

Syllabus for
PSY 321--Psychology of Personality Development
3 Credit hours
Spring 2015

I. COURSE DESCRIPTION

A study of the principal interpretations of personality development, description, dynamics, and determinants.

Prerequisite: PSY 201

II. COURSE GOALS

This course demonstrates the fundamental concepts of personality theory and enables students to achieve their own tentative synthesis of personality concepts in the context of direct application to their own self-understanding. It is designed to help the student do the following:

- A. Gain a critical, yet appreciative sophistication in leading historical and contemporary traditions, theories, thought, and research on personality and human nature.
- B. Think more clearly about people in general (as fallen beings), self (as a redeemed child of God), God as a personal God, and personality (or personhood) as the ultimate value.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Categorize various implicit theories of persons used by people at large.
- B. Articulate both the philosophical premises and historical roots of the four major groups of personality theories.
- C. Explain the chief constructs employed by major modern theories of personality.
- D. Criticize modern theories of personality with regard to their logic, empirical base, usefulness, comprehensiveness, and clinical therapeutic applications.
- E. Articulate and apply the professionals' criteria for evaluating theories of personality, and defend his or her own evaluations of theories by those criteria.
- F. Identify the overall view of human nature behind each particular theory.
- G. Criticize the overall view of human nature of each theory in the light of empirical basis, logic, and compatibility, or lack thereof, with the Word of God.
- H. Articulate the ways in which each theorist shows us something about some aspect of our own nature.
- I. Articulate the advantages and limitations of applying the scientific method to humankind's nature and potentials.
- J. Identify in both self and others the irrational, rational and defensive mechanisms premised by each particular theory.
- K. Integrate insights from science and secular theorists with one's own developing Christian faith in such a way to enhance one's spiritual walk.
- L. Modify the assumptions generally made by secular psychology so as to make possible a Christian psychology.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Material

Textbook

Feist, J., and Feist, G. (2012). *Theories of Personality* (8th ed.). New York: McGraw-Hill. (ISBN: 9780073532196)

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student's major.

C. Course Policies and/or Procedures

1. Evaluation Procedures
 - a. Four unit exams (100 points each) for a total of 400 points.
 - b. Group Presentation assignment – to be assigned by instructor - specific content and format will be provided by instructor. Due on the date indicated by the instructor (100 points).
2. Whole Person Assessment Requirements: None
3. Other Policies and/or Procedures
 - a. Contemporaneity--All material presented in fulfillment of course requirements must be initiated and completed during the semester the course is offered. Papers prepared in other semesters and for other courses are not accepted for this course.
 - b. Exclusiveness--All course requirements are designed for this course alone and are to be submitted only for this course. Likewise, assignments carried out for other courses during this semester are not accepted for this course.
 - c. Under no circumstances is any material, score sheets, or test interpretations to be used by the student for any purpose other than for educational experiences involved in this course. There are severe penalties for misuse of materials.

- d. Punctuality--Deadlines for submitted course assignments are printed in this syllabus in order that the students may budget time and submit each assignment on or before the deadline. The instructor reserves the right to refuse to accept material submitted late.
- e. Changes--Class attendance is considered an essential component of the requirements of this course. Therefore, any changes in syllabi, assignments, exams, or class requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is each student's responsibility to be aware of any such changes and to contact the instructor if unsure of what is expected.
- f. Assignments
 - (1) All paper assignments are due at the beginning of class on the assigned date.
 - (2) Spelling, grammar, and neatness count towards the final grade.
 - (3) The official guide for the material is the *Publication Manual of the American Psychological Association*, 6th ed. 2010.
 - (4) Late papers are not accepted.
 - (5) Plagiarism will result in grade of zero and possible dismissal from the course. Document all sources of information as specified in the APA manual
- g. Exams
 - (1) All exams are expected to be taken on the scheduled date. Tests are exceptional events, and students are expected to make every effort to be in attendance for the exam.
 - (2) Unexcused absences on test days
 - (a) If a student does not show up for an exam, he or she may receive zero points for the exam.
 - (b) In some cases, a makeup exam may be given within a week, and no later, of the originally scheduled exam. Students will receive a point deduction of 10 points per day.
 - (3) Excused absences on test days
 - (a) No points or fees are deducted for Administrative Excuses. These must be typed, signed by the appropriate staff in Dr. Fagin's office, and presented to the instructor no later than one day before which the exam is to be given.
 - (b) As physician appointments can be scheduled around exams, only bona fide emergency visits, properly documented (signed excuse), are acceptable. No points or fees are deducted for an excused emergency. The form used by the school nurse is not acceptable.
 - (c) Arrangements must be made to take the excused makeup exam within one week of the originally scheduled exam.
- h. Cheating
 - (1) Blatant—the student receives no points for the exam and no makeup.
 - (2) Suspected (i.e., reported by classmate or proctor)—the student takes a makeup exam. The procedure for the makeup exam follows that of a late exam (as above). If refused, the student receives no points for the exam.
 - (3) All appeals to the contrary must be typed and copies given to both Dr. Feller and the instructor within the week.

i. Office Hours

- (1) Office hours are posted on instructor's door and given in class.
- (2) If students cannot make the posted hours they should see instructor after class or leave a message (with a phone number and/or box number and times available).
- (3) If the instructor's door is closed students should check first with the secretary before knocking. The student should respect the confidentiality of others that is requested by the closed door.

j. Attendance is mandatory in all classes. If a student misses more than 3 classes for “unexcused” reasons, points may be deducted from final grade. Arriving late or leaving early may be counted as an absence. Habitually arriving late to a class is a sign of disrespect to the instructor and class members alike and should be avoided. If scheduling makes it impossible for the student to arrive on time on a regular basis, that student should inform the instructor.

VI. COURSE CALENDAR

<u>Week</u>	<u>Content</u>
1	Orientation & Introduction
2	Freud
3	Adler
4	Jung (group presentation) Exam I
5	Klein and Attachment Theory
6	Horney
7	Fromm
8	Erickson (group presentation) Exam II
9	Maslow
10	Rogers
11	May & Allport
12	McCrae & Costa (group presentation) Exam III
13	Eysenck & Buss
14	Bandura
15	Rotter and Mischel/Kelly (group presentation)
16	Exam IV (Final Exam - over material from weeks 13-15)

Due to specific needs of each class, there may be flexibility in what is discussed on a particular day. Thus, course calendar is intended as a general guideline. Specific dates for lectures, group presentations, and exams will be announced in class.

Course Inventory for ORU's Student Learning Outcomes
Psy 321: Psychology of Personality Development
Spring 2015

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior		X		

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship		X		
4E	Leadership capacity		X		

(Revised 1/15/04)