask your own questions, offer your own perspectives, and bring a critical eye to our discussions! Your participation helps us all to develop our thinking.

### 9. Grading

Point system for assignment of final letter grades:

|    |         |    |        |
|----|---------|----|--------|
| A  | 93-100% | C+ | 77-79% |
| A- | 90-92%  | C  | 73-76% |
| B+ | 87-89%  | C- | 70-72% |
| B  | 83-86%  | D  | 60-69% |
| B- | 80-82%  | F  | 0-59%  |

### 10. Helpful Tips to Improve Your Experience (and Performance)

- *Attend class.* Studies show that class attendance is one of the most important predictors of course performance.
- *Before Beginning a Chapter, Actively Study the Summary First:* You should page through the chapter headings and illustrations to gain a general understanding of major themes and ideas before you start reading. These major ideas serve as a framework to help organize the more detailed information.
- *Study Chapter Early:* Some lectures overlap with information in the book, but even for lecture material that is not redundant with the book, you will learn best by reading/studying the assigned chapters before coming to class. Studying early leaves much more time for resolving difficulties and reviewing the material -- repetition is a fundamental principle of learning.

[Return to Quick Links](#)

## Psychology 2230: Psychology of Personality (Spring Semester 2022)

- *Read, Study, and Take Notes “Actively”*: Research shows that many individuals read and write passively, that is, without thinking about the meaning of material. In reading and studying textbook-type material, everyone (professors included) must read actively and as a result somewhat slowly. You must try to understand what you are learning within the framework of what you have already learned. Learning is much more effective if new information is related to old information. Not only must you work on textbook material actively, but you must also stay mentally active during class. Passively writing down what is on the screen or what I say in class without thinking about it -- about how it fits with previous material in earlier classes or earlier in that lecture -- will not help you learn or understand the material.
- *Outline Each Chapter*: By outline, I mean that you should take organized notes on the chapter as you read it the first time, just as though you were taking notes on a lecture. Research shows that taking good notes requires active thinking and is more helpful than underlining or highlighting text material. If you take good notes, you should be able to study primarily from these notes without having to reread text material. In the long run, that will save you time, particularly as you become more and more skilled at taking quality notes. These notes and your lecture notes should be reviewed as many times as feasible in preparation for each exam.
- *Keep the Big Picture in Mind*: Not only must you learn detailed information, but you should also strive to understand the broader themes and context at all times. Keep in mind what you have learned in previous chapters and lectures. Themes work best when understood together rather than in isolation. In fact, individuals who, after a course is completed, have gone back and reread the textbook, report considerably greater understanding of material partly because the context has changed (e.g., they perceive module 2 differently after having studied mods 3 and 4).
- *Simply copying the PowerPoint slides will be insufficient*: Keep your mind open and take good notes while I elaborate. The elaboration is very important.
- *Merely reading the textbook will be insufficient*: Much of what we discuss in class is discussed in the text only in passing (or not at all).
- *If You Have Questions, Ask Them*: Questions that extend or broaden what you have learned in the book or heard in lectures are strongly encouraged during classes. Such questions enrich class in general and are strongly encouraged.
- *How should I study?*: Research suggests that breaking up your studying into several focused sessions each week typically works well for most people. Reviewing your notes and readings regularly will also help you to fill in information that you remember but did not have time to write down (or that you wrote down unclearly). Cramming rarely (if ever) works, so plan ahead to avoid procrastination
- *If You Have Problems, Seek Solutions Early*: For example, if you do poorly on an exam talk to the instructor or the at that time (instead of later in the course). If I can help you or point you in the right direction, I certainly will, but you must ask for help first.
- *Multitasking in class*: Research shows that when people do more than one activity at a time they are not engaging in both simultaneously. Instead, people shift their attention from one thing to another and then back. In that shift, we lose focus, and it takes a little time to refocus on the new task. Multitasking is an inefficient use of time. I’m going to do my part to provide interesting class sessions so you won’t feel the need to shift focus onto something else, and I ask that you help with this by keeping your cell phone where you won’t be tempted to check incoming texts. Thanks!

### 11. Resources

*Accessibility*: Fairfield University is committed to providing an accessible learning environment. If you need to request accommodations based on a disability, please contact the Office of Accessibility in the Academic Commons, DiMenna–Nyselius Library at 203-254-4000 ext. 2615 or via email at [ooa@fairfield.edu](mailto:ooa@fairfield.edu). Any student with a disability registered with the Office of Accessibility for academic accommodations should send me their accommodation letter as soon as possible in the semester as accommodations are not retroactive. We will work together as a team to support you as a learner.

[Return to Quick Links](#)

## Psychology 2230: Psychology of Personality (Spring Semester 2022)

If you would like to register with Accessibility for the first time, please contact Accessibility within the Academic & Career Development Center. Additional information can be found [here](#).

*Counseling and Psychological Services.* College can be a wonderful, fun time of your life. College can also be stressful and there are a lot of changes and adjustments. If you want to talk over some of the stresses or problems you are experiencing, Counseling & Psychological Services is a free, confidential service. More information about Fairfield's Counseling Center can be found [here](#). If you have a psychological emergency or crisis, please call Public Safety at (203) 254-4090 and Counseling & Psychological Services at (203) 254-4000 extension 2146.

### 12. Course Schedule

The following is a tentative course schedule. I expect you to complete the reading assignment prior to the days that we will be discussing the material in class. I will attempt to stay on schedule; however, this may not always be possible. Thus, I will make changes as necessary. Remember that if you miss a class, you are responsible for finding out about the changes.

| <b>Part I: Introduction; What does it mean to <i>know</i> someone?; The grand theories</b> |                                 |  |  |
|--|---------------------------------|--|--|
| Date   | Topic                           | Reading (and Inquizitive)  | Activities and Assignments                                 |
| 1/20   | Course Introduction             | 1. Read and review syllabus  |  |
| 1/24   | What is personality?            | 1. Read McAdams (1995) pp. 365-384<br>2. McAdams review assignment           |  |
| 1/27,<br>1/31  | Basics of psychoanalysis        | 1. How to use Inquizitive<br>2. Read Chapter 10<br>3. Chapter 10 Inquizitive |  |
| 2/3,<br>2/7  | Neo-Freudians                   | 1. Read Chapter 11<br>2. Chapter 11 Inquizitive                              |  |
| 2/10,<br>2/14  | Humanism & Existentialism       | 1. Read Chapter 12<br>2. Chapter 12 Inquizitive                              |  |
| 2/17,<br>2/22  | Learning                        | 1. Read Chapter 14, pp. 514-526 <u>only</u><br>2. Chapter 14 Inquizitive     |  |
| 2/24   | <b>Exam 1</b>                   |  |  |
| <b>Part II: The turn to precision; Biological bases; Changing personality</b>              |                                 |  |  |
| 2/28   | Personality research methods    | 1. Read Chapter 2<br>2. Chapter 2 Inquizitive                                | Begin challenge activity                                   |
| 3/3,<br>3/7  | Assessment                      | 1. Read Chapter 3<br>2. Chapter 3 Inquizitive                                | Personality assessment activities (Assignment due on 3/28) |
| 3/10,<br>3/21  | Traits & Types                  | 1. Read Chapter 6<br>2. Chapter 6 Inquizitive                                |  |
| 3/24,<br>3/28  | Physiological Approaches, pt. 1 | 1. Read Chapter 8<br>2. Chapter 8 InQuizitive                                |  |
| 3/28,<br>3/31  | Physiological Approaches, pt. 2 | 1. Read Chapter 9<br>2. Chapter 9 InQuizitive                                |  |

[Return to Quick Links](#)

**Psychology 2230: Psychology of Personality (Spring Semester 2022)**

|  |  |   |   |
|--|--|---|---|
| 4/4  | Stability, Development, & Change/<br>Introduce article presentation assignment | 1. Read Chapter 7<br>2. Chapter 7 Inquizitive | Discuss challenge activity (Assignment due on 4/21)<br>Article selections due on 4/11 |
| 4/7  | <b>Exam 2</b>  |   |   |
| <b>Part III: But what about the situation?</b> |  |   |   |
| 4/11   | Stability, Development, & Change/How to present an article                     |   |   |
| 4/21, 4/25                                     | Persons & Situations   | 1. Read Chapter 4<br>2. Chapter 4 Inquizitive |   |
| 4/28   | Article presentations  |   |   |
| 5/2  | Article presentations  |   |   |
| 5/5  | <b>Final Exam<br/>8:00am - 10:30am</b>   |   |   |