I. INTRODUCTION

A. This course addresses the study of various approaches to determinants, development, and assessment of personality.

B. This course satisfies the Social and Behavioral Science component area of the core curriculum and three semester hours of the Social/Behavioral Science elective for the Associate of Science and Associate of Arts degrees. Please check your degree plan to determine the status of this course in your program of study.

C. Through this course students will prepare for contemporary challenges by developing and demonstrating critical thinking skills, communication skills, social responsibility, and empirical and quantitative skills.

1. Critical thinking skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

2. Communication skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.

3. Social responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

4. Empirical and quantitative skills: to include manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

D. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, PSYC 2316, the student will be able to:

A. Define personality.
B. Recognize the major approaches for understanding personality development, corresponding fundamental assumptions, and strengths and weaknesses of each theory.

C. Identify major theorists in the study of personality.

D. Attain a basic understanding of personality research and assessments.

III. INSTRUCTIONAL MATERIALS
The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS
A. Reading Assignments:
Each instructor will discuss reading assignments with students. Students will be expected to read the textbook.

B. Activities/Projects:
Each instructor will discuss the particular activities/project(s) required in the course. This instruction will include:
1. Defining the activities/project(s).
2. Describing the specific requirements for the activities/project(s) such as:
   a. Length
   b. Typed/Handwritten
   c. Format for project(s)
   d. Footnoting or other citation
   e. Due date
3. Explaining the grading criteria.
4. Explaining the weight of the activities/project(s) in the student’s final course grade (if assignments are weighted).

C. Class Performance:
Each instructor will discuss classroom performance and explain if classroom performance is an element in computing a student’s semester grade.

D. Class Participation:
Each instructor will discuss the level and type of classroom participation expected of students. If classroom participation is an element in computing a student’s course grade, the instructor will provide the details.
V. EXAMINATIONS

Your instructor will determine how many exams will be given during the course, their content, and when they will be administered. Make-up exams will be handled according to the policy of the individual instructor.

VI. SEMESTER GRADE COMPUTATIONS

A. It is the student’s responsibility to complete the course requirements as defined within this syllabus.

B. Your instructor will explain how to compute your semester grade based upon examinations, written work, and other measurable requirements. Grades are computed as follows:
   A  90% and above
   B  80 – 89%
   C  70 – 79%
   D  60 – 69%
   F  59% and below

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Attendance: Class attendance is an essential element to the learning experience. In addition, CTC policy (effective Spring 2017) requires that instructors certify as attending and participating all students in the class the day after the census date. Students who fail to meet this attendance and participation requirement will be marked as “Never Attended” on the Census-Certification and dropped from the class.

B. Withdrawal: The instructor cannot administratively withdraw a student from class. All students whose attendance is certified on the Census-Certification Roll will receive a letter grade of A, B, C, D, or F. (Final Grades will depend on a student’s performance.)

   Students who wish to withdraw from the class after the certification date should do so before the “last day to withdraw.” This date is listed on the academic calendar in the schedule of classes available on the CTC website. It is the student’s responsibility to know all deadlines and procedures related to withdrawing from the class.

   Appeals to the attendance and withdrawal policy must be made to the Records & Registration Department (http://www.ctcd.edu/students/current-ctc-students/registration/contact-us/), not to the instructor.

C. Incomplete Grade: (Consistent with CTC policy)
D. **Cellular Phones and beepers:** Cellular phones and beepers will be turned off while the student is in the classroom.

E. **Americans with Disabilities Act (ADA):** Disability Support Services (DSS) provides support services to students who have appropriate documentation of a disability. Students requiring classroomacademic, pregnancy, graduation, or other accommodations are responsible for contacting DSS located on the central campus, Building 111, Room 207, (254) 526-1291. This service is available to all students, regardless of location. Reasonable accommodations will be given through DSS in accordance with Americans with Disabilities Act (ADA) and Section 504 Rehabilitation Act. Additional information from DSS is available at [http://www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support).

F. **Instructor Discretion:** The instructor reserves the right of final decisions in course requirements.

G. **Civility:** Individuals are expected to be aware of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Important College Policies:** Students should consult the current college catalog for information related to policies.

**VIII. COURSE OUTLINE**

A. **Chapter 1: Personality: What It Is and Why You Should Care**
   1. Definition
   2. Research in the Study of Personality
   3. The Role of Theory in Personality Theories
   4. Questions about Human Nature: What Are We Like?
   5. Chapter Summary
   6. Review Questions

   Assignments, project, and/or exam

B. **Chapter 2: The Psychoanalytic Approach: Sigmund Freud: Psychoanalysis**
   1. The Life of Freud
   2. Instincts: The Propelling Forces of the Personality
   3. The Levels and Structure of Personality
   4. Anxiety and Defense Mechanisms
   5. Psychosexual Stages of Personality Development
   6. Assessment in Freud’s Theory
   7. Criticisms and Extensions of Freud’s Theory
   8. Chapter Summary
   9. Review Questions
Assignments, project, and/or exam

C. Chapter 3: The Neo-psychoanalytic Approach: Carl Jung: Analytical Psychology
1. The Life of Jung
2. Psychic Energy: The Basis of Jung’s System
3. The Development of the Personality
4. Assessment in Jung’s Theory
5. Research on Jung’s Theory
6. Chapter Summary
7. Review Questions

Assignments, project, and/or exam

D. Chapter 4: The Neo-psychoanalytic Approach: Alfred Adler: Individual Psychology
1. The Life of Adler
2. Inferiority Feelings
3. Striving for Superiority
4. Birth Order
5. Assessments in Adler’s Theory
6. Research on Adler’s Theory
7. Chapter Summary
8. Review Questions

Assignments, project, and/or exam

1. The Life of Horney
2. The Childhood Need for Safety and Security
3. Neurosis and Neurotic Needs
4. The Idealized Self-Image
5. Feminine Psychology
6. Assessment in Horney’s Theory
7. Research on Horney’s Theory
8. Chapter Summary
9. Review Questions

Assignments, project, and/or exam

F. Chapter 6: The Life-Span Approach: Erik Erikson: Identity Theory
1. The Life of Erikson
2. Psychosocial Stages of Personality Development
3. Assessment in Erikson’s Theory
4. Research on Erikson’s Theory
5. Chapter Summary
6. Review Questions

Assignments, project, and/or exam

G. Chapter 7: The Genetics Approach: Gordon Allport: Motivation and Personality
1. The Life of Allport
2. The Nature of Personality
3. Personality Traits
4. Motivation: What We Strive for
5. Personality Development
6. Assessment in Allport’s Theory
7. Research on Allport’s Theory
8. Chapter Summary
9. Review Questions

Assignments, project, and/or exam

1. The Life of Cattell
2. Cattell’s Approach to Personality Traits
3. Stages of Personality Development
4. Emotions
5. Assessment in Cattell’s Theory
6. Research on Cattell’s Theory
7. Hans Eysenck
8. The Dimensions of Personality
9. McCrae and Costa: The Five-Factor Model
10. Chapter Summary
11. Review Questions

Assignments, project, and/or exam

1. The Life of Maslow
2. Personality Development: The Hierarchy of Needs
3. Assessment in Maslow’s Theory
4. Research on Maslow’s Theory
5. Chapter Summary
6. Review Questions

Assignments, project, and/or exam
J. Chapter 10: The Humanistic Approach: Carl Rogers: Self-Actualization Theory
   1. The Life of Rogers
   2. The Self and the Tendency toward Actualization
   3. The Development of the Self in Childhood
   4. Characteristics of Fully Functioning Persons
   5. Assessment in Roger’s Theory
   6. Research on Roger’s Theory
   7. Chapter Summary
   8. Review Questions

Assignments, project, and/or exam

   1. The Cognitive Movement in Psychology
   2. The Life of Kelly
   3. Personal Construct Theory
   4. Assessment in Kelly’s Theory
   5. Research on Kelly’s Theory
   6. Chapter Summary
   7. Review Questions

Assignments, project, and/or exam

   1. The Life of Skinner
   2. Reinforcement: The Basis of Behavior
   3. Operant Conditioning and the Skinner Box
   4. Schedules of Reinforcement
   5. Applications of Operant Conditioning
   6. Assessment in Skinner’s Theory
   7. Research on Skinner’s Theory
   8. Chapter Summary
   9. Review Questions

Assignments, project, and/or exam

M. Chapter 13: The Social-Learning Approach: Albert Bandura: Modeling Theory
   1. The Life of Bandura
   2. Modeling: The Basis of Observational Learning
   3. Self-Reinforcement and Self-Efficacy
   4. Behavior Modification
   5. Assessment in Bandura’s Theory
   6. Research on Bandura’s Theory
   7. Chapter Summary
   8. Review Questions

Assignments, project, and/or exam
Assignments, project, and/or exam

N. Chapter 14: The Limited-Domain Approach: Facets of Personality: Taking Control, Taking Chances, and Finding Happiness
   1. Rotter: Locus of Control
   2. Zuckerman: Sensation Seeking
   3. Seligman: Learned Helplessness
   4. Seligman: Positive Psychology
   5. Chapter Summary
   6. Review Questions

Assignments, project, and/or exam

O. Chapter 15: Personality in Perspective
   1. The Genetic Factor
   2. The Environmental Factor
   3. The Learning Factor
   4. The Parental Factor
   5. The Developmental Factor
   6. The Consciousness Factor
   7. The Unconscious Factor
   8. Review Questions

Assignments, project, and/or exam