

# **Course Syllabus**

# **Section 1: Course Information**

Format
Eight weeks.
Course ID
PSYC 2133
Course Title
Theories of Personality
College
College of Unrestricted Education – Department of Behavioral & Social Sciences
Prerequisites
PSYC 1133 or PSYC 1233
Credit Hours
3
Instructor
See the online course in MyFIRE for instructor contact information and availability.

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### **Course Description**

This course is an introduction to the study of personality formation. Major personality themes are critically examined. Students are introduced to the application of these theories in counseling and the treatment of mental illness.

#### **Course Overview**

This course will introduce students to the multiple approaches to understanding personality. The key theorists and concepts associated with each perspective will be explored along with the strengths and weaknesses of each. Students will also consider the application of each perspective to assessment and treatment of mental illness.

#### **Course Workload**

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is 50.80 (6.35 hours per week).

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#### **SEU Mission and Vision Statements**

#### **Mission Statement**

Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership.

### **Vision Statement**

Southeastern University is anchored by Spirit-empowered education in a Christ-centered, student-focused learning community. Southeastern's global impact is marked by a deep commitment to transforming minds and engaging culture through the integration of faith, learning and service. Each student's divine design is nurtured and unleashed through the investment of faculty and staff, relationships within the community, the rigor of scholarship, diverse learning experiences and the discipline of spiritual formation, which propels students into a lifetime of serving the world in the Spirit of Christ.

In addition to our mission and vision statement, we hold fundamental truths about the Christian faith that include the following:

- The Scriptures are inspired by God and declare His design and plan for mankind.
- There is only one true God who is revealed in three persons: Father, Son and Holy Spirit (commonly known as the Trinity).
- Jesus Christ, as God's son, was both fully human and divine.

We are proud of our affiliation with the Assemblies of God and our Pentecostal tradition. We are also proud to be a welcoming community for students from all Christian backgrounds and denominations. Our campus includes many Baptists, Presbyterians, Methodists, etc., as well as nondenominational students. Everyone shares a strong

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commitment to knowing Christ and making Him known, and we celebrate our theological similarities while appreciating our differences.

Refer to Human Sexuality for additional details related to What We Believe.

#### Title IX Statement

Southeastern University is committed to creating an environment for every student to thrive academically spiritually and socially. An aspect of creating this culture is providing avenues for students to discuss and report any activity that may compromise this commitment.

Under a federal law known as Title IX, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972).

While students should feel comfortable approaching faculty with issues they may be struggling with or concerns they may be having, students should know that all faculty and staff are required to report certain information about Sexual Misconduct and certain crimes to University administration, in order to help keep the University community safe, and to connect students to all of the resources and reporting options that are available.

For example, if you inform faculty or staff (in private or during class discussions) of an incident of Sexual Misconduct, that individual will keep the information as private as possible, but is required to bring it to the attention of the institution's Title IX Office. If a student would like to talk to the Title IX office directly, they can do so by e-mail at <a href="mailto:smpowell@seu.edu">smpowell@seu.edu</a>, by phone at 863-667-5236, or in person at Pansler U225. For more information about Title IX reporting options at Southeastern, please go to: <a href="http://www.seu.edu/titleix">http://www.seu.edu/titleix</a>.

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If you are struggling with an issue that is traumatic, unusually stressful, or results in disruptive behavior, faculty and staff will likely inform the Care Team. If students would like to reach out directly to the Care Team for assistance, they can do so at the Campus Counseling Center (<a href="http://myseu.seu.edu/services/counseling-health-wellness-services/seu-care-team/">http://myseu.seu.edu/services/counseling-health-wellness-services/seu-care-team/</a>) located in Health Services in Smith Hall, by phone at 863-667-5205, or by e-mail at <a href="mailto:care@seu.edu">care@seu.edu</a>.

#### **Course Materials**

Schultz, D. P. & Schultz, S. E. (2013). *Theories of personality* (11th ed.) Belmont, CA: Thomson Wadsworth.

Required and optional textbooks are accessed and ordered through SEU's bookstore.

**Disclaimer:** The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

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# **Course Topics**

The purpose of this course is to introduce, reinforce, and measure learning on the following topics:

- Introduction to personality
- Key personality theories:
  - o Psychodynamic
  - o Analytical psychology
  - Individual psychology
  - Neurotic trends and needs
  - o Identity theory
  - Trait theory
  - o Needs-hierarchy and self-actualization
  - o Reinforcement and modeling theory

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## **Intended Learning Outcomes**

As a result of reading, study, and assessments in this course, the student should be able to:

- 1. Describe the term "personality" and the concepts associated with the term.
- Differentiate between and describe the basic constructs and background of Psychoanalytic, Life-Span, Behavioral, Humanistic, Cognitive, Social Learning, and other theories of personality.
- Identify some of the common methods of personality assessment and recognize the kinds of interpretations that reasonably may be made based on such assessments.
- 4. Identify and articulate biblical and Christian concepts which relate to personality theory and development.
- 5. Apply personality theory to case study examples.

# **Key Performance Indicators**

Students who successfully complete this course will demonstrate their learning through performance-based activities and assessments. Successful students will:

- 1. Participate in the weekly discussion forums
- 2. Complete of 5 application written assignments
- 3. Complete a final project
- 4. Pass weekly quizzes
- 5. Pass a midterm and final exam

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### **Section 2: Course Policies**

# **Grading Scale**

The university's general grading scale is provided in the Academic Policies and Procedures section of the **Southeastern University Catalog**. All online courses use the following scale:

Grade Letter	Grade Percentage
A	94 – 100%
A-	90% to 93%
B+	87% to 89%
В	84% to 86%
B-	80% to 83%
C+	77% to 79%
С	74% to 76%
C-	70% to 73%
D+	67% to 69%
D	64% to 66%
D-	60% to 63%
F	0% to 59%

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### **Late Work**

**Work ahead:** For planned events (mission trips, vacations, surgeries) you are invited to work ahead in order to submit work by the due date. No permission is needed.

Request an extension: If you know you will not be able to turn work in on time, contact your professor at least 24 hours before the assignment is due. Let the professor know about your circumstances and when you can turn the work in. If the professor decides to grant you an extension and you get the work in when you say you will, there will not be a penalty. You should only request an extension when something unforeseen comes up that you have no control over; a professor has no obligation to grant an extension and will be less inclined to do so if you are asking for one every week.

Late work: without prior arrangements, late work\* submitted within one week of the original due date will be considered for partial credit. Work will ONLY be accepted for the first seven days after it is due. NO WORK will be accepted past the last day of the course.

\*Discussion Posts: late participation in discussion forums is not accepted for late credit. The purpose of the discussion forum is to engage with your classmates on substantive ideas related to the course material, and your classmates will not revisit forums past the due dates. Similarly, professors will not revisit forums to grade past discussion due dates.

Professors of Foundational Core courses have been instructed to follow this policy to ensure fairness across all FC classes. Your professor will work with you if true emergencies occur, but your busy schedule will not be considered an emergency. If you have travel, a vacation, a wedding, or any other plannable event, it is up to you to communicate with your instructor to avoid grade penalties.

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## **Extra Credit**

None accepted

### **Class Participation**

Students are required to login regularly to the online course. The instructor will monitor student activity and participation through MyFIRE. Students are also required to participate in all class activities such as discussion board posts and responses, chat, or conference sessions and group projects.

#### Official Email

You are expected to check your SEU webmail account **daily** during the course term. All written correspondence between instructor and student must be handled through the SEU email system.

# MyFIRE Use

Please, make it a habit to always check your MyFIRE account as messages; assignments, grades, and other important related materials may be posted. It is the student's responsibility to check grades and notify your instructor if you have questions.

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#### **Technical Difficulties**

Southeastern University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time-sensitive activity or assessment, students should report any problems to the instructor and also contact the 24x7 Support Center via the links provided in the below Technical Support section.

Be sure your computer system complies with all <u>SEU Technical Requirements</u>. These requirements are listed within MyFIRE and a <u>Browser Checker</u> is provided to ensure the browser you are using is compatible with MyFIRE.

# **Technical Support**

If you have questions or need assistance, you can reach out to our 24/7 Support Center at <u>1-888-889-6599</u> or <u>click here</u> to submit a support ticket via email. *Note: Email response is within 24 hours. If immediate assistance is required, please contact support via phone/chat.* To chat LIVE! with a Support Representative, <u>click here</u>.

### **Disability Statement**

Southeastern University is committed to the provision of reasonable accommodations for all students with learning and/or physical disabilities, as defined in Section 504 of the Rehabilitation Act of 1973 and with the American with Disabilities Act (ADA) of 1990. This legislation guarantees educational rights for the physically and learning disabled.

Students with medical diagnoses that qualify them for accommodations must contact ADA services at (863) 667-5283, or e-mail <a href="mailto:ADAservices@seu.edu">ADAservices@seu.edu</a>. Once medical documentation is provided and a confidential consultation is completed, the student will then be responsible to provide the director of academic and auxiliary services with a list of his or her current professors and their e-mails.

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Contact with the Office of Academic and Auxiliary Services is mandatory for each new semester. For more information, visit the SEU <u>students with disabilities</u> page on our website.

### **Academic Honesty**

Plagiarism is considered a serious academic offense at Southeastern. It undermines the educational process and, when done intentionally, violates the integrity of the community.

Plagiarism occurs when a writer uses someone else's language, ideas, or other original material without acknowledging its source.

Plagiarism includes unattributed use of any source, in any medium, published or unpublished.

Examples of plagiarism include:

- Quoting or paraphrasing material without attributing it to its source
- Copying segments from the work of others without giving proper credit
- Submitting as original work written entirely by someone else

Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer's own words. Ideas and observations original to the writer also do not require citation.

Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.

For more information, visit the SEU <u>Plagiarism page</u> on our website.

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#### **Course Evaluation**

In order to help us to assess the effectiveness of our courses and instructors, please complete the course evaluation. If you receive a course evaluation for this course, you are required to complete it.

#### Official Withdrawal

To officially withdrawal from this course you must consult the Registrar's Office for details.

### Netiquette

### **General Rules of Netiquette**

- Make your messages easier to read by making your paragraphs short and to the point.
- DO NOT SHOUT BY TYPING IN ALL CAPS.
- Utilize humor in appropriate forms. Avoid hostile, abusive, libelous, or rude comments. No vulgar, sexist, racist, biased, or other objectionable language will be tolerated.
- Reinforce others in the course (e.g., "Good presentation!" or "Thanks for the feedback."). Valid criticism is acceptably expressed in the form of thoughtful alternatives. Do not insult or "flame" others.
- Think twice and send once. The old carpenter adage to measure twice and cut
  once holds great value here. Once you send something not well-thought out you
  will find it difficult and time-consuming to recover. Think about what you want the
  group and the professor to think about you.
- Use spell-check and grammar-check. The little errors commonly accepted in email or text-messaging with friends and family are distracting and inappropriate in a college discussion forum.

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- In an online discussion forum, debate is welcome, but be tactful in responding to
  others. Remember that there's a person (or a whole class) at the receiving end of
  your post.
- If you quote a previous post (by using the reply function for example), quote only enough to make your own point.
- If you want to get in touch with only one person in the class, send a message to that individual's e-mail address, not to the entire discussion list.

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#### Section 3: Course Schedule

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by week and include the due dates and point values.

**Note:** Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

Withdraw: The last day to withdraw from this course is the last day of Week 5.



#### Module 1: 10/21/2020 - 10/27/2020

#### **Aim**

- Describe the different perspectives of personality development
- Explain the role of culture in shaping personality
- Explain the development of the psychoanalytic approach to personality
- Identify the structure of personality: the id, the ego, and the superego
- Discuss and apply the different defense mechanisms
- Explain the psychosexual stages of personality development

#### Learn

- Read: Chapter 1: Personality: What it is and Why You Should Care
- Read: Chapter 2: Sigmund Freud: Psychoanalysis
- View/Complete: Module 1 Lesson

### **Apply**

Module 1 Discussion Forum

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o Due: Saturday, Tuesday

o Points: 50

• Module 1 Assignment

o Due: Tuesday

o Points: 50

• Module 1 Quiz

o Due: Tuesday

o Points: 20

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# Module 2: 10/28/2020 - 11/3/2020



### **Aim**

- Explain the development of the analytic psychological approach to personality.
- Describe the different aspects of personality and personality develop as defined by Jung.
- Compare and contrast the personal versus collective unconscious.
- Explain Jung-based personality assessments.
- Explain the development of the individual approach to personality.
- Identify the role inferiority and superiority play in personality development as described by Adler.
- Describe the impact of birth order on personality development.

#### Learn

- Read: Chapter 3: Carl Jung: Analytical Psychology
- Read: Chapter 4: Alfred Adler: Individual Psychology
- View/Complete: Module 2 Lesson

### **Apply**

- Module 2 Discussion Forum
  - Due: Saturday, Tuesday
  - o Points: 50
- Module 2 Assignment
  - Due: Tuesday
  - o Points: 50
- Module 2 Quiz
  - Due: Tuesday

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o Points: 20

• Reminder: Erikson Interview (Due in Module 3)

 To prepare for the upcoming assignment in Module 3, choose a person that you can interview who is over the age of 65.

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### Module 3: 11/4/2020 - 11/10/2020

#### **Aim**

- Explain how Karen Horney's life events impacted her theory.
- Discuss the role that anxiety and neurosis play in personality.
- Identity the different neurotic needs and trends.
- Explain "the tyranny of the should."
- Define conflicts and crisis from an Erikson perspective.
- Identify and apply Erikson's eight stages of psychosocial development to personality development.

#### Learn

- Chapter 5: Karen Horney: Neurotic Needs and Trends
- Chapter 6: Erik Erikson: Identity Theory
- View/Complete: Module 3 Lesson

### **Apply**

- Module 3 Discussion Forum
  - Due: Saturday, Tuesday
  - o Points: 50
- Module 3 Assignment
  - Due: Tuesday
  - o Points: 75
- Module 3 Quiz
  - Due: Tuesday
  - o Points: 20

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### Module 4: 11/11/2020 - 11/17/2020

### **Aim**

- Explain Allport's trait theory of personality including cardinal, central, and secondary traits.
- Identify the role of motivation in personality development.
- Explain and apply the Allport's stages of personality development.
- Define Cattell's nine types of traits.
- Identify Cattell's stages of development.
- Discuss Eysenck's three dimensions of personality.
- Explain the Big Five personality factors.

#### Learn

- Read: Chapter 7: Gordon Allport: Motivation and Personality
- Read: Chapter 8: Raymond Cattell, Hans Eysenck, the Five-Factor Theory, HEXACO, and the Dark Triad
- View/Complete: Module 4 Lesson

# **Apply**

- Module 4 Discussion Forum
  - o Due: Saturday, Tuesday
  - o Points: 50
- Midterm Exam
  - Due: Tuesday
  - o Points: 100

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### Module 5: 11/18/2020 - 11/24/2020

#### **Aim**

- Explain and apply Maslow's hierarchy of needs.
- Identify the conditions needed to achieve self-actualization.
- Summarize cognitive needs.
- Discuss the characteristics of a self-actualized person.
- Explain positive regard and its role (both unconditional and conditional) in personality development.
- Identity the characteristics of a fully functioning person.
- Summarize the characteristics of person-centered therapy.

#### Learn

- Chapter 9: Abraham Maslow: Needs-Hierarchy Theory
- Chapter 10: Carl Rogers: Self-Actualization Theory
- View/Complete: Module 5 Lesson

### **Apply**

- Module 5 Discussion Forum
  - Due: Saturday, Tuesday
  - o Points: 50
- Module 5 Assignment
  - Due: Tuesday
  - o Points: 50
- Module 5 Quiz
  - Due: Tuesday
  - o Points: 20

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# Module 6: 11/25/2020 - 12/1/2020



#### Aim

- Discuss and apply personal construct theory.
- Identify and describe each of the 11 corollaries used to anticipate life events.
- Summarize the role of conditioning as a foundation of behavior.
- Explain the components and application of operant conditioning.
- Identify the processes used to shape behavior.

#### Learn

- Chapter 11: George Kelly: Personal Construct Theory
- Chapter 12: B. F. Skinner: Reinforcement Theory
- View/Complete Module 6 Lesson

# **Apply**

- Module 6 Discussion Forum
  - o Due: Saturday, Tuesday
  - o Points: 50
- Module 6 Assignment
  - Due: Tuesday
  - o Points: 50
- Module 6 Quiz
  - Due: Tuesday
  - o Points: 20

Module 7: 12/2/2020 - 12/8/2020



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#### Aim

- Define observational learning.
- Explain the concept of modeling and its application.
- Identify the four processes of observational learning.
- Explain the developmental stages of self-efficacy.
- Discuss how observational learning can be applied to behavior modification.

#### Learn

- Chapter 13: Albert Bandura: Modeling Theory
- View/Complete: Module 7 Lesson

### **Apply**

- Module 7 Discussion Forum
  - Due: Saturday, Tuesday
  - o Points: 50
- Final Paper: Personality Analysis
  - o Due: Tuesday
  - o Points: 200
- Module 7 Quiz
  - o Due: Tuesday
  - o Points: 20

Module 8: 12/9/2020 - 12/15/2020



#### **Aim**

- Compare and contrast interval vs. external locus of control.
- Identify characteristics of sensation- or thrill-seeking personalities.

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- Explain the process that leads to learned helplessness.
- Compare and contrast optimistic vs. pessimistic explanatory styles.
- Explain the key components of positive psychology.

### Learn

- Chapter 14: Facets of Personality: Taking Control, Taking Chances, and Finding Happiness
- View/Complete: Module 8 Lesson

# **Apply**

- Module 8 Discussion Forum
  - o Due: Saturday, Tuesday
  - o Points: 50
- Final Exam
  - o Due: Tuesday
  - o Points: 100

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#### Section 4: Assessments

#### **Discussion Forums**

### **Description**

Each module, students will participate in a class discussion. The discussion topics will relate to the readings and will encourage the student apply what they have learned during the module as they engage with both the instructor and their fellow students. Each module, students will be required to respond to the given discussion questions with a substantial post (more than 200 words) that demonstrates depth of understanding and is supported by a minimum of one cited and referenced source. This initial post should be posted each module by Saturday at 11:59 PM EST. In addition to the initial post, students must respond substantially to a minimum of two of their peer's initial posts (100 word minimum for each reply). These posts must add breadth and depth to the discussion, continue to build on the initial post, and add additional insights and questions. These posts should be made each module by Tuesday at 11:59 PM EST.

#### **Total Possible Points**

400

### **Grade Weight**

33%

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# **Assignments**

# **Description**

In weeks 1-3 & 5-6 students will complete written assignments that will be outlined in the classroom. These assignments will allow the students to apply concepts that they have read about during the corresponding week.

### **Total Possible Points**

275

## **Grade Weight**

23%

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# **Weekly Quizzes**

# **Description**

In weeks 1-3 & 5-7 student will complete a short quiz reviewing key concepts from each week's textbook readings.

### **Total Possible Points**

120

# **Grade Weight**

10%

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#### **Exams**

# **Description**

Midterm Exam: In Week 4, you will take a Midterm Exam. This exam will be objective in nature (multiple choices) and will cover materials studied in Weeks 1-4.

Final Exam: In Week 8, you will take a Final Exam. This exam will be objective in nature (multiple choices) and will cover materials studied in Weeks 5-8.

### **Total Possible Points**

200

# **Grade Weight**

17%

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# **Final Paper: Personality Analysis**

### **Description**

For your final paper, you will be analyzing the personality of a famous person by applying five of the theorists' perspectives that we have covered in this course. Below is a list you can choose from.

Sigmund Freud: Psychoanalysis

• Carl Jung: Analytical Psychology

Alfred Adler: Individual Psychology

Karen Horney: Neurotic Needs and Trends

Erik Erikson: Identity Theory

Gordon Allport: Motivation and Personality

Raymond Cattell and Hans Eysenck: Trait Theories

Abraham Maslow: Needs-Hierarchy Theory

Carl Rogers: Self-Actualization Theory

George Kelly: Personal Construct Theory

B. F. Skinner: Reinforcement Theory

Albert Bandura: Modeling Theory

After thoroughly reading about this person's life both through childhood and now as an adult, you should analyze the development of this person's personality by applying five of the above theories. Your paper should be organized in the following way applying appropriate headings, making sure to specify the perspective being applied in the heading:

Overview of the Person's Life

Analysis Through Perspective 1

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- Analysis Through Perspective 2
- Analysis Through Perspective 3
- · Analysis Through Perspective 4
- Analysis Through Perspective 5
- Conclusion

This paper should be five to seven pages double-spaced and written in proper APA format. In addition to the minimum page count (i.e., five pages and one line), you should also include a cover page and a reference page in APA format. Use a minimum of four sources in addition to your textbook to support your points.

### **Total Possible Points**

200

## **Grade Weight**

17%

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