Course Information

Course Description
An in-depth review of the major contemporary theories of human personality and the empirical research related to each. Applications are made about the role of personality in a variety of contexts.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
None

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and PowerPoint are expectations of the psychology and sociology program.

Program Outcomes
The graduate programs in psychology are designed to meet the needs of:
• Students preparing for professional careers in applied psychology, counseling psychology, experimental psychology, or industrial organizational psychology.
• Students preparing for careers in professional counseling as licensed professional counselors or as licensed psychological associates.
• Students preparing for advanced graduate studies in psychology.
• Students preparing for a teaching career in higher education.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.</td>
<td>All readings and assignments</td>
</tr>
<tr>
<td>Learning to apply course material to improve thinking, problem solving, and decisions</td>
<td>All readings and assignments</td>
</tr>
<tr>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view.</td>
<td>All readings and assignments</td>
</tr>
<tr>
<td>Developing skill in expressing myself orally or in writing.</td>
<td>All assignments</td>
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</tbody>
</table>

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU’s Blackboard Learning Management System](https://blackboard.asu.edu).

Required Texts and Materials

All course readings will be provided online as PDFs or Word documents.

Technology Requirements

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OS X 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University’s Distance Education Website](http://www.asu.edu/distance/).
### Tentative Schedule & Topic Outline

<table>
<thead>
<tr>
<th>Topic &amp; Required Reading</th>
<th>General Description of Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6/1-6/5:</strong> Trendelenburg: Contribution... Eliade: Heroic &amp; Shamanic... Wojtyla: Person... Plato: The Chariot Metaphor Rychlak: Dialectic v. Demonstr...</td>
<td>What is Personality? A Conversation about the Human Person: Struggle, Horizon, &amp; Destiny Mythological and Religious Images (Tripartite Soul) Rational &amp; Philosophical Accounts: Plato &amp; Augustine</td>
</tr>
<tr>
<td><strong>Thursday, June 10th</strong></td>
<td>Census: Official Date of Record “W” period starts 6/11</td>
</tr>
<tr>
<td><strong>6/8-6/12:</strong> Maritain: The Aims of Education Von Balthasar: Idealism Rychlak: Fundamental Dimensions of Theoretical... Allport &amp; Oddbert: Trait Names Goldberg (1993) – Phenotypic Personality Traits McCrae &amp; John (1992) – Intro to Five-Factor Model</td>
<td>Rational &amp; Philosophical Accounts: Aristotle, Thomas, &amp; the Domains of Personality Modernity: Idealism &amp; Realism Is Personality Created (learned) or Received (innate)? Creativity &amp; One’s Role in your own Personality Introduction to Trait Theories</td>
</tr>
<tr>
<td><strong>Exam #1</strong></td>
<td><em>Exam #1 due 11:59pm on 6/12</em></td>
</tr>
<tr>
<td><strong>6/22-6/26:</strong> Rogers: On Becoming a Person Rogers: Interview May: Origins &amp; Significance... Frankl: Logotherapy Scheler: Ressentiment (Ch. 1)</td>
<td>Humanistic, Existential, &amp; Phenomenological Perspectives</td>
</tr>
<tr>
<td><strong>Exam #2</strong></td>
<td><em>Exam #2 due 11:59pm on 6/26</em></td>
</tr>
<tr>
<td>Friday, July 3(^{rd})</td>
<td>University closed for Fourth of July</td>
</tr>
<tr>
<td>Friday, July 5(^{th})</td>
<td>Last day to Withdraw from Class</td>
</tr>
<tr>
<td>6/29-7/2:</td>
<td>Cognitive Perspectives</td>
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<tr>
<td>Piaget – play, dreams, &amp; imitation…</td>
<td></td>
</tr>
<tr>
<td>Haidt (2013) Moral Psychology for the 21(^{st}) Century</td>
<td></td>
</tr>
<tr>
<td>Koleva et al. (2012) 5 Moral Concerns &amp; the Culture War</td>
<td></td>
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<tr>
<td>Hirsh et al. (2009): Metatraits of Big 5</td>
<td></td>
</tr>
<tr>
<td>DeYoung et al. (2007): 10 aspects Big 5</td>
<td></td>
</tr>
<tr>
<td>7/6-7/10:</td>
<td>Trait Theories</td>
</tr>
<tr>
<td>McKay &amp; Tokar (2012): HEXACO &amp; RIASEC</td>
<td></td>
</tr>
<tr>
<td>Swanson (2000): Cerebral Hemisphere Regulation</td>
<td></td>
</tr>
<tr>
<td>Yeo et al. (2013): ARAS &amp; arousal</td>
<td></td>
</tr>
<tr>
<td>Rozin &amp; Haidt (2013): Disgust</td>
<td></td>
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<tr>
<td>Widiger &amp; Lowe (2007); Costa &amp; McCrae (2005): FFM &amp; Personality Disorder Assessment</td>
<td></td>
</tr>
<tr>
<td>7/13-7/17:</td>
<td>Sex / Gender – Masculinity and Femininity</td>
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<tr>
<td>Weisberg et al. (2011): Gender Differences in Personality</td>
<td></td>
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<tr>
<td>Costa et al. (2001): Gender Differences on the NEO-PI</td>
<td></td>
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<tr>
<td>Poeppl et al. (2016): Neural Basis of Differences in Sexual Behavior</td>
<td></td>
</tr>
<tr>
<td>Mayer &amp; McHugh: Sexuality &amp; Gender – p. 10-26 &amp; 86-105 (beginning of parts 1 &amp; 3)</td>
<td><em>Comparative Analysis Paper due 7/17</em></td>
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<tr>
<td>7/20-7/24:</td>
<td>The Hylomorphism: Human Dignity &amp; Freedom</td>
</tr>
<tr>
<td>UN Declaration of Human Rights</td>
<td></td>
</tr>
<tr>
<td>Skinner – Beyond Freedom &amp; Dignity</td>
<td>Exam #3</td>
</tr>
<tr>
<td><em>Exam #3 due 11:59pm on 7/22</em></td>
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*Comparative Analysis Paper due 7/17*
Communication

Faculty will respond to email and/or telephone messages within 24-48 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Students are encouraged to email the instructor if they have any questions or concerns. When emailing the instructor, please include your class name and time (or “Online”) in the subject line (for example, Stats, Online). Please be respectful in your emails. This includes addressing the professor properly and signing your full name. If you would like to meet virtually or by phone with the instructor, please approach it this way: send an email requesting a meeting, and give three possible options, in terms of days and time slots that work for you.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, or another virtual program.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams – (20 points each)</td>
<td>60</td>
</tr>
<tr>
<td>1 Theoretical Comparative Analysis Paper</td>
<td>40</td>
</tr>
<tr>
<td>Extra Credit Discussion Board</td>
<td>2.5</td>
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<tr>
<td>Total</td>
<td>100% (plus 2.5)</td>
</tr>
</tbody>
</table>

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.
The following grading scale is in use for this course:

A = 89.50-100 points
B = 79.50-89.49 points
C = 69.50-79.49 points
D = 59.50-69.49 points
F = 0-59.49 points (Beyond this scale, grades will not be rounded up)

**Teaching Strategies**

- Readings, Lectures, Videos, PowerPoint

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

**Assignment and Activity Descriptions**

**Theoretical Comparative Analysis Paper (40 points):** You will write an 8-10 page, double-spaced paper with 12pt., Times New Roman font, and 1-inch margin, written and uploaded as a Word document. This paper should be written in APA format, and should include a cover page and a reference page, not included in the 8-10 page limit, i.e., you should have 10-12 total pages including the cover page and reference page. Please do NOT provide an abstract for this assignment. Your task is to construct a coherent comparison of at least three theoretical positions discussed during this course.

You must include an analysis of at least three (but no more than five) of the following categories:

1) Philosophical or Etymological/Historical Perspectives (e.g., Trendelenberg, Plato, Aristotle, Maritain, Rycklak, Brennan)
2) Mythological or Religious/Theological Perspectives (e.g., Eliade, Wojtyla, Von Balthasar)
3) Depth Psychology (e.g., Freud, Jung, & Adler, Erickson, & Kohut)
4) Trait Theories (e.g., Allport, Cattell, Goldberg, McCrae/Costa/John, Hirsh, DeYoung)
5) Biological/Neurological Perspectives (e.g., Swanson, Yeo, Evolutionary, Rozin & Haidt)
6) Behaviorist/Social Learning/Cognitive Perspectives (e.g., Piaget, Bandura, Skinner, Haidt)
7) Humanistic/Existential/Phenomenological (e.g., Rogers, May, Scheler, Frankl, Binswanger, Boss)

You must use at least six of the resources (books or articles) that we have covered over the course of the class. You may use additional resources beyond the class, but these will not count as part of the six required class sources. You may not plagiarize from these sources. Cite these sources correctly and frequently, though you should paraphrase in most cases, and avoid long and/or frequent quotations.
This paper will be submitted through Blackboard, and will be evaluated with software for plagiarism. Any significant issues with plagiarism will result in a grade of 0, and will be reported to the university, which could potentially result in further academic consequences. These comparative analysis papers are expected to be formal papers, and should be written as such! This assignment aims at demonstrating that you can clearly communicate the topics you have learned in the class to a general audience. See due date on the above calendar. This assignment is worth 40% of your overall grade for the course. Please be sure to upload your paper as a WORD document. No other formats will be accepted.

**Written Exams (60 points):** There will be 3 written exams for this class, each worth 20 points toward your overall grade. The exams will be cumulative. The exams will generally be composed of 5-7 open-ended questions, and you will answer a designated number of the questions in a brief 1-2 pages for each question. Your exams should be double-spaced with 12pt., Times New Roman font, and 1-inch margin, written and uploaded as a Word document. These exams should cited in APA format, and should include a reference page, but do not need to include a cover page or an abstract. Exams will include questions related to your readings, lectures, videos, homework assignments, and any other content or activities from the class. You may use a 1 page (front and back) handwritten or typed page of notes, which you create yourself, to aid you on the exams. Be sure to look at the notes sections at the bottom of my PowerPoint slides, which contain additional comments. Exams will only be available for a few days each, so be sure to make a note of the dates for the exam hard deadlines on the calendar above.

**Extra Credit (2.5 points):** There will be an introductory discussion board, which will not be required for a grade in the class, but will be worth up to (an additional) 2.5 points toward your overall grade. To help you discern the significance of these 2.5 points, you should consider that when comparing it to your exam grades, it would be equivalent to raising one of your exams by over a full letter grade (e.g., B to A; or 10% of an exam grade). In other words, you should do this, especially as this will be the only extra credit assignment offered.

**Assignment Submission**
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at Leslie.Kelley@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**Late Work or Missed Assignments Policy**
**Attendance/Make-Up Policy:** Attendance/Participation is required for this online course. The
course is set up on weekly modules. The week begins on Monday and ends on Saturday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Assignments are open for approximately one week. Exams are open for two days. Exams must be taken on the assigned day(s) and within the assigned times. I must know no later than 2 weeks in advance if circumstances may prevent you from taking an exam at the specified time. There will be no makeup exams except in cases of serious illness or some other extreme event such as a death in the family. In these instances, you must obtain a note from your physician or Dean, and present it to the instructor. The instructor will determine if a student will be allowed to make-up the assignment. If permitted to make-up an exam, you will have 2 days after the missed exam to make it up and failure to do so will result in a zero.

**General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

**Student Responsibility and Attendance**

*Online:* This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#)

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**PLAGIARISM**
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center: Angelo State University's Writing Center Website

**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from
completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

**Student Absence for Observance of Religious Holy Days**
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

**Copyright Policy**
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Syllabus Changes**
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Areas on the IDEA evaluation include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers
End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of