



North Central State College

MASTER SYLLABUS

2025-2026

- A. Academic Division: Liberal Arts
- B. Discipline: Psychology
- C. Course Number and Title: PSYC2100 Personality Theory
- D. Assistant Dean: Laura Irmer
- E. Credit Hours: 3
- F. Prerequisites: PSYC1010
- G. Last Course/Curriculum Revision Date: Spring 2025 Origin date: 01/24/2011
- H. Textbook(s) Title:

Open Education Resources (available for download or view)

The Balance of Personality

- Authors: Allen, C.
- Copyright Year: 2020
- Edition: 1st
- ISBN: n/a (Digital)
- OER Link: <https://pdx.pressbooks.pub/thebalanceofpersonality/>

Open Education Resources (available for download or view)

Personality Theory

- Authors: Kelland, M.
- Copyright Year: 2017
- Edition: 1st
- ISBN: n/a Web Version
- OER Link: <https://www.oercommons.org/authoring/22859-personality-theory>

- I. Workbook(s) and/or Lab Manual: None
- J. Course Description: The personality theory course provides a survey of major perspectives of personality. This course will apply the scientific method as a tool in the discovery of personality description, development, and assessment. Please note outcomes are written to ODHE standards using ODHE language. Ohio Articulation Number OSS018.

K. College-Wide Learning Outcomes:

College-Wide Learning Outcome	Assessments - - How it is met & When it is met
Communication – Written	
Communication – Speech	
Intercultural Knowledge and Competence	
Critical Thinking	Case Study Analysis Assignment – at the end of the term
Information Literacy	
Quantitative Literacy	

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

Outcomes	Assessments – How it is met & When it is met
1. Compare and contrast each of the major perspectives of personality (e.g., psychodynamic, trait, biological, behavioral/social learning, cognitive, socio-cultural, and humanistic).	Regularly throughout the term through writing assignments (reflection and/or application writings), exams, and course activities and assignments. Case study analysis assignment at the end of the term.
2. Explain the relevance of past and current research within personality psychology to the evaluation of personality theories and their applications.	Research overview information assessed through course activities and exam questions at the beginning of the term. Research examples provided throughout the course as different personality theories are explored. Subsequent research aspects may be assessed through writing assignments, course assignments, and/or exams.
3. Apply basic principles of personality psychology to the understanding of everyday life.	Regularly throughout the term through writing assignments (reflection and/or application writings). Case study analysis assignment at the end of the term.
4. Explain the major approaches to the assessment of personality.	Personality assessment is introduced at the beginning of the term through course assignments and writing assignments. Subsequent course assignments and exam questions further examine personality assessment.
5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through academic and non-academic sources.	Regularly throughout the term through course activities and writing assignments. Case study analysis assignment at the end of the term.
6. Core Knowledge: Students will be able to explain the primary terminology, concepts, and findings of personality psychology.	Regularly throughout the term by writing assignments, course assignments, and/or exams. Case study analysis assignment at the end of the term.
7. Theory: Students will be able to explain the primary theoretical approaches used in personality psychology.	Regularly throughout the term as new theories and theory application examples are explored. Assessed through writing assignments, course assignments, and/or exams. Case study analysis assignment at the end of the term.
8. Methodology: Students will be able to explain the primary quantitative and qualitative research methods used in personality psychology.	Research overview information assessed through exam questions at the beginning of the term. Throughout the course, research aspects are noted for theory examination. Subsequent research aspects may be assessed through writing assignments and/or exams.

Outcomes	Assessments – How it is met & When it is met
9. Values: Students will be able to explain the primary ethical issues raised by the practice and findings of personality psychology.	Ethical components related to personality psychology research examples are explored at the beginning of the term and assessed through exams and/or course assignments. Subsequent course concepts and research examples further explore and apply ethics. Assessment of these ethical aspects is done through writing assignments, course activities, and/or exams.
10. Evidence: Students will be able to explain the range of relevant information sources in personality psychology.	Through research exploration at the beginning of the term and subsequent course content and examples throughout the course. Assessed through writing assignments, course assignments, and/or exams.

M. Recommended Grading Scale:

NUMERIC	GRADE	POINTS	DEFINITION
93–100	A	4.00	Superior
90–92	A-	3.67	Superior
87–89	B+	3.33	Above Average
83–86	B	3.00	Above Average
80–82	B-	2.67	Above Average
77–79	C+	2.33	Average
73–76	C	2.00	Average
70–72	C-	1.67	Below Average
67–69	D+	1.33	Below Average
63–66	D	1.00	Below Average
60–62	D-	0.67	Poor
00–59	F	0.00	Failure

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.* Every student brings different experiences to the College, and all are important in enriching academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences. Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

- *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

Important information regarding College Procedures and Policies can be found on the syllabus supplement located at

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-081b.pdf>



**North Central State College
SYLLABUS ADDENDUM**

Academic Division: <u>Liberal Arts</u>	Discipline: <u>Psychology</u>
Course Coordinator: <u>Michelle Slattery</u>	
Course Number: <u>PSYC 2100-921</u>	Course Title: <u>Personality Theory</u>
Semester / Session: <u>Spring 2026 / Session B</u>	Start / End Date: <u>3/16/2026 thru 5/8/2026</u>

Instructor Information:

Name: <u>Michelle Slattery</u>	Credentials: <u>MA in Clinical Psychology, with an emphasis in Marriage and Family Therapy</u>
Phone Number: <u>419-755-5676</u> n/a – Contact me to coordinate an on campus meeting location or a Zoom meeting time.	E-Mail Address: <u>msslattery@ncstatecollege.edu</u> Office Hours: <u>Mondays through Zoom from 11am-2pm (link will be posted in Canvas) OR contact me to coordinate a day and time which works for you!</u>

I. Topical Timeline / Course Calendar (Subject to Change):

Week	Topics	Assignments	Due Dates
1	Introductory Course Assignments Course Overview CH 1: Personality Traits	<ul style="list-style-type: none"> Course Orientation & Introductory Assignments Chapter 1 Question 	3/20/26
2	CH 1: Personality Traits continued CH 2: Personality Stability	<ul style="list-style-type: none"> Ch 1 Big Five Personality Assessment Ch 1 Reading Quiz Questions Ch 2 Personality Change Ch 2 Reading Quiz Questions 	3/24/26 & 3/27/26
3	CH 3: Personality Assessment CH 4: Sigmund Freud, Karen Horney, Nancy Chodorow: Viewpoints on Psychodynamic Theory	<ul style="list-style-type: none"> Ch 3 Question Exam #1 DQ2 – Initial & Replies Ch 4 Question Ch 4 Reading Quiz Questions DQ3 - Initial 	3/31/26 & 4/3/26
4	CH 5: Carl Jung Alfred Adler	<ul style="list-style-type: none"> DQ3 – Replies Ch 5 Jung Personality Test Reflection Adler Reading Question 	4/7/26 & 4/10/26
5	CH 6: Humanistic and Existential Theory: Frankl, Rogers, & Maslow	<ul style="list-style-type: none"> Ch 6 Question Ch 6 Examination of Maslow’s Hierarchy of Needs Ch 6 Reading Quiz Questions Exam #2 	4/14/26 & 4/17/26
6	CH 7: The Nature-Nurture Question Erik Erikson CH 8: Self-Regulation and Conscientiousness	<ul style="list-style-type: none"> Ch 7 Questions Ch 7 Reading Quiz Questions Erikson Psychosocial Stage Reflection Question Initial Theory Analysis for Final Course Project Ch 8 Questions Feedback, Elaboration, Clarification of Other Theories for Final Course Project 	4/21/26 & 4/24/26

Week	Topics	Assignments	Due Dates
7	CH 9: Personality Disorders Behaviorist & Learning Perspectives: Skinner, Dollard, and Miller	<ul style="list-style-type: none"> Ch 9 Personality Disorders Quiz Exam #3 DQ4 – Initial & Replies Behaviorist Reading Question 	4/28/26 & 5/1/26
8	Social-Cognitive & Cognitive Perspectives: Bandura, Rotter, & Mischel and Kelly, Ellis, & Beck Final Course Project: Case Study Analysis	<ul style="list-style-type: none"> Social-Cognitive Perspective Question Final Course Project DQ5 – Initial & Replies Cognitive Perspective Question Exam #4 Optional Extra Credit 	5/5/26 & 5/8/26

II. Grading and Testing Guidelines (Subject to Change):

1. **Course Readings and Videos**
2. **Course Assignments, Reflections, and Papers** – course chapters have an associated assignment(s) to assist students with understanding and applying course content
3. **Discussion Questions** - class or small group interactions to expand and discuss course material
4. **Exams** – course exams assess students over content from 3-4 chapters
5. **Final Course Project** – collaborative case study analysis assignment

Course Grade Calculation Overview (Tentative and Subject to Change):

Assignment Category:	Quantity	Course Points:	Percentage:
Introductory Activities, Assignments, Reflections, and Papers	1-3 per chapter	300	48%
Discussion Questions/Discussion Board Posts (DQs)	5	125	20%
Exams	4	125	20%
Final Course Project	3-4 parts	75	12%

1. Academic Integrity, Plagiarism, Cheating, and AI

- a. Many tools and resources exist to help and support students in their academic careers. Your course instructor has included resources to help with your learning and engagement with course content. While it may be beneficial for students to obtain additional information on course content beyond those provided in the course or by North Central State College, **when it comes to submitted coursework and assignments, students are held to and expected to adhere to NCSC Institutional policies and procedures, including the Academic Integrity (Plagiarism, Cheating, and AI) Policy.** Here is a link to the entire policy:

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-65.pdf>

- As noted in this policy:
The student’s work should be the product of the student’s own efforts, unless the student clearly indicates otherwise (for example through citations and references). Students should clarify any questions on proper citation with faculty. Academic honesty is an important element of mature, responsible learning. (North Central State College, 2023, 3357:13-14-65 Academic Integrity (Plagiarism, Cheating, and AI) Policy)
- **Thus, all coursework and assignments submitted are to be the student's own work and effort. Any questions about coursework should be directed to your course instructor.** Violations of this

policy are handled through the Academic Integrity Procedure which can be found here:

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-651.pdf>

2. Course Assignments, Reflections, and Papers

- a. Most modules have some type of work associated with it: activity, worksheet, reflection, paper, etc.
- b. Assignment information and details are noted in Canvas.
- c. Some of these assignments are to be submitted in APA format. There is a module in our Canvas course to assist you with APA format.
- d. **Reviewing instructor feedback and comments on written assignments is a strong key for success in this class! Feedback can help you improve your future coursework.**
- e. These assignments are accepted late with 20% point deductions.

3. Discussion Questions/Discussion Board Posts (DQs)

- a. **There are TWO due dates associated with discussion questions:**
 - ONE due date for your initial reply to the topic post.
 - ONE due date for your reply posts to initial posts made by others; a minimum of 2 replies to others are needed for DQs.
- b. There is no required length for discussion board posts, although make certain that you **thoroughly** and **thoughtfully** respond to any question or topic presented.
- c. **Initial posts to the discussion prompt need to include a source citation (refer to the rubric posted in Canvas).**
- d. Students are expected to RESPOND to a minimum of TWO initial posts made by classmates for each discussion topic. Refer to the rubric in Canvas for response post expectations.
- e. **Because of the interactive nature of discussion boards, late discussion board posts are deducted by 3 points.** This deduction applies to BOTH initial reply to topic posts and response posts to others. So, if an initial post is late and response posts are late, 6 points will be deducted from your DQ point score

4. Exams

- a. Four exams are assigned throughout the term.
- b. Each exam covers 3 or 4 chapters of information.
- c. Exams are comprised of multiple choice, true-false questions, and/or short answer questions.
- d. **PRIOR arrangements need to be made with the instructor if a student needs to complete the exam after the exam due date noted in the course. Students who do not proactively correspond with the instructor about alternate exam arrangements will be subject to a 20% exam score deductions.**

5. Final Course Project

- a. The Final Course Project includes individual and group work components; details are posted in Canvas.
- b. Without prior arrangements, Final Course Project components are not accepted late.

IV. Examination Policy:

1. Exams and quizzes are to be completed by the assigned due date and time. Should a student have a need to adjust a due date, PRIOR arrangements can be made with the instructor. **Students who do not correspond with the instructor about alternate exam or quiz arrangements are subject to a 20% exam score deduction.**
2. Once you begin an exam, you MUST complete it!

V. Class Attendance and Homework Make-Up Policy:

1. Students are required to make posts to discussion boards, complete module assignments, take module quizzes, or course exams, and submit other course assignments by indicated due dates (refer to the Course Calendar), serving as a means of monitoring who is actively “attending” class. Students who do not log into the course and submit the required assignments on a regular basis may be reported for non-attendance.

2. Late Assignment Point Deductions:

- a. **Exams** – 20% grade deduction unless prior arrangements are made with the instructor.
- b. **Discussion Questions/ Discussion Board Posts (DQs)** – 3 points deducted for late submissions (this applies to Initial Posts and Response Posts separately, as there are TWO due dates noted for all discussion questions).
- c. **Course Assignments, Reflections, and Papers** – 10% per day late

VI. Classroom Expectations:

All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience. Behavior in the classroom (this includes online classroom formats) should convey respect for your classmates and the instructor; and foster an atmosphere conducive to learning.

1. Online Course Conduct: Netiquette, Emoticons and Conveying Feelings in an Online Environment

In face-to-face conversations, social signals, facial expression, and body language suggest how participants feel about a topic and discussion. Online course participants generally do not have the luxury of seeing or hearing their classmates directly. Others may interpret your messages and discussion posts differently due to the lack of in-person, face-to-face communication. As a result, online communities have developed tools to assist members in sharing their facial expressions, emotional reactions and other feelings. Please note that many of these techniques may be used in the Canvas Discussion Boards and with Email and Message tools.

2. Use proper grammar and spelling in your discussion posts, emails, messages and papers.

- a. You should write in complete sentences, capitalize the first word of every sentence, and utilize proper punctuation. For instance, the word “I” is always capitalized, so don’t just type “i”.
- b. Note: Canvas has spell check in the Discussion Board to assist with these components.

3. Things you should NOT do in this online classroom:

- a. It is not acceptable to use slang (e.g. “sup” or “yo”)
- b. Omit all profanity from your online course interactions. Similarly, do not use symbols to represent expletives (*%\$!*)
- c. No texting abbreviations - use complete and standard spelling:

Examples: type out “you” NOT u
“are” NOT r
Use “to”, “two”, or “too” NOT 2
“later” NOT L&r
type out “in my opinion” NOT IMO

PSYC 2100-921: Spring 2026 Session B

Instructor: Michelle Slattery

This is a blank and printable March Calendar. Downloaded from WinCalendar.com

March 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15 WEEK 1	16 SPRING TERM SESSION B CLASSES BEGIN Begin Course: 1) Course Sign-in and Exploration 2) Begin Reading Chapter 1. Personality Traits	17 LAST DAY TO ADD A CLASS FOR SPRING SESSION B	18	19	20 Work Due: 1) Initial Post to DQ1 2) Practice Paper 3) Ch 1 Question	21 Begin Reading Chapter 2: Theoretical Perspectives in Development
22 WEEK 2	23	24 Work Due: 1) Response Posts to DQ1 2) Ch 1 Big Five Personality Assessment 3) Ch 1 Reading Quiz Questions	25 Begin Reading Chapter 2. Personality Stability	26	27 Work Due: 1) Ch 2 Personality Change 2) Ch 2 Reading Quiz Questions	28 Begin Reading Chapter 3. Personality Assessment
29 WEEK 3	30	31 Work Due: 1) Initial Post to DQ2 2) Ch 3 Question 3) Exam #1				

◀ Mar 2026		April 2026						May 2026 ▶	
Sun	Mon	Tue	Wed	Thu	Fri	Sat			
WEEK 3 continued			1 Begin Reading Chapter 4. Freud, Horney, Chodorow: Viewpoints on Psychodynamic Theory	2 Last day to withdraw with a grade of "W" for full-term classes	3 Work Due: 1) Response Posts to DQ2 2) Initial Post to DQ3 3) Ch 4 Question Ch 4 Reading Quiz Questions	4 Begin Reading Chapter 5. Carl Jung			
5 WEEK 4	6 Priority Registration for Summer & Fall Semesters – VETERANS/ MILITARY	7 Priority Registration for Summer & Fall Semesters – ALL MAJORS Work Due: 1) Response Posts to DQ3 2) Ch 5 Jung Personality Test Reflection	8 Priority Registration for Summer & Fall Semesters – PRE-HEALTH & UNDECLARED Begin Reading the KELLAND section on Alfred Adler & Watch the Alfred Adler YouTube Video	9 Open Registration begins for Summer & Fall Semesters	10 Work Due: 1) Adler Reading Question	11 Begin Reading Chapter 6. Humanistic and Existential Theory: Frankl, Rogers, & Maslow			
12 WEEK 5	13 Mid-term grades due by noon for Session B Classes	14 Work Due: 1) Ch 6 Question 2) Ch 6 Examination of Maslow's Hierarchy of Needs 3) Ch 6 Reading Quiz Questions	15	16	17 Work Due: 1) Exam #2 2) Midterm Progress Assessment	18 Begin Reading Chapter 7. The Nature-Nurture Question & the KELLAND Chapter on Erik Erikson & Development Throughout Life			
19 WEEK 6	20	21 Last day to withdraw with a grade of "W" for Session B classes Work Due: 1) Ch 7 Questions 2) Ch 7 Reading Quiz Questions 3) Erikson Psychosocial Stage Reflection Question 4) Initial Work for Final Course Project Due	22 Begin Reading Chapter 8. Self-Regulation and Conscientiousness	23	24 Work Due: 1) Ch 8 Questions 2) Components for Final Course Project Due	25 Begin Reading Chapter 9. Personality Disorders			

April 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
26 WEEK 7	27	28 Work Due: 1) Initial Post to DQ4 2) Ch 9 Personality Disorders Quiz 3) Exam #3	29 Begin Reading KELLAND Chapter on Skinner, Dollard, and Miller	30		

May 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
WEEK 7 continued					1 Work Due: 1) Response Posts to DQ4 2) Behaviorist Reading Question	2 Begin Reading KELLAND Chapters on 1) Bandura, Rotter, & Mischel and 2) Kelly, Ellis, & Beck
3 WEEK 8	4	5 Work Due: 1) Initial Post to DQ5 2) Social-Cognitive Perspective Question 3) Final Course Project Due	6	7	8 Last Day of Spring Term Commencement Work Due: 1) Response Posts to DQ5 2) Cognitive Perspective Question 3) Exam #4 4) Optional Extra Credit Unless prior arrangements have been made with the instructor, coursework must be submitted by 11:59pm on Friday, May 8 th .	9
10	11 Faculty must report final grades by noon.	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						