

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** PSYC 225 **TITLE:** Theories of Personality
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours
Method of Grading: Letter Grade Only
Recommended Preparation:
 PSYC 100, eligibility for ENGL 838 or ENGL 848 or ESL 400, and completion of or concurrent enrollment in any READ 400 level course.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science
CSU GE:
 CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions
IGETC:
 IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 This course examines the major theories of personality from Sigmund Freud to modern day, including psycho-dynamic, trait, humanistic, existential, learning, and social cognition. It also provides a review of personality assessments and research with a focus on application for students interested in applying concepts to personal daily life, others, and related social sciences. Cultural and gender differences are examined as they relate to the development of personality.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Define psychological, biological, physiological terminology to describe adjustment and psycho-social development across the lifespan, applying key personality theories, research, and assessments, and applications.
 2. Identify and analyze the key concepts and ideas of core theoretical perspectives on personality.
 3. Explain specific research methods and the general principles of research ethics for the study of man, including the safeguards and the peer-review process in science; applying the theories, research, assessments, and applications to self and to others.
 4. Demonstrate an understanding of core methods of research and assessment utilized in the study of personality.
 5. Complete a systematic analysis of the personality of self and others, demonstrating an understanding of biological and social differences as applied to core theories of personality.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Identify major personality theories, research, assessments, and applications in six perspectives using university level objective questions.
 2. Identify the key ideas on Personality of 39 important psychologists.
 3. Strengthen skills in critical thinking, applying the application of theories, research, assessments, and applications to self and others.
 4. Apply the course concepts, definitions, examples, and facts to student's personality and to student's relationships.
 5. Complete personality scales and use them to analyze student's own personality.
 6. Complete a systematic analysis on the personalities of others.
 7. Develop and implement a systematic personality enhancement action plan.

6. **COURSE CONTENT:**
Lecture Content:
 1. PERSONALITY OVERVIEW & RESEARCH METHODS
 - A. Personality Overview

- B. Research Methods
- 2. THE PSYCHOANALYTIC APPROACH
 - A. Freudian Approach
 - B. Freudian Approach-Research
 - C. Psychoanalytic Approach: Neo-Freudian
 - D. Neo-Freudian Theories: Relevant Research
- 3. THE TRAIT APPROACH
 - A. Trait Approach
 - B. Trait Approach-Relevant Research
- 4. THE BIOLOGICAL APPROACH
 - A. Biological Approach
 - B. Biological Approach-Relevant Research
- 5. THE HUMANISTIC APPROACH
 - A. Humanistic Approach
 - B. Humanistic Approach-Relevant Research
- 6. THE BEHAVIORAL/SOCIAL LEARNING APPROACH
 - A. Behavioral/Social Learning Approach
 - B. Behavioral/Social Learning Approach-Relevant Research
- 7. THE COGNITIVE APPROACH
 - A. Cognitive Approach
 - B. Cognitive Approach-Relevant Research
 - C. Concluding Observations-Gender & Culture I Summary Tools

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Activity
- B. Discussion
- C. Other (Specify): • Lectures, discussions, individual, and small group activities. • Personal Workbooks. • Application Questions. • Exercises applying the course concepts to student situations. • Psychological Scales & Surveys applied to the student and analysis of the results. • Case Study Analysis and Presentations on the cases. • Articles Discussion, analysis, and personal applications. • Self-Analysis Worksheets using concepts from the course. • Objective Quizzes • Essay Questions Exams • Individual Class Presentations • Team Class Presentations • Individual meetings with Instructor

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- . 15 self-analyses using personality scales from multiple perspectives
- . 4 essays applying theories, research, assessments, and applications of multiple perspectives to themselves
- . Comprehensive personality summary and action plan
- . Comprehensive theory application paper

Reading Assignments:

- . Case Analysis
- . Scholarly Articles

Other Outside Assignments:

Research reports on important personality psychologists

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. 1. Four cumulative objective, multiple-choice exams to test on the cumulative content of the textbook, lectures, and discussions. 2. Thirty-nine key idea summaries on 39 important psychologists. 3. Four essay tests to apply the theories, research, assessments, and applications of multiple perspectives to themselves. 4. Individual work, small group discussions, and large group discussions, which apply course content to self and others. 5. Fourteen personality scales, and 14 student self-analyses using scales to analyze their own personality from multiple perspectives. 6. Nine Case Studies, and 9 case study analyses using Case Study Worksheets to analyze others from multiple psychological perspectives. 7. A comprehensive summary and action plan, and a comprehensive Personality Paper, which outlines student's personal plan. 8. An individual half hour meeting between the professor and the student at the end of the course to review the student plan.

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

A. Burger, J. M.. *Personality*, 9th ed. Belmont: Wadsworth/Thomas Learning, Inc., 2014

Other:

A. Class Materials WORKBOOK

Origination Date: November 2016

Curriculum Committee Approval Date: February 2017

Effective Term: Fall 2017

Course Originator: Michelle Mullane