

PPE 2001: Personality Development

Fall 2021/Section 2307

Welcome to Personality Development!

View the [Syllabus Addendum](#), which provides relevant information, such as information about student success and the academic calendar.

INSTRUCTOR INFORMATION

Dr. David Liebert, Professor & Department Chair

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Office Hours: Please see my instructor web page link below for available office hours. If those days and times do not fit with your schedule, please let me know, so we can schedule an appointment.

Instructor Web Page: <https://webapps.spcollege.edu/instructors/id/liebert.david>

DESCRIPTION

PPE 2001 focuses on the theories and principles through which individual differences in typical modes of acting, feeling and thinking are acquired. Extensive attention is given to an understanding of the various factors influencing effective as well as ineffective patterns of adjustment, with consideration of the degree to which the individual can, through his/her knowledge and efforts, have an influence on his/her own personality patterns. Social diversity as it relates to the development of personality patterns is incorporated. This course has a substantial writing requirement.

Prerequisite: PSY 1012 or PSY 1012H or IDH 1610

MAJOR LEARNING OUTCOMES

1. The student will understand the influence of past experience, current life conditions and social diversity on personality patterns after reviewing the major theories of personality development by:
 - a. examining the complexity of human personality, especially with respect to how its development is influenced by many interacting and often subtle factors, which include age, gender, race and ethnicity.
 - b. explaining the basic differences between the concepts of psychoanalysis, behaviorism, humanism and cognitive psychology.
 - c. describing self-concept in terms of its development and influence on one's everyday behavior.
 - d. summarizing how the principles of behavioral and cognitive psychology explain how effective and ineffective patterns of adjustment are maintained over time.

2. The student will understand that his/her own conscious efforts to effect positive change can have a significant influence on his/her behavior and the behavior of others by:
 - a. describing his/her own thoughts, feelings and actions.
 - b. explaining the concept of self-control and techniques for self-regulation.

- c. demonstrating how the principles of behavioral, cognitive, and humanistic psychology can be purposely utilized in order to change particular aspects of one's personality.
 - d. determining the differences between socially responsible and socially irresponsible approaches to influencing the behavior of others.
3. The student will understand the significant issues regarding personal and social adjustment by:
- a. explaining the significance of anxiety in our everyday lives.
 - b. summarizing some of the more effective approaches to reducing anxiety.
 - c. identifying significant differences between self-accepting individuals and those who are not with respect to their typical ways of thinking, feeling, and acting.
4. The student will describe the ways in which persons and groups in a social milieu can affect individual personalities and patterns of adjustment by:
- a. summarizing ways in which he/she can change his/her reactions and behavior toward others in order to bring about desired changes in them.
 - b. explaining the more significant causes of misperceiving or misjudging others.

REQUIRED MATERIAL and Supports

Boeree, C. G. (2017). *Personality theories from Freud to Frankl*. Open Knowledge Books.

** This is an Open-Source book. A free copy has been posted on our MyCourses' page. Please work directly with our bookstore if you elect to purchase a hard copy. **

Availability of Course Content: The MyCourses Calendar Tab provides students with a semester-wide overview of the due dates for the entire semester. The News Tab provides students with a week-by-week narrative of the assignments due each week. Students interested in working ahead can do so by one module unless otherwise notified by the instructor.

Learner Support: The Office of Accessibility Services is available to assist you if you have a documented disability or think that you may have a disability. Please make an appointment with the Learning Specialists on your campus or online. Registering with Accessibility Services is especially important if you are on campus and need assistance during an emergency classroom evacuation. For contact information, please see the Accessibility Services website at the following link: [Accessibility Services](#).

SPC offers a full range of support services. SPC offers *free* tutoring to all degree-seeking students to help review core concepts, tackle tough homework assignments, and prepare for tests. From one-on-one tutoring to online resources, SPC offers tools to help you succeed. For more information, please consult the following links: [Academic Support](#) site, [On-Campus and Online Support](#) site, and [Student Services](#) site.

IMPORTANT DATES

Course Dates: August 14—December 7, 2023

Drop Date: August 18, 2023 **Withdrawal Date:** October 28, 2023

For **Financial Aid Dates**, please view the [Financial Aid](#) site, and for additional information, please view the [Academic Calendar](#) site.

ATTENDANCE

The instructor will verify that students are in attendance once each week throughout the semester. Students classified as "No Show" for first two weeks will be administratively withdrawn. Immediately following the 60 percent point in the term, the instructor will verify which students are actively participating.

Active participation is defined as completing the weekly attendance activity or activities assigned each week. The attendance activity or activities may be an online discussion, written assignment, quiz, and/or test. If you do not complete the attendance activity or activities by the weekly due date, you will be counted as absent. Two or more consecutive absences results in inactive participation. Students classified with inactive participation may be administratively withdrawn with a "WF." If illness or other emergencies prevent your active participation, please notify the instructor immediately to determine an academic plan.

Students will be able to withdraw themselves at any time during the semester. However, requests submitted after the 60 percent deadline will result in a "WF." Students and the instructor will automatically receive an email notification to SPC email whenever a withdrawal occurs.

Excused absences that have been communicated with the instructor and documented accordingly will not count against you. Frequent communication with the instructor is highly recommended.

For additional information, please view the college-wide attendance policy in the [Syllabus Addendum](#).

ASSIGNMENTS

Quizzes - 10 points each.

Students will have two timed attempts to complete each quiz with the higher score being the one which is recorded in the Grade Book. The quizzes, based on the assigned reading, are not proctored and are open book. Students are encouraged to be familiar with the reading prior to starting the quiz as the clock has started and pausing out is not an option. The rule of thumb is one minute per question. The time limit for each quiz is set at time and a half, meaning 15 minutes.

Discussion Questions- 30 points each.

Students will respond to 13 required, graded Discussion Questions; the DQ for Module 7 is optional and will be counted as extra credit.

** Note: As a part of the learning objectives for this class is for students to apply these various theories to his or her own personality development, some DQs ask for students to reflect on their own life experiences. If a student prefers not to make such disclosures on the Discussion Board, he or she may email the response to the instructor.

Book Analysis- 50 points.

Students will need to obtain a copy of a children's book for this assignment. Use of a local library is encouraged. Based on the stages of cognitive development discussed by Jean Piaget, what stage of stage of cognitive development is the book best geared towards? Any specific cognitive challenges that may also be present in the book for the identified age group? Was the book chosen a book familiar to the student when he or she was a child? If so some comment on the emotional memory of the book may be included in the written analysis. Moreover, the analysis should focus on vocabulary (i.e., would an average child know what a "wild rumpus" refers to when reading *Where the Wild Things Are*?) Are there themes/topics which fall outside the child's cognitive ability to understand (i.e., sexuality, death etc.) The written analysis needs to be 300-words.

Critical Movie Analyses- 50 points each.

There are four assigned movies which students need to make arrangements on their own to view. The following titles should be accessible through such delivery services as: Tubi, Amazon Prime, Netflix, Spectrum etc. Please reach out to your instructor if unable to locate the title or have specific concerns over the adult themes, some nudity and language that—to one extent or another—are found in each movie.

A Critical Movie Analysis is **NOT** a movie review. Avoid summary! The goal is to engage elements from the movie to support a position on the assigned prompt. Avoid talking about your “feelings” or “beliefs.” Rather draw from the movie “arguments” which support the position taken in the essay. Moreover, the position taken should be based on research that takes the student beyond that from the assigned chapter in the Boeree textbook.

** Some of the topics from these films depict disturbing material (i.e., sexual assault, nudity, etc.). The student must research the film ahead of time and let the professor know if an alternate assignment is required. Your professor will always work with students who bring these sorts of concerns to his attention. **

Exams- There will be two open book exams based on the assigned readings from the Boeree book, *Personality Theories from Freud to Frankl*. Each exam is worth **50 points**.

- **Exam 1** is based on **just** the following chapters: 2, 4, 5, 8 & 21. The exam is timed; thus students need to be familiar with the reading material as there isn't sufficient time to look up each answer. The exam cannot be paused once started. Students have two attempts with the exam with the higher score being the one that is graded.
- **Exam 2** is based on the following chapters: 10, 11, 13, 14, & 17. The exam is timed; thus students need to be familiar with the reading material as there isn't sufficient time to look up each answer. The exam cannot be paused once started. Students have two attempts with the exam with the higher score being the one that is graded.

Short Story-50 points.

No creative writing skills are necessary for this assignment! Using the principles of operant conditioning, write a (very) short story depicting a utopian and/or dystopian society forged by these ideas of B.F. Skinner. Your short story needs to be at least 500 words, but you may write a longer story if inspired to do so.

Zoom Lectures -25 points.

Over the course of the semester, there will be four Zoom lectures. These will be part of Modules 1, 4, 6, and 10. The days and times are TBA. Understanding this is a fully online class, students are not required to be present for the actual live Zoom lecture. A recording will be provided, and students are expected to view the entire lecture within one week.

GRADES

<u>Topic</u>	<u>Pts for Each</u>	<u>#</u>	<u>Total points</u>	<u>Final Grades</u>
Quizzes	10	20	200	A = 1,000- 900
Discussion Questions	30	10	300	B = 899- 800
Book Analysis	50	1	50	C = 799-700
Short Story	50	1	50	D = 699-600
Movie Analyses	50	4	200	F = 599 or fewer points
Exams	50	2	100	
Zoom Lectures	25	4	100	
			Total 1,000	

SCHEDULE

See the calendar tab for module due dates. All graded assignments are due by the date posted on the calendar. Students will need to pace themselves throughout the week to ensure all work is completed in a timely manner.