

Course Syllabus  
**Psychology 3000**  
**Personality and Adult Development**

Fall 2020

Tu/Th 12:30-2:15 (Section 1)

Tu/Th 3-4:45 (Section 2)

Location: Students will use ZOOM for class meetings.

Semester Units: 4

Instructor: *Paul Flores, Adjunct Professor of Psychology*

Office: *Culbertson Hall*

Office Phone: N/A

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Final Exam Due Date: December 3 by 5pm

### **COURSE DESCRIPTION**

As described in the Catalog, this course is: "*An introductory survey of classic theories and contemporary empirical research in the psychology of personality and adult development. Emphasis is placed on the importance of developing a capacity for critical evaluation.*"

### **COURSE DESIGN**

A combination of lecture and class discussion methods will be used. The purpose of the lectures is to highlight selected topics from the required readings and to supplement this material with related, but more recent developments in the field. ***Students are responsible for all assigned readings, whether or not discussed in class.*** Class discussions are intended to clarify concepts and apply topics to life concerns.

### **COURSE LEARNING OUTCOMES**

Students will be able to:

- \* Summarize “classic” theories in personality psychology;
- \*Identify the major “levels” or domains of personality and relevant research;
- \*Describe the major “stages” and themes of adult personality development;
- \*Utilize course material to better understand one’s own personality and relationships.

### **OFFICE HOURS**

Given the online nature of this course, students are encouraged to email the professor with questions. Students can request additional face-to-face time with the professor through a scheduled Zoom meeting or phone call.

E-mail: [PaulFlores@pointloma.edu](mailto:PaulFlores@pointloma.edu)

## REQUIRED TEXT AND READINGS

1. McAdams, D.P. (2009). *The Person: An Introduction to the Science of Personality*, John Wiley & Sons, Fifth Edition.
2. University Reader.

## COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

## ASSESSMENT AND GRADING

### A. *Unit Exams (180 pts)*

There will be three (3) in-class examinations. Described in class.

### B. *Weekly Reading Reflections (Directed Study) 100 pts*

In your Resources Packet (on CANVAS) you will find two (2) Weekly Reading Reflections that correspond to the Lecture and readings for the week. These are labeled according to Week (for example, Week 2) and order of the readings (either 1 or 2). So, Weekly Reading 2.1 is the first reading for Week 2. Each Reading Reflection is worth 10 pts toward your final grade.

Each week, select only one (1) of the weekly readings of interest to you, and complete the Reading Reflection as indicated by the directions.

**DUE:** Submit your Weekly Reading Reflection to **CANVAS** each week by Monday 5:00 the **week after** we have discussed the material in class. For example, you would submit Week 2 Reading Reflection on Monday Week 3.

### C. *Unit Projects (Directed Study) 100 pts*

You will have four (4) Unit Projects that correspond to each of our four Units. These unit projects are designed to help students reflect on their own personalities, the development of their personalities, and creating a life narrative. The last Unit Project will be completed after Thanksgiving Recess. Additional instructions for unit projects will be described in class.

**DUE:** See CANVAS modules for due dates of each unit project (4 in total). Submit your Unit Projects to **CANVAS** according to the schedule indicated.

**D. Attendance 40 pts.**

Your attendance at each once-a-week class is worth 3 pts. Each Tuesday will be the live (synchronous) lecture. This will be the student's main attendance grace. The professor will record each lecture and upload it to CANVAS. **Viewing the recorded lecture also counts as attendance. Please let the professor know the date you viewed the lecture if you do not attend the live (synchronous) lecture.** In order to provide additional opportunities for "face-to-face" time with the professor and other students, an optional Zoom discussion time will be held each week on Thursday during the regularly scheduled class time.

1. *Beginning with the third absence*, (5) points will be deducted from your Final Total for each absence. In this class this deduction usually has a substantial impact on your grade.
2. In addition: "Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes (equivalent to one and one-half weeks of a 15-week semester course), the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment" (Catalog). *That would be after your third unexcused absence in this class.* Given that class lectures can be viewed in a recorded format, this should be a very unlikely issue for any student.

**Points will be totaled for all activities across the semester and grade assigned according to the Psychology Department standard grade scale.**

**Grade Scale Based on Percentages**

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

**PLNU ATTENDANCE AND PARTICIPATION POLICY ☼**

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

**Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

## **STATE AUTHORIZATION**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU MISSION**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life. To Teach, To Shape, To Send

## **PLNU ACADEMIC HONESTLY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

## USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

**Note:** This syllabus is not a contract. The Professor reserves the right to modify the syllabus to accomplish the learning objectives of the course.

## ***Course-at-a-Glance***

### **“Levels” (Layers) of Personality**

#### **Level 1**

**Person as “Social Actor”**

***Personality Traits and Styles of Personality***  
**(Trait Perspective)**

#### **Level 2**

**Person as “Motivated Agent”**

***Selves, Needs, Motives, and Virtues of Personality***  
**(Motivational Perspective)**

#### **Level 3**

**Person as “Secret Agent”**

***Unconscious Structures and Motives of Personality***  
**(Psychoanalytic or “Depth” Perspective)**

Post-Thanksgiving Final Project

#### **Level 4**

**Person as “Autobiographical Author”**

***Developmental Themes and Chapters in Adult Development***  
**(Narrative and Developmental Perspectives)**

**Introduction**  
**“What Do We Know When We Know a Person?”**

**Week 1 (Tues, Aug 18)**

Week 1 Lecture

**“Know Thyself”: Framework for Studying Personality**

Overview of the Structure of the Course

**\*(Optional) Thursday “Zoom” (Scheduled class time)**

**Level 1**  
**Person as “Social Actor”**  
***Personality Traits and Styles of Personality***  
**(Traits and the Dispositional Perspective)**

**Week 2**

Week 2 Lecture

**An OCEAN of Traits and the Trait of *Extraversion***

Reminder: Read both assigned readings; Choose 1 for Weekly Reading Reflection **Due Mon 5:00 Week 3**

**Reading Reflection 2.1**

*What Do We Know When We Know a Person?*

**Read after Class:** (Reader) *Prologue*, pp. 1-6 **AND** (Text) Ch. 1, pp. 3-11; 21-26

**Reading Reflection 2.2**

The Five Factor Model (FFM) or “Big 5” Model

*E: Extraversion as Positive Affectivity*

**Read for Class:** (Text) Ch. 4, pp. 107-114 **AND** Ch. 5, pp. 156-163

**Unit 1 Project**

“Know Thy” Traits (20 pts)

**Due:** Submit to CANVAS by Monday 5:00 Week 5

**\*Video Resources:**

<https://youtu.be/aLx8EASkSeQ>

<https://youtu.be/TpBkrQBnXWc>

**\*(Optional) Thursday “Zoom” (Scheduled class time)**

### **Week 3**

Week 3 Lecture

#### **The “Big Five” Trait of *Neuroticism* and the “Nature-Nurture” Riddle**

Reminder: Read both; Choose 1 for Weekly Reading Reflection **Due:** Mon 5:00 Week 4

#### **Reading Reflection 3.1**

*N: Neuroticism as Negative Affectivity*

**Read:** (Text) Ch. 5, pp. 163-183

#### **Reading Reflection 3.2**

Other “Big 5” Traits

*And, the “Nature-Nurture” of Personality Traits*

**Read:** (Text) Ch. 5, pp. 183-203 **AND** pp. 81-82 (Parenting Styles)

#### **\*Video Resources:**

<https://youtu.be/ko8aJYvRTCU>

<https://www.youtube.com/watch?v=mDvZzjxxOXY>

[https://youtu.be/uXIW\\_molooU](https://youtu.be/uXIW_molooU)

**\*(Optional) Thursday “Zoom” (Scheduled class time)**

### **Week 4**

Week 4 Lecture

#### **What’s Your “Style”? The Impact of Traits on Relationships**

#### **Reading Reflection 4.1**

*Big Five Traits and Other Factors in Relationships*

**Read:** (Reader) Ch. 13, pp. 15-28 Personality and Relationships

#### **Reading Reflection 4.2**

*Big 5 Traits, Personality Styles, and Disorders*

**Read:** (Text) Ch. 4, pp. 136-142

#### **\*Video Resources:**

<https://youtu.be/IB1FVbo8TSs>

[https://youtu.be/FdlAZ6mU\\_QY](https://youtu.be/FdlAZ6mU_QY)

**\*(Optional) Thursday “Zoom” (Scheduled Class Time)**

**Week 5**

Unit 1 Project

**Due:** Submit to CANVAS by **Monday 5:00**

**Tues class – Review session for exam**

**Thurs**

**Exam I (covers Weeks 1-4)**

**Level 2**  
**Person as “Motivated Agent”**  
*Selves, Needs, Motives, and Virtues of Personality*  
**(Motivational Perspective)**

**Week 6**

Week 6 Lecture

**Person as “Motivated Agent” and Multiple Selves**

**Reading Reflection 6.1**

*Types of “Selves” and Motivational Processes*

**Read:** (Reader) Ch. 5, pp. 31-57

**Unit 2 Project**

Self-Compassion (20 pts.)

**Due:** Submit to CANVAS by Monday 5:00 Week 9

**\*Video Resources:**

<https://youtu.be/PaAomLVQd3k>

<https://youtu.be/xclKIPTG97k>

**\*(Optional) Thursday “Zoom” (Scheduled Class Time)**

**Week 7**

Week 5 Lecture

**Are There Universal “Needs” and “Motives” of Personality?**

**Reading Reflection 7.1**

*Self-Determination Theory: Are There Universal Needs and Motives of Personality*

**Read:** (Review in Reader) Prologue, esp. pp. 4-7 **AND** (Text) Ch. 7, p. 255 **AND** 275-279 (skip 256-270 for now)

**Reading Reflection 7.2**

*The “Big 3” Implicit Motives*

**Read:** (Text) Ch. 7, pp. 279-298

10.

**\*Video Resources:**

<https://youtu.be/3sRBBNkSXpY>

<https://youtu.be/m6fm1gt5YAM>

<https://youtu.be/47sIPYyiumQ>

**\*(Optional) Thursday “Zoom” (Scheduled class time)****Week 8**

Week 8 Lecture

**“The Highest Reaches of Human Nature”: The Humanistic-Existential Perspective**

**Reading Reflection 8.1**

*“True Self” and the Motive to Self-Actualize*

**Read:** (Text) Ch. 7, 271-275 (focus on Humanistic View)

**Reading Reflection 8.2**

*What “Good” is Gratitude?*

**Read:** (Text) Ch. 8, pp. 332-333 **AND** (Reader) on Gratitude

**\*Video Resources:**

<https://youtu.be/Ao2Ucd6monY>

[https://youtu.be/ipA\\_XU-fsS4](https://youtu.be/ipA_XU-fsS4)

<https://youtu.be/Wiy2erKYSGQ>

<https://youtu.be/JMd1CcGZYwU>

**\*(Optional) Thursday “Zoom” (Scheduled class time)****Week 9**

Monday

Unit 2 Project

**Due:** Submit to CANVAS by Monday 5:00

**Tuesday Lecture – Review session for exam**

**Thursday**

**In-Class Exam 2 (covers Weeks 6-8)**

**Level 3**  
**Person as “Secret Agent”**  
*Unconscious Structures and Motives of Personality*  
 (Psychoanalytic or “Depth” Perspective)

**Week 10**

Week 10 Lecture

**“Reports of My Death Are Greatly Exaggerated” (Or, Why the Psychoanalytic Tradition Just Won’t Go Away)**

**Reading Reflection 10.1**

Introduction to the Psychoanalytic (Depth) Tradition and “Topographic” Model  
*“Those Things We Can’t Remember Yet Never Forget”*

**Read:** Ch. 7, pp. 255-265  
 (In-class DVD)

**Unit 3 Project**

The “Half-Empty” Self (20 pts.)

**Due:** Submit to CANVAS by Monday 5:00 Week 14

**\*Video Resources:**

[https://youtu.be/DphP\\_YPOg2k](https://youtu.be/DphP_YPOg2k)

<https://youtu.be/-i7DvnpnOHIM>

**\*(Optional) Thursday “Zoom” (Scheduled class time)**

**Week 11**

Week 11 Lecture

**Structures of the “Soul” and Stages of Intra-psychic Development**

**Reading Reflection 11.1**

*“Classical” Psychoanalytic Theory-2: The “Structural” Model*

**Read:** Ch. 7, pp. 265-270 AND Ch. 9, 350-355 (paragraphs before Identity)

**Reading Reflection 11.2**

*“Classical” Psychoanalytic Theory-3: Freud’s “Psychosexual” Model and Erikson’s “Psychosocial” Revision*

**Read:** Ch. 7, pp. 265-270 AND Ch. 9, 350-355 (paragraphs before Identity)

**\*Video Resources:**

<https://youtu.be/nFVbZGKFgc8>

<https://youtu.be/SIoKwUcmivk>

<https://youtu.be/6XxFmXkD8M8>

<https://youtu.be/aYCBdZLCDBQ>

**\*(Optional) Thursday “Zoom” (Scheduled class time)**

## **Week 12**

Week 12 Lecture

**“Ghosts” of Relationships Past (How *and Why* Your Past is Still Happening)**

### **Reading Reflection 12.1**

*“Classical” Psychoanalytic Theory-4: The “Dynamic” Model*

**Read:** Ch. 11, pp. 446-451 **AND** (Reader) *Half-Empty, Half-Full*

**Note: Get Supplemental Reading on “Object Relations” (for next time)**

### **Reading Reflection 12.2**

*Contemporary Psychoanalytic “Object Relations” and “Self” Theory*

**Read:** (Text) Ch. 9, read feature box on p. 353-354 **AND** Handout on Object Relations distributed last class

#### **\*Video Resources:**

<https://youtu.be/P6eeloK24MQ>

<https://youtu.be/Hwv3-hhJ9R4>

<https://youtu.be/WS2JeJihS1A>

**\*(Optional) Thursday “Zoom” (Scheduled Class Time)**

## **Week 13**

Week 13 Lecture

**The “Secure Base”: Attachment Theory and Adult Relationships**

### **Reading Reflection 13.1**

*Childhood Attachment Theory*

**Read:** (Text) Ch. 2, pp. 57-64

### **Reading Reflection 13.2**

*Attachment in Adult Relationships*

**Read:** (Text) Ch. 8, pp. 334-342

#### **\*Video Resources:**

<https://youtu.be/c7-ieoYsPQ4>

<https://youtu.be/2s9ACDMcpjA>

<https://youtu.be/WjOowWxOXCg>

**(Optional) Thursday “Zoom” (Scheduled Class Time) – \*EXAM REVIEW**

**TIME\***

**Week 14**

Monday

Unit 3 Project: Submit to CANVAS by Monday 5:00

**Tuesday, Nov 24**

**In-class *Unit 3 Exam*** (Covers Weeks 10-13)

**Level 4**

**Person as “Autobiographical Author”**

***Developmental Themes and Chapters in Adult Development***

**(Narrative and Developmental Perspectives)**

**Week 15**

**Unit 4 Project**

**Due:** Submit to CANVAS by Thursday, Dec 3 by 5:00 PM

**Tuesday Lecture – To Be Announced Film**

**Thursday – Discussion and final reflections**