



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 Literacy; Spiritual Formation.

Intellectually alert Critical thinking, Creativity, and Aesthetic Appreciation; Global and Historical Perspectives; Information Literacy; Knowledge of the Physical and Natural World

Physically disciplined Healthy Lifestyle; Physically Disciplined Lifestyle

Socially adept Ethical Reasoning and Behavior; Intercultural Knowledge and Engagement; Written and Oral Communication; Leadership Capacity.

Professionally competent Discipline-specific proficiencies listed under Program Outcomes.

The last page of this syllabus, "COURSE INVENTORY for ORU's Course Objectives," indicates how this course supports ORU's academic mission and ORU's whole-person approach to learning outcomes.

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. COURSE OBJECTIVES

After successfully completing this course, I should 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

Before you purchase your required textbook(s), click on the ORU Bookstore link to verify whether digital texts are provided as part of your Follett ACCESS course fee.

<http://www.bkstr.com/oralrobertsstore/home>

A. Required Materials

Textbooks:

Feist, J., Feist, G. and Roberts, T. (2021). *Theories of Personality* (10th ed.). New York: McGraw-Hill. (Print ISBN: 9781260175769, Digital ISBN: 9781260839159).

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 Policies and Procedures

1. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know [ORU's policy on plagiarism](#) and [what is considered plagiarism](#).
2. **Privacy:** 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 University Catalog](#), 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.
3. **Whole Person Assessment Requirements:**
 - a. Specify which, if any, Whole Person Assessment requirements there are for this course.
None for this course.

B. School and/or Department Policies and Procedures

1. **Participation:** Participation in each online class through discussion forums, assignments, and all other course activities count as your attendance in the course. Lack of participation can reduce a student's grade or deny credit for the course.
2. **Class Assignments**
 - a. Students need to have the appropriate textbooks, course materials, and other supplies as designated by the professor.
 - b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
3. **Late Work**
 - a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. The professor may not accept late work, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
 - b. Generally, assignments missed from a serious sickness or family crises can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy. Instructors use their own judgment in accepting late work.
4. **Incompletes**

On rare occasions, the grade of "I" may be given for work that is incomplete at the time grades are given. It is given only after the instructor and the department chair or college dean approve a petition submitted by the student that his or her work is incomplete for good cause. Good cause typically consists of a catastrophic event in which the student is prevented from completing the course requirements. It is the responsibility of the student to initiate the petition through <http://petitions.oru.edu>, make up any incomplete work, and ask the instructor to submit a grade change to the registrar. If the work is not completed by the end of the subsequent session, the incomplete will automatically convert to an "F." For graduating seniors, the degree will be awarded in the term that the student completes his or her course work, not the final term of enrollment.
5. **Citations**

Textbook(s) and materials for the course are listed using standard [citation style](#) (APA, MLA, Chicago, Turabian, etc.). Since other styles may be used in disciplines other than the one used in this course or school, the [ORU Citing and Documenting Sources](#) pages offer a collection of styles students may choose from. This course asks that students be consistent in whatever style they use throughout the course.

C. Online Programs Policies and Procedures

1. **Communicating with your Instructor:** All email communication between students and faculty will be through their ORU.edu emails.
2. **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.
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: <https://goo.gl/QGoK4x>
 - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
 - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>
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
 - [Netiquette and Online Discussions: https://goo.gl/f744AY](https://goo.gl/f744AY)

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. The weight of each item is included in the Course Calendar. Extra credit items are not offered in this course

Quizzes	21%
Forums	28%
Projects	51%

2. Grading Scale:

A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below.

3. Other Policies and/or Procedures

None

VIII. COURSE CALENDAR

The Course Calendar shows the specific learning activities and assessments for this course. Further descriptions for activities and assessments are in their respective weeks in D2L. When applicable, ✖ Indicates this is a Whole Person Assessment item. † indicates this is a faith integration item tracked by the program.

Week	Assessments	Hours	Weight
1	Defining Personality Theory	--	--
	View/Listen/Read, Chp. 1	7	--
	Forum 1: Our Inner World	3	4%
	Quiz 1: Personality Theory	2	3%
	Project 1: Personality Assumptions	4	5%
2	Psychodynamic Theory	--	--
	View/Listen/Read, Chp. 2 & 7	7	--
	Forum 2: Is Psychodynamic Theory Useful?	3	4%
	Quiz 2: Understanding Psychodynamic Theory	2	3%
	Project 2: Analysis of Psychodynamic Theory	5	5%
3	Humanistic/Existential Theory	--	--
	View/Listen/Read, Chp. 9 & 10	7	--
	Forum 3: Maslow vs. Rogers	3	4%
	Quiz 3: Understanding Humanistic Theory	2	3%
	Project 3: Analysis of Humanistic Theory	4	5%
4	Dispositional Theories	--	--
	View/Listen/Read, Chp. 12 & 13	7	--
	Forum 4: Personality Types	3	4%
	Quiz 4: Understanding Dispositional Theory	2	3%
5	Biological/Evolutionary Theories	--	--
	View/Listen/Read, Chp. 14 & 15	7	--
	Forum 5: Biological/Evolutionary Theories	3	4%
	Quiz 5: Understanding Biological/Evolutionary Theories	2	3%
	Project 5: Analysis of Biological/Evolutionary Theory	4	5%
6	Learning-Cognitive Theories	--	--
	View/Listen/Read, Chp. 16 & 17	7	--
	Forum 6: Nature vs. Nurture	3	4%
	Quiz 6: Understanding Skinner/Bandura	2	3%
	Project 6: Analysis of Skinner/Bandura	4	5%
7	Working Model of Personality Development	--	--
	View/Listen/Read, Chp. 19	7	--
	Forum 7: Abnormality and Personality	3	4%
	Quiz 7: Personal Construction	1	3%
	Project 7: A Working Model of Personality Development †	9	21%
Course Total	Total estimated hours based upon 16 hours per week for 7 weeks	113	100%

IX. COURSE INVENTORY

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.

ORU defines each outcome and proficiencies/capacities listed below in this [Gen Ed Outcomes](#) paper.

	OUTCOMES & Proficiencies/Capacities	Significant Contributio	Moderate Contributio	Minimal Contributio	No Contributio
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		

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

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