



Course Syllabus

PSY 321: Psychology of Personality Development

3 Credit hours

I. COURSE DESCRIPTION

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

Pre-requisite: PSY 201 Principles of Psychology

II. ACADEMIC MISSION

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying proficiencies and capacities.

Spiritually alive Biblical knowledge; sensitivity to the Holy Spirit; evangelistic capability; ethical behavior

Intellectually alert critical thinking; information literacy; global and historical perspectives; aesthetic appreciation; intellectual creativity

Physically disciplined healthy lifestyle; physically active lifestyle

Socially adept communication skills; interpersonal skills; appreciation of cultural and linguistic differences; responsible citizenship; leadership capacity

Professionally competent ... discipline-specific proficiencies [*listed under Program Outcomes*].

The last page of this syllabus, "COURSE INVENTORY for ORU's Student Learning Outcomes," indicates how this course supports ORU's academic mission and ORU's whole-person approach to learning outcomes through its [ePortfolio system](#).

III. PROGRAM OUTCOMES (PO)

This course supports the program outcomes of B.S. in Psychology (PSYO) and is a major requirement. The specific outcomes this course supports are marked below in **bold text** and with an asterisk (*).

1. **Use scientific inquiry and critical thinking skills within the context of the discipline of psychology.** *
2. **Develop cultural competence, self-efficacy and self-regulation within the values and ethics of Psychology which reflect an understanding of and respect for the positive value of human diversity.** *
3. Understand the history of Psychology, along with current structures and issues, and how practitioners in this field seek to help people.
4. **Apply knowledge of bio-psycho-social-spiritual variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among and between individuals.** *
5. Analyze the impact of mental health issues on understanding the origins and outcomes of individual, interpersonal, and systemic behavior. *
6. **Evaluate and use research findings to enhance awareness of psychology, its issues, and its multiple paradigms.** *
7. **Develop and use both verbal and written communication skills to interact effectively with others, to strengthen the knowledge base and make contributions to the field.** *
8. Understand the importance of the use of supervision and consultation to the field of Psychology.
9. Learn about functioning within the structure of organizations and service delivery systems to meet professional, organizational, ethical, and legal requirements of applications of psychology and careers in the field of Psychology.
10. Apply information technology to promote communication and facilitate the goals of Psychology.
11. **Integrate Christian faith systems with the values of Psychology to enhance the individual's ability to impact the general psychological knowledge base as well as the overall field of Psychology.** *

*Program Outcomes addressed in this course are marked above with an asterisk.

IV. 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:

- Gain a critical, yet appreciative sophistication in leading historical and contemporary traditions, theories, thought, and research on personality and human nature.
- 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.

V. STUDENT LEARNING OUTCOMES (SLO) FOR THIS COURSE

Upon successful completion of this course, the student will be able to:

1. Explain the major theories and movements in the study of personality theory.

2. Critique the different schools of psychology in relation to modern experimental psychological methods.
3. Apply knowledge of personality traits to better interact with others and understand oneself more completely.
4. Evaluate how personality theories compliment and contradict a Christian worldview.

VI. TEXTBOOK AND OTHER LEARNING RESOURCES

A. Required Materials

Textbooks:

Feist, J., Feist, G. and Roberts, T. (2013). *Theories of Personality* (8th ed.). New York: McGraw-Hill. (ISBN: 9780073532196)

Other required materials:

None.

B. Optional Materials

Textbooks:

None

C. Writing Style

This course will use the American Psychological Association, 6th edition writing style for its dialogues and papers.

Single Author Examples -- (Note that APA uses just the initial of the author's first name.)

APA Rodriguez R. (1982). *A hunger of memory: The education of Richard Rodriguez*. Boston: Godine. / ISBN

Multiple Author Examples

APA Smith, S. R., Eckland, K., & Houser, J.

The remaining information (title, etc.) follows the same format as the single author entries above.)

VII. POLICIES AND PROCEDURES

A. University Policy and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Participation in each online class through discussion forums, assignments, and all other course activities is mandatory at Oral Roberts University. This counts as your attendance in the course. 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. By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU Employee Handbook](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Online Policies and Procedures

1. **Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.
2. **Netiquette and Online Discussions:** Online etiquette (netiquette) expectations include the following: (1) Be polite in your answers. Always address each other by name and sign your own name. Always be kind, even when you disagree. Do NOT type in all caps or use exclamation points!!!! (2) Do not use one-word answers or say "I agree" when responding. Always give meaningful responses. (3) Be professional. Proofread for correct spelling and grammar when posting answers. Write in full sentences. (4) Answer questions and complete assignments on-time. Remember that your classmates are dependent on your timely response(s).
3. **ADA and Students with Disabilities:**
 - Click here (<http://www.brightspace.com/about/accessibility/>) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
 - Students requiring Disability Services from ORU, please click here (http://www.oru.edu/current_students/my_services/student_resources/disability-services/)
4. **Useful Links for Online Students:**
 - [Student Learning Glossary](#)

- Library: <http://library.oru.edu>
- D2L Helpdesk: d2lhelp@oru.edu
- I.T. Student Helpdesk: studenthelpdesk@oru.edu
- Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

C. Course Policies and Procedures

1. Evaluation Procedures

The final grade will be based on quizzes, discussions, and weekly projects.

Quizzes	21%
Forums	28%
Projects	51%

2. Other Policies and/or Procedures

None.

VIII. COURSE CALENDAR

The Course Calendar shows the specific learning activities and assessments for this course, along with their respective grade weights. The far right column lists the Student Learning Outcomes (SLO) that are tied to the corresponding Assessment in column 2. All activities and assessments are fully described online in D2L under their respective module.

Week	Assessments	Hours	Weight	SLO*
1	Defining Personality Theory	--	--	--
	View/Listen/Read, Chp. 1	7	--	--
	Forum 1: Our Inner World	3	4%	1
	Quiz 1: Personality Theory	2	3%	1
	Project 1: Personality Assumptions	4	5%	4
2	Psychodynamic Theory	--	--	--
	View/Listen/Read, Chp. 2 & 8	7	--	--
	Forum 2: Is Psychodynamic Theory Useful?	3	4%	2
	Quiz 2: Understanding Psychodynamic Theory	2	3%	1
	Project 2: Analysis of Psychodynamic Theory	5	5%	4
3	Humanistic/Existential Theory	--	--	--
	View/Listen/Read, Chp. 9 & 10	7	--	--
	Forum 3: Maslow vs. Rogers	3	4%	2
	Quiz 3: Understanding Humanistic Theory	2	3%	1
	Project 3: Analysis of Humanistic Theory	4	5%	4
4	Dispositional Theories	--	--	--
	View/Listen/Read, Chp. 12 & 13	7	--	--
	Forum 4: Personality Types	3	4%	3
	Quiz 4: Understanding Dispositional Theory	2	3%	1
5	Biological/Evolutionary Theories	--	--	--
	View/Listen/Read, Chp. 14 & 15	7	--	--

	Forum 5: Biological/Evolutionary Theories	3	4%	2
	Quiz 5: Understanding Biological/Evolutionary Theories	2	3%	1
	Project 5: Analysis of Biological/Evolutionary Theory	4	5%	4
6	Learning-Cognitive Theories	--	--	--
	View/Listen/Read, Chp. 16 & 17	7	--	--
	Forum 6: Nature vs. Nurture	3	4%	2
	Quiz 6: Understanding Skinner/Bandura	2	3%	1
	Project 6: Analysis of Skinner/Bandura	4	5%	4
7	Working Model of Personality Development	--	--	--
	View/Listen/Read, Chp. 19	7	--	--
	Forum 7: Abnormality and Personality	3	4%	2
	Quiz 7: Personal Construction	1	3%	1
	Project 7: A Working Model of Personality Development †	9	21%	4
Course Total	Total estimated hours based upon 16 hours per week for 7 weeks	113	100%	

* SLO: The last column indicates which Student Learning Outcome is met by the Assessment in Column 2.

Indicates a Whole Person Assessment item that is also submitted to the E-Portfolio system.

† Indicates a Spiritual Formation integration item that is tracked by the college.

IX. COURSE INVENTORY

For ORU's Student Learning Outcomes Psychology of Learning & Motivation: LPSY 322

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 2/1/10)

This syllabus is subject to change without notice up until the first day of the semester.

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