**CLASS ANNOUNCEMENTS**

* The test for this short unit will consist of 40 multiple-choice questions and one 20-point extended answer question, which is provided below. You will also be **required** to complete the second half of the Chapter 12 Study Guide (“Stress and Health”) to help you prepare for a closed-note, undroppable quiz to be given on the same day as the unit test on Chapter 14 (March 13/16). Students will be responsible for the stress section of Chapter 12 on their own. Only Chapter 14 will be covered in class.

**FRQ On Unit Test (This might be the exact question that I use):**

Frank is a second-year college student who has a biting, sarcastic manner. He has a pessimistic outlook on life and feels that the world is run by a few powerful people. When he received a failing score on a recent exam, Frank blamed the professor and claimed the exam was unfair. He stopped attending lectures, gave up studying for the class, and will probably drop it. He is experiencing difficulties in his other class.

Frank always dreamed of doing well in college. Now he is despondent over his failure and believes his professors hate him. Most of all, he is concerned that if he fails in school, his parents will no longer love him.

1. How might Frank’s problem be explained from the psychoanalytic perspective?
2. How might Frank’s problems be explained by a humanistic theorist or a personality researcher who focuses on the self?
3. How might Frank’s problems be explained by a trait theorist?
4. How might Frank’s problems be explained by a social-cognitive theorist?
5. Which perspective most closely represents your own belief about Frank’s problems? Why?

**UNIT OBJECTIVES**

1. Use factors such as biology, conditioning, cognition, sociocultural interactions, and human development to understand personality differences.
2. Compare and contrast personality theories. Describe two projective tests used to assess personality, and discuss some criticisms of them.
3. Explain how humanistic psychologists assess personality.
4. Explain how psychologists use personality inventories to assess traits, and discuss the most widely used personality inventory.
5. Explain why social-cognitive researchers assess behavior in realistic situations.
6. Explain why psychology has generated so much research on the self, and give three examples of current research on the self.
7. Give two alternative explanations for the positive correlation between low self-esteem and personal problems.
8. Discuss some ways that people maintain their self-esteem under conditions of discrimination or low status.
9. Discuss self-serving bias, and contrast defensive and secure self-esteem.

**POST TEST READING: 572-582**

**UNIT CALENDAR**

**Day One:** Tuesday, March 3 / Wednesday, March 4

Discussion: Intro to Personality

 Psychoanalytic Perspective

Video: Freud

**Homework: 583-585 and 598-605**

 **Handout: Defense Mechanisms**

**Day Two:** Thursday, March 5 / Friday, March 6

Discussion: Finish Psychoanalytic Perspective

Humanistic Perspective

 Exploring the Self

Activities: Defense Mechanisms Skits

 Self-Worth Scale or Self-Serving Bias

**Homework: 586-594**

**Day Three:** Monday, March 9 / Tuesday, March 10

Discussion: Trait Perspective

Activities: Marlowe-Crowne Social Desirability Scale

 North Dakota Null Hypothesis Null-Hypothesis Scale

**Homework: 594-598**

**Day Four:** Wednesday, March 11/ Thursday, March 12

Discussion: Social Cognitive Perspective

Activity: Personality Test

**Homework: Study for Test**

**Day Five:** Friday, March 13 / Monday, March 16

**UNIT 9 TEST/Quiz on Stress and Health**