Ohio Articulation Number (OAN)
Course Submission Form
2005-2006

College/University   Central State University

Course(s) Submitted(Title & Course #)            Psychology of Personality PSY 2330
Ohio Articulation Number            OSS 018

Date   1/30/06            Course   1 of a 1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name   LaTonya Branham            Title   Associate Registrar

Address   1400 Brush Row Rd., Wilberforce, OH 45384

E-mail   Lbranham@centralstate.edu

Phone   937-376-6149

Fax   937-376-6188

Credit Hours   3 qtr            sem   Spring
Lecture Hours   3
Laboratory Hours   0 (if applicable)
Pre-Requisites(s) Course work (if applicable)
PSY 1200 or PSY 1210

Placement Score (if applicable)
(Name of test)

(Domain)   (Score)

Catalog/Course Description (Includes Course Title and Course #)
PSY 2330 Psychology of Personality—A study of the fundamental factors underlying personality development and adjustment, especially among African Americans. Intensive analysis of the dynamics of adjustment will also be covered.
Course Objectives and/or Plan of Work

Course Objectives:
The major objective of this course is to give students a detailed understanding of the nature and dynamics of human personality. Upon successful completion of this course, students should be able to:

Competencies

Upon completion of this course, the student will be able to:
Think analytically and critically about personality
Articulate a definition and scope for the psychology of personality
Recognize and evaluate research methods relevant to the investigation of personality.
Outline and apply information from the various theoretical perspectives in personality psychology, including psychodynamic, neo-Freudian, phenomenological, humanistic, trait, biological, behavioral, and social-cognitive approaches.
Demonstrate an understanding of the social, cultural and biographical factors contributing to each major perspective on personality via utilization of relevant materials from the text, library resources, and the World Wide Web.
Understand their own personality and other people’s personalities.

Prerequisite: PSY 1200 or PSY 1210

APA PSYCHOLOGY STANDARD ADDRESSED:

Developmental Domain
a. Lifespan Development examines how nature and nurture influence our development from conception until death.
b. Personality and Assessment demonstrates scientific explanations of personality development along with the methods psychologists use to measure personality concepts.

Knowledge
The student of psychology demonstrates an understanding of the use of major research methods in psychology, including design, data analysis, and interpretation.

Skills
The student of psychology is able to use psychological concepts meaningfully to explain behavior in speaking and writing.

The student of psychology has an understanding of technology operations and concepts.

Dispositions
The student of psychology is able to reflect the values of the discipline of psychology.

Description of Assessment and/or Evaluation of Student Learning

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Instructional Methods
A. Lecture and Discussion
B. Research
C. Large/Small Group Exercises
D. Technology

Assignments
1. **Response Paper:** Students must read and write a response to chapters. The response papers are due weekly.

2. **Debate Groups:**
   There will be WebCt debate topics. Be sure to check your www.csuwebct.ces.edu and the Course Calendar every day or two!! Students are required to participate actively in 5 online debate discussions during the semester. The student/instructor will post questions concerning a specific topic. Students will have the opportunity to respond to these topics and to other students’ responses. Students must also begin their own discussions. They will receive up to 20 points for each debate discussion that they actively participate in. “Active” participation is defined as providing reasonably intelligent responses or comments (as determined by the instructor) or as starting a new discussion that is interesting and worthwhile (as determined by the instructor). Of course, students are encouraged to participate in other online discussions. The maximum number of points possible with the class discussions is 100.

3. **Personality Assessment** – Students will be responsible for taking personality tests. There may be a cost of the test in which the student will be the responsible for (further explanation).
   - http://www.humanmetrics.com/cgi-win/JTypes2.asp
   - http://haleonline.com/psychtest/

4. **Research Paper** – Students will write a 5 page paper addressing some thesis topic surrounding personality development, growth and diversity.

5. **Exams:** There will be two exams, which will be given in class or online. THERE WILL BE NO MAKE-UP EXAMS, except in the case of a personal medical emergency (or prior written excuse is required).

**EVALUATION PROCEDURES:**

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Weighted %</th>
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</thead>
<tbody>
<tr>
<td>1. Attendance and classroom disposition</td>
<td>10%</td>
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<tr>
<td>2. Reading and Chapter Responses</td>
<td>15%</td>
</tr>
<tr>
<td>3. WebCt Online Debate Discussion</td>
<td>15%</td>
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<tr>
<td>4. Personality Assessment</td>
<td>10%</td>
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<tr>
<td>5. Research Paper</td>
<td>10%</td>
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<tr>
<td>6. Midterm and Final exam (Exam Dates TBA in class)</td>
<td>40%</td>
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<td><strong>Total Worth</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

All written work must be handed in at the designated times. Failure to meet the deadlines indicated will affect the grade received for that assignment.

**GRADING POLICY:**
Grading based on a rubric scoring for meeting the performance standards

(4) A = 90-100  (3) B = 80-89  (2) C = 70-79     (1) D= 60-69   (0) F = 59 or below

Master Syllabi and Working Syllabi (if both are used)

CENTRAL STATE UNIVERSITY
College of Arts and Sciences
“Where Dreams Become Careers”

General Information
Course Number: PSY 2330
Title: PSYCHOLOGY OF PERSONALITY
Credit Hours: 3 Credit

Course Description: this course will survey a variety of different approaches to the study of personality, including psychoanalytic, trait, biological, social, humanistic-phenomenological, cognitive, and behavioral or learning viewpoints. The course blends theory, research, and personal application in an exploration of who we are and how we become who we are, as individuals and as members of society. It also provides the necessary foundation for understanding various approaches to treating psychological problems and facilitating healthy development that are important to psychology as a whole.

Term and Year: Spring Semester
Class Meeting:
Class Location:

Instructor’s Contact Information
Instructor:
Office Location:
Office Telephone:
Department Telephone:
Email Address:
Office Hours:

Textbook

Course Objectives:
The major objective of this course is to give students a detailed understanding of the nature and dynamics of human personality. Upon successful completion of this course, students should be able to:

Competencies
Upon completion of this course, the student will be able to:

- Think analytically and critically about personality
- Articulate a definition and scope for the psychology of personality
- Recognize and evaluate research methods relevant to the investigation of personality.
- Outline and apply information from the various theoretical perspectives in personality psychology, including psychodynamic, neo-Freudian, phenomenological, humanistic, trait, biological, behavioral, and social-cognitive approaches.
- Demonstrate an understanding of the social, cultural and biographical factors contributing to each major perspective on personality via utilization of relevant materials from the text, library resources, and the World Wide Web.
- Understand their own personality and other people’s personalities.

Prerequisite: PSY 1200 or PSY 1210

APA PSYCHOLOGY STANDARD ADDRESSED:

Developmental Domain
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The student of psychology has an understanding of technology operations and concepts.

Dispositions
The student of psychology is able to reflect the values of the discipline of psychology.

Web Resources
Useful information for psychology majors may be found from The PSYCH WEB, a project of Russ Dewey at Georgia Southern University. This includes tip sheets on writing APA style papers as well as general information about careers in psychology. For more information about personality theory and research, consult The Personality Project.

APPROACHES TO RESEARCHING PERSONALITY
General approaches to the study of personality that we will study include the following:
1. The Psychoanalytic Approach
2. The Trait Approach
3. The Biological Approach
4. The Humanistic Approach
5. The Behavioral/Social Learning Approach
6. The Cognitive Approach

TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>Introduction to Course Syllabus and Assignments</td>
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<tr>
<td>11</td>
<td>Academic Tools for Success – Time Management</td>
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<tr>
<td>13</td>
<td>Academic Tools for Success – Searching for psychology journals – Meet in Library</td>
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<tr>
<td>16</td>
<td>No Classes - Martin Luther King Holiday</td>
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<tr>
<td>17</td>
<td>Last day to add or drop a class</td>
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<tr>
<td>18</td>
<td>Academic Tools for Success – Test-Taking Strategy</td>
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<tr>
<td>20</td>
<td>Lab – Out of class assignment - How to Critique an empirical article</td>
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<tr>
<td>23</td>
<td>Academic Tools for Success- How to Critique an empirical article</td>
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<tr>
<td>25</td>
<td>Academic Tools for Success- Writing an Article Critique</td>
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<tr>
<td>27</td>
<td>Lab – Out of class assignment - How to Critique an empirical article</td>
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<td>30</td>
<td>Discussion of Personality Article Critique</td>
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<td>Article Critique Due</td>
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<tr>
<td>2/1</td>
<td>An Overview</td>
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<tr>
<td>3</td>
<td>Library Assignment - TBA</td>
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<td>Page</td>
<td>Assignment</td>
<td>Topic</td>
<td>Chapter</td>
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<tr>
<td>6</td>
<td>Introduction</td>
<td>Chap 1</td>
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<tr>
<td>8</td>
<td>The Psychoanalytic Legacy: Sigmund Freud</td>
<td>Chap 2</td>
<td>8</td>
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<tr>
<td>10</td>
<td>Library Assignment - Research Paper</td>
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<td>13</td>
<td>Personality’s Ancestral Foundation – Carl Jung</td>
<td>Chap 3</td>
<td>13</td>
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<tr>
<td>15</td>
<td>Overcoming Inferiority and Striving for Superiority: Alfred Adler</td>
<td>Chap 4</td>
<td>15</td>
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<td>17</td>
<td>Library Assignment - Research Paper</td>
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<td>20</td>
<td>Moving toward, away from, and against Others – Karen Horney</td>
<td>Chap.</td>
<td>20</td>
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<tr>
<td>22</td>
<td>Personality from the Interpersonal Perspective - Harry Stack Sullivan</td>
<td>Ch4</td>
<td>22</td>
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<td>24</td>
<td>Library Assignment - Research Paper</td>
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<td>27</td>
<td>The Seasons of Our Lives – Erik Erikson</td>
<td>Chap. 7</td>
<td>27</td>
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<td>3/1</td>
<td>The Sociopsychological Approach to Personality – Erich Fromm</td>
<td>Chap 8</td>
<td>3/1</td>
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<td>Library Assignment – Research Paper</td>
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<td>6</td>
<td>Every Person Is to Be Praised – Carl Rogers</td>
<td>Chap 9</td>
<td>6</td>
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<td>8</td>
<td>Becoming All That One Can Be – Abraham Maslow</td>
<td>Chap. 10</td>
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<td>Library Assignment – Research Paper</td>
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<td>Midterm Exam Chaps. 1-10</td>
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<td>15</td>
<td>Marching to a Different Drummer – George Kelly</td>
<td>Chap. 11</td>
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<td>Library Assignment Research Paper</td>
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<td>The Social-Cognitive Approach to Personality – Walter Mischel and Julian Rotter</td>
<td>Chap. 12</td>
<td>20</td>
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<tr>
<td>22</td>
<td>Thinking Ahead and Learning Mastery of One’s Circumstances – Albert Bandura</td>
<td>Chap. 13</td>
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<td>24</td>
<td>Library Assignment - Research Paper</td>
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<td>It’s All a Matter of Consequences – B.F. Skinner</td>
<td>Chap. 14</td>
<td>27</td>
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<td>Human Needs and Environmental Press – Henry A. Murray</td>
<td>Chap. 15</td>
<td>29</td>
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<td>31</td>
<td>The Trait Approach to Personality – Raymond Cattell</td>
<td>Chap. 16</td>
<td>31</td>
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<td>Personality Development and Prejudice – Gordon Allport</td>
<td>Chap. 17</td>
<td>4/3</td>
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<td>5</td>
<td>Where is Personality Theory Going? Chap. 18</td>
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<td>Personality Testing</td>
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<td>10</td>
<td>Library Assignment - Research Paper</td>
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<td>12</td>
<td>Tools for Academic Success – Establishing a Thesis Statement/APA</td>
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<tr>
<td>14</td>
<td>Discussion Research</td>
<td>Literature Review Due</td>
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<td>17</td>
<td>Writing Lab – Writing and Establishing a Thesis Statement</td>
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<td>Sign-up Sheet</td>
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<td>19</td>
<td>Writing Lab – Establishing a These Statement</td>
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<td>Sign up Sheet</td>
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<tr>
<td>21</td>
<td>Library Assignment - Research Paper</td>
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<tr>
<td>24</td>
<td>Research Paper Presentations</td>
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<tr>
<td>26</td>
<td>Research Paper Presentations</td>
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<tr>
<td>28</td>
<td>Library Study Lab – Final Prep</td>
<td></td>
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<tr>
<td>29</td>
<td>Last Day of Semester</td>
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</table>
ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Instructional Methods
A. Lecture and Discussion
B. Research
C. Large/Small Group Exercises
D. Technology

Assignments
1. Response Paper: Students must read and write a response to chapters. The response papers are due weekly.

2. Debate Groups:
   There will be WebCt debate topics. Be sure to check your www.csuwebct.ces.edu and the Course Calendar every day or two!! Students are required to participate actively in 5 online debate discussions during the semester. The student/instructor will post questions concerning a specific topic. Students will have the opportunity to respond to these topics and to other students’ responses. Students must also begin their own discussions. They will receive up to 20 points for each debate discussion that they actively participate in. “Active” participation is defined as providing reasonably intelligent responses or comments (as determined by the instructor) or as starting a new discussion that is interesting and worthwhile (as determined by the instructor). Of course, students are encouraged to participate in other online discussions. The maximum number of points possible with the class discussions is 100.

3. Personality Assessment – Students will be responsible for taking personality tests. There may be a cost of the test in which the student will be the responsible for (further explanation).
   http://www.advisorteam.com/temperament_sorter/register.asp?partid=1
   http://www.humanmetrics.com/cgi-win/JTypes2.asp
   http://haleonline.com/psychtest/


5. Exams: There will be two exams, which will be given in class or online. THERE WILL BE NO MAKE-UP EXAMS, except in the case of a personal medical
emergency (or prior written excuse is required).

**EVALUATION PROCEDURES:**
Evaluation is based on the following performance criteria. Weighted %

1. Attendance and classroom disposition 10%
2. Reading and Chapter Responses 15%
3. WebCt Online Debate Discussion 15%
4. Personality Assessment 10%
5. Research Paper 10%
6. Midterm and Final exam (Exam Dates TBA in class) 40%

Total Worth 100%

All written work must be handed in at the designated times. Failure to meet the deadlines indicated will affect the grade received for that assignment.

**GRADING POLICY:**

Grading based on a rubric scoring for meeting the performance standards

(4) A = 90-100  (3) B = 80-89  (2) C = 70-79  (1) D= 60-69  (0) F = 59 or below

**College Policies**
1. Children on Campus Policy: Students are not allowed to bring children to class. Minors must not be left unattended on campus.
2. ADA Statement for Students Requiring Special Accommodations: In accordance with section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, if accommodations are needed, students must make the request through the Office of Disability Student Services. Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff. It is the student's responsibility to initiate contact with disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.
3. Academic Dishonesty Policy Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. For additional information refer to the “Student Code of Conduct” in The University’s Catalog.
4. Policy Regarding Electronic Devices in the Classroom: Students must silence all electronic devices (e.g. pagers, cellular phones, etc.) when in classrooms, and the library. During all examinations, cellular phones are to be kept in a place that will prevent use at that time.
5. Attendance Policy: Regular and punctual attendance at all classes is required. Absences of each student are recorded without exception from the official date of
his/her enrollment. The recording of absences begins on the first day of a student's enrollment in the course after classes begin. A student’s absent the equivalent of credit hours of instruction in a regular quarter may be have their grade dropped by the instructor of removed from class attendance. If a student is dropped from a class for excessive absences, the instructor will record the grade of “Z” (withdrawn

**Debate Topics:**

**Debate 1**
Cognition vs. Emotions -- Does thinking control your feelings? or do your feelings determine what you think?


**Debate 2**
Personality Testing -- Should an individual's future as a student or in a career depend upon the results of a test such as the SAT or MMPI?


**Debate 3**
Aggression -- Do people have aggressive motives that need expression or do situational circumstances (such as violence on TV) elicit it?


**Debate 4**
Males and Females -- Do psychologists and certain personality theories hold stereotypic views of men and women? Do non-trivial differences in personality exist between men and women? If so, how do these differences develop?

Debate 5
Person vs. Situation -- Various psychologists have taken different views on whether your behavior is determined by something in you, such as your personality, or by the situation you are in. Which is the greater determinant of behavior?

Ohio Articulation Number Form Directions

This form is used to submit your course information to the Ohio Board of Regents, for all courses that make up OAN requirements. This document is a form, so the only fields that need to be filled in can be. When you open this, make sure the top of the screen, where the name of the document is displayed, says “Document1” or something similar to that. When you open this form from a location other than inside of word, it creates a blank template to fill in. Please fill it in with the appropriate course information from your institution. All of the fields in this document are expandable, and will grow to fit as much data in them as you need. Note that these fields are implemented as MS Word tables. Keep that in mind as you are copying and pasting between your syllabi and this form.

Once you are done entering your course information, you need to save this file. Since Word opened a blank version of this file, you will need to rename it to save it. Under file, choose “Save as” and then enter the name of the file. The naming scheme for this form is Institution-Year-OAN number-Course Title.

Example, if you were ABC Community College, and you were submitting your Calculus110 course, the name of the file would be ABC-2005/06-OMT005-Calculus110. If two (or more) courses are required to fulfill that same OAN, you would submit ABC-2005/06-OMT005-Calculus110 Calculus111.

When you are done with your submissions, please send them electronically to the Ohio Board of Regents at atpanels@regents.state.oh.us so we can keep your information on file.

If you encounter any problems or have any questions, please contact any of the individuals listed bellow:

Jim Ginzer (614) 752-9486 jginzer@regents.state.oh.us

Sam Stoddard (614) 752-9532 sstoddard@regents.state.oh.us

Nick Wilson (614) 466-4158 nwilson@regents.state.oh.us