

Syllabus for
PSY 321 – Psychology of Personality Development
3 Credit hours
Spring 2017

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. The goal of this course is to introduce students to the major theories of personality and the research methods used to test these theories. Several perspectives on personality will be introduced and critical evaluation of these perspectives will be encouraged. From each of these different perspectives, we will address questions such as: What is personality? How do individuals differ and in what ways are they the same? What influences personality development? How is personality studied? What are the implications and consequences of our theories of personality?

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. Discuss the major theories, research methods, and assessment instruments used in personality psychology;
- B. Categorize various implicit theories of persons used by people at large;
- C. Articulate both the philosophical premises and historical roots of the major groups of personality theories;
- D. Explain the chief constructs employed by major modern theories of personality;
- E. Criticize modern theories of personality with regard to their logic, empirical base, usefulness, comprehensiveness, and clinical therapeutic applications;
- 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. Integrate insights from science and secular theorists with one's own developing Christian faith in such a way to enhance one's spiritual walk;
- J. Modify the assumptions generally made by secular psychology so as to make possible a Christian psychology.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Text:

Feist, J., and Feist, G. (2013). *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. 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
 4. 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.
 5. 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.
 6. 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. **Examinations** – Three unit exams (100 points each, for a total of 300 points).
 - b. **Life Story Interview** – Specific content and format will be provided by the instructor (100 points). The Life Story Interview is due on **April 17th by 11:59pm**. No late submissions will be accepted on this assignment.
 - c. **Theory Application Assignment (2)** – Specific content and format, as well as due date, will be provided by the instructor (30 points each, for a total of 60 points).
 - d. **Hogan Personality Assessment Reaction** – Specific content and format, as well as due date, will be provided by the instructor (25 points).
 - e. **In-Class Participation** – Includes attendance, several class activities and group work throughout the semester (15 points). These may be unannounced, so regular attendance is paramount; if a student misses a class activity due to any unexcused absence, the work may not be made up.
 2. Whole Person Assessment Requirements: None
 3. Other Policies and/or Procedures:

- a. Course Structure – The course utilizes two class sessions per week and will incorporate a variety of teaching formats.
- b. 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.
- c. Attendance
 - (1) Attendance is mandatory and students are expected to actively engage in classroom discussions and activities. Students who attend class regularly have a better understanding of the course material and earn higher grades than those who do not. Consequently, students are allowed two unexcused absences over the semester. **More than two unexcused absences will result in penalties assessed to the student's final grade.** Medically documented absences that are deemed acceptable by the instructor will be considered excused absences. In certain other emergency or unforeseeable circumstances the absence will also be considered excused. **It is the student's responsibility to provide documentation of absences that may be considered excused.** Additionally, the student is responsible for all assignments and/or information given and collected during an absence.
 - (2) If a student leaves a class after roll is taken, falls asleep, arrives excessively late, works on other assignments during class, or is otherwise disengaged from the learning activities, that student is marked absent for that class.
 - (3) Habitually arriving late to a class is a sign of disrespect to the instructor and class members alike and should be avoided. **Three unexcused tardies will count as one unexcused absence.** If scheduling makes it impossible for the student to arrive on time on a regular basis, that student should inform the instructor at the beginning of the semester.
- d. Assignments
 - (1) All paper assignments are due by the deadline given by instructor. Writing assignment deadlines are given well in advance of the due date and are submitted online (D2L dropbox). Thus, it is expected that they will be not be late. **Unexcused late assignments will automatically incur a 20% deduction if submitted to D2L within 24 hours of the due date/time, a 50% deduction if submitted 24-48 hours after the due date/time, and will be worth no credit if turned in after that.**
 - (2) Spelling, grammar, and neatness count towards the final grade.
 - (3) 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. It is the student's responsibility to notify the instructor immediately if circumstances arise that preclude the individual from taking the exam at the scheduled time or if the student will be late. **Any student who shows up late to an exam will automatically incur a 10-point deduction.**
 - (2) Unexcused Exam Day Absences
 - (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 **15 points per day.**
 - (3) Excused Exam Day Absences

- (a) No points or fees are deducted for Administrative Excuses. These must be typed, signed by the appropriate staff in the provost'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, D2L, and given in class.
 - (2) If students cannot make the posted hours, they should email the instructor to make an appointment.
- j. 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.

VI. COURSE CALENDAR

Week	Content
1	Orientation & Introduction to Personality Theories
2	Overview of Early Psychodynamic Theorists (Freud, Adler, Jung)
3	Klein and Attachment Theory
4	Horney and Perfectionism
5	Fromm & Erickson
6	Exam I
7	Maslow
8	Rogers
9	May
10	Allport
11	McCrae & Costa
12	Exam II
13	Skinner
14	Bandura
15	Rotter & Mischel
16	Kelly
	Exam III – taken during time allotted for Final Exam

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

***SYLLABUS SUBJECT TO
CHANGE WITH NOTICE***

Course Inventory for ORU's Student Learning Outcomes
Psy 321: Psychology of Personality Development
Spring 2017

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
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)