

## **PSY545 – Advanced Theories of Personality**

### **(3 credit hours)**

### **Course Syllabus**

---

### **Course Description**

This course will critically examine the research in historical, contemporary, and emerging theories regarding personality formation and development. The methods of measuring personality will also be addressed. Students will develop an integrated and advanced theory of personality.

### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Analyze several different theoretical perspectives on personality.
2. Analyze theorists involved in the development of personality theories and the influences that went into the development of those theories.
3. Evaluate prominent theories of personality.
4. Analyze the complex nature of the structure of personality.
5. Develop an integrative model of personality that is consistent with knowledge and research in the field

### **Prerequisites/Corequisites**

None.

### **Required Textbook(s) and Resources**

Cervone, D. & Pervin, L. A. (2018). *Personality: Theory and research* (14<sup>th</sup> Ed.). Wiley.

A digital copy of your textbook is included with your DragonACCESS fees for this course. Use the DragonACCESS tool in Moodle to view your book.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](mailto:library@tiffin.edu).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

In this class, you will focus on reflection of the assigned readings through “four question” discussion forums in every week. These activities will provide an opportunity to share with your peers as you look at different elements of the readings. Discussion forums are a major portion of the grade in this course, making it critical to interact fully with your fellow students. Most discussion forums provide you with an opportunity to investigate, consider, and write about topics of interest to you in your professional and educational context. The idea is to encourage mindfulness and thoughtfulness in your writing over volume.

Each week will also include an individual writing assignment which will emphasize *personal application* of the course material with an undercurrent of scholarly research. Written assignments are designed to be a creative way to incorporate your understanding into a written format. Don't expect standard papers in this course! The course will end with a summative reflection on what you have learned through the course.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
<b>Discussions</b> Activity 1.1 (n/a) Activity 1.2 (50) Activity 1.3 (50)	<b>Discussion</b> Activity 2.1 (50)	<b>Discussions</b> Activity 3.1 (50)	<b>Discussions</b> Activity 4.1 (50)	<b>Discussions</b> Activity 5.1 (50)	<b>Discussions</b> Activity 6.1 (50)	<b>Discussions</b> Activity 7.1 (50)	<b>400</b>
	<b>Assignment</b> Activity 2.2 (100)	<b>Assignment</b> Activity 3.2 (100)	<b>Assignment</b> Activity 4.2 (100)	<b>Assignment</b> Activity 5.2 (100)	<b>Assignment</b> Activity 6.2 (100)	<b>Assignment</b> Activity 7.2 (100)	<b>600</b>
<b>100</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>1000</b>

## Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

F: <70%

Please see the [Academic Bulletin](#) for grade appeal information.

## Course Schedule and Weekly Checklist

### Week 1 - The Science of Personality

- MON: Activity 1.1: The Biggest Fan - Initial Post
- WED: Activity 1.2: Four Questions - Hitting the Ground Running - Initial Post
- WED: Activity 1.3: Personality - Putting it to the Test - Initial Post
- SAT: Activity 1.1: The Biggest Fan - Secondary Posts
- SAT: Activity 1.2: Four Questions - Hitting the Ground Running - Secondary Posts
- SAT: Activity 1.3: Personality - Putting it to the Test - Secondary Posts

## **Week 2 - Psychodynamic Theories of Personality**

- WED: Activity 2.1: Four Questions – My Thoughts on Psychoanalytic Theory - Initial Post
- SAT: Activity 2.1: Four Questions – My Thoughts on Psychoanalytic Theory - Secondary Posts
- SUN: Activity 2.2: Panel Discussion

## **Week 3 - Carl Rogers' Phenomenological Theory**

- WED: Activity 3.1: Four Questions – Carl Rogers' Humanism - Initial Post
- SAT: Activity 3.1: Four Questions – Carl Rogers' Humanism - Secondary Posts
- SUN: Activity 3.2: What Would Carl Rogers Do? A Case Study

## **Week 4 - Trait Theory & the Five Factor Model**

- WED: Activity 4.1: Four Questions – Trait Theory Edition - Initial Post
- SAT: Activity 4.1: Four Questions – Trait Theory Edition - Secondary Posts
- SUN: Activity 4.2: My Five Factor Profile

## **Week 5 - Biological Contributions and the Behaviorist's View**

- WED: Activity 5.1: Four Questions: Genes, The Brain, and Personality - Initial Post
- SAT: Activity 5.1: Four Questions: Genes, The Brain, and Personality - Secondary Posts
- SUN: Activity 5.2: Applying Behaviorism

## **Week 6 - Cognitive and Social Cognitive Perspectives**

- WED: Activity 6.1: Four Questions – SCT: I Am Because I See and Do - Initial Post
- SAT: Activity 6.1: Four Questions – SCT: I Am Because I See and Do - Secondary Posts
- SUN: Activity 6.2: Social Cognitive Theory and Me

## **Week 7 - Applications of Social Cognitive Theory and Sociocultural Contributions**

- WED: Activity 7.1: FIVE Questions: The Big Picture - Initial Post

- THU: Activity 7.2: My Personality Toolkit: A Final Reflection
- SAT: Activity 7.1: FIVE Questions: The Big Picture - Secondary Posts

## **Tips for Success**

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

## **Your Instructor Will Expect You to:**

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
  - Fully participate in all learning activities.
  - Complete assignments as described in rubrics or other instructions.
  - Submit all work on time and in the specified format (e.g. APA format for citations).
  - Utilize and incorporate instructor provided feedback to improve your work.
  - Ask questions so you can better understand course material or assignments.
  - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
  - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

## **You Should Expect Your Instructors to:**

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.

- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

## **Accommodations (Disability Services)**

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at [disabilityservices@tiffin.edu](mailto:disabilityservices@tiffin.edu) or by calling 419-448-3021.

## **Technical Support**

For Moodle support, either email [moodlesupport@tiffin.edu](mailto:moodlesupport@tiffin.edu) or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

## **Veterans**

The Veteran and Military Resource Center assist veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

## Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at [online@tiffin.edu](mailto:online@tiffin.edu).