

## About the instructor

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Virtual Office Hours: I am happy to meet on Zoom on non-holiday business days. Please email me for a link.

## Welcome

Welcome to Theories of Personality! This course is fully asynchronous online.

This course is designed to review and evaluate major theories of personality and their supporting evidence. We will examine the constructs, assumptions, and validity of major personality theories. We will also explore how the lives and backgrounds of the theorists influenced the theories they developed. Some theories will be applied to organizational behavior and workplace interpersonal dynamics.

## Communicating with the instructor

We will use [Blackboard](#) as the primary communication hub for our class. Announcements, updates, grades, and other important course information will be posted to Blackboard. We will use [Zoom](#) for virtual office hours.

If you have a question not answered in the syllabus or course materials, please reach out by email. Please include a formal greeting, your course and section number, specific question(s), and who you are (first and last name). I will try my best to respond to emails that include this information within one business day, excluding holidays.

## About the course

### Prerequisite knowledge and credit hours

This course is worth 3 credit hours. PSYC 111 is a prerequisite.

### Course goals and objectives

1. Describe major personality theories and theorists
2. Discuss the theoretical constructs associated with major personality theories
3. Identify and describe key instruments used by psychologists to assess personality
4. Apply personality theories discussed in class to real life, including the workplace
5. Share written critiques of personality theories and constructs
6. Apply personality theories to organizational development and interpersonal workplace dynamics

### Course textbook

Schultz, D. P., & Schultz, S. E. (2017). *Theories of personality* (11th ed.). Cengage Learning.

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option “Off-Campus Classes have special instructions, click here for these.” Note: shipping time may take up to two weeks.

## Other course materials

All additional materials will be posted on Blackboard.

## Course requirements

### Course activities/assessments overview

#### Syllabus Quiz

A quiz about this syllabus will be available on Blackboard on the first day of the course. To complete the quiz, earn a passing score (i.e., 70% or greater). Students have unlimited attempts to pass the syllabus quiz while it is open.

#### Exams

You will complete three exams consisting of multiple choice, true/false, and short answer questions on scheduled date ranges during the semester (see Course Schedule). You choose when to take an exam within the timeframe noted in the Course Schedule. Once the exam deadline has passed, the exam cannot be made up. Students have 75 minutes to complete each exam and may use their readings and notes; however, the exam is to be taken individually, without help from anyone else. Once started, the exam must be completed in one sitting (i.e., it cannot be paused and resumed later). Each exam will cover all new material since the previous exam (or, for the first exam, since the beginning of the semester); in other words, exams are not cumulative. Exam questions focus on material presented during lecture, which may or may not be included in textbook readings.

Please ensure that you have a reliable computer and Internet access when you choose to begin an exam. **If an exam “reset” is required for any reason, please email me at least 24 hours before the exam closes; I cannot guarantee I will see requests emailed less than 24 hours before close, on holidays, or on weekends. If an exam is reset, your final grade will be reduced by 10 percent of the exam value** (i.e., 6 points will be subtracted from your final score). The reduction is because 1) a reset extends the time of a timed exam and 2) students are responsible for ensuring their computer and Internet access are reliable. Once the exam deadline has passed, the exam cannot be made up or reset.

#### Web Quizzes

Web quizzes reinforce key topics from lecture and are like questions that may appear on exams. Deadlines are listed in the Course Schedule. Quizzes are not timed but must be submitted by deadlines. Students have one attempt to complete each quiz.

#### Try It Participation Exercises

Some units have “Try It” participation exercises. Each exercise asks you to complete a short online activity and answer questions about the activity to verify your participation. See Course Schedule for deadlines.

#### Discussion Boards

Discussion boards help students engage with course content and each other. You will participate on three discussion boards. More about online discussions is below.

### Submitting work

All work will be submitted through Blackboard. Emailed assignments are not accepted.

Please use [Firefox](#) or [Chrome](#) on a desktop or laptop computer and visit <https://bb.siu.edu> to complete all Blackboard work. Do not use the downloadable Blackboard app, Safari browser, or a cell phone or tablet. These may improperly display or submit assignments. If you have tech questions, please [ask ITS](#) before beginning Blackboard work. Missing or erroneous submissions will be graded as-is, which could mean a student receives zero points for an assignment.

### Online discussions

You may earn up to 10 points on each discussion board. For each board, post an initial reply that meets the length requirement in the prompt. Also post a response to another student’s post on the discussion forum that is at least three sentences long. Your initial reply to the board prompt is worth up to 5 points. Your response to another student’s post is

worth up to 5 points. Students will not be able to view others' posts (i.e., to reply to another student's post) until their own initial post is submitted. The instructor will monitor and grade discussions, and may occasionally add questions or comments to spark additional discussion, but will not necessarily provide responses to every post.

Your initial reply to the board prompt (up to 5 points) will be graded as follows:

- 5 points – Fully responds to prompt, meets length requirement, and contains one or less typographical error.
- 4 points – Responds to prompt. Does not meet length requirement or contains more than one typographical error.
- 3 points – Responds to prompt. Does not meet length requirement and contains more than one typographical error.
- 2 points – Response meets length requirement but does not address prompt (i.e., is unrelated to prompt).
- 1 point – Response does not meet length requirement and does not address prompt (i.e., is unrelated to prompt).
- 0 points – No response or response does not meet criteria for another score.

Your response to another student's post (up to 5 points) will be graded as follows:

- 5 points – Thoughtful comments, questions, and/or feedback to another student's post, at least three sentences.
- 4 points – Comments, questions, and/or feedback to another student's post, but less than three sentences.
- 3 points – Responds to another student's post with closed-ended question or comments/feedback that are loosely related to original post.
- 2 points – Response to another student's post is unrelated to the original post.
- 0 points – No response or response does not meet criteria for another score.

## Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

## Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

## Course policies

### The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<https://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost" (<https://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the linked information on plagiarism.

## Grading

A student's grade is determined by the total number of points earned during the semester while completing the following course requirements:

1. Syllabus Quiz (10 points)
2. 3 Exams (60 points each, 180 points total)
3. 3 Discussion Boards (10 points each, 30 points total)
4. 13 Web Quizzes (10 points each, 130 points total)
5. 5 Try It Participation Exercises (5 points each, 25 points total)

There are 375 possible points.

Grades are determined by the following point ranges; percentages are listed for reference. Grades are not rounded or curved.

## Grading scale

	Percentage	Points
A	100-90	<b>375-336</b>
B	89-80	<b>335-299</b>
C	79-70	<b>298-261</b>
D	69-60	<b>260-224</b>
F	59-0	<b>223-000</b>

A minimum of 336.00 points is required to earn an A, 299.00 to earn a B, 261.00 to earn a C, and 224.00 to earn a D.

Students are encouraged to regularly check their grades in the My Grades section on Blackboard. Please promptly bring any potential grading errors to the instructor's attention. Grades will generally not be modified if more than one week has passed since a grade was posted or after the last non-finals-week day of the semester.

## Feedback and grading timeline

Discussion board grades will be posted within one week of the discussion due date. Quiz, Try It, and exam grades will be available upon their completion. You can find your grades for assignments by clicking the My Grades link on the left menu of the Blackboard course. If feedback is provided, you can find it by clicking your score.

## Late or missed assignments

All assignments are due by the dates and times listed in the Course Schedule, unless the instructor announces a modified deadline. Please submit all assignments through Blackboard. Emailed assignments are not accepted. **No late work is accepted, no exceptions.** Assignments that are late receive zero points. Please do not request to make up missed assignments.

## No modification to course material availability

Course material, including assignments, will be accessible by students according to the dates listed in the Course Schedule, unless the instructor announces a modification for the entire class. Students who remain enrolled in this course agree they must complete related work within the dates presented in the Course Schedule. **Availability dates will not be modified for individual students**, even for emergencies (e.g., early or extended access is not available for individual students). Please do not request modifications to course material availability.

## Accommodations statement

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community and Equitable Student Support (Access) and complete an intake process. Access is in the Student Success Center, Room 1203, [myaccess@siue.edu](mailto:myaccess@siue.edu), 618-650-3726. Students with accommodations should discuss these with the instructor at the beginning of the course.

## Technical support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at [help@siue.edu](mailto:help@siue.edu) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

## Course Schedule

Week (begins on Mondays, 12:01 am CST)	Learning Activities	Assignments	Due Dates (by Sunday, 11:59 pm CST)
<b>Week 1, Module 1</b> PSYC 340 Welcome and Introduction	<ul style="list-style-type: none"> <li>• Read and familiarize yourself with syllabus and communication policy</li> <li>• View course introduction video</li> <li>• Reflect on questions posed in the Getting to Know You Questionnaire</li> <li>• Engage in conversation while introducing yourself on the Introduce Yourself Discussion Board</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus Quiz</li> <li>• Getting to Know You Questionnaire</li> <li>• Introduce Yourself Discussion Board</li> </ul>	1/15
<b>Week 1, Module 2</b> What Is Personality?	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 1</li> <li>• View What Is Personality? lecture video</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 1 (What Is Personality?)</li> </ul>	1/15
<b>Week 2, Module 3</b> Sigmund Freud: Psychoanalysis	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 2</li> <li>• View Sigmund Freud lecture videos (3 parts)</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 2 (Sigmund Freud)</li> </ul>	1/22
<b>Week 2, Module 4</b> Carl Jung: Analytical Psychology	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 3</li> <li>• View Carl Jung lecture videos (3 parts)</li> <li>• Apply Jung's theory by completing the Try It: Open Extended Jungian Type Scales</li> <li>• Complete optional Try It: The TypeFinder Personality Test</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 3 (Carl Jung)</li> <li>• Try It: Open Extended Jungian Type Scales</li> </ul>	1/22
<b>Week 3, Module 5</b> Alfred Adler: Individual Psychology	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 4</li> <li>• View Alfred Adler lecture videos (2 parts)</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 4 (Alfred Adler)</li> </ul>	1/29
<b>Week 3, Module 6</b> Exam 1 & Discussion 1	<ul style="list-style-type: none"> <li>• Exam 1</li> <li>• Discussion 1</li> </ul>	<ul style="list-style-type: none"> <li>• Exam 1</li> <li>• Discussion 1</li> </ul>	1/29
<b>Week 4, Module 7</b> Erik Erikson: Identity Theory	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 6</li> <li>• View Erik Erikson lecture videos (2 parts)</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 5 (Erik Erikson)</li> </ul>	2/5
<b>Week 4, Module 8</b> Gordon Allport: Motivation and Personality	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 7</li> <li>• View Gordon Allport lecture videos (2 parts)</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 6 (Gordon Allport)</li> </ul>	2/5

<b>Week (begins on Mondays, 12:01 am CST)</b>	<b>Learning Activities</b>	<b>Assignments</b>	<b>Due Dates (by Sunday, 11:59 pm CST)</b>
<b>Week 5, Module 9</b> Cattell, Eysenck, and the Five-Factor Theory	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 8 (skip HEXACO and the Dark Triad)</li> <li>• View Cattell, Eysenck, and Other Trait Theorists lecture videos (2 parts)</li> <li>• Explore the Five-Factor theory by completing the Try It: IPIP-NEO Original Version</li> <li>• Complete optional Try It: Cattell's 16 Personality Factors Test</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 7 (Cattell, Eysenck, &amp; Other Trait Theorists)</li> <li>• Try It: IPIP-NEO Original Version</li> </ul>	2/12
<b>Week 5, Module 10</b> Abraham Maslow: Needs-Hierarchy Theory	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 9</li> <li>• View Abraham Maslow lecture videos (2 parts)</li> <li>• Apply Maslow's theory by completing the Try It: Maslow's Hierarchy of Needs Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 8 (Abraham Maslow)</li> <li>• Try It: Maslow's Hierarchy of Needs Exercise</li> </ul>	2/12
<b>Week 6, Module 11</b> Carl Rogers: Self-Actualization Theory	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 10</li> <li>• View Carl Rogers lecture videos (3 parts)</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 9 (Carl Rogers)</li> </ul>	2/19
<b>Week 6, Module 12</b> Exam 2 & Discussion 2	<ul style="list-style-type: none"> <li>• Exam 2</li> <li>• Discussion 2</li> </ul>	<ul style="list-style-type: none"> <li>• Exam 2</li> <li>• Discussion 2</li> </ul>	2/19
<b>Week 7, Module 13</b> B. F. Skinner: Reinforcement Theory	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 12</li> <li>• View B. F. Skinner lecture videos (3 parts)</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 10 (B. F. Skinner)</li> </ul>	2/26
<b>Week 7, Module 14</b> Albert Bandura: Modeling Theory	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 13</li> <li>• View Albert Bandura lecture videos (2 parts)</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 11 (Albert Bandura)</li> </ul>	2/26
<b>Week 8, Module 15</b> Locus of Control, Learned Helplessness, and Positive Psychology (aka. Mini-theories)	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 14 (skip Sensation Seeking)</li> <li>• Read Ayllon &amp; Azrin (1965)</li> <li>• Read Langer (1976)</li> <li>• View Mini-theories lecture videos (2 parts)</li> <li>• Apply Rotter's theory by completing the Try It: Rotter's Locus of Control Scale</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 12 (Mini-theories)</li> <li>• Try It: Rotter's Locus of Control Scale</li> </ul>	<b>Friday 3/3</b>

<b>Week (begins on Mondays, 12:01 am CST)</b>	<b>Learning Activities</b>	<b>Assignments</b>	<b>Due Dates (by Sunday, 11:59 pm CST)</b>
<b>Week 8, Module 16</b> Personality in Organizations	<ul style="list-style-type: none"> <li>• Read excerpts from Hough &amp; Dilchert (2010)</li> <li>• View Personality in Organizations lecture video</li> <li>• Experience a common organizational assessment tool by completing the Try It: Open DISC Assessment Test</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 13 (Personality in Organizations)</li> <li>• Try It: Open DISC Assessment Test</li> </ul>	<b>Friday 3/3</b>
<b>Week 8, Module 17</b> Exam 3 & Discussion 3	<ul style="list-style-type: none"> <li>• Exam 3</li> <li>• Discussion 3</li> </ul>	<ul style="list-style-type: none"> <li>• Exam 3</li> <li>• Discussion 3</li> </ul>	<b>Friday 3/3</b>

### Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. Students are responsible for staying in touch with their instructor, reviewing the course site regularly, or communicating with other students to adjust as needed if assignments or due dates change.