

OBR	
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Date	2/7/2006

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



College/University Central State University

Course(s) Submitted(Title & Course #) Psychology of Personality PSY 2330 for

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

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Wilberforce, OH 45384

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Phone 937-376-6149

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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.

Texts/Outside Readings/Ancillary Materials

REQUIRED TEXT:

Bem P. Allen (2006). *Personality theories: Development, growth, and diversity* (5th Edition). Allyn and Bacon, Boston: MA.

SUPPLEMENTS

Zajonc, R.B. (1980) Feeling and thinking: Preferences need no inferences. *American Psychologist*, 35, 151-175.

Lazarus, R.S. (1981) A cognitivist's reply to Zajonc on emotions and cognition. *American Psychologist*, 37, 1019-1024.

Mattarazzo, J.D. (1990) Psychological assessment versus psychological testing: validation from Binet to the school, clinic, and courtroom. *American Psychologist*, 45, 999-1017.

Meehl, P.E. (1957). When shall we use our heads instead of a formula? *Journal of Counseling Psychology*, 4, 268-273.

Eron, L.D. (1980) Prescription for reduction of aggression. *American Psychologist*, 35, 244-252.

Olweus, D. (1979) Stability of aggressive reaction patterns in males: a review. *Psychological Bulletin*, 86, 852-875.

Block, J.H. (1976) Conceptions of sex role: Some cross-cultural and longitudinal perspectives. *American Psychologist*, 28, 512-526.

Bem, S.L. (1981) Gender schema theory: A cognitive account of sex-typing. *Psychological Review*, 88, 354-364.

Mischel, W., & Peake, P.K. (1982) Beyond déjà vu in the search for cross-situational consistency. *Psychological Review*, 89, 730.

Epstein, S. (1983) The stability of confusion: A reply to Mischel and Peake. *Psychological Review*, 90, 179-184.

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:

- o Think analytically and critically about personality
- o Articulate a definition and scope for the psychology of personality
- o Recognize and evaluate research methods relevant to the investigation of personality.
- o 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.
- o 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.
- o 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.advisorsteam.com/temperament_sorter/register.asp?partid=1
<http://www.humanmetrics.com/cgi-win/JTypes2.asp>
<http://haleonline.com/psychtest/>
<http://www.cpp.com/images/reports/smp267149.pdf>
<http://www.cpp.com/images/reports/smp284106.pdf>
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:

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

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

Bem P. Allen (2006). Personality theories: Development, growth, and diversity (5th Edition). Allyn and Bacon, Boston: MA.

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Prerequisite: PSY 1200 or PSY 1210

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Dispositions

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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

Date	Topic	Reading	Assignment
1/9	Introduction to Course	Syllabus and Assignments	
11	Academic Tools for Success	– Time Management	
13	Academic Tools for Success	– - Searching for psychology journals – Meet in Library	
16	No Classes	- Martin Luther King Holiday	
17	Last day to add or drop a class		
18	Academic Tools for Success	– Test-Taking Strategy	
20	Lab – Out of class assignment	- How to Critique an empirical article	
23	Academic Tools for Success-	How to Critique an empirical article	
25	Academic Tools for Success-	Writing an Article Critique	
27	Lab – Out of class assignment	- How to Critique an empirical article	
30	Discussion of Personality Article Critique	Article Critique Due	
2/1	An Overview		
3	Library Assignment	- TBA	

6	Introduction	Chap 1
8	The Psychoanalytic Legacy: Sigmund Freud	Chap. 2
10	Library Assignment	- Research Paper
13	Personality's Ancestral Foundation – Carl Jung	Chap. 3
15	Overcoming Inferiority and Striving for Superiority: Alfred Adler	Chap 4
17	Library Assignment	- Research Paper
20	Moving toward, away from, and against Others – Karen Horney	Chap.
22	Personality from the Interpersonal Perspective - Harry Stack Sullivan	Ch4
24	Library Assignment	- Research Paper
27	The Seasons of Our Lives – Erik Erikson	Chap. 7
3/1	The Sociopsychological Approach to Personality – Erich Fromm	Chap 8
3	Library Assignment	– Research Paper
6	Every Person Is to Be Prized – Carl Rogers	Chap. 9
8	Becoming All That One Can Be – Abraham Maslow	Chap. 10
10	Library Assignment	– Research Paper
13	Midterm Exam	Chaps. 1-10
15	Marching to a Different Drummer – George Kelly	Chap. 11
17	Library Assignment	Research Paper
20	The Social-Cognitive Approach to Personality – Walter Mischel and Julian Rotter	Chap. 12
22	Thinking Ahead and Learning Mastery of One's Circumstances – Albert Bandura	Chap. 13
24	Library Assignment	- Research Paper
27	It's All a Matter of Consequences – B.F. Skinner	Chap. 14
29	Human Needs and Environmental Press – Henry A. Murray	Chap. 15
31	The Trait Approach to Personality – Raymond Cattell	Chap. 16
4/3	Personality Development and Prejudice – Gordon Allport	Chap. 17
5	Where is Personality Theory Going?	Chap. 18
	Personality Testing	
7	Library Assignment	- Research Paper
10	Tools for Academic Success – Establishing a Thesis Statement/APA	
	References	
12	Discussion Research	Literature Review Due
14	Library Assignment	- Research Paper
17	Writing Lab – Writing and Establishing a Thesis Statement	
	Sign-up Sheet	
19	Writing Lab – Establishing a These Statement	
	Sign up Sheet	
21	Library Assignment	- Research Paper
24	Research Paper Presentations	
26	Research Paper Presentations	
28	Library Study Lab – Final Prep	
29	Last Day of Semester	

4/1-4 Final Week Exam – All Course Assignments Due Chaps. 11-18
5/6 Commencement
5/8 Final Grades Due By 4:00 P.M.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

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<http://www.humanmetrics.com/cgi-win/JTypes2.asp>
<http://haleonline.com/psychtest/>
<http://www.cpp.com/images/reports/smp267149.pdf>
<http://www.cpp.com/images/reports/smp284106.pdf>
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(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?

Zajonc, R.B. (1980) Feeling and thinking: Preferences need no inferences. *American Psychologist*, 35, 151-175.

Lazarus, R.S. (1981) A cognitivist's reply to Zajonc on emotions and cognition. *American Psychologist*, 37,1019-1024.

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?

Mattarazzo, J.D. (1990) Psychological assessment versus psychological testing: validation from Binet to the school, clinic, and courtroom. *American Psychologist*, 45, 999-1017.

Meehl, P.E. (1957). When shall we use our heads instead of a formula? *Journal of Counseling Psychology*, 4, 268-273.

Debate 3

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

Eron, L.D. (1980) Prescription for reduction of aggression. *American Psychologist*, 35, 244-252.

Olweus, D. (1979) Stability of aggressive reaction patterns in males: a review. *Psychological Bulletin*, 86, 852-875.

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?

Block, J.H. (1976) Conceptions of sex role: Some cross-cultural and longitudinal perspectives. *American Psychologist*, 28, 512-526.

Bem, S.L. (1981) Gender schema theory: A cognitive account of sex- typing. *Psychological Review*, 88, 354-364.

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?

Mischel, W., & Peake, P.K. (1982) Beyond deja vu in the search for cross-situational consistency. *Psychological Review*, 89, 730.

Epstein, S. (1983) The stability of confusion: A reply to Mischel and Peake. *Psychological Review*, 90, 179-184.

Additional Documentation

OBR Use

Action

Approved	
Additional Information Requested	
Rejected	
Date	

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-Calculus110Calculus111.

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