Syllabus
GCSL 671—Religion and Personality
3 Credit Hours
Fall 2015

I.   COURSE DESCRIPTION

An introduction to historical and contemporary religious backgrounds for understanding personality theories. Explores classical personality theorists and the influence of religion in the development of their personality theories. Students creatively integrate the positive contributions of a classical personality theory and their own stage of faith development.
Prerequisites: None.

II.   COURSE GOALS

The purpose of this course is to enable the student to do the following:
A.   Study historical and contemporary religious, scientific, and secular backgrounds for understanding personality theories about the structure of the mind and issues of human nature.
B.   Learn of the degree to which classical personality theorists were personally swayed by and concentrated upon religion in developing their personality theory.
C.   Gain an appreciation for how research derives from theory, and that theory is forward moving and modified by the evidence.
D.   Learn about personality research that sees *programs* of research and also make assessment and application of personality theories
E.   Creatively integrate the positive contributions of a classical personality theory and their own stage of faith development.

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.   Demonstrate knowledge of the historical and contemporary religious, scientific, and secular backgrounds for understanding personality theories through examination.

B.   Analyze and discuss the degree to which classical personality theorists were personally influenced by and focused upon religion in developing their personality theories through examination.

C.   Gain an appreciation for how research derives from theory and vice versa by presenting research as a team project on a selected theory.

D.   See programs of research by observing the textbook of Burger and also make assessment of personality theories by doing the tests that are given in Burger's textbook. Application of personality theory will be accomplished by applying a selected personality theory to a movie character or a character of a book.

E.   Creatively integrate the positive contributions of a classical personality theory to their own stage of faith development by doing an integrated profile project of themselves.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

    A.   Required Materials
            1.   Textbooks
                    Burger, J. M. *Personality*, 9th ed. Stamford, CT: Cengage, 2015. ISBN: 978-1-285-74022-5

                    Hagberg, J., *The Critical Journey: Stages in the Life of Faith*, 2nd ed. Salem, WI: Sheffield Publishing, 2005. ISBN: 9781879215498

                    Hagberg, J., and T. Donovan. *Spiritual Life Inventory.* Plymouth, MN: Personal Power Products, 1999. ISBN: 9789200176128

                    Walborn, F. *Religion in Personality Theory*. Boston, MA: Academic Press, 2014. ISBN: 978-0-12-407864-2

            2.   Other
                    None
    B.   Optional Materials
            1.   Textbooks
                    None
            2.   Other
                    None

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, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
                    a.   Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
                    b.   Failing to meet group assignment or project requirements while claiming to have done so;
                    c.   Failing to cite sources used in a paper;
                    d.   Creating results for experiments, observations, interviews, or projects that were not done;
                    e.   Receiving or giving unauthorized help on assignments.
                    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. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or

failing the course or expulsion from the University, as determined by department and University guidelines.

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. Graduate School of Theology and Ministry Policies and Procedures

    1. **Completion of Assignments**
Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

    2. **Incompletes**

        a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and is penalized for them according to the attendance policy.

        b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

    3. **Examinations**

        a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).

        b. A Petition for Late Examination must be submitted to the academic dean's office. A **$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)

        c. Students taking late exams should expect alternate versions of the original exams.

        d. **Not being present for the final examination automatically results in failure of the course.**

    4. **Attendance**
The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive

impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

- a.   Students will receive one letter grade reduction after missing more than two weeks of classes.
- b.   Students who miss more than one month of classes will fail the course.
- c.   **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- d.   Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- e.   Students are expected to be prompt for classes.
- f.   Students are expected to remain for the entire class session.
- g.   Leaving early without permission constitutes an absence.

5.   The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

C.   Course Policies and Procedures
1.   Evaluation Procedures
- a.   Grading:
     Final class grade is based on the percentage of 450 points earned.

Midterm and Final Exams @ 100 points ea.	200 points
One Team Presentation	50 points
Application of Personality Theory to a Character	**100 points**

- b.   **An Integrated Profile of Yourself**   **100 points**

Total	**450** points

Grading scale:
A=405-450 points
B=360-404 points
C=315-359 points
D=314-358 points
F=269 points and below

2.   Whole Person Assessment Requirements
- a.   All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
- b.   WPA requirements for this course:
     None
3.   Other Policies and/or Procedures
- a.   Team Presentation:
     (1)   Working as part of a team, students present research results on one of the six personality theories contained in the Burger text. This research has already been summarized in the textbook. On the day the assigned theory is discussed, each group presents a summary of those research results to the class. The only written

component required is a detailed outline of each presentation, which should be made available to all class members. This assignment is worth 50 points, allocated as follows:

(2)	Presentation	25 points
(3)	Outline	25 points
	Total	50 points

b. Application of Selected Personality Theory to a Character
Students will select an appropriate personality theory and apply it to a character in a movie or a book. They will then write a paper that is 8 to 10 pages in length. The paper will consist of a rationale for selecting the character that is selected, followed by a rationale for the personality theory selected. Next, a summary of the selected theory will be given, followed by summary of the selected character's life. Finally, an application of personality theory to character's life.

An Integrated Profile of Yourself
Choose a theory of personality (preferably a theory that you did not use earlier) that correlates with your Home State where you function the majority of the time and write a five-to-seven-page, integrated profile of yourself. The paper should be outlined as follows:
(1)   Rationale for choosing the theory of personality that applies to you (you do not need to use subheading here)
(2)   Summary of the theory of personality chosen
(3)   Summary of your life—both generally and spiritually, according to your Home Stage
(4)   Integrate application of theory and Home Stage to your life

VI. COURSE CALENDAR

Date		Assignment
8/17/15	Introduction	
8/24/15	The Psychoanalytic Approach Sigmund Freud	Burger, ch. 3 Walborn, ch. 2
8/31/15	The Trait Approach	Burger, ch. 7
9/14/15	The Biological Approach	Burger, ch. 9
9/21/15	The Humanistic Approach Abraham Maslow	Burger, ch. 11 Walborn, ch.12
9/28/15	The Behavioral/Social Learning Approach Burris Frederic Skinner Albert Bandura	Burger, ch. 13 Walborn, ch. 8 Walborn, ch. 9
10/5/15	The Cognitive Approach	Burger, ch. 15
10/19/15	**Midterm Exam**	
10/26/15	Carl Jung Alfred Adler	Walborn, ch. 3 Walborn, ch. 4
11/2/15	Karen Horney Erik Erikson **Application of Theory to Character Due**	Walborn, ch. 5 Walbron, ch. 6
11/9/14	Eric Fromm Raymond Cattell	Walborn, ch.7 Walborn, ch. 11
11/16/15	Viktor Frankl The Critical Journey	Walborn, ch. 13 Hagberg, chs. 1-9
11/23/15	Gordon Allport A Comprehensive Theory of Spirituality and	Walborn, ch. 14
11/30/15	Religion Integrated Profile of Yourself Due	Walborn, Ch. 15

Final Exam (University Schedule)

Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry

M. A. Christian Counseling

GCSL 671 Religion and Personality   **Dr. James Norwood, Instructor**

Fall 2015

This course contributes to student learning outcomes for the M.A. Christian Counseling degree 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.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Theology/Philosophy of Counseling				
Develop a cohesive theology of counseling with theological reflection on the counseling process, emphasizing Spirit-directed change.	X			
Assessment Techniques				
Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.		X		
Clinical/Theoretical Diagnostic Appraisal				
Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.		X		
Treatment Plans in Response to Diagnosis				
Display the ability to develop relevant treatment plans in response to specific diagnoses, and the skill to implement them in the context of a therapeutic relationship.		X		
Research Skills and Methodologies				
Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.		X		
Professional Code of Ethics				
Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.	X			