Theories of Personality
4 Approaches to Knowing Who You Are

Brian T. Yates, Ph.D.
Professor, Department of Psychology

Course Goals and Means

Learn by reading, listening+watching+discussing, and applying theories of personality!

This course is offered by the Department of Psychology at American University both to fulfill part of the requirements for the undergraduate major in psychology, and as a General Education course. For Psychology majors, this course can be one of two taken for The Individual, the Situation, and Psychological Health. For more information on Psychology major requirements at American University, visit http://www.american.edu/cas/psychology/BA-PSYC.cfm.

For General Education, this course is a Second-level course in Cluster 2: Social Behavior, within Curricular Area 4: Social Institutions and Behavior. Before taking this course as a General Education course, take one of the Foundation courses in the same cluster (either Anthropology of American Life, Psychology: Understanding Human Behavior, American Society, or Gender in Society). For more information on General Education requirements at American University, visit www.gened.american.edu.

To teach you theories of personality, I use carefully selected readings, lectures and in-class discussion, and writing assignments. In this course you learn four markedly different ways of describing, understanding, and possibly improving your and others' personalities. We explore, in succession, the Trait, Dynamic, Learning, and Holistic families of personality theories. In your Self-Paper, you apply concepts garnered from each to understanding one negative and one positive aspect you select for your own personality.

To better understand theories of personality, I also help you enhance your understanding of philosophy, history, and social movements. Through the vehicle of the Self-Paper, you'll see how major approaches to self-understanding developed by Asian, European, and

Professor: Brian T. Yates, Ph.D., brian.yates@mac.com, office: 315A Asbury Building, office hours (best by appointment): Tuesdays 3:30-5:30 PM.
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American philosophers and psychologists can illuminate radically different explanations of and prescriptions for your personality. Via recorded lectures and on-line discussions, we also explore how these four alternative perspectives on personality were shaped by a) wars, b) social movements (e.g., feminism in the 1920’s and 1970’s, the "Age of Aquarius" in the 1960’s), c) discrimination (e.g., anti-Semitism between the World Wars), d) familial, financial, and educational circumstances of individual theorists, and e) interactions between historical events, social movements, and personal incidents in the theorists' lives.

For each of the four families of theories, you start learning with lectures and readings. These provide basic concepts that guide most theories in the group, noting philosophical theories that presaged the psychological ones. Theories illustrating these original concepts are described next, followed by newer theories. Brief biographies of major personality theorists are presented along their theories, with a focus on understanding how social, political, and economic events in the theorists' lives may have shaped their theories. Applications of the theories to the assessment and improvement of personality are examined as well. Each unit’s lectures end by discussing personality phenomena for which that particular group of theories has unique insights.

After each lecture, take the Lecture Exam for that lecture. Also delve into two chapters of readings that you select from the text for the same family of theories. Take the Reading Exam on each chapter as you finish it. Finally, submit two sections of your Self-Paper in which you use principles from several specific theories in that family to analyze one negative and one positive aspect of your personality. While attending lectures, reading, and writing, interact with me, other students, and our Teaching Assistant with discussion.

The table on the next page gives an overview of the entire course, including deadlines for each task. It can take a few minutes to sink it ... once you get it, most students say, it really helps!
# Theories of Personality

**Fall 2012, PSYC-235-002**

**Professor:** Brian T. Yates, Ph.D., [brian.yates@mac.com](mailto:brian.yates@mac.com), office: 315A Asbury Building, office hours (best by appointment): Tuesdays 3:30-5:30 PM.  
**Teaching Assistant (TA):** Jamie Chiel, [jamiechiel@gmail.com](mailto:jamiechiel@gmail.com), office: 315 Asbury Building, office hours: ____days __:00-__:00.

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| **Conclusion Friday December 7** | | | | | | | (last day of AU classes)

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<td><strong>Friday September 21</strong></td>
<td><strong>Tuesday September 24</strong></td>
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<tr>
<td>Introduction to Trait theories</td>
<td>Early Trait theorists</td>
<td>Modern Trait theorists</td>
<td>Assessment using Trait theories</td>
<td>Predicting and treating personality</td>
<td>1-on-1 meetings re Self-Paper for unit</td>
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<td><strong>Dynamic theories</strong></td>
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<td><strong>Tuesday October 16</strong></td>
<td><strong>Friday October 19</strong></td>
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<td>See &amp; hear Freud. Introduction to Dynamic theories</td>
<td>neoFreudians: Jung, Horney</td>
<td>Personality development according to Dynamic theories</td>
<td>Fromm, Assessment using Dynamic theories</td>
<td>Assessment (more) &amp; Treatment using Dynamic theories</td>
<td>1-on-1 meetings re Self-Paper for unit</td>
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<td><strong>Learning theories</strong></td>
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<td><strong>Tuesday October 23</strong></td>
<td><strong>Friday October 26</strong></td>
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<td><strong>Friday November 2</strong></td>
<td><strong>Tuesday November 6</strong></td>
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<td>See &amp; hear Skinner. Introduction to Learning theories</td>
<td>Early Learning theories</td>
<td>Social and Cognitive Learning theories</td>
<td>Assessment &amp; Treatment using Learning theories I</td>
<td>Assessment &amp; Treatment using Learning theories II</td>
<td>1-on-1 meetings re Self-Paper for unit</td>
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<td><strong>Holistic theories</strong></td>
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<td><strong>Friday November 30</strong></td>
<td><strong>Tuesday December 4</strong></td>
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<tr>
<td>See &amp; hear Rogers. Introduction to Holistic theories</td>
<td>Early Holistic theories</td>
<td>Newer Holistic theories</td>
<td>Assessment using Holistic theories</td>
<td>Treatment using Holistic theories</td>
<td>1-on-1 meetings re Self-Paper for unit</td>
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</table>
| **Conclusion Friday December 7** | | | | | | | (last day of AU classes)

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<table>
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<tr>
<th><strong>Deadlines</strong> (11:59 PM of date in <strong>DC</strong>):</th>
<th><strong>Read →</strong> about theories of personality in Feist &amp; Feist’s etext or text</th>
<th><strong>Listen &amp; Watch, Discuss →</strong> lectures &amp; in-class discussions</th>
<th><strong>Apply →</strong> theories of personality to a negative and positive aspect of your personality</th>
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<tr>
<td>1 extra credit:</td>
<td>test 3+ days before deadline</td>
<td>test 2+ days before deadline</td>
<td>write &amp; submit 1+ days before deadline</td>
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<td>Dynamic theories, <strong>due: Saturday 10/20</strong></td>
<td>Dynamic text chapters 2, 4, 6, 7 [choose 2 chapters, 10 points each]</td>
<td>Dynamic lectures, videos, sites. [5 lectures x 5 points = 25 points]</td>
<td>Dynamic etiology, mitigation of negative [10] and preservation of positive [10] aspects. 2 single-spaced pages.</td>
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<tr>
<td>Learning theories, <strong>due: Saturday 10/10</strong></td>
<td>Learning text chapters 15, 16, 17 [choose 2 chapters, 10 points each]</td>
<td>Learning lectures, videos, sites. [5 lectures x 5 points = 25 points]</td>
<td>Learning etiology, mitigation of negative [10] and preservation of positive [10] aspects. 2 single-spaced pages.</td>
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<tr>
<td>Holistic theories, <strong>due: Wednesday 12/5</strong></td>
<td>Holistic text chapters 10, 11, 12, 18 [choose 2 chapters, 10 points each]</td>
<td>Holistic lectures, videos, sites. [5 lectures x 5 points = 25 points]</td>
<td>Holistic etiology, mitigation of negative [10] and preservation of positive [10] aspect. 2 single-spaced pages.</td>
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<tr>
<td>Closure, <strong>due: Friday 12/7</strong> (last day of classes)</td>
<td>no readings, no readings exams for Conclusions</td>
<td>no lectures or videos, no lecture exams for Conclusions</td>
<td>Your reactions to theories for your negative [5] and positive [5] aspect. 1 single-spaced page.</td>
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<tr>
<th><strong>Access by:</strong></th>
<th>Feist &amp; Feist text or etext</th>
<th>Attend, participate in class</th>
<th>Self-Paper template sections for Unit</th>
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<tr>
<td><strong>Assessed (graded) by:</strong></td>
<td>2 tests you choose for each of the 5 units’ reading.</td>
<td>Lecture exams for each lecture.</td>
<td>Professor &amp; TA read your Self-Paper sections, posted by you in each approach’s Self-Paper assignment on our Blackboard site.</td>
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Readings: "pText" or eText?

Your choice!

Text: Feist, J., & Feist, G. J. (2009). *Theories of personality* (7th edition) in either in downloadable or web-access or print (AU Bookstore, Amazon, text rental) version.


view on your iPhone & iPad with the free CourseSmart app!

You can rent CourseSmart’s e-book for 180 days, either on-line from any computer or downloaded to one computer, for $87.75+tax. That’s what they say now on the website, and save yourself about half of the cost of the print version!--and it’s probably greener:

Feist, Gregory; Feist, Jess, Theories of Personality, 7th Edition,

http://www.coursesmart.com/0077267036?_instructoruserid=123523

Two copies of our text also are on reserve in the library. If your text’s arrival is delayed, you can use the reserve texts to complete the first reading assignments.

Readings Exams

take all of them at least 3 days (72 hours ) before the unit deadline for 1 extra credit per unit

Take the Reading Exams for your choice of 2 reading assignments (usually chapters in our text) for each of the Intro, Trait, Dynamic, Learning, and Holistic units, for 10 points each. That’s 10 points per exam x 2 exams x 5 units = 100 points possible. These exams also are open-book and open notes, but they should be taken by you without any assistance from anyone. Reading exams are provided on Blackboard in the unit. Answer the 10 multiple-choice questions. Read the chapter thorough before taking the exam. You shouldn't need more than 15 minutes to complete the exam, but I'll give you 30 minutes. Do be sure to start the last Readings exam for the unit more than 30 minutes before midnight of the deadline for the unit.
Lecture & Discussion Exams

take all of them at least 2 days (48 hours) before the unit deadline for 1 extra credit per unit

Complete all Lecture Exams for a unit, one for each lecture / course discussion meeting, by midnight of the deadline for the unit, or you'll get a zero score. There are 2 Intro unit meetings, so those Lecture Exams are 5 points each = 10 points. There are 5 lecture/course discussion meetings in each of the Trait, Dynamic, Learning, and Holistic units, with 5 points per lecture/discussion exam, so that's 25 points total for each unit's lecture exams. These exams are open notes, but should be taken by you without any assistance from anyone. Lecture exams are provided on Blackboard in the unit. All material presented in lectures, and brought up in discussions in class by your fellow students and by your professor, may appear on these exams. My advice: take these exams within 24 hours of the lecture/class discussion meeting! The material'll be fresher in your memory, and that'll be one more thing done before the deadline hits. They should be posted before 6:00 PM the day of lecture: you should receive an email if they're ready earlier than 6:00 PM. Review your notes in advance of taking a Lecture Exam: you have 30 minutes for the exam, but it shuts down after that.

For 1 point of extra credit for attending the lecture-discussion meeting, write down on a sheet of paper a few of the points you made (or wanted to make) in class, or a few insights you gained, or, best of all, an exam question:

• True/False or
• Multiple Choice, with 4 alternative choices, or
• a straight-forward Short Answer query).

Put your name on the sheet of paper, too, and turn it in to our TA or me at the end of class — in class, not later and not by email. One sheet per person: no turning in multiple sheets for our friends...sorry!

If you miss a lecture, for whatever reason, there's so many ways to earn extra credit, we think you'll be more than OK!

I've posted slides from lectures on our iTunesU site, but experience has shown that these are in no way a substitute for lecture. They are NOT meant to be instructional! There’s no way that the slides can capture what happens in lecture and in our discussions. Some students have asked for these slides so I provide them, but please understand that they are not designed to be anything but what they are: slides.

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Computers, Tablets (including iPads), & Smart Phones (include iPhones) in Lecture...

see me if you have a disability requiring use of a computer (laptop, tablet, or other) or smartphone in lecture

Because experience has shown that we all get pretty distracted when using computers and smartphones in class, please do not open your computer or smartphone during any part of our lecture-discussion meetings, unless specifically requested by me (for example, as part of an in-class exercise). Take notes with paper and pen: you can use SmartPens to record both sound and notes (e.g., http://www.livescribe.com). For our one-on-one Self-Paper writing workshops, you can bring your computers to show me your draft.

Resources to help you learn, on iTunesU

I’ve uploaded the following to our iTunesU site (https://itunesu.tunes.apple.com/audit/CODK55ZDYC):

- our syllabus
- links for purchasing our text
- lecture slides
- videos
- a template for the Self-Paper
- sample Self-Papers
- other resources (for example, a few recorded lectures).

It’s easy to access iTunesU:
install iTunes on your PC or Mac and then either click “iTunesU” in your iTunes Library or click “iTunesU” in the iTunes Store view or
install the app on your iOS device (iPhone or iPad)
(you can do both)

Why should you bother? You don’t have to: all exams and assignment uploads are on our Blackboard site. But, using iTunes U lets you see and, if you wish, download for later viewing offline the slides and other resources. You also can take notes on the iTunes app and have those notes automatically copied to all your iOS devices (iPhone, iPad).

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You may already have iTunes on your computer. If you don’t have iTunes, you can download it for free from http://www.apple.com/itunes/. You can easily avoid getting any ads or communications from Apple: find out how and get answers to many questions about iTunes at: http://support.apple.com/kb/ht2731
Self-Paper:
When and How to Submit the Negative and Positive Section for each Unit

Submit the unit’s negative and positive aspect sections at least 1 day (24 hours) before the unit deadline, for 1 extra credit per assignment

Meet with me or our TA about your Self-Paper before writing it: show me or our TA what you’ve written so far, or just discuss your ideas to date. I’ve reserved a class meeting for us to make appointments of 5 to 10 minutes each for the course meeting immediately preceding the deadline for each Self-Paper section.

Use the Self-Paper Template provided through Blackboard. Fill out the sections assigned in the unit, and revise the earlier sections according to my comments. Send me your Self-Paper, via the Blackboard unit assignment section, before the deadline for the unit. Write your developing Self-Paper in any Word or Pages format, or in plain text or Rich Text Format, but, please, NOT as a zipped file.

It’s your responsibility to be certain that your computer, and paper file, are free of viruses and other malware. AU provides free software to combat malware. AU's IT staff (202-885-2550) can help you install and use this.

Before posting the file on Blackboard, please rename the file with your Last, First name

Write the parts of the paper for the unit using your favorite word processing software. Before the deadline for each unit, submit the entire Self-Paper file written up through the current unit by attaching it to the Self-Paper assignment in the current unit in Blackboard. (If you can’t figure out how to do this and you’re up against the deadline, email it to me and get help soon to learn how to do it.) I'll read the sections for the current unit, insert my new comments, and return the whole Self-Paper to you.

For help posting your Self-Paper assignments to Blackboard, watch the brief video on how to do this:

Submitting an Assignment: Watch It!
Self-Paper Outline (it’s in your Self-Paper template)

I. Introduction
   A. Define and give examples of a current negative aspect (5 points; these examples should be from your current, everyday life)
   B. Define and give examples of a current positive aspect of your personality. (5 points; these examples should be from your current, everyday life)

II. For the negative aspect of your personality, explain how each of the four families of theories would answer the following questions.
   A. Trait approach (10 points):
      1. What caused the aspect to develop in the first place?
      2. What maintains the aspect in its present form?
      3. How might this negative aspect be mitigated?
   B. Dynamic approach (10 points):
      1. What caused the aspect to develop in the first place?
      2. What maintains the aspect in its present form?
      3. How might this negative aspect be mitigated?
   C. Learning approach (10 points):
      1. What caused the aspect to develop in the first place?
      2. What maintains the aspect in its present form?
      3. How might this negative aspect be mitigated?
   D. Holistic approach (10 points):
      1. What caused the aspect to develop in the first place?
      2. What maintains the aspect in its present form?
      3. How might this negative aspect be mitigated?

III. For the positive aspect of your personality, explain how each family of theories would answer the following questions.
   A. Trait approach (10 points):
      1. What caused the aspect to develop in the first place?
      2. How might this positive aspect diminish in the future?
      3. How could you best prevent this possible diminution?
   B. Dynamic approach (10 points):
      1. What caused the aspect to develop in the first place?
      2. How might this positive aspect diminish in the future?
      3. How could you best prevent this possible diminution?
   C. Learning approach (10 points):
      1. What caused the aspect to develop in the first place?
      2. How might this positive aspect diminish in the future?
      3. How could you best prevent this possible diminution?
   D. Holistic approach (10 points):
      1. What caused the aspect to develop in the first place?
      2. How might this positive aspect diminish in the future?
      3. How could you best prevent this possible diminution?

IV. Conclusion
   Summarize your personal reactions to the interpretations and prescriptions offered by these families of theories for:
   A. Your negative aspect. (5 points)
   B. Your positive aspect. (5 points)
Late Assignments (Exams, Papers) *always* receive a **zero** score

A reading or lecture exam, discussion board posting, or paper submitted after midnight (in Washington, DC USA) of the deadline for the unit is scored zero. Because there is plenty of time to take the exams, provide and post discussion points, and submit the paper sections, there are no exceptions to this. Really! Plan to complete your work early--and get extra credit! Computer and internet issues do not justify exceptions to this rule.

My advice: get your Readings and Lectures exams done way early, and turn in your Self-Paper assignments early too. I give you extra points for doing this, as detailed above. That way, if there is a problem, you have time to deal with it before the deadline. If you don’t have your computer or i-device set up to automatically back up, make a copies your paper when writing it by emailing it to yourself with gmail or another email service that you can access via the internet from any computer. Also contact AU's IT folks (202-885-2550) and AU's Blackboard gurus (202-885-3904).

**Academic Integrity**

Unfortunately, experience has shown that a few of my students have needed the following made explicit, so I must burden you with it as well. Please read the following with special care.

Standards of academic conduct are set forth in the University’s Academic Integrity Code, which can be found in the University Catalog. By registering for classes at AU, you are acknowledging your awareness of the Code and obligating yourself to become familiar with your rights and responsibilities as defined by the Code. Violations of the Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. The standard sanction for violations of the code is failure in the course. Please see me if you have any questions about the academic violations described in the Code in general, or as they relate to the requirements of this course in particular.

**All exams are open-book and open-notes, but you must not seek or accept help from, or provide help to, other people for the exams. If you do not follow these rules precisely and completely, you are in violation of AU's rules of academic integrity.**

All of your exam responses, and your Self-Paper, must be completely original: it must be your own writing, done for the first time for this course. All material drawn from other sources, whether a direct quote or a close paraphrasing (a "putting in your own words") must be placed within quotation marks and must be followed immediately by a reference citation (a footnote or APA-style citation with a References
section at the end of your paper). To do otherwise is plagiarism, which is a violation of the Academic Integrity Code of American University. Also, I will not accept use of any material from a paper you have written for another course: do not do this, under any circumstances!

All suspected plagiarism, including paraphrasing without quotation marks and without reference citation, will be reported to the Dean of the College of Arts and Sciences with a recommendation for disciplinary action. This is a University regulation.

The College of Arts and Sciences says the following, which I endorse:

I take plagiarism and academic dishonesty very seriously, and I am required to report cases to the Dean of the College of Arts and Sciences, whose policy is to fail students for the course. Please read the university's Academic Integrity Code closely, and be sure to ask me if you have any questions. The code is available online at http://www.american.edu/academics/integrity/index.htm.

In writing papers, you must properly cite all sources (1) directly quoted, (2) paraphrased, or (3) consulted in any fashion. Sources include all printed material as well as the Internet. Proper citation means using a standard citation format: MLA, APA, or Chicago.

It is also considered plagiarism if you merely rework source material, placing an author's thoughts in other words without contributing your own ideas. For that reason, you must include some kind of source note whenever drawing on someone else's interpretation. A source note can be a sentence or more in your paper, or it can be a footnote. A source note should clarify the extent to which your interpretation is indebted to your source, explaining both (1) what you use and (2) where you depart or differ from the source.

It is also considered plagiarism to submit drafts, response papers, and other informal assignments without properly citing sources and acknowledging intellectual debts. Failure for the course is the typical sanction in such cases. I expect all work that you do on homework, on take-home exams, and on in-class exams to be your own work. Consulting with and sharing answers with other students violates the Academic Integrity Code, so too does consulting outside resources such as notes, textbooks, and the Internet.

Course Grades

Course Grades are based on the percent you earn of the 325 total score possible (excluding extra credit) for:

Professor: Brian T. Yates, Ph.D., brian.yates@mac.com, office: 315A Asbury Building, office hours (best by appointment): Tuesdays 3:30-5:30 PM.
Teaching Assistant (TA): Jamie Chiel, jamiechiel@gmail.com, office: 315 Asbury Building, office hours: ____days __:00-__:00.
1) Reading exams (0 to 100 points),

2) Lecture exams (0 to 110 points), and

3) Self-Paper sections (0 to 100 points).

These points sum to 310: that's the base from which the scores for each course grade are calculated. No “rounding up” from your total: the following minimum scores for each grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>minimum % for grade</th>
<th>F</th>
<th>D</th>
<th>C-</th>
<th>C</th>
<th>C+</th>
<th>B-</th>
<th>B</th>
<th>B+</th>
<th>A-</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>none</td>
<td>60%</td>
<td>70%</td>
<td>72%</td>
<td>78%</td>
<td>80%</td>
<td>82%</td>
<td>88%</td>
<td>90%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>minimum Total</td>
<td>none</td>
<td>186</td>
<td>217</td>
<td>223</td>
<td>242</td>
<td>248</td>
<td>254</td>
<td>273</td>
<td>279</td>
<td>285</td>
</tr>
</tbody>
</table>

is the total number of points that I'll figure your course grade is a percentage:

You can get an extra credit for each lecture-discussion meeting you attend, so that’s 22 more possible credits. Plus, you can earn 1 extra credit per unit for completing a) reading exams, b) lecture-discussion exams, and c) Self-Paper writing assignments early 3 more possible extra credit points for each of the 5 units (Intro, Trait, Dynamic, Learning, Holistic) ... Whoa! That’s 22+15 = 37 total extra points possible -- more than 10% of total points for Readings and Lecture Exams and Self-Paper writing!

**EMERGENCY PREPAREDNESS**

If AU closes due to inclement weather, we’ll still have class: log on to Blackboard, read the announcement, and we’ll probably do the class with Wimba or Discussion Board or something like that.

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In the event of a declared pandemic (influenza or other communicable disease), we’ll continue using Blackboard and Wimba. American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/college-specific information.

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