Success is a journey not a destination. The doing is often more important than the outcome.

-ARTHUR ROBERT ASHE, JR. (1943-1993)

In this election and in this vote, you made it clear that something is happening in America. Change is what is happening in America.

-	-SENATOR BARACK OBAMA (January 08, 2008), After New Hampshire Democratic Primary Loss

I am what time, circumstance, history, have made of me certainly, but I am also, much more than that. So are we all.

- JAMES A. BALDWIN (1924-1987)

Ladies and Gentlemen: Ever since the possibility of a comparative study of races dawned upon me at the Races Congress in London in 1911, I have had the courage of a very optimistic and steadfast belief that in the scientific approach to the race question, there was the possibility of a redemption for those false attitudes of mind which have, unfortunately, so complicated the idea and conception of race that there are a great many people who fancy that the best thing that can possibly be done, if possible at all, is to throw race out of the categories of human thinking. At the same time, even if it were possible to eliminate the concept that has been the center of so much social thinking, let us not presume, at least at the outset of a study professing a critical basis, that it would be desirable.

-Alain L. Locke, Ph.D. (1916)
Lecture Delivered at Howard University

PERSONALITY THEORIES
RACE SELF COMPLEXITY AND PERSONALITY:
WHAT IS THE MEANING OF RACE IN AMERICAN SOCIETY, CULTURE AND LIVES?

TRACK 17
Course Information: CRN11102, Course 123, Section 01
Course Prerequisite Introduction to Psychology (CRN11070 , Course 050)

Identity and Success Research Laboratory, Howard University Department of Psychology

COURSE OBJECTIVES

   I.   **To increase conceptual knowledge about personality and key theoretical questions within personality psychology through building upon prior knowledge.**
  II.   **To contribute to the progress and the advancement of critical thinking, reading, writing, research, oral communication, and study skills within the context of personality psychology.**
 III.   **To create a learning environment that evokes independent thinking and creative applications of new knowledge about personality to the lives of individuals and the most significant current events in the nation and world.**
 IV.   **To prepare students for distance education and learning opportunities upon which their future success depends.**
  V.   **To cultivate a personality psychologist and research scientist identity within each student.**
 VI.   **To ensure that each student personality psychologist is able to integrate global current events, multiple media, technology, in their critical thinking, reading, writing, research, and learning about personality psychology.**
VII.   **To provide students with a general introduction and understanding of methods for collecting personality data.**

COURSE INSTRUCTORS

Dr. Cynthia E. Winston - *cwinston.isrl@mac.com*
Assistant Professor, Howard University Department of Psychology, Personality
Principal Investigator, Identity & Success Research Laboratory (ISRL)

Cynthia Thomas, M.Ed. – *cthom425@comcast.net*
Graduate Student Teaching Associate
Doctoral Student, Howard University Department of Psychology, Personality

Afiya M. Mangum, M.S.- *amangum.isrl@gmail.com*
Guest Graduate Student Lecturer
Doctoral Student, Howard University Department of Psychology, Clinical

Office Hours and Location

Winston Thursday 1:15 – 3:15 p.m.
Thomas TBD

Second Floor Old Health Science Library
579 W Street NW
Washington, DC 20059

Meeting Time and Locations

Track 17: Tuesday and Thursday, 3:40 – 5:00 pm,
HMB, 201 (Face to Face Learning Format)
The Identity and Success Research Lab (Research Training)
Blackboard Virtual Classroom and Discussion Board (Online Learning and Assessment Format)

COURSE SUMMARY DESCRIPTION

This is a multimedia personality theory research course that is designed to be rigorous, interesting, fun, and increase students' knowledge about <u>key theoretical questions within personality psychology</u>. What is a research course? A research course is a course in which students are engaged in acquiring new knowledge about a particular subject while simultaneously collecting, analyzing, and presenting data related to this newly acquired knowledge. Thus, learning in a research course depends on both students' conceptual knowledge and their application of this knowledge to solve problems about individuals. A research course also has a central research question that is explored throughout the course. This course is designed to assess and build upon the prior knowledge that students bring to the course. To achieve the learning objectives within each learning module, students will engage in active learning both within and outside of the class.

This course employees a blended online and face-to-face meeting format. As such, it is the responsibility of students to access computing and the Internet at one of the Howard University campus computing resources. <u>Students will be responsible for all course material assigned, presented, and discussed in both an online and face-to-face learning format. Technology problems do occur. It is the student's responsibility to be proactive, adapt ,and compensate for challenges related to instructional technology.</u>

It is important to understand that this is a rigorous course that is designed to make a significant contribution to students' educational development. Given that students in this course are at the post secondary education level, considerable time will be required to do the following: 1) actively read book chapters & published research articles; 2) **study** and understand basic arguments and concepts in reading **before coming to class** [e.g. can you rigorously discuss and communicate in writing the author's main ideas?]; 3) write and conduct research within and outside of class; and 4) collaborate within and outside of the class period. <u>Given these rigorous requirements, before deciding to take this course, students are encouraged to weigh their other academic and non academic commitments for the semester.</u>

Consistent with the general higher education expectations, for each credit hour, undergraduate students must spend 3 hours per week per credit hour on course work outside of the course meeting time. <u>Therefore, the assignments require a total of 9 hours per week to complete</u>. Failure to spend the appropriate time will most likely result in earning fewer course points. The 9 hour required assignments are non-negotiable.

COURSE LEARNING MODULE OUTLINE

I.   FOUNDATIONS: PERSONALITY, CONTEXT, AND THE SCIENTIFIC STUDY OF THE PERSON

II. TRAIT PSYCHOLOGY: THE CONTINUUM APPROACH TO PERSONALITY

III. CHARACTERISTIC ADAPTATIONS: MOTIVES, GOALS & DEVELOPMENTAL STAGES

IV. NARRATIVE IDENTITY: MAKING A LIFE AND THE STORIES WE LIVE BY

Each module represents a learning unit that contains student learning objectives related to each level for knowing a person and understanding personality. If your goal is to earn an A in the course and accumulate the maximum knowledge and skill development, it is very important that you complete all of the in class and out of class readings, multimedia critical thinking assignment, and mini personality projects. These modules are cumulative and therefore, your success in one module depends on your mastery of previously completed modules. Your learning will be developmental and your goal should be to master all of the student learning objectives by the end of the course. Blackboard is the administrative backbone for this course. Students are responsible for all information posted on Blackboard throughout the entire course. The specific class schedule, as well as reading, writing, research, and critical thinking assignments for each module are posted on Blackboard under the assignments button. Students are responsible for downloading the assignment matrix for each module and to pay particular attention to exam dates. Though some readings will be posted, others you will be required to obtain on your own as part of your research skill development.

SUCCESS FOUNDATION LEARNING, APPLICATION, AND STUDY STRATEGY GUIDES

1. Develop a reading and study block (set) schedule that integrates the reading, writing, and studying requirements from all of your courses.
2. Attend and participate in class regularly. Do not come late to class or leave early.
3. Learn and study conceptual vocabulary of personality psychology, as well as how to apply the conceptual vocabulary to interpreting persons lives in context
4. Adopt a course buddy who you can rely on for sharing class notes, missed in class announcements, studying etc.
5. Come to class prepared with reading notes and to take notes. Actively read book chapters & published research articles. Then **study** the conceptual vocabulary. Make sure you also understand what theories explain, describe, or predict, as well as basic arguments made by personality scholars before coming to class [e.g. can you rigorously discuss and communicate in writing the author's main ideas]?
6. Write on your own and engage in analysis of all levels of personality of persons you interact with and know, as well as those that you find interesting in the news and media.
7. Textbook reading and studying strategies
   a. Consult the chapter outline before reading each chapter. This is located in the contents section in the beginning of the book. The outline will help you identify the core theories, issues, and ideas, as well as the relationship among them.
   b. Pay attention to the section headers within the chapter. Turn the headers into a question that will direct your reading. For example, if the header of a section is The *Diversity View of Motivation*, the question you would ask yourself before reading is *What is the Diversity View of Motivation*? You would then actively read to find the answer to this question especially as it relates to discovering what the theories, scholars, and key ideas are within the diversity view of motivation.
   c. Identify core conceptual vocabulary. Often these are words that are bolded in the text. Use note cards as flash cards for learning the conceptual vocabulary and for taking notes in class on applications and elaboration of the conceptual vocabulary.
   d. Read the summary section of the chapter both before you read the chapter and after.

e. Pay attention to the tables and key study findings described in the chapter.

ASSESSMENT OF STUDENT LEARNING AND KNOWLEDGE

I. **Class Participation, Critical Thinking, and Mini Personality Projects** (200 points)

Class participation and attendance are expected and will lead to success in this course. During class, students will engage in interactive lectures, distinguished guest speakers, demonstration activities, and critical thinking exercises. Although students will not earn points for attendance it is mandatory and will be recorded at each course meeting. Active class participation and attendance are critical in students' mastery of the student learning objectives. Mini personality projects are a core component of this course. They require students to draw upon their own lives and experiences in the context of personality psychology. Each personality project will require significant thought and effort, but they are designed to be interesting and personally beneficial.

II. **Exams (**440 points)

    A. Exams (400 points)
    B. Quizzes (40 points)

*Exams will be a combination of in class and take home formats. They will include multiple question formats (fill in the blank, matching, multiple choice, short answer and essay). These exams will require varied applications of concepts, theories, and knowledge drawn from the interactive lectures and readings. There will be both announced and unannounced quizzes. These quizzes will assess how well students read, understood, and **studied** the assigned articles and book chapters. Students should take reading notes and study **before** coming to each class. For all students except graduating seniors, the final exam will be offered on the official day scheduled by the University. There will be **no** exceptions to this policy. Graduating seniors will have a special day to take the final exam, which will be arranged by the course instructors. For exams you typically will be required to purchase a blue book to bring the day of the exam. It is recommended that you buy at least 2 at the beginning of the semester. Students are encouraged to study in groups. A group consists of two or more people. If you study in a group, you will have the opportunity to earn additional points on your exam grade up to 100%. In order to earn additional points for your study group participation, the study group must construct a professional memo that includes all of the standard information, as well as who was in your study group, where you studied and for how long. If each member earns an 80% or higher each member can earn 5 extra points up to 100%.*

In this course, credit will be earned in the form of points, with a point value attached to each course learning and assessment component. You will be able to determine your grade at any point in the course by dividing the total points you earned at that point in the course by the total possible points offered for you to earn.

You will have the opportunity to earn extra credit in this course through volunteer participation in a research study conducted in the Identity and Success Research Laboratory in the Spring 2008 semester. Details will be provided in class.

        TOTAL POSSIBLE COURSE POINTS   **640 POINTS**

A = 640 – 576; B = 575 – 512; C = 511 – 448; D = 447 – 384; F = 383 – 0

COURSE MATERIALS

Required

1. McAdams, D.P. (2006). *The person: A new introduction to personality psychology* (4th Ed.). Hoboken, NJ: John Wiley and Sons, Inc. [You should bring your textbook to each class]

2. Journal articles and book chapters. *Most of these will be provided through the Blackboard in a PDF file, while others you will have to retrieve from the library. If there are problems with retrieving the articles from Blackboard, you are still required to read the materials and should retrieve it from a local library.*

3. A subscription to the daily New York Times and New York Times Reader (see nytimes.com for student discounts). Students are required to read the New York Times News Summary daily and will be asked to select one article per week related to personality to share when called upon and submit in class.

4. Colored Pencils (with at least 8 different colors)

5. Small Journal/Notebook (composition book)

6. **Weekday and weekend access to an on-campus or off-campus computer with a connection to the Internet**

7. $10.00 for movie ticket

Recommended

1. Armstrong, W. H. (1995). *Study is hard work*. Boston: David Godine Publisher.

2. Large three ring binder for your portfolio ---you will include all of your course materials and **bring this to each class.** Dividers and sheet protectors/envelopes are recommended, but not required.

3. Index Cards

4. Dictionary

5. Access to movies including Akeelah and the Bee, Crash, TuPac Resurrection and Eve's Bayou

6. Blackboard Inc. Backpack

7. I-pod, MP3 player, or other standard digital multimedia player

8. Your Favorite Music

** You will need all of the required materials by the 2nd class

COURSE POLICIES

ABSENCE AND DEADLINES

Quizzes, exams, and multimedia critical thinking exercises will not be offered on alternative days and times. Absence from any of these official course requirements will result in a zero for the assessment or exercise that is missed. No exceptions will be made, so please do not ask. Also, even when you are absent, you are responsible for all material presented and discussed in each class. Therefore, we suggest that early in the semester the class collaborates on the development of a class contact roster and that you develop peer collaborators!!!! You are responsible for signing the attendance sheet within the first 30 minutes of class. If you do not, you will be considered absent from class, no exceptions.

BLACKBOARD

The daily use of Blackboard is a course requirement. <u>Students are expected to check Blackboard daily and are responsible for all announcements that are posted.</u> Technical problems do occur, so it is important that students plan ahead to download material that they need from Blackboard. In addition, in the case of technical problems, it is important for students to develop a strategy for completing assignments when there are technical problems with Blackboard. It is the responsibility of the student to complete his/her assignments. It is also the responsibility of the student to read the online student manual and learn all of the features of Blackboard. Technical questions about Blackboard or computing technology should be directed to staff in ISAS.

PROTOCOL FOR REQUESTS, QUESTIONS, PROBLEMS, OR OTHER COURSE MATTERS

All requests, questions, or problems must be submitted to Dr. Winston in a written memo form submitted in ***both*** hardcopy and electronic formats. It should also be submitted in class to Mrs. Cynthia Thomas. All requests, questions, problems or other course matters will be considered unofficial and will not be responded to until they are in writing in the form of a memo. We recommend that the students in the course collaborate on developing a memo template for the class.

"CLASS LAWS"

Do

- Read all of the course materials---it is fundamental for success in this course
- Study and think about the material when you read
- Listen to others when they are speaking, you may learn something or have something to add
- Bring to the class unsolicited examples related to personality psychology (i.e. print media, movie clips, music, photographs, books, etc.)
- Respect other students and different opinions, viewpoints, and experiences at all times
- Come to class on time (note that additional time will not be offered for students who are late on the days of quizzes, exams, and critical thinking exercises)
- All personality projects must be typed, submitted, and presented in a professional format
- Commit at least 9 hours weekly to coursework outside of class
- Be prepared for pop quizzes by reading and studying before coming to class
- Save all files for digital submissions using the module, project/assignment label and your initials (M1PP1CW for example). You will not earn credit if a file is not submitted using this file protocol.

Do Not

- Answer telephones, pagers, pass notes, write text messages or surf the web during the class period
- Read outside material or study during the class period
- Come late or leave early
- Be disrespectful to anyone under any circumstances. Individuals have different opinions, backgrounds, experiences, circumstances, cultures, and preferences
- Engage in side conversations with classmates during class
- Sleep in class

STORIES AND POINTS EARNED

In this course, you will receive the points that you earn through hard work, relying on prior and new knowledge and skills, critical thinking, and following guidelines. If you need extra time with the professor to help with learning strategies, please come to office hours. Stories of any kind are unacceptable and will not result in the professor changing your grade: (i.e. I need to pass your class to graduate; I will lose my scholarship if I fail this course; I cannot complete my assignments or get on Blackboard over the weekend because I do not have a computer or internet access at home).

OTHER COURSE INFORMATION

Academic Integrity

Students are expected to uphold the Howard University Academic Code of Conduct . See the following website for more information:(see www.howard.edu/policy/academic/student-conduct.htm). As part of Howard's community of scholars, students are expected to hold the pursuit of learning and the search for truth in the highest regard while displaying unquestionable integrity and honesty. There is no place for academic dishonesty, regardless of any seeming advantage or gain that may accrue from such dishonesty. Students will be disciplined for any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements and for intentionally representing as one's own, any ideas, writings and works of another without acknowledging that author.

The minimum disciplinary penalty imposed upon a student found to have committed any infraction(s) of the Academic Code of Conduct is no credit for the course assignment or examination in which the infraction(s) occurred. However, a more severe penalty, such as failure in the course involved or suspension from the University may be imposed depending upon the nature and extent of the infraction(s).

Special Accommodations

In compliance with the law (Section 504, Rehabilitation Act and the American with Disabilities Act, "ADA"), Howard University is committed to providing its disabled students with reasonable accommodations. There are specific guidelines for the acquisition of accommodations and services under ADA. See the following website for more information on the responsibilities of faculty and students:
(www.howard.edu/specialstudentservices/disabledstudents)

**This course is designed to contribute to your preparation for the world and all student learning activities, policies, and procedures are designed with this goal in mind.
There is nothing short of working hard consistently to achieve success in this course and in life!!!!!**

Plan of Action
Track 17, Module One, Class One
Thursday January 10, 2008

EXPECTED OUTCOMES

   i. Students will understand the course objectives, foundations and what is expected to them to get started.
   ii. Students will know that this is a course that requires critical thinking and application (and of current real world events).
   iii. Students will be curious about the course and personality psychology
   iv. Students will learn the foundational elements of and think about what we know when we know a personality (and what is missing from McAdams and Pals conceptualization)

CLASS ACTIVITIES

1. CRITICAL THINKING EXERCISE (CW) (15 MINUTES AS STUDENTS ARRIVE)

2. HOUSEKEEPING (15 MINUTES) CW AND CT

    a. Foundations and Course Objectives (CW)

    b. Course Materials (CW)

       i. Blackboard

       ii. Bookstore

       iii. New York Times

    c. Assignments and Attendance (CT)

       i. Attendance Sign In and Policy

       ii. Matrix

       iii. Mini Personality Project Guidelines for Tuesday

3. M1 INTERACTIVE LECTURE ONE (35 MINUTES)

MATERIALS

1) M1 assignment matrix
2) Syllabus
3) Class roster
4) ISRL computer
5) Attendance matrix
6) ISRL computer LCD adapter
7) Computer slide transition mouse
8) Dry erase markers
9) M1 Interactive Lecture
10) LCD projector
11) Computer
12) Extension cord
13) CW Keynote Presentation Document
14) Critical thinking exercise guidelines handout
15) Ipod
16) Ipod speakers

Notes:

MODULE 1
FOUNDATIONS: PERSONALITY, CONTEXT, AND THE SCIENTIFIIC STUDY OF THE PERSON

Class and Assignment Matrix

TRACK 17

DATE	CLASS	ASSIGNMENT*
1/10	- Learning Format: Face to Face - Course Introduction - Module 1 Interactive Lecture 1: What do we Know When we Know a Person?	- Read McAdams and Pals (2006) and Take Reading Notes - Review Syllabus and Post Questions on Blackboard - Answer M1 Discussion Question 1 and Question 2 on Blackboard
1/15	- Learning Format: Face to Face - Course Common Experience "Akeelah & the Bee" - Begin Mini Personality Project Analysis	- Re-Read McAdams and Pals (2006) and Reading Notes - Read McAdams (2006) Textbook Chapter 1 - Continue to Develop Draft of Mini Personality Analysis Field Notes (This does not be need to be submitted to the instruction)
1/17	- Learning Format: Online - Answer M1 Discussion Question 3 on Blackboard	- Read Wyer 2004 - Read Fiske 2004 - Read APA Manual Chapter 1
1/22	Learning Format: Face to Face	- Read Newsweek Article: Human Evolution - Read McAdams (2006) Textbook Chapter 2 pp. 33-48

	• Theory and Research Discussion	• Read McAdams and Pals (2006) pp. 205-207
1/24	• Learning Format: Face to Face • Module 1 Interactive Lecture 2: Evolution & Human Nature	• Read McAdams (2006) Textbook Chapter 3 pp. 71-84

1/29	- Learning Format: Online - Answer M1 Discussion Question 4 on Blackboard: Behaviorism & Social Learning Theory	- Read McAdams (2006) Textbook Chapter 3 pp. 85-109 - Mini Personality Project Due - Read Winston, Philip, & Lloyd (2007)
1/31	- Learning Format: Face to Face - Module 1 Interactive Lecture 3: The Social Ecology of Human Behavior	- Read Jones (1991) - Read Halpern (1995) - Markius and Cross (1999) pp. 378-382 - Develop reading notes on the central arguments about personality in Jones (1991)
2/5	- Learning Format: Face to Face - Black Personality Debate & Argument Application	- Study - It is recommended that students study in study groups. If you do study in a group, on the day of the exam submit a formal memo to the teaching team (see Syllabus for guidelines and extra credit criteria)
2/7	- Assessment Format: Face to Face - Module 1 Exam	- Complete Part 1 M2 Mini Personality Project: NEO Personality Inventory (This should be completed before the reading below) - Read McAdams (2006) Textbook Chapter 4 pp.112-127

1. **Module 1 Assignments**: The date the assignment is listed is the date the assignment is given. It must be completed by the next class unless it is a mini personality project that is to be completed over time.
2. *RIF (Reading is Fundamental)*: Please read the assignment matrix very carefully. You are responsible for reading all assigned readings listed in this matrix. Also, make sure you integrate your reading skills to study these readings before you come to class. You also should use the module student learning objectives to guide your reading and studying.
3. **Class and Assignment Matrix Change***: Based on the student learning objectives and assessment across Module 4, this class and assignment matrix is subject to change. If it does, you will be responsible for downloading a copy from Blackboard.*

Module 1 Mini Personality Project
Critical Thinking Exercise
Observing a Life: Course Common Experience
Making Sense of Akeelah Anderson (Personality Analysis I)

DATA SOURCE:

Ganis, N.H., Ganiss, Fishburne, L., Romersa, M. & Llewelyn, D. (Producer). (2006). Akeelah and the Bee. [Motion Picture]. United States: Starbucks Entertainment, Inc.

PART I GUIDELINES

FIELD NOTES AND MOVIE ANALYSIS:

Based on your reading of McAdams and Pals (2006) and your own life experiences you should begin to apply some of your new knowledge and critical thinking to this personality project. During the film, try to adopt an identity as a personality psychologist, not simply as a consumer of a film for the purpose of entertainment. Also, you should engage in critical thinking and record detailed field notes that will allow you to conduct an in-depth written analysis of Akeelah Anderson. Your written analysis should be recorded in your small journal/notebook that is required for this course. Make sure you write the date of each analysis session.

Make sure you not only analyze and record field notes of the three specific levels of analysis of her personality, but you need to have specific examples/evidence/data in the film that support your descriptive analysis of her personality. For example, if you analyze Akeelah Anderson to be high on extroversion, you should be able to provide examples/evidence/data of this from the film. Make sure you pay attention to and record field notes on dimensions of the 'story grammar'.

Who are the characters?
What are the scenes?
What are the plots?

In your analysis, you should also try to attend to the complexities of the social and cultural context in which Akeelah's personality is developing.

These are your developing field notes and do not need to be submitted until you complete the mini personality project written report. You can continue with your analysis after you leave class. You will be asked to use these field notes throughout the course. You are encouraged to watch this movie more than once, on your own time. As your knowledge and understanding of personality psychology develops, so should the depth of your analysis.

How Would You Describe and Explain Akeelah Anderson's Personality?

LEVEL 1 ANALYSIS

Personality Traits: What is Akeelah's dispositional signature?

Personality traits are those general, internal, and comparative dispositions that we attribute to people (McAdams, 2006). Although they are not personality traits, also consider her physical traits. How would you describe Akeelah's physical appearance to a person who has never seen her?

LEVEL 2 ANALYSIS

Characteristic Adaptations: What are Akeelah's motives for success, values, goals, coping strategies, psychosocial tasks, emotions, personal projects, and defense mechanisms?

<u>LEVEL 3 ANALYSIS</u>
Identity as an internalized and evolving life story: What is Akeelah's inner story of self?

"A life story is an internalized and evolving narrative of self that integrates the reconstructed past, perceived present, the anticipated future in order to provide a life with a sense of unity and purpose." (McAdams 2006, p. 11)

PART II WRITTEN PERSONALITY ANALYSIS REPORT GUIDELINES

REPORT CONTENT: The report should be a synthesis of the field notes you recorded in your class journal during the class film common experience viewing. If you have watched the entire movie, feel free to include these elements of the film into your analysis. Your synthesis should include the story grammar, as well as the 3 levels of personality analysis. For each of these four elements, please write at least one complete and concise paragraph. It is very important you ground your analysis in data from the film or other related sources. Your report will be assessed in terms of your progress toward the Module 1 student learning objectives and foundations. Please make sure your writing and thinking reflects the highest quality and your best. Also, remember to proofread and spell check your work. Use APA style formatting throughout for the title page, text referencing, and reference list.

DEADLINE: Thursday January 31st

SUBMISSION METHOD: Submit a copy of the analysis in both of the following formats: (1) Blackboard Digital DropBox (please see student Blackboard Manual for guidelines); (2) Two hardcopies to Dr. Winston in class.

TITLE PAGE: You need a title that is related to your analysis. You need to format Using APA Style.

CITATIONS: Within your analysis, include at least 3 references from Module 1 reading. You need to format these references using APA style. Make sure you include a reference list at the end of your report.

MODULE 2
TRAIT PSYCHOLOGY: THE CONTINUUM APPROACH TO PERSONALITY

Class and Assignment Matrix

TRACK 17

DATE	CLASS	ASSIGNMENT*
2/7	• M1 Exam	• Complete Part 1 M2 Mini Personality Project: NEO Personality Inventory (This should be completed before the reading below) • Read McAdams (2006) Textbook Chapter 4 pp.112-127
2/12	• Learning Format: Face to Face • Module 2 Interactive Lecture 1: Dispositional Traits Fundamental Concepts and History	• Read Table 5.1 p. 155 • Read pp. 153-155 and pp. 197-199
2/14	• Learning Format: Face to Face • Module 2 Interactive Lecture 2: Measuring Traits and the Example of the NEO	• Read McAdams (2006) Textbook Chapter 4 pp.138-152
2/19	• Learning Format: Online • Answer M2 Discussion Question 1 on Blackboard: The Controversy Over Traits	• Read McAdams (2006) Textbook Chapter 6 pp. 201-215 and pp.230-243
2/21	• Learning Format: Face to Face • Module 2 Interactive Lecture 3: Continuity and	• Read McAdams (2006) Textbook Chapter 6 pp. 215-230 • Read Newsweek Article: Birth Order

	Change of Traits	
2/26	• Learning Format: Face to Face • Module 2 Interactive Lecture 4: The Origin of Traits-Genes and Environments	• Study • Complete Mini Personality Project: Student Presentations
2/28	• Learning Format: Face to Face • Student Presentations	• Study
3/4	• Assessment Format: Face to Face • Module 2 Exam	• McAdams (2006) Textbook pp. 247-249 McAdams and Pals (2006) pp. 208-209 (Characteristic Adaptations) You should look at each page carefully and make sure you are able to describe characteristic adaptations, as well as name the 3 views on motives and goals.

4. **Module 2 Assignments**: The date the assignment is listed is the date the assignment is given. It must be completed by the <u>next</u> class.

5. *RIF (Reading is Fundamental)*: Please read the assignment matrix very carefully. You are responsible for reading all assigned readings listed in this matrix. Also, make sure you integrate your reading skills to study these readings before you come to class. You also should use the module student learning objectives to guide your reading and studying.

6. **Class and Assignment Matrix Change***: Based on the student learning objectives and assessment across Module 4, this class and assignment matrix is subject to change. If it does, you will be responsible for downloading a copy from Blackboard.*

MODULE 2
TRAIT PSYCHOLOGY: The Continuum Approach to Personality

Student Learning Objectives

Track 17

I. Students will be able to define the term trait and key features of trait psychology using McAdams (2006) definition.
II. Students will be able to identify the four positions on the nature of traits.
III. Students will be able to discuss the contributions of several key scholars /trait theorists including Allport, Cattell, & Eysenck, Costa, & McCrae in the history of trait psychology.
IV. Students will be able to discuss the development of the Five-Factor Model.
V. Students will be able to identify and discuss strengths and criticism of the trait perspective.
VI. Students will think critically about trait psychology in understanding human nature, individual differences, individual uniqueness, and personality stability and change.
VII. Students will understand the situation versus trait debate.
VIII. Students will be able to identify the five basic dimensions of personality and the associated lower-level traits (i.e. facet traits).
IX. Students will be able describe trait inventories including the NEO PI-R
X. Students will be able to identify the criteria for determining if a test/inventory is a good measure of a construct (reliability and validity)
XI. Students will be able to identify research that demonstrates a correlation between the Big Five traits and other psychological outcomes, as well as research that validates the FFM (application of FFM).
XII. Students will be able to think critically about the role of culture in personality structure, i.e. personality traits.

MODULE 3
CHARACTERISTIC ADAPTATIONS: MOTIVES, GOALS, AND DEVELOPMENTAL STAGES

Class and Assignment Matrix

TRACK 17

DATE	CLASS	ASSIGNMENT*
3/4	• Module 2 Exam	• McAdams (2006) Textbook pp. 247-249 McAdams and Pals (2006) pp. 208-209 (Characteristic Adaptations) You should look at each page carefully and make sure you are able to describe characteristic adaptations, as well as name the 3 views on motives and goals.
3/6 3/7 (Friday)	• NO CLASS • Attend/View Howard University Charter Day Convocation. Take field notes that are related to McAdams (2006) Textbook pp. 247-249 McAdams and Pals (2006) pp. 208-209 (Characteristic Adaptations) for M3 Mini Personality Project	• Read McAdams (2006TB) pp.250-274
3/11	• Learning Format: Face to Face • Module 3 Interactive Lecture 2 Motives and Goals: Why Do We Do What We Do? (Part 1)- The Psychoanalytic and Humanistic Views Guest Lecturer Afiya M. Mangum, M.S., *ISRL/PALS Graduate Student Co-Principal Investigator*	• Read McAdams (2006TB) pp.275-295
3/13	• Learning Format: Face to	• Complete Mini Personality

	Face • Module 3 Interactive Lecture 1 Motives and Goals: Why Do We Do What Do? (Part 2) The Diversity View	Project • Banks, C. W., McQuater, G. V., & Sonne, J. L. (1995). A Deconstructive Look at the Myth of Race and Motivation. *The Journal of Negro Education*, *64*, 307-325. (Library Research: You need to retrieve your own article. Do not wait until the last minute. You will need to know and study the article for class on 3/25).
3/25	• Learning Format: Online • The Myth of Race and Motivation Group Debate and Argument Application	• Read McAdams (2006TB) p. 300 • Read McAdams (2006TB) pp. 341-370
3/27	• Repeat 3/25 Class Online	• Read and Print all online class threads from group
4/1	• M3 Mini Personality Project Discussion • The Myth of Race and Motivation Group Discussion	• Study McAdams (2006TB) p. 300 and 341-370 • Know the Developmental Stages by Name and be Able to Match stages and key tasks
4/3	• Learning Format: Face to Face • Module 3 Quiz • Module 3 Interactive Lecture 3 Developmental Stages and Tasks: How Does Personality Change Over Time?	• Singer (2004) pp. 437-446 • Read McAdams (2006 TB)Chapter 10

*Notes:

1. **Module 3 Exam will be during Module 4**
2. **Module 3 Assignments**: The date the assignment is listed is the date the assignment is given. It must be completed by the next class.
3. *RIF (Reading is Fundamental)*: Please read the assignment matrix very carefully. You are responsible for reading all assigned readings listed in this matrix. Also, make sure you integrate your reading skills to study these readings before you come to class. You also should use the module student learning objectives to guide your reading and studying.
4. *Class and Assignment Matrix Change: Based on the student learning objectives and assessment across Module 3, this class and assignment matrix is subject to change. If it does, you will be responsible for downloading a copy from Blackboard.*

Module 3 Mini Personality Project
Critical Thinking About Characteristic Adaptations & Professional Preparation Exercise

My Personal Strivings & the Significance of the Charter Founding Howard University

DATA SOURCE:
Howard University Charter Day Convocation (Face to Face or Television Broadcast (WHUT CHANNEL 32) and YOUR life

GUIDELINES :
Write a simple but well developed FORMAL LETTER to Massachusetts Governor Deval Patrick. Please consult a formal writing guide for the elements of a formal letter that is of a professional quality. No matter what profession you strive to excel in once you earn your bachelor's degree, you will have to perfect and master the skill of professional letter writing. This mini personality project is designed for you to perfect this skill, as well as integrate your personality analysis with your knew knowledge about personal strivings, motives and goals.

In this letter you should address:
1. Who you are and your life
2. Why you came to Howard University
3. Your short and long terms <u>educational</u> and <u>professional</u> **personal strivings and goals**
4. What specifically he said in his address that connected to you personally in relation to #1,2,3
5. What the overall significance and experience of the Howard University Charter Day convocation means to you and in the life of Howard University as an institution that is needed for the country's well being.

Include at least 2 sources of information you conduct research on related to finding out more about Governor Patrick.

DEADLINE: Thursday March 27th (Note this is an extension from what is reflected on your M3 assignment matrix)

SUBMISSION METHOD: Submit a copy of the letter in both of the following formats: (1) Blackboard Digital DropBox (please see student Blackboard Manual for guidelines); (2) Two signed hardcopies in class. In your in class submission, include copies of your 2 sources of information about Governor Patrick.

The strongest and most interesting letters will be entered in to a raffle for a giftcard. Also, some and maybe all scholars will be selected for a Howard University Track 17 mailing of the letters to Governor Deval Patrick.

MODULE 4
NARRATIVE IDENTITY: MAKING A LIFE AND THE STORIES WE LIVE BY

Class and Assignment Matrix

TRACK 17

DATE	CLASS	ASSIGNMENT*
4/8	• Module 4 Overview Interactive Discussion--- Thinking About Narrative Identity and Making a Life Module:	• Re Read McAdams (2006TB) Chapter 10 • Study key concepts and vocabulary (use headers and bold words for guidance)
4/10	• Module 4 Interactive Lecture 1: Narrative Theories of Personality •	• Study for Exam • Study in Groups and Receive 5 extra points with signed group memo (see Syllabus for guidelines)
4/15	• Module 3 Exam + Module 4 Part 1	• No New Assignment
4/17	• Module 3 Exam + Module 4 Part 2 • You will need to bring a bluebook and the printed threads from your group for the M3 online discussion	• Winston et al (2007) • Start M4 Mini Personality Project
4/22	• Module 4 Interactive Lecture 2: Race Self Complexity and Human Personality	• Finish M4 Mini Personality Project
4/24	• M 4 Wrap Up Discussion • Final Exam Review	• Experience excellence and success on your other final exams.

5. **Module 4 Assignments***: The date the assignment is listed is the date the assignment is given. It must be completed by the <u>next</u> class.*

6. **RIF (Reading is Fundamental)**: Please read the assignment matrix very carefully. You are responsible for reading all assigned readings listed in this matrix. Also, make sure you integrate your reading skills to study these readings before you come to class. You also should use the module student learning objectives to guide your reading and studying.

7. **Class and Assignment Matrix Change***: Based on the student learning objectives and assessment across Module 4, this class and assignment matrix is subject to change. If it does, you will be responsible for downloading a copy from Blackboard*

MODULE 3
CHARACTERISTIC ADAPTATIONS:
MOTIVES, GOALS, & DEVELOPMENTAL STAGES

Student Learning Objectives

I.   Students will review and reinforce what they already know about characteristic adaptations from previous modules.

II.   Students will think about the differences and similarities between traits and characteristic adaptations.

III.   Students will understand core concepts related to characteristic adaptations.

IV.   Students will be able to identify and understand the three psychological views of motives: (1) psychoanalytic; (2) humanistic; (3) diversity.

V.   Students will be able to identify the key theorists and theories of motivation in the psychoanalytic, humanistic, and diversity view of motivation. This includes being able to identify key related conceptual vocabulary including but not limited to the following: need, press, thema, TAT, hierarchy of needs, defense mechanisms, drive, conflict, drive etc, client centered therapy, phenomenal field).

VI.   Students will know key findings related to achievement, power, and intimacy motives.

VII.   Students will understand what personalized goals are and the types (e.g. personal projects and personal strivings).

VIII.   Students will be able to define and identify the regions of Freud's model of the psyche.

IX.   Students will be able to apply knowledge of defense mechanisms by identifying examples in case studies.

X.   Students will understand the framework for thinking about the life cycle (i.e. stages, conflict, addressing vs. resolving psychosocial conflict etc.).

XI.   Students will be able to distinguish between Freud's psychosexual theory of development and Erikson's psychosocial theory of development (see Table 9.2).

XII.   Students will be able to identify the stages in Erikson's theory of psychosocial development.

XIII.   Students will understand why identity is a problem during adolescence but not in childhood and later adulthood. This includes understanding the identity statuses that are critical during adolescence and young adulthood.

XIV.   Students will understand the key questions persons confront at each stage of psychosocial development.

XV.   Students will be able to identify the intimacy statuses in studies of college students.

Module 2 Mini Personality Project
Exploring Teaching Personality Psychology

PURPOSE

The purpose of this Mini Personality Project (M2MPP1) is fourfold: (1) to provide students with the opportunity to function in the role of instructor, to strengthen their teaching skills, particularly as they relate to increasing student learning of personality psychology from a continuum perspective; (2) to facilitate learning of strengths and controversies in personality psychology; (3) to further cultivate students' critical thinking about trait psychology in understanding personality stability and change; (4) to learn the basics of APA style.

Before beginning this Mini Personality Project, it may be helpful to think about and address the following questions: How can I work best with my group? How do you think students learn? What do you want students to learn? What methods or techniques of explanation, demonstration, and hands on activity do you think will facilitate the learning of the students you will be teaching? What concepts will be hard for students to learn? What examples can you develop and provide to assist students with concepts that are hard to learn or understand?

Student Learning Objectives
- Students will be able to identify and discuss strengths and criticism of the trait perspective.
- Students will understand the situation versus trait debate.
- Students will think critically about trait psychology in understanding human nature, individual differences, individual uniqueness, and personality stability and change.
- Students will reinforce what they have already learned on their own about the basics of APA style

EVALUATION
1) Student Learning Objectives
   a) Develop student learning objectives.
   b) Student learning objectives are simple statements developed **before** you develop your full plan of action. In writing your student learning objectives you must identify what you want your students to know, be introduced to, and/ or able to do by the end of your teaching exercise.
2) Power Point Presentation (15 minutes)
   a) Your presentation mini interactive lecture should be delivered using some combination of a Power Point Presentation, and lecture notes.
   b) Pay special attention to the appearance of your slides.
   c) Create the opportunity for students you are teaching to interact with you during your presentation.
3) Plan of Action Development. A plan of action…
   a) Provides a strategic plan and overview of your class in a single document.
   b) Describes your student learning objectives.
   c) Includes activities for class and timing for each (You should include a mini lecture and a novel activity to facilitate student learning and engagement).
   d) Includes materials for class.
   e) There is an example plan of action posted on blackboard that you should use as a template for presentation design and execution.

4) Key Terms of Methodological Vocabulary
   a) Based on your reading of the text and supplementary reading, develop a list of at least 4 key terms for building methodological vocabulary.
   b) These should be incorporated into your mini lecture and or activity.
5) Reference List of Outside Sources or Recommended Reading
   a) In preparation for your presentation, you should consult your text and at least two additional sources on the topic.
   b) Include a reference slide as part of your presentation, which will inform students of the additional sources utilized in preparation for your presentation.
   c) The reference slide should be in **APA**.
6) Submission Method
   a) Each group should submit two copies of your presentation to Cynthia Thomas as the start of class on the day you present.
   b) Your packet should be presented in the following order: Plan of Action, Power Point Presentation, a slide listing vocabulary terms and definitions, Reference slide.
   c) Each person should submit a debriefing journal on 3/4/2008 at the start of class.
7) Debriefing Journal Entry
   a) On 3/4/2008, you should submit a one-page reflection of the experience prior to taking your exam.
   b) The reflection should include a broad range of reflections including your experience in your group, your preparation and delivery of your module.

Teaching Topics:

Each group has been assigned a topic. Your 15 minute should include, but not be limited to the areas that I have suggested. You may bring in teaching tools (music, movies, photos…) to assist with conveying your ideas. I expect to be impressed. Be creative. Have fun!

Group 1- APA style
You should include title page, citing within sentences, and referencing. Feel free to include other topics that you want to teach your peers about.

Group 2- Continuity of traits
We have discussed this at length so you should feel free to develop this in the way that you think is best. Address no less than two theories.

Group 3- Controversies over traits
You should include the trait situation argument and at least one other argument that you want your peers to learn.

Group 4- Change and complexities of traits
This group also has the freedom to develop this in the way that you think is best. Address no less than two theories.