



PSY 2250 – Personality Theory (Online)

Sections 001 & 501 (3 credits)

Instructor: Thomas Hanson, Associate Professor
Email/Phone: tom.hanson@slcc.edu (801) 957-5084
Prerequisites: Successful completion of PSY1010 *and* ENGL1010.
Office hours: Monday and Wednesday (2:30 - 4:30 pm) in AAB 237-AP; readily available by email or Zoom at this time; & by appt.

Required Materials: 1. *Personality Theory* (2017) – Open Educational Resource (OER)
Mark Kelland, Ph.D. Lansing Community College

2. Freud, S. (2010). *Civilization and its Discontents* (J. Strachey, Ed. & Trans.). W. W. Norton & Company. (Original work published 1930)

Contact Policy:

I am as accessible to students as possible through email and other online meeting methods. My response to emails is typically 24 hours; during my online or virtual office hours, I should be readily available to respond to emails. If you do not hear from me within 48 hours of your email (excluding weekends), please resend the email. When you email me with an issue or question about an assignment, use a descriptive subject line for your email message and include your class section (001 or 501). In addition, please consider the following regarding class communication:

What You Can Expect From Me:

- I will grade your assignments within 1 week of submission. Please be sure to read my feedback for recommendations on improving future assignments, when relevant.
- I will log into the course and check my bruinmail account at least twice daily during weekdays, typically once in the morning and again in the late afternoon.
- I will participate in the discussion boards, but comment only on a few posts within the forum. Indeed, I want you and your peers to navigate and facilitate your discussion – not me.

What I Expect From You:

- Check your bruinmail account and log into the course at least once per day.
- Complete assignments before or on the due dates and times. Please consult the “Late Assignment Policy” in this syllabus or contact me with questions you may have. NOTE: discussion board “posts” and “replies” have different due dates – see “Discussion Board Assignments” section in this syllabus. Speaking of discussion boards...
- Be sure to participate in discussion boards weekly. Online discussions will allow us to explore, analyze, and evaluate various psychological phenomena. Moreover, the ideas and insight we glean from each other will be invaluable to this interactive approach to examining

psychological science. You will be asked to make a thoughtful response to a question, and respond to **at least 2** of your classmates' posts, while also maintaining class "netiquette" (see "Netiquette" policy).

Course Description:

There is a sense in which every human life is a work of art. Every person fashions a once-in-eternity, never-to-be-repeated life...If every human life is a unique work of *art*, then *science* enters the picture when we begin to sense regularities amid all the diversity...We all take careful note of similarities and differences in *personality* (what kind of person I am) and *development* (how I have changed over time).

-Dr. Dan McAdams
The Art and Science of Personality

This course will provide you with an introduction to the psychological study of personality, which focuses on personality theory, personality assessment techniques, and personality change with an emphasis on developing a scientific approach to understanding self. **In sum**, we will be examining the complex, individual artistry that is *you*.

Salt Lake Community College Learning Outcomes:

SLCC is committed to fostering and assessing the following student learning outcomes in its programs and courses:

- Communicate effectively.
- Develop quantitative literacies necessary for your chosen field.
- Thinking critically and creatively.
- Develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners.
- Develop the knowledge and skills to work with others in a professional and constructive manner.
- Develop computer and information literacy.
- Develop the attitude and skill for lifelong wellness.

Personality Theory Learning Outcomes:

In this class, you will:

1. Describe the major tenets of classical and contemporary personality theories, as well as recognize their contextual assumptions (e.g. historical, experiential, cultural).
2. Evaluate various personality theories based on research support, limitations, and applications.
3. Describe the methods involved in personality psychology research and assessment.
4. Explain the important variables that influence personality and its development (e.g. individual differences, biology, environment, culture) from various theoretical perspectives.
5. Examine how personality influences important aspects of well-being (e.g. interpersonal, emotional, mental health).
6. Apply aspects of personality theories to understanding self and others.

American Psychological Association (APA) Outcomes for the Undergraduate Psychology

1. Knowledge Base in Psychology
2. Scientific Inquiry and Critical Thinking
3. Ethical and Social Responsibility in a Diverse World
4. Communication
5. Professional Development

Nature of our Online Course and Participation:

Given the online nature of this course, all material and class interactions will occur online through Canvas and/or other interactive, online tools, such as *Connect*. The course is designed to incorporate audio/video lectures, discussion board participation, interactive activities, and exams. Overall, **this is *not* a self-paced course.** There are deadlines for assignments and exams (see “Course Requirements & Assignments” below). **However**, I will make the entire unit available when we begin a new Unit, so you can work ahead on reading, interacting with lecture videos, and the Application Papers. Nevertheless, please know that Discussion Board assignments will become available at set times.

The course is divided into 5 Units; each Unit spans approximately 3 weeks, with Unit 3 being a little longer than average. Holidays/College Breaks are also factored into the Units; for instance, Unit 5 is impacted by Thanksgiving Break, such that, due dates are on days less common than in earlier units (e.g., a Thursday instead of a Monday). To access the module’s content, simply click on various links outlined within the module; detailed information (expectations, due dates, etc.) regarding each assignment will be available in each unit. You can access the modules on our Canvas homepage. Unit modules will remain available all semester long as after they become available, even though assignment due dates for those units will have passed (I typically move the units to the bottom of the Canvas page following the exam for those particular units).

Textbook Readings and Other Input. Readings from Our OER textbook and book, Freud’s *Civilization and Its Discontents*, are indicated in each unit in Canvas. There will also be lecture screencasts (video with power point) to complement the assigned readings, as well as the possibility of journal articles and other online resources. I will also provide you with a copy of the power point lecture so you can follow along and write/type additional notes, if you prefer to do so. Specific information about readings, videos, and other input can be found within the “Absorb” page of each sub-topic.

EXAMS (160 points):

There will be 5 exams throughout the semester (40 points each). These tests will consist of 31 multiple choice, true/false (1 point each) and 3 short answer questions (3 points each). I drop your lowest Unit Exam and count the highest four (4) exam scores for your overall exam grade (160 points total). **Exams will cover topics primarily from the screencast lectures in the unit “Absorb” section. Therefore, it is important to take good notes while watching/interacting with these lecture videos.** Nevertheless, there is substantial overlap among the lecture screencasts, the textbook, and other “required” readings/videos found within the “Absorb” pages). Overall, using the Unit Study Guide and watching/taking notes on the lecture screencasts will give you the best examples of material that will be on the exams.

Keep in mind that if you take the first four exams and opt not to take Exam 5, then Exam 5 will be the exam that is dropped. This is the case for any exam if you miss it and take the remaining four tests. I program Canvas to drop the lowest score automatically and systematically (adjusts during the course). Likewise, if you take the first four exams and are satisfied with your overall exam grade, **be careful**, because if you don't take Exam 5, I enter "0", which means this exam will be the exam that is dropped, thereby incorporating or "counting" your previous lowest exam score. Thus, your grade could drop. Good rule of thumb: take all 5 exams to maximize your success potential. This systematic adjustment of dropping the lowest score also applies to your Application Assignments (see below).

Exams can be accessed by clicking on the "Quizzes" tab on the left side menu in our Canvas course. **An exam will need to be taken in one sitting/session.** Once you start the exam, **you cannot stop and then re-start; you have one attempt at the exam.** Please allow enough time to take the exam when you will have no interruptions. You will have 60 minutes to take each exam before the test times out, and you will then earn what questions you have completed; you will have a 3 ½ day window to take the exam – with the exception of Exam 4, which will be open longer to accommodate the Thanksgiving holiday break. Tests are open notes and open book (OER text). Nevertheless, I **strongly** suggest preparing for the exam as if it were closed-note. Collectively, exams will be worth 160 points (40% of your course grade).

Exam Make-up Policy:

Emergency Situations. During the course of the semester, make-up exams will *not* be given except in cases of emergency, documented circumstances. Whether or not this rare, unusual situation excuses you from the exam is at my discretion. In these cases, you are allowed to make up the exam if I have documentation of the emergency no later than the 24 hours before or following the exam date and time. The exam must be completed within 7 days following the exam date. You get one of these opportunities per semester.

Prior Engagement. If you have a scheduled surgery, court hearing, college-related absence, or other obligation that interferes with *any* exam date this semester (see "Course Schedule"), you will have the opportunity to take the exam early if I receive proper documentation by **Friday, September 12th**. An early exam date and time will be prearranged by you and your instructor. Moreover, I will work with students with unplanned, but documented college-related absences. After the Friday, September 12th deadline, no early exams will be granted, even if proper documentation is presented.

NOTE: Again, exam make-ups will not be given for non-emergencies or unsatisfactory exam scores. However, I do drop your lowest test score. Therefore, missing one exam will not have a direct, negative impact on your grade.

Consult the exam schedule (below) for specific availability and due dates/times. In addition, the weekly unit calendars will display when exams are due. The table below outlines due dates.

Exam	Exam available on:	Due Date
Unit 1 Exam	September 16 th at 6 am	September 19 th at 11:59 pm
Unit 2 Exam	October 7 th at 6 am	October 10 th at 11:59 pm
Unit 3 Exam	November 4 th at 6am	November 7 th at 11:59 pm
Unit 4 Exam	November 24 th at 6 am	December 1 st at 11:59 pm
Unit 5 Exam	December 15 th at 6 am	December 18 th at 11:59 pm

Preparing for Exams:

- Focus on key terms, ideas, and theories. Come up with examples of how these concepts apply to your and your family's life.
- Discuss the information you learn with peers, friends, partners, and/or family members.
- Use the exam study guide to focus your studying/review.
- Take good notes while watching the lecture screencast
- **Don't read a chapter over and over.** One time is enough.
- **Don't cram.** Space out your studying, as this will aid long-term retention of material.

ASSIGNMENTS (240 points)

You will have a variety of assignments during this semester. The assignments are outlined below with general descriptions. More specific instructions, guidelines, or rubrics will be available in Canvas. For any assignments using outside sources – including lecture notes and the textbook – you are required cite the source within the text and include a reference using **APA style**, which was developed by social and behavioral scientists to standardized scientific writing. If you don't have much experience with APA style, please know that I provide resources in Canvas, and will work with you individually (e.g., via assignment feedback, etc.).

In addition, if you do not cite your information – even if it is in your own words (paraphrased) – this is **plagiarism**. Do not copy/paste from another source – this is also **plagiarism**. Be sure to read the “Academic Dishonesty” section in this syllabus.

Each assignment will have an amount of points assigned to it when it becomes available to you. The information below outlines the three (3) main categories of assignments you will encounter this semester. **Collectively, your course assignments will comprise the remaining 60% of your course grade (240 points).**

1) Personality Exploration Papers (40 points each, 80 points total - 20% of Course Grade):

You have two (2) term papers required for PSY 2250 this semester. Each paper needs to be at least three (3) pages in length and in APA format. More specific instructions, criteria and rubrics will be provided in Canvas. Nevertheless, here are the general features of each project:

Narrative Identity (due November 14th). Self-development is an important component of a college education. This process entails understanding and developing one's identity, self-concept, relationships, and personality. Likewise, for this option, you will be writing a narrative essay about your life and evaluating it based on theories and concepts from class. This project option is based on the research of developmental and personality psychologist, Dr. Dan McAdams.

Expand Your Personality (due December 15th). For this assignment, you will be applying three (3) personality theories to explaining/arguing how you would expand (change, adjust, improve, etc.) your personality. Perhaps you want to be more adventurous, less talkative, less amenable, or more outspoken. How could you change your behavior, thinking, or perceptions to achieve these goals, according to each of these three theories?

Notes about the *Personality Exploration Papers*:

1. In addition, know that I (your instructor) am open to other ideas for how you complete these papers/projects. For instance, you may want to design an infographic, guide, presentation, or app (prototype) for a paper option. In any case, if you prefer not to write two (2) Personality Exploration Papers, note the following guidelines:
 - One of your two papers must be a paper – at least 4 pages in APA format.
 - If you wish to do something different for your second option, you must get approval from your instructor ahead of time.
2. *Alternatively*, maybe you want to do a research paper (e.g., classic literature review), research proposal, or other term project that differs from the three choices above. Indeed, I want your exploration of human personality to be useful and meaningful for *you*. If this is the case, please connect with me to explore a different route.

2) Application Assignments (80 points; 20% of Course Grade):

There will be ten (10) Application Assignments this semester which will ask you to apply, reflect upon, evaluate, and/or analyze information based on a particular theory we are discussing in a given Unit. Each Unit will have two or three (2 or 3) Application Assignments, and they become available when the Unit becomes available in Canvas. Each Application Assignment is worth 10 points and will have specific instructions and criteria. **Be sure to review the feedback I provide for improvement on future Application Assignments.** Lastly, Application Assignments must be submitted in Canvas; due dates can be found on the “Course Schedule” at the end of this syllabus. Collectively, Application Assignments will be worth 80 points (top 8 of 10; **20% of your course grade**).

3) Discussion Board Assignments and Other Assignments (80 points; 20% of Course Grade):

Online discussions will allow us to explore, analyze, and evaluate various psychological phenomena. Moreover, the ideas and insight we glean from each other will be invaluable to this interactive approach to examining psychological science. Discussion Board postings and responses to classmates are awarded based on the quantity and quality of initial postings as well as responses to classmates. Specific directions for the discussion board postings are listed under the discussion thread for the week, but, in general, you will be asked to make a thoughtful response to a question, and respond to **at least 3** of your classmates’ posts. Typically, all students must post their initial responses for the week by **Friday at 11:59 pm** of the week in which the discussion question is posted. Responses to your classmate’s posts are typically due by **Monday at 11:59 pm**. However, there will be occasions (extended/shortened units due to holidays, etc.) where the due dates vary; when in doubt, consult the weekly unit calendar in the unit module.

Please note that Canvas will not let us program two due dates for this assignment (Friday for post, Monday for replies). Likewise, the due date for the Discussion Board assignment will be set for the Friday (first post) due date, but you have until Monday to

post replies to classmates. Specific guidelines for discussion board postings and responses will be made available via Canvas for you to view. There will typically be two (2) Discussion Board assignments for each Unit (7 points each).

“Netiquette”: Because we will be utilizing a unique, enriching, and interactive online environment, it is essential to outline some key guidelines for our discussions.

- Remember that everything you post is **public**, that is, we can all see what you write.
- Be sure to back up your opinions with evidence from the textbook or other reliable sources.
- **No YELLING!** Using bold upper-case letters is bad form, like stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE, as you can see).
- Be mindful of the fact that we will be discussing information regarding human behavior, something to which we can *all* relate; sensitive information may be discussed, in this context. Thus, remember that what is said in this class, stays in this class.
- Your initial posts and responses should be thought provoking comments and not derogatory or inflammatory comments meant to put the other person down.
- Avoid Repetition: For discussions, read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.
- Review the guidelines or rubric for each discussion thread so you are aware of the expectations.
- Be sure that your posts and responses to other posts remain on-topic. You can certainly share stories and experiences—again, we are studying *human personality*—but ensure that they are relevant to the topics or issues.
- Edit your responses before you post it to avoid grammatical errors, run-on sentences, and other issues that may make your response difficult to read and comprehend.

Note: Additional class assignments may be announced/assigned this semester that are not officially outlined in this syllabus. However, the quantity and point-value of these “low-stakes” assignments will not significantly alter the course requirement distribution percentages.

Late/Missed Assignment Policy:

Late assignments will not be accepted for full credit except in cases of unusual and documented circumstances. Exceptions are allowed only if the emergency occurred between 24 hours prior *and* 24 hours after the assignment due date and time. Moreover, I must have documentation of the emergency. In these rare cases, the instructor and student will establish an appropriate due date, based on the nature of the emergency. Priorities for exceptions are truly unusual and unavoidable situations. Thinking an assignment is due on a different date, coursework for other classes, work schedules, etc. are not considered unusual circumstances. For non-emergencies, there will be a 20% deduction

for every 24 hours the assignment is late. Please make every effort to submit assignments on time.

Also, please consider the following:

SLCC students have complicated lives--work (often multiple jobs), families, other commitments. Likewise, I commend and appreciate your decision to make SLCC an important part of your life. However, neither I nor any other instructor I know wants to be put in a position where we have to make a determination about which student's reason for missing or late assignments, lack of participation, etc. is valid/invalid and certainly not whether one student's reason is "more" valid than another student's. I have had students who are experiencing homelessness, had health crises, students whose family members have had health crises, and students who have had deaths in families, serious car accidents, etc. It's part of SLCC's mission that students be responsible for their own education--it's built into our core values. Therefore, students decide when they need to miss assignments, which is as it should be. However, knowing that students have complicated lives, I've built flexibility into the course. That way, all students have the exact same opportunities for success. (That consistency in the course is critical both to meet legal requirements and to maintain the standards required by a college course.) The flexibility, in this course, involves a couple extra credit opportunities (toward end of semester) late assignment policy, and dropping the lowest score(s) on some assignments and assessments.

Course Grading:

There are 4 main components of your final course grade amounting to a maximum of **400** possible pts:

Component	Percentage of final grade	Points
Exams (40 pts. each ; top 4 of 5 Unit Exams)	40%	160
Personality Exploration Papers (Two, 40 pts. each)	20%	80
Application Assignments (10 pts. each ; top 8 of 11)	20%	80
Discussion Boards and Other Assignments	20%	<u>80</u>
		400

Grading Scale	Percentage	Points
A	94% -100%	≥ 374
A-	90% - 93%	358 - 373
B+	87% - 89%	346 - 357
B	84% - 86%	334 - 345
B-	80% - 83%	318 - 333
C+	77% - 79%	306 - 317
C	74% - 76%	294 - 305
C-	70% - 73%	278 - 293
D+	67% - 69%	266 - 277
D	64% - 66%	254 - 265
D-	60% - 63%	238 - 253
E	59% and below	< 238

NOTE: I only round up the final grade if the percentage is **.5 or higher**. For example, an 89.499 would be a “B+,” and an 89.5 would be rounded up to an “A-.” This policy is already reflected in the above grading scale.

Miscellaneous Important Information:

ACCESSIBILITY AND DISABILITY SERVICES STATEMENT: SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact Accessibility and Disability Services at SLCC. Phone: 801-957-4659; Email: ADS@slcc.edu; click [here](#) for ADS website.

CODE OF STUDENT RIGHTS AND RESPONSIBILITIES STATEMENT: Students are expected to follow the SLCC Student Code of Conduct, found at https://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

The SLCC Student Code of Conduct defines disorderly conduct as any behavior, which disrupts the academic and/or social environment on College owned or controlled property or at college sponsored or supervised functions, or violates the standard of fair access to the education experience. Examples of disorderly conduct include but are not limited to:

- Disrupting the classroom environment
- Being under the influence of drugs or alcohol
- Causing harm or violating safety standards
- Using physical violence
- Harassing an instructor, staff, or fellow student
- Obstructing or disrupting disciplinary procedures or other College activities including public functions
- Using language offensive to public taste, including abusive language and obscene language
- Using language that incites negative or discourteous behavior towards others

The College also expects all students to comply with reasonable direction and/or instruction from College faculty or other personnel in the performance of their duties. In case of campus emergencies I encourage all of my students to keep SLCC’s Department of Public Safety’s telephone number on speed dial in their cell phones. The number is: 957-4011.

ACADEMIC DISHONESTY: Academic dishonesty includes any act that is designed to obtain fraudulently, either for oneself or for someone else, academic credit, grades, or other recognition that is not properly earned or that adversely affects another's grade. In academic circles, plagiarism is taken very seriously. Plagiarism is the theft of intellectual property. In other words, when you present someone else’s ideas, theories, research, written work, etc. as your own work, you are plagiarizing.

If you are caught in any type of academic dishonesty, you will receive a failing grade of zero (0) on the assignment or exam, and you will be unable to make up those points. In addition, I reserve the right to assign a failing grade for the course, and the appropriate Dean at the college reserves the right to issue other consequences. Please see the Student Code of Conduct for further information.

The following represents examples of this and does not constitute an exhaustive list:

- cheating, which includes possessing unauthorized sources of information during examinations, copying the work of others, permitting others to copy your work, submitting work done by others and/or AI technologies; completing assignments for others, altering work after grading and subsequently submitting it for re-grading, **submitting the same work for two or more classes without the permission of all instructors involved**, and retaining materials that you have been instructed to return to your instructor;
- plagiarism, which includes taking the words, ideas, or substance of another and either copying or paraphrasing the work without giving credit to the source through appropriate use of footnotes, quotation marks, or reference citations;
- providing materials to another with knowledge they will be improperly used;
- possessing another's work without permission;
- knowingly furnishing false or incomplete academic information;
- altering documents that make up part of the student record;
- forging signatures or falsifying information on any official academic document

Other SLCC academic policies may be found in the SLCC 2024-2025 Catalog, the Fall Semester Class Schedule, and the Student Code of Conduct.

TITLE IX STATEMENT: Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:

David E. Jensen, J.D.
Director EEO/Title IX
Taylorsville Redwood Campus
Academic Administration Building, Room 201D
4600 So. Redwood Road, SLC UT 84123
801-957-4561
david.jensen@slcc.edu

Link: [Online Reporting Form](#)

Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling, (801) 957-4268.

Link: [For more information about Title IX](#)

GENERAL LEARNING SUPPORT & TUTORING SERVICES: General Learning Support & Tutoring Services provide support for SLCC students enrolled in any class at the College. All resources are provided free-of-charge. Ask your instructor about discipline-specific learning support and tutoring services (hyperlinked below):

- **Tutoring:** index of all tutoring resources.
- **STEM Learning Centers:** provide free assistance in Math, Science, Accounting, CSIS and Allied Health Classes at 6 campus locations.

Fall 2025

- **Student Writing Center:** provides in-person and online feedback on all writing assignments.
- **Library Services:** provides research help, print and online resources, computers and study space.
- **ePortfolio Lab:** provides drop-in assistance for all ePortfolio questions.
- **eLearning Support:** provides support for navigating online and hybrid classes.
- **Business Resource and Innovation Center:** provides tutors and a study space for students in Business and CSIS courses. Located in BB 226 on Taylorsville-Redwood Campus.

ADVISING AND COUNSELING SUPPORT SERVICES: Advising and Counseling Support Services provide support for students enrolled in any class at the college (hyperlinked below):

- **Center for Health and Counseling:** provides health care, mental health counseling, massage therapy services and healthy lifestyle programs.
- **Veterans' Services:** assists hundreds of students in using their VA education benefits each semester.
- **Academic and Career Advising:** helps students plan, explore, make decisions, access resources and evaluate their academic and career goals.
- **Academic Achievement Center:** helps students achieve GPA requirements for graduation.

FOR ADDITIONAL INFORMATION not listed above please see **Institutional Syllabus** in Canvas.

Important Dates:

Fall 2025

FULL TERM 16 WEEK

Tuesday	August 26	Classes begin
Monday	September 1	Labor Day (no classes, college closed)
Thursday	September 4	Last day to add classes (waitlist ends)
Tuesday	September 16	Last day to drop classes with 100% refund
Thursday-Friday	October 16-17	Fall Break (no classes)
Tuesday	October 28	Last day to withdraw (No refunds)
Tuesday	October 28	<u>Last day</u> to audit
Wednesday-Saturday	November 26-29	Thanksgiving (no classes 26-29, college closed 27-29)
Thursday	December 11	<u>Last day</u> of classes
Friday	December 12	Reading Day
Saturday-Thursday	December 13-18	Final Exams
Thursday	December 25	Grades Available

TECHNOLOGY ISSUES:

- For 24/7 Canvas Support, call (801) 957-5125 or (801) 975-4406 for general help desk.
- For other technical support, call (801) 957-5555

PRIVACY STATEMENT: A fortunate aspect of psychology is that we can all relate to human behavior and mental processes. likewise, when participating in class and sharing information about yourself or others, please be as discrete as possible and leave out information that can identify the person. For example, instead of saying, "My sister is an alcoholic," try "I know a

girl who is an alcoholic and she . . .” In short, what's said in this class, stays in this class. Please be respectful to your fellow learners by not sharing private information with others or through social media. **In addition**, be mindful of your classmates and classroom environment and know that you will be asked to stop sharing a story or other information that is offensive, abusive, obscene, and/or derogatory in nature (see “Student Code of Conduct”).

How To Succeed in This Course:

- 1. Assume technology will fail from time-to-time and create a back-up-plan for course participation.**
2. Access the Canvas course site at least every other day.
3. Take practice quizzes.
4. Access your bruinmail email account often (once/day). This is your official means of communication for the course. Your instructor will not use any other e-mail address to communicate with you.
5. Observe the course schedule and honor the dates within it.
6. Review the course syllabus. Understand your responsibilities as a student learner in the course.
7. Model the skills and techniques you're learning.
8. Use only workplace/classroom appropriate language to communicate in your documents, messages, and postings (no profanity, vulgarity, or offensive language). Create text that is free of spelling and grammar errors.
9. Save electronic copies of all documents and messages (e-mail) you create and submit for the course (easier to resend then recreate).
10. Contribute to group assignments to the best of your ability. Inform the instructor if you experience computer-related problems that affect your ability to participate in the course.
11. Ask for help as soon as you need it. Your instructor is a good starting point.
12. Stay on top of your grades.
- 13. If something occurs in your life that will have a significant impact on your ability to participate in this course, inform your instructor and SLCC as soon as possible.**

Other factors that will make this class (and others!) more helpful and meaningful to you:

- Listen to others until **you understand their viewpoint**. Remember, understanding does NOT imply agreement with their viewpoint.
- Listen **without preparing your response**.
- Resist the need to convince others **that you are right**.
- Take responsibility for **clarifying your own perspectives**.
- Seek to **expand your perspectives** to the world around you.

Final Note: This syllabus is subject to change. Any changes to the course syllabus will be announced during class and posted on the course webpage in Canvas. The updated Canvas syllabus supersedes or trumps any other syllabus documents for this course.

--Course Schedule is on next page--

COURSE SCHEDULE SPRING 2025

I have also included below the due dates for the Application Assignments, Exams, and Personality Exploration Papers. Due dates for Discussion Boards and all other assignments can be found within the unit modules in Canvas.

Date	Topics/Requirements
<u>UNIT 1: Introduction and the Psychoanalytic Perspective</u>	
August 26 - Sept. 2	<i>Introduction to Personality</i> <ul style="list-style-type: none">• Intro. to Personality Psych. assignment due Sept. 2
September 2 - 9	<i>Freud: Classical Psychoanalysis</i> <ul style="list-style-type: none">• Freud Application Assignment due September 9
September 9 - 15	<i>Jung: Analytical Psychology</i> <ul style="list-style-type: none">• Jung Application Assignment due September 15
Exam 1 (UNIT 1) due by September 19th	
.....	
<u>UNIT 2: The Psychoanalytic-Social Perspective</u>	
September 15 - 22	<i>Erikson: Psychosocial Development</i> <ul style="list-style-type: none">• Erikson Application Assignment due September 22
September 22 - 29	<i>Adler and Sullivan: Individual Psychology</i>
September 29 – Oct. 6	<i>Horney: Relational Theory</i> <ul style="list-style-type: none">• Horney/Adler Application Assignment due October 6
Exam 2 (UNIT 2) due by October 10th	
.....	
<u>UNIT 3: Attachment Theory, Biological Perspectives, and Trait Theories</u>	
October 6 – 13	<i>Bowlby and Ainsworth: Attachment</i> <ul style="list-style-type: none">• Attachment Theory Application due October 13
October 13 - 22	<i>Biological Theories</i> <ul style="list-style-type: none">• Biological Theories Application due October 22
October 23 – Nov. 3	<i>Trait Theories; Affective Neuroscience Theory</i> <ul style="list-style-type: none">• Trait Theories Application due November 3
Exam 3 (UNIT 3) due by November 7th	
.....	
<u>UNIT 4: The Behavioral Perspectives</u>	
November 3 - 10	<i>Skinner: Behaviorism</i> <ul style="list-style-type: none">• Skinner Application due November 10
November 10 - 17	<i>Mischel: Traits in Cognitive Social Learning</i> <ul style="list-style-type: none">• Narrative Identity Paper due November 14th
November 17 - 24	<i>Bandura: Performance in Cognitive Soc. Learning</i> <ul style="list-style-type: none">• Bandura Application due April 14
Exam 4 (UNIT 4) due by December 1st	
.....	
<u>UNIT 5: The Humanistic and Religious Perspectives</u>	
November 24 – Dec. 4	<i>Rogers: Person-Centered Theory</i>
Dec. 4 - 11	<i>Maslow: Hierarchical Need Theory</i> <ul style="list-style-type: none">• Rogers/Maslow Application due December 11
Dec. 11 – 18	<i>Frankl: Existentialism</i> <ul style="list-style-type: none">• Expand Your Personality Paper due Dec. 15th
Continue to next page	

Fall 2025

- Existentialism Application due **December 17th**
Buddhist Approach to Personality & Course Wrap-Up
Exam 5 (UNIT 5) due by December 18th