

# Syllabus

**PSY-370: Theories of Personality**  
**Written By: Willard W. Dunn, PhD, LPC**

## Course Description

A survey of some of the major theories of personality development and the parallel therapeutic approaches. The purpose is an attempt to explain shared human nature as well as individual differences. Critical evaluation of the theories from a Christian perspective is a vital component of this class. The course also qualifies as a “writing across the curriculum” course and involves creating and developing the student’s own personality theory.

**Credit Hours:** 3

**Prerequisite Courses:** None

**Prerequisite Skills and Knowledge:** None

## Course Outcomes

Upon completion of this course, you should be able to:

1. Analyze and critique various theories of personality from a personal, scientific, and Christian perspective.
2. Articulate the application of various theorists’ positions.
3. Demonstrate an appreciation for how the Christian faith and the science of psychology might complement one another in an effort to understand humanity.
4. Demonstrate a basic synthesis of two or more theories of personality by means of a parsimonious and well-written theory of personality.

## Course Textbook

Ryckman, R. M. (2013). *Theories of personality* (10th ed.). Belmont, CA: Wadsworth.

## Course Technology

None

## Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
<b>A</b>	4.0	95%–100%	950–1000
<b>A-</b>	3.7	92%–94.9%	920–949
<b>B+</b>	3.3	89%–91.9%	890–919

<b>B</b>	3.0	85%–88.9%	850–889
<b>B-</b>	2.7	82%–84.9%	820–849
<b>C+</b>	2.3	79%–81.9%	790–819
<b>C</b>	2.0	75%–78.9%	750–789
<b>C-</b>	1.7	72%–74.9%	720–749
<b>D+</b>	1.3	69%–71.9%	690–719
<b>D</b>	1.0	65%–68.9%	650–689
<b>F</b>	0.0	0%–64.9%	0–649

## Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the IWU Catalog.

## Letter Grade Equivalencies

Grade	Description of Work
<b>A</b>	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example “A” work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The “A” cohort member is, in fact, an example for others to follow.
<b>B</b>	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example “B” work indicates good quality of performance and is given in recognition for solid work; a “B” should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

<b>C</b>	Quality and quantity of work in and out of class are average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
<b>D</b>	Quality and quantity of work are below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below-acceptable levels.
<b>F</b>	Quality and quantity of work are unacceptable and do not qualify the student to progress to a more advanced level of work.

## Course Summary

Workshop	Discussion*	Assignment*	Total Points
<b>Workshop One</b>	2/40	2/130	170
<b>Workshop Two</b>	3/70	2/130	200
<b>Workshop Three</b>	2/40	2/130	190
<b>Workshop Four</b>	3/70	2/200	270
<b>Workshop Five</b>	1/10	2/160	170
<b>Course Totals</b>	<b>11/230</b>	<b>5/770</b>	<b>1000</b>

\*Number of Activities/Sum Point Totals

## Course Assignments

### Workshop One Outline

Title	Due Dates	Time	Points
<b>1.1 Reading: Chapters 2-4</b>	Due by the end of the workshop	<b>5 hours</b>	0
<b>1.2 Discussion: Be Still</b>	Initial post due by the end of the fourth day of the workshop	<b>1 hour</b>	10
<b>1.3 Assignment: Pros and Cons</b>	Due by the end of the workshop	<b>2:30 hours</b>	30
<b>1.4 Discussion: Myers-Briggs Personality Trait Test</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	<b>1:30 hours</b>	30
<b>1.5 Assignment: Know Thyself</b>	Due by the end of the workshop	<b>3:30 hours</b>	100
<b>Totals</b>		<b>13:30 hours*</b>	<b>170</b>

## Workshop Two Outline

Title	Due Dates	Time	Points
<b>2.1 Reading: Chapters 5 &amp; 6</b>	Due by the end of the workshop	<b>4:30 hours</b>	0
<b>2.2 Discussion: In Every Season</b>	Initial post due by the end of the fourth day of the workshop	<b>1 hour</b>	10
<b>2.3 Discussion: Relevant</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	<b>1:30 hours</b>	30
<b>2.4 Assignment: Personal Stage</b>	Due by the end of the workshop	<b>1:30 hours</b>	30
<b>2.5 Assignment: Writing Assignment</b>	Due by the end of the workshop	<b>3:30 hours</b>	100
<b>Totals</b>		<b>14 hours*</b>	<b>200</b>

Title	Due Dates	Time	Points
<b>2.6 Discussion: Presentation</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	<b>2 hours</b>	30
<b>Totals</b>		<b>14 hours*</b>	<b>200</b>

## Workshop Three Outline

Title	Due Dates	Time	Points
<b>3.1 Reading: Chapters 15-17</b>	Due by the end of the workshop	<b>4 hours</b>	0
<b>3.2 Discussion: The Sovereignty of God</b>	Initial post due by the end of the fourth day of the workshop	<b>1 hour</b>	10
<b>3.3 Discussion: Control-Efficacy</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	<b>2 hours</b>	30
<b>3.4 Assignment: Writing Assignment</b>	Due by the end of the workshop	<b>3:30 hours</b>	100
<b>3.5 Assignment: Presentation</b>	Due by the end of the workshop	<b>4 hours</b>	50
<b>Totals</b>		<b>14:30 hours*</b>	<b>190</b>

## Workshop Four Outline

Title	Due Dates	Time	Points
<b>4.1 Reading: Chapters 12 &amp; 13</b>	Due by the end of the workshop	<b>3 hours</b>	0
<b>4.2 Discussion: Fulfillment</b>	Initial post due by the end of the fourth day of the workshop	<b>1 hour</b>	10
<b>Totals</b>		<b>14 hours*</b>	<b>270</b>

Title	Due Dates	Time	Points
<b>4.3 Discussion: Humanistic Theory</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	<b>1:30 hours</b>	30
<b>4.4 Discussion: Actualization</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	<b>1:30 hours</b>	30
<b>4.5 Assignment: Writing Assignment</b>	Due by the end of the workshop	<b>3 hours</b>	100
<b>4.6 Assignment: Presentation</b>	Due by the end of the workshop	<b>4 hours</b>	100
<b>Totals</b>		<b>14 hours*</b>	<b>270</b>

## Workshop Five Outline

Title	Due Dates	Time	Points
<b>5.1 Discussion: The Image of God</b>	Initial post due by the end of the fourth day of the workshop	<b>1 hour</b>	10
<b>5.2 Assignment: Reference Book</b>	Due by the end of the workshop	<b>3 hours</b>	60
<b>5.3 Assignment: Know Thyself</b>	Due by the end of the workshop	<b>5:30 hours</b>	100
<b>End of Course Survey</b>	Due by the end of the workshop	<b>30 minutes</b>	10 Extra Credit Points
<b>Totals</b>		<b>10 hours*</b>	<b>170</b>

\*These times are only estimates. Actual assignment completion times will vary.

## Course Development Resources

Allport, G. W. (1961). *Pattern and growth in personality*. New York, NY: Holt, Rinehart & Winston.

Ansbacher, H. L., & Ansbacher, R. R. (Eds.). (1956). *The practice and theory of individual psychology*. New York, NY: Basic Books.

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.
- Beckworth, J., & Alper, J. S. (2002). Genetics of human personality: Social and ethical implications. In J. Benjamin, R. P. Ebstein, & R. H. Belmaker (Eds.), *Molecular genetics and the human personality* (pp. 315–331). Washington, DC: American Psychiatric Publishing.
- Berzonsky, M. D. (1992). Identity style and coping strategies. *Journal of Personality, 60*, 771–788.
- Campbell-Sills, L., Chan, S. L., & Stein, M. B. (2006). Relationship of resilience to personality, coping, and psychiatric symptoms in young adults. *Behavior Research & Therapy, 44*, 585–599.
- Cattell, R. B. (1965). *The scientific analysis of personality*. Baltimore, MD: Penguin.
- Compton, W. C. (2005). *An introduction to positive psychology*. Belmont, CA: Thomson Wadsworth.
- Freud, S. (1957). *A general introduction to psychoanalysis* (rev. ed.; J. Riviere, Trans.). New York, NY: PermaBooks.
- Hogan, R., Johnson, J., & Briggs, S. (Eds.). (1997). *Handbook of personality psychology*. New York, NY: Academic Press.
- Horney, K. (1950). *Neurosis and human growth*. New York, NY: Norton.
- Jung, C. G. (1953). *Collected works*. (H. Read, M. Fordham, & G. Adler, Eds.). Princeton, NJ: Princeton University Press.
- Leider, R. J. (1995). The psychology of the self. In E. Nersessian and R. Kopff (Eds.). *The textbook of psychoanalysis*. Washington, DC: American Psychiatric Association.
- Marcia, J. E., Waterman, A. S., Matteson, D. R., Archer, S. L., & Orlofsky, J. L. (Eds.). (1993). *Ego identity: A handbook for psychosocial research*. New York, NY: Springer-Verlag.
- Maslow, A. H. (1987). *Motivation and personality* (3rd ed.). New York, NY: Harper & Row
- McAdams, D. P. (1992). The five-factor model in personality: A critical appraisal. *Journal of Personality, 60*, 329–361.
- Paunonen, S. V., & Ashton, M. C. (2001). Big five predictors of academic achievement. *Journal of Research in Personality, 35*, 78–90.

Pervin, L. A., & John, O. P. (Eds.) (1999). *Handbook of personality: Theory and research* (2nd ed.). New York, NY: Guilford Press.

Rogers, C. R. (1961). *On becoming a person*. Boston, MA: Houghton Mifflin.

Saroglou, V. (2002). Religion and the five factors of personality: A meta-analytic review. *Personality and Individual Differences, 32*, 15–25.

Skinner, B. F. (1984). Whatever happened to psychology as the science of behavior? *American Psychologist, 42*, 780–786.

Strauser, D. R., Ketz, K., & Keim, J. (2002). The relationship between self-efficacy, locus of control and work personality. *Journal of Rehabilitation, 68*, 20–26.

Wichman, A. L., Rodgers, J. L., & MacCallum, R. C. (2006). A multilevel approach to the relationship between birth order and intelligence. *Personality and Social Psychology Bulletin, 32*, 11712–7.

## Expectations, Policies, and Important Student Information

### Expectations

#### Instructor Expectations of Students

- Submit assignments on time. If there are circumstances beyond your control, discuss possible options for completion with your instructor.
- Accomplish work on your own unless otherwise instructed (i.e., do not cheat or plagiarize).
- Contribute substantively to discussions according to assignment guidelines provided.
- Contribute to discussions throughout each workshop rather than waiting until the end of the workshop.
- Contribute substantively to group assignments (if required in course).
- After spending a reasonable amount of time on it, ask your instructor if you do not understand content or instructions. Ask for help early while there is time to fix problems.
- Treat other students courteously and respectfully.
- Every time you enter your course, read and abide by postings made in the Announcements and Faculty Forum. These postings are critical.

#### Students' Expectations of Instructor

- Set a friendly, open, and encouraging learning environment.
- Guide discussions as needed.
- Set clear rules, standards, and expectations.
- Provide workshop grades and feedback within seven days of assignment due date.
- Provide final grades and feedback within seven days after the last day of class.
- Ensure students treat each other respectfully.
- Respond to student inquiries within 48 hours.

### Policies

#### Late Policy

- No credit is available for postings of any kind made in the discussion forums after a given workshop ends.
- If your instructor approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the end of the fifth day, late assignments will not be accepted. An assignment



is a paper, a project, a team presentation, etc., but not a discussion or quiz/test.

- No late assignments will be accepted after the close of the final workshop.

### Attendance Policy

Onsite:

Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length, or four and one-half hours or more of classes that are six hours in length.

Online:

Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop.

### Withdrawal Policy

Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

### University Policies

- CAPS Catalog - <http://indwes.smartcatalogiq.com/en/2017-2018/Catalog>
- College of Adult and Professional Studies Policies - <http://indwes.smartcatalogiq.com/en/2015-2016/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS>

### DeVoe School of Business

- DeVoe School of Business Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/DeVoe-School-of-Business>
- Undergraduate Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/DeVoe-School-of-Business/Undergraduate-Business-Programs>
- Graduate Studies in Business Division Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/DeVoe-School-of-Business/Graduate-Studies-in-Business>
  - Graduate Studies in Business Student Handbook - <https://docs.google.com/file/d/0BxZahqXFkWtsVnMtbXRZbk9jS0k/edit?pli=1>
- Attendance Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Attendance-Policy-CAPS>
- Computer Requirements - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Computer-Requirements-CAPS>
- Honesty, Cheating, Plagiarism, and Forgery Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/Indiana-Wesleyan-University-at-a-Glance/Honesty-Cheating-Plagiarism-and-Forgery>
- Student Address/Email Information - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/General-Information-CAPS/Student-AddressEmail-Information>

### School of Service and Leadership

- School of Service and Leadership Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Copy-of-School-of-Service-and-Leadership>
- Graduate Studies in Leadership Division Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Copy-of-School-of-Service-and-Leadership/Graduate-Studies-in-Leadership-Division>
- Attendance Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Attendance-Policy-CAPS>
- Computer Requirements - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Computer-Requirements-CAPS>
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## Division of Liberal Arts

- School of Service and Leadership Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Division-of-Liberal-Arts>
- Attendance Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Attendance-Policy-CAPS>
- Computer Requirements - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Computer-Requirements-CAPS>
- Honesty, Cheating, Plagiarism, and Forgery Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/Indiana-Wesleyan-University-at-a-Glance/Honesty-Cheating-Plagiarism-and-Forgery>
- Student Address/Email Information - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/General-Information-CAPS/Student-AddressEmail-Information>

## Important Student Information

### Off Campus Library Services

As an IWU student, you have library privileges through Off Campus Library Services. Go to <http://www.indwes.edu/ocls/> to learn more about the library. These are your privileges. Services provided include:

- Access to books (print and e-books), article databases, services and web resources.
- Access to many full text articles.
- Document delivery, which includes mailing print books, scanning PDF articles (that are only available in paper in the IWU library), providing a service of interlibrary loan whereby items not owned by IWU are obtained on your behalf from other libraries that own the item.
- Consultation with APA writing style. The librarians are not editors, but they are extremely knowledgeable about APA and are glad to answer your specific questions regarding correct ways to use APA.
- Provision of customized research guides for your particular topic that will walk you through the steps to locate appropriate articles/books on your topic.
- A general go-to source for helping you find information for your research projects.

In order to use many of the library databases, you either need your MyIWU credentials OR the Library Access Number sent to you via email from OCLS. It will be needed to get into the proprietary subscription-based databases; to check out print books and for some classes you will be asked to access specific articles as additional reading. Links directly to these articles will be provided.

If you need help, contact OCLS; 800-521-1848 or <http://www2.indwes.edu/forms/request.aspx>.

### APA Writing Style

APA (American Psychological Association) writing style, based on the *Publication Manual of the American Psychological Association*, 6th ed., is the foundation for all academic writing in for non-residential students. All students will be required to adhere to the formatting, citing and documentation of all sources used in a research paper per the guidelines of APA. Resources for learning APA and resources for using APA are provided as follows:

- Some programs purchase the *Publication Manual of the American Psychological Association*, 6th ed.
- *APA 6e Guide*, available at <http://www2.indwes.edu/APA/APA6eGuide.pdf>. This resource also includes some specific references entries for IWU specific resources, e.g. catalog, IWU library databases, etc.
- OCLS APA Resource page, that includes a Word template; APA checklist; APA focused videos, etc., at: [http://www2.indwes.edu/style\\_guide.html](http://www2.indwes.edu/style_guide.html)
- APA Style CENTRAL, includes a personalized learning system for APA and an interactive APA template for writing and saving papers.
- Off Campus Library Services librarians, <http://www2.indwes.edu/forms/request.aspx> or 800.521.1848.

### Special Needs

If you need accommodations for your course, you can email [ADARquest@indwes.edu](mailto:ADARquest@indwes.edu) with your request, and you will be forwarded forms to fill out and return. Once all forms are received and reviewed, a determination is made on reasonable accommodations and you will receive an Academics Adjustment Notification. You will be required to give this notification to your instructor before the beginning of each of your courses.

## Smarthinking

Access to both live and online tutoring can be found through your course under *Content>>Course Dashboard>>IWU Resources*.

## Netiquette

In the online classroom, people cannot see your face, they cannot hear the tone or inflection of your voice, and they cannot observe your body language to determine your intention. Therefore, when responding to another student's post, or even in creating your own, it is very important to write your thoughts out and take a few minutes away from them. Then reread what you wrote and make sure it answers the question(s) and is worded in a way that is not likely to offend others.

- It is okay to disagree, but do so in a manner that is constructive rather than destructive, encouraging rather than denigrating.
- It is very easy to say the right words but for them to be "heard" incorrectly. Take the time to review what you type. This is one of the benefits of online education; you have the ability to wait and rethink what you will say before you say it.
- USING ALL CAPITAL LETTERS IS THE SAME AS SHOUTING!!!! Use capitals only to emphasize a point; do not type full posts in capital letters.
- Respect others' opinions as you would have yours respected.
- This is a Christian school; please respect the religious beliefs of those around you.

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