

Psychology of Personality

PSYC 139

Fall 2025 Section 02 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/14/2025

Contact Information

Instructor: Jason X. Ventura

Office Location: DMH 352

Telephone: (408) 924-5625

Email: jason.ventura@sjsu.edu

Students can also contact me through the Canvas Learning Management system

- **NOTE:** When contacting me by email, please put "PSYC 139" in the subject line.
- Replies within 48 hours (except Sundays).
- If I do not reply within the specified 48 hours, kindly, resend email.

Student Drop-In Hours (i.e., office hours):

- Tuesdays: 10:00-11:00 AM -- Zoom only
- Wednesdays: 1:00-2:00 PM -- In-person (DMH 352) and Zoom
- Students DO NOT need to schedule an appointment during these days and time; just show up.
- I will take students on a "first come; first serve" basis. Outside of scheduled office hours will require an appointment.

Class Days/Time: Mondays and Wednesdays / 3:00 – 4:15 PM

Classroom: Dudley Moorhead Hall 165

Course Description and Requisites

Current approaches to the study of personality and personality processes.

Prerequisite: PSYC 001.

Letter Graded

* Classroom Protocols

Please practice the following guidelines to help the class run more smoothly as well as to limit the number of distractions that occur.

1. Please TURN OFF all cell phones and DO NOT TEXT during class time. If you receive an important call/text during class, please step outside of the classroom should you need to respond.
2. LAPTOPS ARE FOR NOTETAKING PURPOSES ONLY!
 - Please remove all head/earphones during class.
 - During class time, do not listen to music, browse the web, check your "snaps," Instagram, Twitter, Facebook, the latest TikTok challenge...etc.
3. If you arrive late, please come in as quietly as you can.
4. If you have to leave early, please do so quietly and sit next to the door so you don't distract other people.
5. Please refrain from speaking while the instructor is talking or when other students are asking questions, so everyone can hear and learn effectively.
6. Please be respectful of other people's experiences and comments even though you might not agree with what they are saying. Remember...they are not YOU!
 - I hope these class discussions can be a safe place where all students feel comfortable to share their own thoughts, experiences, and beliefs without being judged by others.
 - As educated adults, we should be able to engage in thoughtful debate and discussion with one another without any fear of personal attacks/judgments from others.

≡ Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
3. Critical Thinking Skills. Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Goals

Students will study the major personality theories and therapeutic application in the field of psychology. Theorists include Freud, Jung, Erikson, Skinner, Rogers, and others. Students will also examine theories from multicultural perspective. This course will take you through the history and development of the field of psychology as respects to personality development and help you to understand the similarities, differences and limitations. You will examine assumptions about human nature and understand how individuals perceive themselves in the world. This course will allow for students to view several theories from a practical application perspective in the various writing assignments.

The course is intended to stretch you, inform you and help you move into a greater understanding of others and yourself. You will apply critical thinking about what you read and will be challenged to compare, contrast and analyze several theories in your writing assignments.

The goal is to understand the complexity of the individual and that there is no singular “right” theory regarding personality development as each individual is unique and may be a compilation of many theories and ideas.

Course Learning Outcomes (CLOs)

At the conclusion of this course, students will:

1. Understand and describe the major theories and concepts of personality development.
2. View the theories presented from the perspective of different psychological fields; clinical psychology, transpersonal psychology, and organizational psychology.
3. Compare and contrast the major theories from both a theoretical and practical perspectives.
4. Apply critical thinking in respect to the practical application of these various theories in today's world.
5. Apply personality theories that will stretch, inform, and assist students into a greater understanding of others and themselves.

Course Materials

Textbook

Schultz, D.P. & Schultz, S.E. (2017). Theories of Personality (11th edition). Cengage Learning.

A free digital copy will be posted on our Canvas course page.

Other technology requirements / equipment / material

- Regular access to a computer (with Internet connection), and possession of a word processor program (MS Word, Pages, or GoogleDocs).

- Microsoft Office 365 and Microsoft Office Mobile are available at no cost to SJSU students. Visit Microsoft Office 365 Portal. Students can access the Office 365 Portal with your SJSU Email address and SJSUOne Password as long as you are an enrolled student. [Click/tap on this link for details. \(https://ischool.sjsu.edu/post/microsoft-office\)](https://ischool.sjsu.edu/post/microsoft-office)
- Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Learn Anywhere \(https://www.sjsu.edu/learnanywhere/equipment/index.php\)](https://www.sjsu.edu/learnanywhere/equipment/index.php) website for current Wi-Fi options on campus.
- [The New York Times is available free for San Jose State students and employees. Find out how to get access! Click/tap on this link. \(https://library.sjsu.edu/nyt-online\)](https://library.sjsu.edu/nyt-online)

Library Liaison

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian:

Christa Bailey

christa.bailey@sjsu.edu

408-808-2422

<http://libguides.sjsu.edu/psychology> (<http://libguides.sjsu.edu/psychology>)

Course Requirements and Assignments

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Examinations (50 pts each. 3 exams = 150 pts total) Assessment of CLOs 1, 2, 4, and 5

There will be three open note exams, and they will consist of 30 multiple choice questions and 2 short answer questions. Exams will be designed to measure your knowledge and understanding of the material discussed in lecture as well as your textbook. **Each multiple choice question will be worth 1 point and the**

essay questions will be worth 10 points each. Each exam will be worth a total of 50 points. The final exam will be cumulative. Due to the fact that exams are open note, study guides will not be provided.

Exams will be taken on the Canvas Learning Management System (under "Quizzes") during our scheduled class time.

IMPORTANT NOTICE FOR EXAM DAYS:

- LECTURE NOTES AND POWERPOINT SLIDES ARE NOT POSTED ON-LINE.
 - If you miss lecture for any reason, it is YOUR RESPONSIBILITY to get the lecture notes from one of your classmates. I will not email or copy any lectures for students.
- Exams will be based on lecture material and assigned readings.
- On exam days, students are expected to log into Canvas at the beginning of our course. **Students that do not start exams within the first ten minutes will automatically receive a ten-point deduction.** In other words, all students begin the exam at the same time. The instructor will monitor activity on Canvas.
- No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, **please contact instructor twelve hours before the scheduled exam.**
- If students contact instructor within the 12-hour window, a ten-point deduction will be implemented on the make-up exam. **Students will have five days to make up exams.**
- **Students that do not contact the instructor before the exam will not receive credit.**

ASSIGNMENTS

Reflection Assignments: Assessment of CLOs 1, 2, and 4

You will be asked to write two assignments discussing, evaluating and applying some of the theories we will be studying and following the questions posed in the assignments.

- One assignment will be worth **35 points (Erikson writing assignment)** and the other **50 points (compare/contrast theoretical arguments)**.
 - The Erikson assignment will include personal reflection as well as your understanding of theory and how the theoretical ideas being studied can apply to your chosen field of work. This assignment will be worth **35 points**.
 - Students will also compare/contrast theoretical arguments on one of the theorists discussed in class with other personality theorists. It is the student's responsibility to research the respective theorist and determine whether or not a comparison will make for a strong argument. The instructor will provide a list; this assignment will be worth **50 points**.

"My Personality in Pictures" class presentation: Assessment of CLOs 1, 4, and 5

Students will create an original power point presentation titled "My Personality in Pictures" that conveys the essential aspects of your personality in pictures with accompanying captions. Students will pick theorist(s) we will cover this semester and describe how their personality developed in relation to their theory. Presentations will take place during the last part of the semester, and the instructor will provide details at a later date. **Presentation is worth 50 points.**

All assignments must be written in APA format.

Resource:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html
(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html
!).

IMPORTANT NOTES FOR ASSIGNMENTS:

Assignments that do not meet the minimum page count will result in zero points.

The above policy is implemented due to high volume of grading. Before I read a single word on assignments, I check the page count. If your assignment does not meet the minimum page requirement, I will not read it, and move on to the next student.

- TITLE AND REFERENCE PAGE ARE NOT PART OF THE PAGE COUNT.

How is "on time" defined in this course? Assignment due dates and times are specified on course schedule. Students will receive a "LATE" notice if their assignment is turned in past the specified time. **The instructor will implement a ten-minute grace period.**

If the criteria listed above are not met, your assignment is considered late (see policy for late assignments).

- All reflection assignments must be written in APA style. Instructor will dock points to assignments that are not written in this style.
- High percentages on Turn-It-In will have an effect on student's grade.

I WILL ACCEPT LATE ASSIGNMENTS! However, late assignments will result in half points, and if it does not meet requirements, you will lose more points. **Students will have one week to turn in late assignments.**

- Late assignments will not receive any comments or feedback.
- If your assignment is not submitted after a week from the due date, it will result in zero points.

Communication is key!

I understand "things happen." If an incident should arise, please send an email 12 hours before the due date and time. I will take your e-mail into consideration when evaluating assignments.

Final Examination or Evaluation

Friday, December 12th from 3:15-5:15 PM. The final exam will be cumulative and worth 50 points.

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Generative AI policy

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together.

You may use generative AI tools on assignments in this course when I explicitly permit you to do so. Otherwise, you should refrain from using such tools.

If you do use generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used, following the pattern for computer software given in the specified style guide. Additionally, please include a brief description of how you used the tool. If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.

[How to cite ChatGPT \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)

Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. **It is your responsibility—not the tool’s—to assure the quality, integrity, and accuracy of work you submit in any college course.** As specified elsewhere in the syllabus, this course may require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, I will apply the San Jose State University Code of Academic Integrity as appropriate to your specific case. In addition, you must be wary of unintentional plagiarism or fabrication of data. **Please act with integrity, for the sake of both your personal character and your academic record.**

Grading Information

Grading Information

Reflection assignment (Erikson) = 35 points

Compare/contrast theorists = 50 points

"My Personality in Pictures" presentation = 50 points

Exams (3) = 150 total points

Participation = 15 total points

300 total points

Grading Scale:

A plus 293 and above	A 292-278	A minus 277-269
B plus 268-263	B 262-248	B minus 247-239
C plus 238-233	C 232-218	C minus 217-209
D plus 208-203	D 202-188	D minus 187-179
F less than 178		

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Psychology 139 (Sect.2) / Psychology of Personality, Fall 2025 Tentative Course Schedule

***The instructor reserves the right to change the date for exams, activities, and papers.

Students will be informed IN CLASS of any changes before they are made.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	Reading assignments
0	8/20	Introduction of instructor, class, and expectations. What is personality?	Chapter 1
1	8/25	Why study personality? Personality theories, and pitfalls of theory; misunderstandings; evidence and philosophical assumptions, organization of psychology of personality.	Chapter 1
1	8/27	Why study personality? Personality theories, and pitfalls of theory; misunderstandings; evidence and philosophical assumptions, organization of psychology of personality.	Chapter 1
2	9/1	NON-INSTRUCTIONAL DAY – LABOR DAY	
2	9/3	Sigmund Freud	Chapter 2 Pages 37-44 Page 60 ("Criticisms of Freud's Research") to 73
3	9/8	Sigmund Freud	Chapter 2 Pages 37-44 Page 60 ("Criticisms of Freud's Research") to page 73

Week	Date	Topics, Readings, Assignments, Deadlines	Reading assignments
3	9/10	Erik Erikson	Chapter 6 Pages 159-162 Page 171 ("Assessment in Erikson's Theory") to page 172 Page 186 ("Gender Preference Identity") to page 189
4	9/15	Erik Erikson Introduce Erikson reflection assignment	Chapter 6 Pages 159-162 Page 171 ("Assessment in Erikson's Theory") to page 172 Page 186 ("Gender Preference Identity") to page 189
4	9/17	Carl Jung	Chapter 3 Pages 81-86 Page 93 ("The Development of the Personality") to page 96 Page 97 ("Assessment in Jung's Theory") to page 100 Page 105
5	9/22	Carl Jung	Chapter 3 Pages 81-86 Page 93 ("The Development of the Personality") to page 96 Page 97 ("Assessment in Jung's Theory") to page 100 Page 105

Week	Date	Topics, Readings, Assignments, Deadlines	Reading assignments
5	9/24	Alfred Adler	Chapter 4 Pages 108-110 Page 120 ("Assessment in Adler's Theory") to page 123 Page 130 ("Reflections on Adler's Theory") to page 133
6	9/29	Alfred Adler Erikson reflection assignment due	Chapter 4 Pages 108-110 Page 120 ("Assessment in Adler's Theory") to page 123 Page 130 ("Reflections on Adler's Theory") to page 133
6	10/1	Review for exam #1	
7	10/6	EXAM # 1	
7	10/8	MENTAL HEALTH DAY - No class meeting	
8	10/13	Introduce "Compare/Contrast Theorists" assignment B.F. Skinner	Chapter 12 Pages 317-320; Pages 326 ("The Shaping of Behavior") – 330; Pages 333 ("Assessment in Skinner's Theory") – 336
8	10/15	B.F. Skinner	Chapter 12 Pages 317-320; Pages 326 ("The Shaping of Behavior") – 330; Pages 333 ("Assessment in Skinner's Theory") – 336

Week	Date	Topics, Readings, Assignments, Deadlines	Reading assignments
9	10/20	Bandura	Chapter 13 Pages 341-348; Pages 353 ("Developmental Stages of Self-Efficacy") – 356; Pages 357 ("Assessment in Bandura's Theory") – 367
9	10/22	Bandura	Chapter 13 Pages 341-348; Pages 353 ("Developmental Stages of Self-Efficacy") – 356; Pages 357 ("Assessment in Bandura's Theory") – 367
10	10/27	Carl Rogers	Chapter 10 Pages 271-274 Pages 281-288
10	10/29	Carl Rogers	Chapter 10 Pages 271-274 Pages 281-288
11	11/3	Abraham Maslow	Chapter 9: Pages 247- 250 Pages 258 (Failure to Become Self-Actualizing)-269
11	11/5	Introduce "My Personality in Pictures" requirements and order of presentations Abraham Maslow Compare/contrast theorists' assignment DUE	Chapter 9: Pages 247- 250 Pages 258 (Failure to Become Self-Actualizing)-269
12	11/10	Review for exam #2	

Week	Date	Topics, Readings, Assignments, Deadlines	Reading assignments
12	11/12	EXAM # 2	
13	11/17	TBD	<p>Chapter 8</p> <p>Pages 226 (Hans Eysenck)-227</p> <p>Pages 230 (Robert McCrae and Paul Costa: The Five-Factor Model)-23</p>
13	11/19	Eysenck & McCrae and Costa	<p>Chapter 8</p> <p>Pages 226 (Hans Eysenck)-227</p> <p>Pages 230 (Robert McCrae and Paul Costa: The Five-Factor Model)-238</p>
14	11/24	CLASS PRESENTATIONS	
14	11/26	NON-INSTRUCTIONAL DAY	
15	12/1	CLASS PRESENTATIONS	
15	12/3	CLASS PRESENTATIONS	
16	12/8	<p>LAST DAY OF INSTRUCTION</p> <p>CLASS PRESENTATIONS</p> <p>Review for final exam</p> <p>ASSIGNMENT DUE: "My Personality in Pictures" slide shows presentations.</p>	
Final Exam		<p>Friday, December 12th</p> <p>3:15-5:15 PM</p>	

