



SYLLABUS

Welcome to PSYC 3335: Theories of Personality!

I am your instructor, Dr. Thomas Pusateri, and I am here to support you through this course as you develop further your academic and professional skills at Kennesaw State University. On page 3 of this syllabus, you will read descriptions of these skills, which are embedded in the “student learning outcomes” articulated by KSU’s department of psychology. Other sections of the syllabus will describe further how you will demonstrate your achievement and refinement of these skills through your work in this course.

As with any worthwhile endeavor, developing skills is most likely to occur when we attempt to meet realistic but challenging goals; are provided repeated opportunities to practice skills related to those goals; receive feedback and support from both experts (e.g., KSU’s instructors, advisors, and support staff) and colleagues (e.g., your fellow students in this class); and learn strategies for managing setbacks (e.g., reducing anxiety while completing assignments, responding positively when feedback indicates that our performance may need to improve). This course may be challenging, but I believe it is one that you are ready to face now that you have succeeded by completing the challenging prerequisites for this course.

I am also eager to learn from you, and I have learned much from the students who preceded you in this class. I have incorporated changes to this course based on student feedback that I received in past semesters. The structure of this course is likely to be different from most courses that you have taken in the past, and it may appear daunting at first. But you have already developed skills that will help you succeed in this course, and I hope this course will stretch your skill set further. My goal as your instructor is to support you in refining your skills and increasing your confidence to meet future challenges in the workforce or in graduate education. And we’ll get to develop those skills studying one of the subjects I find most fascinating: understanding human personality.

We will use *specifications grading* (Nilson, 2015) in this course, a teaching method that research has shown to increase student motivation and the quality of work they produce. Instead of requiring all students to complete all the work in a course, each of you will have the opportunity to choose to complete only the work necessary to achieve the letter grade you want to obtain in this course. But to achieve that letter grade, you will need to commit to submitting work that meets *all* the specifications for each assignment, which is what will be expected of you when you enter the workforce or conduct research studies in graduate school. To help you succeed, you will begin the semester with five *tokens* that you may use to resubmit work that does not meet specifications or extend a deadline for an assignment. After the first few assignments, it should be easy for you to tell whether your work will meet all the specifications for the assignment. If you have any difficulty, I encourage you to set up a consultation with me to discuss strategies for succeeding in this course. We will also devote considerable class time this semester to discuss strategies for meeting specifications.

Disclaimer: This syllabus represents current plans for this course. If circumstances require changes to this syllabus, I will notify you of revisions via an announcement in D2L Brightspace and during class. If KSU cancels class, I will provide a revised class schedule via D2L Brightspace prior to the next class.

(Note: Updates to this Syllabus are **Highlighted) Version 3, Date: 11-07-2017**

Information on Instructor, Course, and Learning Outcomes

Instructor: Dr. Thomas Pusateri **Office:** CETL (3211 Campus Loop Rd) **Phone:** 470-578-6410

Office hours: You may contact me via email (in D2L Brightspace) or phone (above) to set up a meeting to discuss any aspects of the course. I'm in my office most weekdays from 8:30am until 4:30pm.

Email: Please use the D2L Brightspace email system to contact me with questions about the course so that I have a record within the system. I will attempt to respond within 24 hours unless I am detained.

Catalog description from the 2017-2018 Kennesaw State University Undergraduate Catalog: *PSYC 3335 - Theories of Personality* 3 Credit Hours Prerequisite: PSYC 2300

This course surveys classic and current theories of personality that represent several of the major perspectives in psychology (e.g., psychoanalytic, biological, developmental, behavioral, humanistic, cognitive, sociocultural), highlighting the contributions of each theory to personality description, assessment, research, therapy, and application.

Course Management System: I encourage you to visit D2L Brightspace daily to check for email messages, announcements, updates, and new/revised course materials: <https://kennesaw.view.usg.edu/>

Course readings: We will read original articles from contemporary and historical personality theorists and researchers, most of which are available in D2L Brightspace. Some articles (identified in the Course Calendar and References list) are available only in print form at the Check Out Desk of Sturgis Library.

Course goals, student learning outcomes, and assessment: Kennesaw State University's Psychology Department has identified three student learning outcomes it expects students to demonstrate through their course work prior to graduation. Successful performance in this course should contribute to your development of skills relevant to these learning outcomes.

- Students will be able to communicate ideas concerning psychology clearly and effectively in both oral and written formats.

All students will submit comments on course readings. In order to receive credit, students must accurately describe and discuss articles written by personality theorists and researchers that represent several major areas of psychology. To receive an A or B, students submit more comments that meet specifications and will submit take-home essays that require additional analyses of course readings. In all written assignments, students will be assessed on how clearly they organize their writing and follow standard conventions of the English language.

- Students will be able to define and interpret methodological and statistical constructs.

All students will read articles in which methodological and statistical constructs are central components to core arguments in the articles. Examples include factor analysis and meta-analysis.

- Students will demonstrate understanding of psychological concepts, principles, and knowledge.

All students will submit comments on course readings in which they must make connections between the views of a personality theorist and other theorists from this course in order to receive credit. All students will write papers in which they will analyze the personality traits of an historical figure based on available evidence. To receive an A or B, students submit more comments that meet specifications and will submit take-home essays that require additional analyses of course readings.

A Brief Description of Specifications Grading

Linda Nilson (2015) describes how specifications grading differs from traditional grading systems that are based on points or percentages that allow students to obtain partial credit for work submitted.

In the current grading system, instructors are expected to give partial credit for almost anything correct a student submits, including largely wrong or vague responses.... The partial credit point system turns grades—and really all college course work—into a game, the object of which is to maximize the number of points toward one’s grade with the lowest possible investment of time and effort. (Nilson, 2015, p. 5).

If we structure our courses around students’ achieving learning outcomes, shouldn’t our students’ course grades correspond to the learning outcomes they have achieved?... Outcomes achievement is not a matter of degree; a student either achieves an outcome or does not achieve it in any given assessment. (Nilson, 2015, p. 24).

In [specifications grading], students receive grades based on the **number** of work requirements and/or the **specific** work requirements they complete at a satisfactory level by given due dates. In other words, students earn higher grades by jumping **more** hurdles that show evidence of **more** learning... and/or jumping **higher** hurdles that show evidence of **more advanced** learning, or both. (Nilson, 2015, p. 25).

Page 4 of this syllabus provides a table that indicates the outcomes students must accomplish to receive a grade of D, C, B, or A. All students must perform satisfactorily on all outcomes, but students who desire to achieve a higher grade must do more for each outcome. Pages 6 and 7 describe the specifications (satisfactory level required for credit) for each outcome.

- **Attend class on a regular basis.** To achieve a higher grade, students must attend more classes.
- **Submit clear, accurate, focused analyses of articles that cover the areas of psychology.** All students must submit a minimum number of satisfactory analyses of articles that cover several areas of psychology (e.g., trait theories, learning & cognition, clinical & abnormal); the analyses must be clear, accurate, focused, and submitted on time. To receive higher grades, students must submit more than the minimum number of satisfactory article analyses.
- **Prepare for class by submitting article analyses prior to class.** One goal of this course is to develop student independent skills in critical reading of journal articles prior to discussing those articles in class. All students must submit a minimum number of analyses prior to class; the minimum is higher for those who desire higher grades.
- **Submit a paper that analyses the personality of an historical figure.** All students must submit this paper; students must achieve more points on this paper to achieve a higher grade.
- **Perform satisfactorily (80% or higher per section) on tests.** Each test will have 5 or 6 sections. All students must achieve scores of 80% or higher on each section of a test to receive credit for that section. To achieve higher grades, students must achieve 80% or higher on more sections of the tests. In addition, students who desire a grade of A or B must submit satisfactory take-home essays prior to the test dates.

Tokens: Each student will start the class with 5 ‘tokens’ that a student may use to meet any of the minimum requirements for a letter grade. The tokens are designed to give each student the flexibility to meet some of the requirements of this class that may be challenging to achieve. For example, some students may use tokens for a missed class and to add 1 point to a section of a test; other students may use tokens to resubmit the paper or to submit an article analysis after class. Pages 5 and 6 describe strategies for using tokens to improve your chances for a higher grade.

We will discuss specifications grading and strategies for succeeding in this course in class on August 17.

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Course Outcomes and Specifications for Final Grades

Your final grade will depend upon obtaining *all* of the minimum credits required for that grade as listed in the grade column in the chart below. To earn a credit in each row, you must meet the specifications articulated in this syllabus. The *Max* column indicates the highest number of credits available for each row. Specifications for credits and Tokens are described more fully on the next pages of this syllabus.

MINIMUM CREDITS FOR A GRADE OF:	D	C	B	A	Max	TOKENS (5 MAXIMUM)
ATTENDANCE						
Attendance for a full class (8:00am - 9:15am)	18	21	24	27	30	1 token = 1 class
CLASS PREPARATION						
Submit article analyses prior to class period	7	9	11	13	19	1 token = 1 analysis after class
ARTICLE ANALYSES						
Submit clear, accurate, focused, analyses of articles that cover the areas of psychology	11	13	15	17	19	1 token = Revise and resubmit 1 analysis (Note: In order to receive a credit, you must resubmit within one week of the date and time the instructor posts feedback <u>and</u> your resubmission must meet all specifications.)
Overarching Theories: <i>Submit at least:</i> Mayer (2007) Mayer and Allen (2013) McCrae (2011)	2	2	2	2	3	
Trait Theories <i>Submit at least:</i> McCrae and John (1992) Johnson (n.d.); Fox (2014); Moore (2003) Ashton, Lee, and de Vries (2014) Hill and Roberts (2010); Paulus (2014)	2	2	2	2	4	
Learning & Cognition <i>Submit at least:</i> McAdams (2010) Skinner (1975; 1990) Bandura (2006)	2	2	2	2	3	
Clinical & Abnormal <i>Submit at least:</i> Freud (1910) Shedler (2010) Horney (1936); Smith (2007)	2	2	2	2	3	
Developmental & Social <i>Submit at least:</i> Adler (1935/1982; 1917/1988) Rothbart (2004) Erikson (1968/1987) Roberts, Wood & Smith (2005)	2	2	2	2	4	
Biological/Need Theories <i>Submit at least:</i> Maslow (1943) Kenrick et al. (2010)	1	1	1	1	2	
PAPER (Analysis of Muhammad Ali's traits)						
Score __ of 25 credits on the paper	16	18	20	22	25	1 token = Revise and resubmit before Oct 17.
TESTS (T1&T2: 5 sections each; T3: 6 sections)						
Score 8+ of 10 points on each of __ sections	6	8	10	12	16	1 token = 1 point on 1 section <u>or</u> makeup Test 1 during Test 3 <u>or</u> makeup Test 2 during Test 3
Score 16+ of 20 points on __ take-home essays	0	0	2	3	6	1 token = 2 points on 1 essay <u>or</u> revise 1 essay by 11/17

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Tokens: You will begin the semester with 5 tokens, each of which you may use to meet the minimum number of credits for any row in the specifications chart. You may only use up to 5 tokens total. To use a token, contact me via D2L Brightspace and let me know the row to which you would like to apply the token. You do not have to explain why you use a token; you are free to use the token for any reason. *Strategy: Hoard your tokens until the end of the semester, but do use tokens early if you need to revise and resubmit an analysis or paper.*

Specifications for attendance: You will receive 1 credit for each full class period you attend from 8/15 through 12/07. You may not receive a **credit** if you arrive late, leave early, are noticeably inattentive (e.g., texting, web browsing, sleeping), or are disruptive during class. You will receive credit for classes that are cancelled by KSU. You may use 1 token for credit towards 1 class absence. *Strategy: Attend as many classes as possible and wait until the end of the semester to redeem tokens.*

Specifications for analyses of articles: You will receive 1 credit for submitting an analysis of course readings that meet *all* of the following specifications.

Timeliness: You submitted the analysis to the appropriate Assignments location in D2L Brightspace no later than 11:59pm on the Sunday after the class date.

Length: You wrote an analysis of 300+ words or met all other specifications in fewer than 300 words.

Clarity: Your analysis is written clearly, is well-organized, and has no/few errors in spelling/grammar.

Accuracy: You accurately discussed the contents of the article and did not misrepresent its content (i.e., you did not summarize topics discussed in class that are not discussed in the article).

Focus: You focused your analysis on the author's core/central (not peripheral/superficial) concepts.

Comparison: You provided a convincing comparison of the article to *at least one* of the following *and* your comparison differs from comparisons discussed in class or that appear in the article:

- How are core concepts from this personality theorist similar to or different from concepts presented in articles by other personality theorists covered earlier in this course?
- How have the core concepts from this personality theorist been presented in another course you took or are taking? What are similarities or differences in the theorist's views as discussed in the article and what you learned in that course?
- How do the personality theorist's core concepts help us understand or explain current events in the news, historical events, or your experiences in college, work, or family? Provide informed reasons that connect the core concepts to the events or experiences. Don't just summarize the concepts.

I will review your work and indicate whether you have met all specifications. If your entry does not meet all specifications, I will indicate which specification(s) you did not meet. If you meet the Timeliness deadline but do not meet one or more of the other specifications, you may use 1 token to revise and resubmit an entry within one week of the date and time that I post my feedback. *Strategy: Get into the habit of submitting all analyses by the Timeliness deadline, particularly those in the first half of the semester, so that you don't lose opportunities for higher grades. If you are uncertain why an analysis you submitted did not meet specifications, email your concerns or schedule a meeting. If you submit after class, make certain to provide an analysis that demonstrates that you read the article and did not merely repeat information discussed during class.*

Coverage of all areas: To meet minimum specifications for each grade, you will need to submit a minimum number of analyses that cover each area of psychology. Refer to the color-coded specifications chart for these minimums.

Strategy: Submit the first two analyses for each color so that you can make decisions on whether you need to submit additional analyses for a higher grade.

Specifications for class preparation: One of the objectives in this course is to build your skills and confidence in reading and comprehending difficult articles without assistance from your instructor. In order to encourage you to develop these skills, you will receive 1 credit for submitting an analysis prior to the start of the class during which we will discuss that article (7:59am the day of class) *and* for meeting at least *three* of the following specifications for Analysis: *Length, Clarity, Accuracy, Focus, Comparison*. You may use 1 token to obtain credit for 1 entry submitted after the start of class. *Strategy: Get into the habit of submitting analyses prior to class, particularly early in the semester, to increase your opportunity for a higher grade.*

Specifications for in-class tests: You will demonstrate understanding of course content by completing three tests that contain objective (e.g., matching, T/F, multiple choice) and/or short answer items. Consult the course calendar for test dates. Tests 1 and 2 each will contain 5 sections worth 10 points each, and Test 3 will contain 6 sections worth 10 points each. You will receive credit toward your final grade based on the number of sections in which you score at least 8 of the 10 points. You may use 1 token to add 1 point on any 1 section of a test. If you are unable to attend class on the date for Test 1 or Test 2, you may use 1 token to take the test you missed on the same date as Test 3.

Strategy: Take both Test 1 and Test 2 on their scheduled dates to avoid losing a token for the makeup. Wait until the end of the semester to use a token to increase your score on a section of a test.

Specifications for take-home essays: To receive a grade of B or A in this course, you will need to demonstrate analytical skills by submitting 2 (for a B) or 3 (for an A) acceptable take-home essays (i.e., scoring at least 16 of 20 points on each essay) in which you analyze course readings. Each take-home essay will be due by 7:59am on the date of each Test, and you may submit answers to 1 or 2 take-home essays per Test. Consult the course calendar for test dates. You may not submit a take-home essay after the deadline or revise an essay, but you may submit up to 6 essays (2 per Test). You may use 1 token to add 2 points to your score on any one essay **or to revise an essay from Test 1 or Test 2 by November 17.**

*Strategy: If you desire to earn a B or A in this course, submit at least 1 essay each for Tests 1 and 2 so that you know whether you'll need **to revise an essay** or submit 1 or 2 essays for Test 3.*

Specifications for paper on IPIP-NEO analysis of historical figure: You will demonstrate critical reading and analytical skills by submitting an analysis based on the obituary of an historical figure using facets in the IPIP-NEO (Big Five Model). You must earn enough credits on the paper to meet the specifications for the grade you would like to obtain. You may use 1 token to revise and resubmit the paper prior to October 17 for a chance to increase your credits on the paper.

Strategy: Submit the paper on time and use the checklist to estimate your credits on the paper. If you need to increase your credits to obtain a higher grade, use one token to revise and resubmit the paper.

Feedback and consultations: You will normally receive feedback from me on course assessments within 3 classes after the due date. If you would like to meet to discuss feedback or strategies for succeeding in the course, please email your concern to me using D2L Brightspace or schedule a consultation in my office so that we may speak confidentially and without disruption. Although it may be convenient, it may be difficult and less private to discuss concerns immediately before or after class.

Ungraded self-exploration via personality inventories: Periodically during the class, you will have the opportunity to complete personality inventories related to the theories we will study. You are not required to complete these inventories, and participation will be ungraded, but completing the inventories may help you relate the personality theories to your own experiences.

Course Policies

NOTE: *As good citizens of Kennesaw State University and its Department of Psychology, we will adhere to the following policies. This is not an exhaustive list of the policies to which we will adhere, but these are the policies that are likely to be most relevant to our conduct in this course.*

Accommodations: If you have a hidden or visible disability which may require classroom or test accommodations, please inform me as soon as possible via email, after class, or during office hours. If you have not already done so, please register with KSU Student Disability Services, the office responsible for coordinating accommodations and services for students with disabilities. Visit http://www.kennesaw.edu/stu_dev/dsss/welcome.html.

KSU Academic Integrity Statement: Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5c of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

Academic Honesty: Plagiarism and Cheating: In addition to the KSU Academic Integrity Statement, we will adhere to the Department of Psychology's Statement on Academic Honesty on all tests and assignments: Visit <http://psychology.hss.kennesaw.edu/resources/plagiarism/>. I may use Turnitin or D2L Brightspace's originality report to assess the extent of overlap between your work and the articles or papers submitted by students in this class, in past sections of this class, or in other classes.

Disruption of campus life statement: It is the purpose of the institution to provide a campus environment, which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the university disciplinary process.

Concealed carry: As of July 1, 2017, House Bill 280 is in effect on all campuses in the University System of Georgia. If you have questions or concerns regarding the concealed carry of firearms on the Kennesaw State University campuses, visit <http://police.kennesaw.edu/campuscarry.php>.

Course Calendar

Any changes to this calendar will be announced via D2L Brightspace and in class.

Analyses of articles on color-coded days are due no later than 11:59pm the Sunday after that class.

To obtain credit for class preparation, submit an analysis by 7:59am the day of that class.

October 4 is the last day to withdraw from a course without academic penalty.

TUESDAY	THURSDAY
08/15 Overview of the course	08/17 Complete the IPIP-NEO Personality Inventory Strategies for succeeding in this course Link for IPIP-NEO: http://www.personal.psu.edu/~j5j/IPIP/
08/22 The Big Questions of Personality Psychology Mayer (2007)	08/24 The Personality Systems Framework Mayer and Allen (2013)
08/29 The Five Factor Model McCrae and John (1992)	08/31 Analysis using the Five Factor Model: Maya Angelou Johnson (n.d.); Fox (2014); Moore (2003)
09/05 SUBMIT PAPER IN D2L BY 7:59 AM Analysis using the Five Factor Model: Muhammad Ali Hoffer (2016)	09/07 Persons as Actors, Agents, & Authors McAdams (2010)
09/12 KSU Classes Cancelled (due to Tropical Storm Irma)	09/14 The Five Factor Theory McCrae (2011)
09/19 Review for Test 1	09/21 Optional Takehome Essays 1A & 1B DUE 7:59 AM TEST 1 This exam will cover material from 8/23 to 9/19
09/26 Historical Perspectives: Freud - Psychoanalysis Freud (1910)	09/28 Modern Application: Psychodynamic Psychotherapy Shedler (2010)
10/03 Historical Perspectives: Horney – Culture & Neurosis Horney (1936); Smith (2007)	10/05 Historical Perspectives: Adler – Individual Psychology Adler (1935/1982; 1917/1988)
10/10 Modern Theory/Research: Temperament & Personality Rothbart (2004)	10/12 Historical Perspectives: Erikson - Human Life Cycle Erikson (1968/1987)
10/17 Modern Theory: Social Investment Theory Roberts, Wood, & Smith (2005) (Read parts 1. and 3.)	10/19 NO CLASS TODAY DR. PUSATERI WILL BE ATTENDING A CONFERENCE
10/24 Review for Test 2	10/26 Optional Takehome Essays 2A & 2B DUE 7:59 AM TEST 2 This exam will cover material from 9/27 to 10/24
10/31 USE 1 TOKEN TO RESUBMIT PAPER BY 7:59 AM Strategies for completing this course	11/02 Historical Perspectives: Maslow – Human Motivation Maslow (1943)
11/07 Modern Theory: Evolutionary Psychology Kenrick, Griskevicius, Neuberg, & Schaller (2010)	11/09 Historical Perspectives: Skinner – Radical Behaviorism Skinner (1975; 1990)
11/14 Modern Theory: Social Cognition & Human Agency Bandura (2006)	11/16 Modern Theory: The HEXACO Model Ashton, Lee, & deVries (2014)
11/21 FALL BREAK: NO CLASS	11/23 FALL BREAK: NO CLASS
11/28 Modern Research: Moral and Dark Personalities Hill and Roberts (2010) and Paulhus (2014)	11/30 Review for Test 3 (Final Exam)
	12/07 Optional Takehome Essays 3A & 3B DUE 7:59 AM TEST 3 (FINAL EXAM, with comprehensive section) This exam will cover material from 08/22 to 11/30

Referencesⁱ

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<http://tinyurl.com/HillRoberts2010>

ⁱ The links for each article will direct you to Kennesaw State University's online library of journal articles. You will need to login to the library system to gain access to each article.

Hoffer, R. (2016, June 16). Muhammad Ali 1942-2016. *Sports Illustrated*, 124(22), 30-43.

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Horney, K. (1936). Culture and neurosis. *American Sociological Review*, 1(2), 221-230.

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Full version (if you'd like to see the full article): <http://tinyurl.com/McCraeJohn1992>

Abridged version (read this version): <http://tinyurl.com/McCraeJohn1992Redacted>

McCrae, R. R. (2011). Personality theories for the 21st century. *Teaching of Psychology*, 38(3), 209-214. doi: 10.1177/0098628311411785

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<http://tinyurl.com/Paulhus2014>

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