



Syllabus for Course
Theories of Personality (PSYC 340-D01 202635)
Online
Department of Psychology
Fall 2026
08/24/2026 - 10/16/2026

About the Instructor

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Office Hours: 12:00 – 12:30 T and TH or by appointment

Welcome

I am thrilled to extend a warm welcome to you all as we embark on an exciting journey through the intricacies of personality theories. Studying the theories of personality isn't just about psychology; it's a path towards comprehending ourselves and the world around us at a profound level. I envision our class discussion board as a space for spirited debates, insightful self-reflection, and forging meaningful connections. Together, we will challenge assumptions, broaden horizons, and foster an environment brimming with curiosity and exploration. Remember, your distinctive insights and contributions will shape the dynamic of our class, and you will be surprised at how well you get to know each other within an asynchronous setting. I'm excited to support, guide, and learn alongside each of you. Let's collaborate to create a semester filled with growth, discovery, and a deeper grasp of understanding our own self.

Bio

I have worked for over 20 years as a school psychologist in local school districts and currently work as a Special Education Supervisor in a local school district. I attended Bradley University where I earned a B.A. in Psychology and later earned a M.A. in Child/Clinical Psychology from SIUE and then a Specialist Degree in School Psychology from SIUE. I later returned to the University of McKendree where I completed my M.A. in Educational Administration. Aside from a busy career working with students, I have also served on the O'Fallon District 90 School Board (10 years) and have taught graduate education classes at the University of McKendree in the past. I am excited to be teaching at SIUE for my seventh year.

Teaching Philosophy

I believe in a student-centered approach to learning (which is difficult in an asynchronous course but not impossible) and embrace the idea that everyone has their own learning style, strengths, and weaknesses. I work to create a collaborative relationship with students that fosters the desire to acquire and seek new information.

Communicating with the Instructor

Given that I work full time and have a busy family schedule, I don't always get to check my email immediately and SIUE's email does not automatically populate to my phone. Please feel free to text me a short message - or if you have a longer question, just send me a text to let me know that you have sent me an email so that I can get back to you as quickly as possible (618-698-3147). Text messaging is the fastest way to reach me.

About the Course

Course Description

Review and critical evaluation of major theories and supporting evidence. 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.

Prerequisite Knowledge and Credit Hours

Prerequisite(s): PSYC 111

Credit Hours: 3

Course Goals and Objectives

- It is my goal that by the completion of this course you will have demonstrated:
- an increased knowledge of the major personality theorists and an understanding of their theories
- increased knowledge about theoretical constructs associated with a variety of personality theories
- an increased knowledge of some of the major tools used in personality assessment
- an ability to apply personality theories
- an 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
- Other readings as assigned

Students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For online or off-campus classes, the textbook may be shipped to you. Look for the option “Off-Campus Classes have special instructions, click here for these.” Note: shipping time may take up to two weeks.

Other Course Materials

Any additional needed course materials will be posted through Blackboard.

Technology Privacy Information

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

Course Requirements and Policies

Course Activities / Assessments

Your course grade will be based on your combined performance on exams and assignments. 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/exams and turned them in on time. There is no “rounding up” for final grades.

Exams

Exams will consist of multiple-choice questions, true-false, short response, and matching questions. You may use your notes, handouts, and textbooks during the exams. Exams 1 and 2 will be posted over the weekend (indicated in the class schedule below) and Exam 3 will be mid-week. Exams will be timed. These exams are not easy and require good note taking and studying to pass. Please prepare for the exam to avoid being unable to finish. If you have been granted extended testing time through ACCESS, you will have that time to complete each exam.

Exam	Point Value
Exam 1	100
Exam 2	100
Exam 3	100

Assignments

Assignment	Point Value
Syllabus Quiz	10
Freud and Reality T.V.	50
Adler Personality	50
Skinner Visual Poster	50
Rotter: Locus of Control	50
Maslow Case Study	50
Jungian Archetypes in an Epic Story that Shaped You	50
16 Personalities Assessment	20
Horney-Coolidge Tridimensional Inventory (HCTI)	20
Personality Theories Reflection Paper	100

Class Participation / Discussion

Because this is an asynchronous course, the discussion board is how we build the kind of intellectual community that would otherwise happen in a classroom. It counts as a significant portion of your grade.

Each week, you are required to make 4 posts:

Post Type	Due By
Discussion Question Post (1)	Thursday
Participation Posts / replies (3)	Sunday

What's Expected:

- Your Discussion Post — Respond to the week's discussion question with a thoughtful, substantive reply that draws on course material. A two-sentence response or simply writing “I agree” is not acceptable.
- Your Participation Posts — Reply meaningfully to at least 3 of your classmates' posts. These are due by Sunday, which is why your own discussion post must be up by Thursday — so your classmates have time to read and respond to it.

Quick reminder: Post your discussion response by Thursday and complete your three replies by Sunday.

Exception — Last Week of Class: Due to the shortened schedule at the end of the semester, the discussion board deadlines will be adjusted. Check the course calendar for the specific due dates that week.

Grading Discussion Posts

Discussion Posts each week will be graded on the following scale, ranging from 0–15 points:

Points	Criteria
0	You did not make a Discussion reply this week.
5	You made a simplistic reply with minimal content that does not provide opportunity for additional discussion.
10	You answered the question generally well and provided an opportunity for further discussion from others.
15	Your contribution to the discussion was well written and well thought out to integrate course material. Your response demonstrates that you have read the required material and integrated course concepts.

Discussion Questions submitted after Sunday will be accepted but with a 10% deduction per day. So, if you submit on Monday, you will lose 10%, Tuesday is 20%, and Wednesday is 30%, etc. This is better than not receiving any points, so please submit. Discussion posts turned in after 10 days will not receive credit unless previous arrangements have been made. If you have read this portion of the syllabus, send me a text with your name and the word President by September 1 and you will receive 5 bonus points toward your final grade.

Participation Posts

It is critical to be civil in your comments and to be respectful of others' comments. Please realize that I will remove any inappropriate or disrespectful posts. Such postings will not count toward your participation. Also, within your comments, please do NOT reveal the identity of specific individuals. Please remember that participation in the discussion is a class assignment, and I expect that you will carefully proofread your writing. All contributions each week must be submitted by SUNDAY 11:59 pm. There is no credit for late participation posts. Please see the rubric below.

Points	Criteria
0	You did not make a participation post this week.
3	You only acknowledge that your classmate did a good job and possibly made a brief comment about the course material.

6	You acknowledged what your classmate said and attempted to advance the discussion of the group with your comment, although a more meaningful response could have been attempted.
10	You made a post that advanced the discussion in a meaningful way and encouraged others to further their thinking. Your response shows that you read the assigned readings and listened to the assigned lecture.

Class Behavior for Online Discussions

- Reflect before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- Communicate effectively.
- Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
- Be sure to define or explain acronyms, jargon, or uncommon terms so everyone can understand and participate in the discussion.
- Foster community. Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- Be constructive. Challenge ideas and the course content but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

Submitting Work

All work will be submitted through Blackboard.

Grading

Category	Points
Exams (from above)	300
Assignments (from above)	450

Discussion Board Points	200
Total Class Points	950

Grading Scale

Final grades will be based on the total number of points earned out of 950.

Grade	Points / Percentage
A	855–950 (90.0% – 100%)
B	760–854 (80.0% – 89.9%)
C	665–759 (70.0% – 79.9%)
D	570–664 (60.0% – 69.9%)
F	0–569 (below 60%)

Grading Rubric(s)

Rubrics for assignments will be posted with the assignments in Blackboard.

Feedback and grading timeline

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. I try very hard to grade assignments quickly and efficiently so everyone knows exactly where their grade stands in the course. Most assignments will be graded within a few days.

Academic integrity/plagiarism

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.

Artificial intelligence (AI) can be a useful tool for enhancing writing skills by providing assistance with spelling, grammar, and structure. However, it is essential to distinguish between using AI as a supportive tool and relying on it as a substitute for independent thinking. **AI should be cited appropriately when used.**

Guidelines for Using AI

- Appropriate Use of AI

1. Spell Check, Grammar Check, and Synonym Identification:

- a. You are free to use AI tools for spell check, grammar check, and finding synonyms (e.g., Grammarly, MS Word).

2. Sentence Rephrasing and Paragraph Reorganization:

- a. You may use AI recommendations to rephrase sentences or reorganize paragraphs that you have drafted yourself.

3. Outline Tweaking:

- a. AI can be used to provide recommendations for tweaking outlines that you have drafted yourself.

- Inappropriate Use of AI

1. Using Entire Sentences or Paragraphs:

- a. You may not use entire sentences or paragraphs suggested by an AI without providing quotation marks and a citation, similar to how you would cite any other source.

Citations should be formatted as follows:

- i. OpenAI, ChatGPT. Response to prompt: "Explain what is meant by the term 'Triple Bottom Line'" (February 15, 2023, <https://chat.openai.com/>).

2. Drafting Assignments:

- a. You may not have an AI write a draft (either rough or final) of an assignment for you.

Turnitin

This course will occasionally utilize the Turnitin plagiarism detection software. [Find out more about using Turnitin](#). Visit the [Turnitin Services Privacy Policy](#) for additional information on their privacy policy.

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:

Policies

- Academic integrity/plagiarism
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Recordings of Class Content
- Regular and Substantive Interaction
- Religious Accommodations
- Technology Privacy Information

Additional Support

- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Military Service and Attendance
- Office of Military and Veteran Services (MAVS)
- Services for Students Needing Accommodations (ACCESS)
- SIUE Campus Climate Reporting Form
- Student Success Coaches
- Timely Care

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:

Course Schedule & Assignment Overview

WEEK / DATES	READINGS & ASSIGNMENTS	DUE DATES
WEEK 1 08/24 – 08/30	Introduction & Chapter 1: Personality – What it is and Why You Should Care - WATCH: Introduction - WATCH: Julian Baggini – Is There a Real You? - READ: Chapter 1 (pp. 1–24, 29–32) - WATCH: What is Personality? - WATCH: Personality Theories - WATCH: How Do We Study and Assess Personality? - COMPLETE: 16 Personalities Assessment (16personalities.com) Chapter 2: Sigmund Freud - READ: Chapter 2 - WATCH: Freud's View of Human Nature - WATCH: Freud's Structural Model of Personality - WATCH: Freud's Psychosexual Stage Theory	08/27 Syllabus Quiz 08/27 One Discussion Board Response 08/30 Three Participation Posts 08/30 Freud and Reality TV Assignment 08/30 16 Personality Assessment
WEEK 2 08/31 – 09/06	Chapter 3: Carl Jung - READ: Chapter 3 (pp. 81–106) - WATCH: Jung's View of Human Nature and the Unconscious - WATCH: Archetypes - WATCH: Multifaceted Personality - WATCH: Susan Cain – The Power of Introverts Chapter 4: Alfred Adler - READ: Chapter 4 - WATCH: Adler's Assumptions - WATCH: Inferiority and Social Interest - WATCH: Styles of Life and the Three Problems of Life	09/03 One Discussion Post 09/04–09/06 EXAM #1 (Friday – Sunday) 09/06 Three Participation Posts 09/06 Adler Personality Assignment

	WATCH: Family Influences on Personality	
WEEK 3 09/07 – 09/13	Chapter 5: Karen Horney - READ: Chapter 5 - WATCH: Horney's Challenges to Freud - WATCH: Horney's Personality Development - WATCH: Karen Horney The Idealized Self and the Tyranny of the 'Should's' Chapter 6: Erik Erikson - READ: Chapter 6 - WATCH: Erikson's Assumptions - WATCH: Erikson Stages 1–4 - WATCH: Erikson Stages 5–8 - WATCH: Identity Status	09/10 One Discussion Post 09/13 Three Participation Posts 09/13 Jungian Archetypes in an Epic Story that Shaped You 09/13 Horney-Coolidge Tridimensional Inventory (HCTI)
WEEK 4 09/14 – 09/20	Chapter 12: B.F. Skinner - READ: Chapter 12 - WATCH: Skinner and Operant Conditioning - WATCH: Skinner and Radical Behaviorism - WATCH: Exam Prep Videos - Punishment and Reinforcement - Reinforcement Schedules Chapter 7: Gordon Allport: Motivation and Personality - READ: Chapter 7 (No video)	09/17 One Discussion Post 09/20 Three Participation Posts 09/20 Skinner Visual Poster
WEEK 5 09/21 – 09/27	Chapter 8: Raymond Cattell, Hans Eysenck, The Five-Factor Theory, HEXACO, and the Dark Triad - READ: Chapter 8 - WATCH: Trait Theories and Factor Analysis - WATCH: Eysenck - WATCH: Five-Factor Model - WATCH: Dark Triad/Tetrad Social Learning Theory – Walter Mischel	09/24 One Discussion Post 09/25–09/27 EXAM #2 (Friday – Sunday) 09/27 Three Participation Posts

	WATCH: Mischel (no readings)	
WEEK 6 09/28 – 10/04	Social Learning Theory Chapter 14: Facets of Personality: Taking Control, Taking Chances, and Finding Happiness - READ: Chapter 14 (pp. 372–377) - WATCH: Rotter Chapter 13: Albert Bandura: Modeling Theory - READ: Chapter 13 - WATCH: Bandura Chapter 12: Claude Steele and Stereotype Threat - READ: What is Stereotype Threat (article on Blackboard) - READ: Stereotypes and the Achievement Gap (article on Blackboard) - WATCH: Stereotype Threat – A Conversation with Claude Steele - WATCH: Stereotype Threat - No Chapter readings for this section	10/01 One Discussion Post 10/04 Three Participation Posts 10/04 Rotter Locus of Control in Everyday Life
WEEK 7 10/05 – 10/11	Humanist Theories – Carl Rogers & Abraham Maslow - READ: Chapter 10: Carl Rogers: Self-Actualization Theory - WATCH: Humanist Carl Rogers - READ: Chapter 9: Abraham Maslow: Needs-Hierarchy Theory - WATCH: Maslow Positive Psychology - READ: Chapter 14 (pp. 395–403) - WATCH: Positive Psychology	10/08 One Discussion Post 10/11 Three Participation Posts 10/11 Maslow Case Study

WEEK 8 10/12 – 10/16	Positive Psychology – Humor WATCH: Humor	10/13 (Tue)One Discussion Post 10/14–10/16EXAM #3 (Wednesday – Friday) 10/15 Personality Theories Reflection 10/16Three Participation Posts
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Dates highlighted in red indicate exams. All other due dates are shown in gold.

Psychology Department Policy on Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism includes either presenting someone else's words without quotation marks (even if you cite 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 ([University's Student Academic Conduct Code](#)). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." ([SIUE academic dishonesty policy](#)). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

Psychology Department Policy on Writing

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek

assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<https://www.siue.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

Psychology Department Policy on Withdrawals and Incomplete Grades

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer or abbreviated term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siue.edu/registrar/class/dropping.shtml>).

The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.