# **Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

# **Contact Information**

**Course**: PSYC 3310 VC01 – Theories of Personality

**Campus**: WBUonline

**Term/Session:** Spring 1 CMP 2022

**Instructor:** Heather Dillard, MA

**WBU Email Address:** heather.dillard@wayland.wbu.edu

**Office Hours, Building, and Location:** WBUonline

**Class Meeting Time and Location:** WBUonline

# **Textbook Information**

**Required Textbook(s) and/or Required Materials:**

*Personality: Classic Theories and Modern Research* (6th Edition)by Howard S. Friedman.

Published by Pearson Education, Inc., 2016.  
Print ISBN: 9780205997930

eBook ISBN: 9780133829808

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

# **Course Information**

**Catalog Description:**  Various ways of defining “personality” and an in-depth study of the major theories of personality; applying knowledge of personality development to enhance students’ human relations skills.

**Prerequisite(s): PSYC 1301 and PSYC 2301 or consent of instructor**

**Course Outcome Competencies:** Upon completion of this course, students will be able to:

* Demonstrate understanding through assessing the student’s written explanations of the major theories of personality on major exams.
* Orally describe the various issues of personality and how personality is studied and assessed during in-class presentations
* As evidenced through in-class exams, students should be able to define personality and discuss applications of the various personality theories

# **Attendance Requirements**

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

# **University Policies**

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](http://catalog.wbu.edu/)

# **Course Requirements and Grading Criteria**

Weekly Assignments will begin each Monday. They will be due by the next Sunday of that week at midnight. *(Except the Reflection Paper assignment--see below.)* **Please note:** **I WILL NOT ACCEPT ANY LATE ASSIGNMENTS.** You will get a zero if you submit an assignment after the deadline. No exceptions. Pay close attention to when assignments are due and plan accordingly.

**Reflection Paper** – 30 points

This short paper will be due ***by Wednesday of Week 1.*** This is because WBU needs a record within the first few days that students are participating in class assignments, sort of like a virtual “role call.”

Write a 2-page paper (double spaced, Times New Roman, 12-point font) reflecting on the following:

* Here at the beginning of the term, what is your current approach to different views on the development of personality? If you are familiar with the various theories, do you hold to a certain view?
* Do you think personality development is influenced more by nature (genetics) or nurture (household environment)? Or both?
* When you encounter someone with a different personality style than you, do you tend to get annoyed because they think differently, or are you fascinated by people’s various approaches to life?
* How do you see this class helping you for your future?

**Discussion Board posts** – Sixteen at 10 points each/ 160 points total

Each of your discussion board posts should be at least 250 words. Besides posting your own responses to each discussion board question, I want you to **reply to at least 2 other students**. When you respond to another’s post, the responses need to be at least 100 words long. Put some thought into these. Don’t respond with a generic, “That’s a good point. I agree with you.”

While some discussion board posts might ask you to give a response based on your own experiences, these posts are not the time to air your personal opinions. Use thoughts and ideas from the book to guide your discussion. “The author wrote \_\_\_\_ in chapter 3. This affects the way we approach personality theories because…” Put some thought and effort into it.

**Quizzes** – Six at 20 points each/ 120 points total

There will be 6 weekly quizzes. These will be over the specific chapters read that week.

**Exams** – Two at 140 points each/ 380 points total

Exam 1 will be in Week 4 and cover chapters 1-7.

Exam 2 will be in Week 8 and will cover chapters 8-15.

**Final project** –  110 points

For your Final Project, you will pick one of the theories covered this term and create a 8-10 minute video showcasing that theory. You are to give a brief history, but also include what research and evidence have been collected. Give examples of how this theory is being used in present day situations, especially relating to the field of psychology. (Be sure to cite any sources you use outside of the textbook***.***) ***Your specific theory and presentation idea must be submitted to Instructor Dillard via email by the end of Week 6.*** (For example, “I am going to do a short skit summarizing the Big Five Traits of Personality.”) ***You do not have to wait for “approval” from me in an email response to start your project. You can start working on it at any time. The email is just to let me know you’re thinking about the project and know the direction you’re working towards.***

You will be graded on:

* Content (main ideas and terms of the theory are clearly expressed)
* Presentation (clear speech, good delivery, interesting presentation)
* Organization (presentation, chart or poster, is easy to follow; If using PowerPoint, slides are not crowded and are easy to read)
* Originality (creativity and uniqueness in presenting)

Submit your final project using VidGrid. You can give a video presentation in front of the camera or a powerpoint with your voice narrating. However you choose to do your presentation, be creative! Don’t just stand there and talk. Think about the bonus videos of each theory that we watched. Showing what you learned doesn’t have to be boring! If you enjoy art, use an art project to demonstrate. Recruit your friends and host a talk show or interview with a certain theory’s founder. Parallel the main terms and ideas of the theory or approach with a well-known fictional world. The ideas are endless! Have fun and show off what you have learned.

***Your final project will be due by the end of Week 7.*** The rubric and submission folder for this project can be found in the Weekly Activities folder in Bb. I will email each student your rubric results and comments after grades are posted.

**Grade Scoring Breakdown**

Reflection Paper 30 points 5%

Discussion Board 160 points 23%

Quizzes 120 points 17%

Exam 1 140 points 20%

Exam 2 140 points 20%

Final Project 110 points 15%

Totals 700 points 100%

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

# **Tentative Schedule**

**Week 1**

* **Goals:**

1. Introduce yourself to the group.
2. Gain knowledge of how personality is studies and assessed.
3. Begin to explore your personal views on the development of personality.

* **Turn in** Reflection Paper by January 12th
* **Read** Chapter 1-2.
* **Finish** Week 1 Discussion Board posts by January 16th.
* **Finish Quiz 1** by January 16th.

**Week 2**

* **Goals:**

1. Introduce and discuss psychoanalytic theories and their impact on personality development.
2. Introduce neo-analytic theories and approaches to personality.

* **Read** Chapter 3-4.
* **Finish** Week 2 Discussion Board posts by January 23rd.
* **Finish Quiz 2** by January 23rd.

**Week 3**

* **Goals:**

1. Explore and discuss the impact of genetics and other biological aspects on the development of personality.
2. Introduce behaviorist theories and their approaches to personality formation.

* **Read** Chapters 5-6.
* **Finish** Week 3 Discussion Board posts by January 30th.
* **Finish Quiz 3** by January 30th.

**Week 4**

* **Goals:**

1. Explore how cognitive and behavioral theories in counseling have impacted psychologists’ views of personality development.
2. Introduce and discuss trait approaches to personality, from Carl Jung’s archetypes to the more contemporary Big Five Traits theory.

* **Read** Chapters 7-8.
* **Finish** Week 4 Discussion Board posts by February 6th.
* **Finish Exam 1** by February 6th. This exam covers chapters 1-7.

**Week 5**

* **Goals:**

1. Explore humanistic and existential approaches to the development of personality.
2. Discuss the impact of social interactions and specific situations on personality styles.

* **Read** Chapters 9-10.
* **Finish** Week 5 Discussion Board posts by February 13th.
* **Finish Quiz 4** by February 13th.

**Week 6**

* **Goals:**

1. Explore the psychological and personality differences between men and women.
2. Discuss whether personality might be a risk factor for certain types of diseases or health deficiencies.

* **Read** Chapters 11-12.
* **Email** Instructor Dillard the theory of your choice for your final video presentation, and a summary of how you plan to present it by February 20th.
* **Finish** Week 6 Discussion Board posts by February 20th.
* **Finish Quiz 5** by February 20th.

**Week 7**

* **Goals:**

1. Demonstrate knowledge and application of a specific theory through the final video presentation.
2. Illustrate the use of personality style assessments through final project.
3. Briefly review the influence of race, culture, and religion on personality.

* **Read** Chapters 13.
* **Finish** Week 7 Discussion Board posts by February 27th.
* **Finish Quiz 6** by February 27th.
* **Submit Final Project** by February 27th.

**Week 8**

* **Goals:**

1. Explore the differing motivations for love and hate, and their resulting actions.
2. Discuss the possibilities of personality traits being altered or controlled chemically.

* **Read** Chapters 14-15.
* **Finish** Week 8 Discussion Board posts by March 5th.
* **Finish Exam 2** by March 5th.
* **Submit** Instructor Evaluation by March 5th.

# **Additional Information**

If any changes are made to the syllabus during the term, I will let you know on the Announcements tab so that you can download the updated syllabus. While I don’t think it should happen often, I want to always communicate clearly with you about changes made to class assignments. This will set you up for success in this course. As always, please contact me if you have any questions. I am here to help!