



COUGARS

Syllabus for PSYC 340-001

Theories of Personality

In-Person; AH2401

Department of Psychology

Spring 2024

Mondays 4:30 PM to 7:20 PM

About the Instructor

Name: Samantha Murphy, MA, NHA-CPT

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Office Hours: Wednesdays 6:00 PM – 8:00 PM

All office hours are held via Zoom. If you cannot attend office hours during the above-mentioned time, please contact me to discuss scheduling an appointment.

Welcome

Welcome to Theories of Personality (PSYC 340-001)! I am overjoyed to spend the semester diving into the interesting depths of personality with you.

Bio

I received my Master's in Clinical Psychology from Southern Illinois University – Edwardsville (SIUE) in 2020. Prior to that I attended Lindenwood University – Belleville (LUB) for two years working on my Bachelor's in Psychology while also playing collegiate softball. I spent the last two years of undergraduate at University of Missouri – St. Louis (UMSL) where I received a Bachelor's in Psychology and a Certificate in Trauma Studies. I started my research career focusing in neuroscience and neuropsychology while an undergraduate at UMSL. I have conducted research at St. Louis Children's Hospital, SIUE, Saint Louis University (SLU), and currently Washington University School of Medicine (WUSM). My research broadly focuses on various conditions that impact the brain and changes in cognition including traumatic brain injury and Alzheimer's disease. Additionally, some of my research focuses on the development of neuropsychological assessments for culturally relevant measurement of cognitive change.

Additional information about my interests and publications can be found [here](#)!

Outside of my career, I am a mom, a wife, and dog/cat mom. I have a vast interest in bees and understanding their role in the world. Additionally, I consider myself a coffee connoisseur and an Elton John enthusiast. I am an avid Major League Soccer (MLS) fan and love spending time reading.

Teaching Philosophy

My courses focus on individual review of assigned reading with lecture focusing on core competencies from the readings and how to apply these competencies. Lecture will include engaging activities in addition to discussions and time for questions. Assignments will focus in applying knowledge obtained from this course. I believe that you will learn from my teachings, but that I will also learn from you.

Communicating with the instructor

Please contact me via email or through office hours. When contacting me via email, my typical response time frame is within 24 to 48 hours. However, please do not hesitate to have brief discussions with me prior to or post class sessions.

About the Course

Course description

This course will provide an overview of the constructs, assumptions, and validity of the major personality theories. Additionally, the course will offer some insights into how the personal and professional lives of the foremost personality theorists influenced the theories they developed.

Successful completion of this course results in the completion of three credit hours.

Prerequisite knowledge

PSYC 111: Foundations of Psychology

Course goals and objectives

By the successful completion of this course, you will be able to demonstrate:

- Increased knowledge of the major personality theorists and their theories.
- Increased knowledge about theoretical constructs associated with a variety of personality theories.
- Increased knowledge of the major tools used in personality assessment.
- Ability to apply personality theories.
- Ability to communicate information about personality theories and/or constructs in writing.

Course textbooks

Schultz, D.P., & Schultz, S.E. (2017) Theories of Personality, 11th Ed. Wadsworth-Cengage Publishers.

Students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information.

Other course materials

Additional reading (i.e., manuscripts) as assigned via Blackboard.

Technology Privacy Information

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

Course Requirements and Policies

Submitting work

Unless otherwise noted, you will turn in all assignments through Blackboard.

Please submit all assignments as Microsoft Word documents.

Academic integrity/plagiarism

Plagiarism includes either presenting someone else's words without quotation marks even when citing the source or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. 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.

Students are reminded that the expectations and academic standards outlined in the [Student Academic Code \(3C2\)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE](#)

[academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

University guidance on artificial intelligence (AI)

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

Grading/Grading Scale

Your course grades will be based on your combined performance on exams and assignments.

Exams

Exam One	50 points
Exam Two	50 points
Exam Three	50 points

Course Grade

A: 252 – 280 points

B: 224 – 251 points

C: 196 – 223 points

D: 168 – 195 points

F: < 168 points

Assignments

Syllabus Quiz	10 points
Freud and Reality TV	30 points
Case Studies (Choose Two) Adler / Erikson / Costa & McCrae / Maslow	60 points (30 points each)
Personality Theories Reflection	30 points

Total Possible Points	280 points
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If any extra credit points are offered during the semester those points will only be kept in your point total **if you have completed all assignments and turned them in on time.**

Feedback and grading timeline

Assignment grades with any necessary feedback will typically be posted within two to three days after the submission deadline; however, some assignments may take longer to grade. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric.

Late or Missed Assignments/Rewrites

It is expected that all assignments are turned in by the deadline listed below. Late assignments drop a letter grade for each day they are late, starting with the day the assignment is due (i.e., an assignment turned in one hour late drops one letter grade). In cases of documented emergencies exceptions may be made. It is up to the student to talk with the instructor about whether an exception can be made.

If you must miss an exam because you are involved in a university-sponsored activity (i.e., member of a sports team, etc.), you may take an exam early. To do this you must notify us at least one week prior to the exam to arrange a test date.

If you must miss an exam because of a personal/family emergency (i.e., death in the family), you will only be eligible for a make-up exam if you: notify us immediately and provide documentation for the event that caused you to miss the exam.

Make-up exams, if granted, are in short answer/essay format.

Participation

It is vitally important that our classroom environment promotes the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that you adhere to the deadlines given below as you complete assignments, discussions, and other course activities.

It is expected that you attend lectures and participate in class discussion/activities. We all learn from each other's opinions, thoughts, and questions. Your participation not only enhances your learning experience but also contributes to the learning experience for each of us. ***Please do not hesitate to ask questions at any time!***

It is expected that you complete all assigned reading as scheduled. The majority of reading in this course will come from the text; however, I will occasionally provide you with supplemental reading material on Blackboard. I will not cover all text material in class; therefore, it is important for you to keep up with the reading.

I do not post PowerPoint slides on Blackboard. If you miss class, you are still responsible for the material covered that day in class, assignments given out that day, and for any assignments due that day. Assignments not turned in on the due date will be considered late and points will be deducted. Not being present for class is not an acceptable excuse for turning in a late assignment, not getting a new assignment, or not getting handouts/notes. When you miss class, it is up to you to get the notes and handouts from another student. You may also see me during office hours to get handouts you have missed.

Class behavior

You are expected to show respect for your classmates' ideas and opinions. As college students it is expected that you be open to a variety of viewpoints and opinions even though you may have a differing point of view.

As a courtesy to your classmates, please turn all cell phones to silent and/or vibrate mode. Wearing headphones or utilizing your cell phone is prohibited in class.

The utilization of electronic devices for note taking in class is permitted (i.e., tablet, laptop, etc.); however, these devices should not be used for anything but items directly related to this course during class sessions.

Although I want you to be engaged in the material and to discuss it with your classmates, please limit private conversation during class. Excessive conversation is not only rude, but distracting and disruptive. Please save these discussions for outside of class.

It is understood that "things happen" causing you to be late to class. If you arrive late to class, please take a seat in the back as quietly as possible to limit disruption to the class.

Technology requirements and capabilities

Technical requirements for students can be found in this [ITS KnowledgeBase article](#). Additional resources for learning with technology can be found on the [Online at SIUE site](#).

Technical Support

Contact ITS at [618-650-5500](tel:618-650-5500) or at 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 KnowledgeBase](#) for various how-to and troubleshooting guides.

University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378> Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Course Schedule:

Week/Module	Learning Activities	Assignments & Due Dates All due at 11:59 pm CST unless noted otherwise
Week 1 January 8th <i>Introduction</i>	<ul style="list-style-type: none"> • Review the syllabus • Watch Julian Baggini – <i>Is there a real you?</i> • Read Chapter 1 (Pages 1 – 32) 	<ul style="list-style-type: none"> • Syllabus quiz [Due Wednesday, January 10th]
Week 2 January 15th	Martin Luther King Jr. Day – No class!	
Week 3 January 22nd <i>Freud</i>	<ul style="list-style-type: none"> • Read Chapter 2 (Pages 37 – 76) 	
Week 4 January 29th <i>Jung & Adler</i>	<ul style="list-style-type: none"> • Read Chapter 3 (Pages 81 – 105) • Read Chapter 4 (Pages 108 – 133) 	
Week 5 February 5th <i>Adler & Horney</i>	<ul style="list-style-type: none"> • Read Chapter 5 (Pages 135 – 154) 	<ul style="list-style-type: none"> • Freud and Reality TV assignment [Due Monday, February 5th]
Week 6 February 12th	<ul style="list-style-type: none"> • Review Chapters 1 – 5 • Exam 1 	
Week 7 February 19th <i>Erikson</i>	<ul style="list-style-type: none"> • Read Chapter 6 (Pages 159 – 189) 	
Week 8 February 26th <i>Skinner</i>	<ul style="list-style-type: none"> • Read Chapter 12 (Pages 317 – 336) 	<ul style="list-style-type: none"> • Adler Case Study [Due Monday, February 26th]
Week 9 March 4th	Spring Break – No class!	

Week/Module	Learning Activities	Assignments & Due Dates All due at 11:59 pm CST unless noted otherwise
Week 10 March 11th Eysenck, Five-Factor, & Dark Triad	<ul style="list-style-type: none"> • Read Chapter 8 (Pages 213 – 243) 	<ul style="list-style-type: none"> • Erikson Case Study [Due Monday, March 11th]
Week 11 March 18th Zuckerman & Seligman	<ul style="list-style-type: none"> • Read Chapter 14 (Pages 378 – 394) 	
Week 12 March 25th	<ul style="list-style-type: none"> • Review Chapters 6, 8, 12, & 14 (Sections 2 & 3) • Exam 2 	
Week 13 April 1st Rotter & Kelly	<ul style="list-style-type: none"> • Review Online Lecture • Read Chapter 14 (Pages 372 – 377) • Read Chapter 11 (Pages 293 – 312) 	<ul style="list-style-type: none"> • Big Five Case Study [Due Monday, April 1st]
Week 14 April 8th Bandura	<ul style="list-style-type: none"> • Read Chapter 13 (Pages 341 – 367) 	
Week 15 April 15th Maslow & Rogers	<ul style="list-style-type: none"> • Read Chapter 9 (Pages 247 – 269) • Read Chapter 10 (Pages 271 – 288) 	<ul style="list-style-type: none"> • Personality Theories Reflection [Due Monday, April 15th]
Week 16 April 22nd Positive Psychology	<ul style="list-style-type: none"> • Read Chapter 14 (Pages 395 – 403) • Read Componton, 2005 – Chapters 1 & 5 [Blackboard] 	<ul style="list-style-type: none"> • Maslow Case Study [Due Monday, April 22nd]
Week 17 April 29th	<ul style="list-style-type: none"> • Exam 3 	