



Syllabus for PSYC 340, Section D01  
Theories of Personality – Online  
Department of Psychology  
Spring 2026 (1/12/26 to 3/6/26)

## About the instructor

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Virtual Office Hours: Wednesdays, 12:00 – 1:00 p.m. (Please email at least one hour prior for a Teams meeting link. You are also welcome to visit in person.) I am happy to meet at other times on non-holiday business days. Please email to schedule an appointment.

## Welcome

Welcome to Theories of Personality. This course is fully asynchronous online. It is designed to review and evaluate major theories of personality and their supporting evidence. We will examine the constructs, assumptions, and validity of major personality theories. We will also explore how the lives and backgrounds of the theorists influenced the theories they developed. Some theories will be applied to organizational behavior and workplace interpersonal dynamics.

## Communicating with the instructor

We will use [Blackboard](#) as the primary communication hub for our class. Announcements, updates, grades, and other important course information will be posted to Blackboard. We will use [Teams](#) for virtual office hours.

If you have a question not answered in the syllabus or course materials, please reach out by email. Please include a formal greeting, your course and section number, specific question(s), and who you are (first and last name). I try to respond to emails that include this information within one business day, excluding holidays.

## About the course

### Prerequisite knowledge and credit hours

This course is worth 3 credit hours. PSYC 111 is a prerequisite.

### Course objectives

The following objectives are integral to the academic content and educational standards of this course, as well as essential elements required for its successful completion. Any changes to these objectives or how they are met would fundamentally alter the nature, rigor, and/or integrity of this course. Students will:

1. Describe major personality theories and theorists
2. Discuss the theoretical constructs associated with major personality theories
3. Identify and describe key instruments used by psychologists to assess personality
4. Apply personality theories to organizational development and interpersonal workplace dynamics
5. Demonstrate knowledge of Objectives 1, 2, 3, and 4 by independently completing online web quizzes and exams that assess understanding of the material
6. Apply personality theories discussed in class to real life, including the workplace, by independently completing Try It exercises
7. Share written critiques of personality theories and constructs by contributing original posts to discussion boards
8. Demonstrate professionalism by meeting all established deadlines and adhering to course policies, reflecting competencies that are essential for future academic and career success

## Course textbook

Schultz, D. P., & Schultz, S. E. (2017). *Theories of personality* (11th ed.). Cengage Learning.

Undergraduate students can rent physical copies of textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For 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

All additional materials will be posted on Blackboard.

## Course requirements

### Syllabus quiz

Complete a short quiz about this syllabus by the end of the first week. The quiz highlights important course information. You have unlimited attempts until the deadline—your highest score counts toward your final grade.

### Exams

You will complete three exams consisting of multiple choice, true/false, and short answer questions on scheduled date ranges during the semester (see Course Schedule). You have one attempt to complete each exam (i.e., there are no “retakes” after an exam’s first submission). You choose when to take an exam within the timeframe noted in the Course Schedule. Once the exam deadline has passed, the exam cannot be made up. Students have 75 minutes to complete each exam and may use their readings/textbook and notes; however, the exam is to be taken individually, without help from anyone else, and without using outside websites, artificial intelligence tools, etc. Once started, the exam must be completed in one sitting (i.e., it cannot be paused and resumed later). Each exam will cover new material since the previous exam (or, for the first exam, since the beginning of the semester); in other words, exams are not cumulative. Exam questions focus on material presented during lecture, which may or may not be included in textbook readings.

Although students may use their textbook and notes during exams, the use of other people, outside websites, artificial intelligence (AI) tools (e.g., ChatGPT), and/or other sources is prohibited. Use of prohibited sources during exams will be treated as [academic misconduct](#) in this course.

Please ensure that you have a reliable computer and Internet access when you choose to begin an exam. **If an exam “reset” is required for any reason, please call ITS 24/7 at 618-650-5500, any time before the exam deadline. (You may also email me at least 24 hours before the exam deadline. However, I cannot guarantee I will see requests emailed less than 24 hours before the deadline, on holidays, or on weekends. Please plan accordingly.) If the exam is reset by me or ITS, your final grade will be reduced by 10 percent of the exam value** (i.e., 6 points will be subtracted from your final score). The reduction is because 1) a reset extends the time of a timed exam and 2) students are responsible for ensuring their computer and Internet access are reliable. Once the exam deadline has passed, the exam cannot be made up or reset.

**We will use [LockDown Browser](#) to complete exams in our course.** (You may use your textbook and notes during exams. Help from other people, websites, AI tools, etc. is prohibited.) A Practice Exam will be available in the Coursework section on Blackboard so students can test their LockDown Browser setup. Students are responsible for using the Practice Exam to test their setup prior to taking a for-credit exam. Students who experience technical difficulties must contact ITS at [618-650-5500](tel:618-650-5500) or [help@siue.edu](mailto:help@siue.edu) for assistance with enough time before an exam deadline so they are able to complete the exam by its deadline. **Technical difficulties will not extend exam deadlines, so take exams well before deadlines to allow time for troubleshooting.** Once an exam deadline has passed, the exam cannot be made up. Tips, tricks, and known issues with LockDown Browser are available on [this page](#).

## Web quizzes

Web quizzes reinforce key topics from lecture and are like questions that may appear on exams. Deadlines are listed in the Course Schedule. Quizzes are not timed but must be submitted by deadlines. Students have one attempt to complete each quiz.

## Try It participation exercises

Some units have “Try It” participation exercises. Each exercise asks you to complete a short online activity and answer questions about the activity to verify your participation. Please see Course Schedule for deadlines.

## Discussion boards

Discussion boards promote regular and substantive interaction, and they help students engage with course content and each other. You will participate on three discussion boards. Please see the Online Discussions section below for more information.

## Submitting work

All work will be submitted through Blackboard. Emailed submissions will not be graded.

Please use [Firefox](#) or [Chrome](#) (or [Brave](#), a Chromium-based, privacy-focused browser) on a desktop or laptop computer and visit <https://bb.siue.edu> to complete all Blackboard work. Do not use the downloadable Blackboard app, Safari browser, or a phone or tablet. These may improperly display or submit assignments. If you have tech questions, please [ask ITS](#) before beginning Blackboard work. Missing or erroneous submissions will be graded as-is, which could mean a student receives zero points for an assignment.

## Online discussions

You may earn up to 10 points on each discussion board. For each board, post an initial reply that meets the length requirement in the prompt. Also post a response to another student’s post on the discussion forum that is at least three sentences long. Your initial reply to the board prompt is worth up to 5 points. Your response to another student’s post is worth up to 5 points. Students will not be able to view others’ posts (i.e., to reply to another student’s post) until their own initial post is submitted. The instructor will monitor and grade discussions, and may occasionally add questions or comments to spark additional discussion, but will not necessarily provide responses to every post.

Your initial reply to the board prompt (up to 5 points) will be graded as follows:

Score	Description
5	Fully addresses all aspects of the prompt. Meets or exceeds length requirement (usually 4+ sentences). Includes specific details, examples, and demonstrates clear understanding of the material. Contains no more than one minor error.
4	Addresses the prompt but may lack detail or depth. May fall short of length or contain 2–3 minor errors. Thoughtful but not thorough.
3	Attempts to answer the prompt but is vague, underdeveloped, or lacks support. May not meet length requirement and/or has 3–4 errors.
2	Meets length but is superficial or off-topic. Lacks analysis or relevant content. Errors may be distracting.
1	Does not meet length requirement and does not meaningfully respond to the prompt. Many errors.
0	No post submitted or post is entirely unrelated to the prompt.

Your response to another student’s post (up to 5 points) will be graded as follows:

Score	Description
5	Thoughtful and respectful response with strong engagement. Adds insight, asks meaningful questions, or builds discussion. At least three well-developed sentences.
4	Relevant response with less depth than a 5-point reply. Still meets 3-sentence requirement. Minor grammar issues.
3	Relevant 2-sentence reply that is underdeveloped or reiterative. Limited engagement.
2	Only 1 sentence. Minimal effort and interaction.

<b>1</b>	Off-topic, vague, or unrelated. No meaningful engagement, regardless of length.
<b>0</b>	No response posted.

## Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

## Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

## Course policies

### The Psychology Department’s Policy on Plagiarism

Plagiarism includes presenting someone else’s words without quotation marks (even if you cite the source), presenting someone else’s ideas without citing that source, or presenting one’s own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. 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 \(3C2\)](#). University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. A plagiarism offense shall be reported to the Provost and Vice Chancellor for Academic Affairs” ([Plagiarism \(116\)](#)). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the linked information on plagiarism.

### Grading

A student’s grade is determined by the total number of points earned during the semester while completing the following course requirements:

1. Syllabus Quiz (10 points)
2. Practice Exam (1 extra credit point)
3. 3 Exams (60 points each, 180 points total)
4. 3 Discussion Boards (10 points each, 30 points total)
5. 13 Web Quizzes (10 points each, 130 points total)
6. 5 Try It Participation Exercises (5 points each, 25 points total)

There are 375 possible points. Grades are determined by the following point ranges; percentages are listed for reference. Grades are not rounded or curved.

### Grading scale

	Percentage	Points
A	100-90	<b>375-336</b>
B	89-80	<b>335-299</b>
C	79-70	<b>298-261</b>
D	69-60	<b>260-224</b>
F	59-0	<b>223-000</b>

A minimum of 336.00 points is required to earn an A, 299.00 to earn a B, 261.00 to earn a C, and 224.00 to earn a D.

Please promptly bring any potential grading errors to the instructor's attention. Grades will generally not be modified if more than one week has passed since a grade was posted or after the last non-finals-week day of the semester.

## Feedback and grading timeline

Discussion board grades will be posted within one week of the discussion due date. Quiz, Try It, and exam grades will be available upon their completion. Exam questions and answers may be reviewed after the exam deadline. You can find your grades for assignments by clicking the My Grades link on the left menu of the Blackboard course. If feedback is provided, you can find it by clicking your score.

## Artificial intelligence

The use of artificial intelligence (AI) tools and applications (e.g., ChatGPT) to produce content for our course assignments and assessments is a violation of SIUE's academic policy, is prohibited, and will be treated as [academic misconduct](#) in this course. Using [Illinois State University's Seven Levels of Possible GenAI Usage](#), this is a Level 0 course: "Students will create their own, original work without the use of GenAI [in] any manner." Plagiarism and AI detection software may be used to analyze submitted work.

## Late or missed assignments

Assignments are due by the dates and times listed in the Course Schedule, unless the instructor announces a modified deadline. **An assignment is late if it is submitted one second after the deadline (e.g., an assignment due at 3:00 p.m. that is submitted at 3:00:01 p.m. is late).** Blackboard timestamps will be used to determine submission times. Emergencies (such as, but not limited to, technology or Internet problems and illness) do not exempt students from this policy. Please plan ahead for potential emergencies by completing assignments soon after they become available; do not wait until a deadline is near to submit work. Please submit all assignments through Blackboard. Emailed assignments are not accepted. **No late work is accepted, no exceptions. Assignments that are late or missed receive zero points. Please do not request to make up missed assignments. Points may be deducted from a student's final course grade for each such request.**

## No modification to course material availability

Course material, including assignments, will be available during the dates listed in the Course Schedule, unless the instructor announces a modification for the entire class. Students who remain enrolled in this course agree they must complete related work within the dates presented in the Course Schedule. **Availability dates will not be modified for individual students (e.g., early or extended access is not available for individual students). Please do not request modifications to course material availability.**

## Accommodations statement

Students who need accommodations due to a medical diagnosis or major life impairment must register with Accessible Campus Community and Equitable Student Support (ACCESS) and complete an intake process. ACCESS is located in the Student Success Center, Room 1203, myaccess@siue.edu, 618-650-3726. Students approved for accommodations should discuss them with the instructor at the beginning of the course or as soon as they are issued.

## Following course instructions

Students are responsible for knowing and following all instructions in this syllabus and any reasonable written or verbal instructions provided by the instructor. University policy expects students to know and follow syllabus instructions (Student Academic Code, Policy 3C2, Section C2) and requires students to comply with reasonable directions given by faculty acting in good faith (Student Code of Conduct, Policy 3C1, Section 2.F – Failure to Comply). Failure to do so may result in academic or conduct-related consequences, including but not limited to instructor-imposed consequences and formal reporting to the Department Chair, Office of the Provost, or Office of Student Conduct.

## Technical support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at [help@siue.edu](mailto: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 Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

## Course Schedule

Note: Weeks 1 through 7 begin on Mondays at 12:01 am CT and end on Sundays at 11:59 pm CT. **Week 8 ends on Friday at 11:59 pm CT.** The university has designated the Friday of Week 8 as the last day of the Fall First Eight Weeks semester. Students will not be allowed to make up Week 8 content if the Friday deadline is missed.

Week (begins on Mondays, 12:01 am CT)	Learning Activities	Assignments	Due Dates (by Sunday, 11:59 pm CT)
<b>Week 1, Module 1</b> PSYC 340 Welcome and Introduction	<ul style="list-style-type: none"> <li>Read and familiarize yourself with syllabus and communication policy</li> <li>View course introduction video</li> <li>Engage in conversation while introducing yourself on the Introduce Yourself Discussion Board</li> <li>Install <a href="#">LockDown Browser</a> and test your installation using the Practice Exam</li> </ul>	<ul style="list-style-type: none"> <li>Syllabus Quiz</li> <li>Introduce Yourself Discussion Board</li> <li>Practice Exam (to test LockDown Browser installation)</li> </ul>	1/18
<b>Week 1, Module 2</b> What Is Personality?	<ul style="list-style-type: none"> <li>Read Schultz &amp; Schultz, Chapter 1</li> <li>View What Is Personality? lecture video</li> </ul>	<ul style="list-style-type: none"> <li>Web Quiz 1 (What Is Personality?)</li> </ul>	1/18
<b>Week 2, Module 3</b> Sigmund Freud: Psychoanalysis	<ul style="list-style-type: none"> <li>Read Schultz &amp; Schultz, Chapter 2</li> <li>View Sigmund Freud lecture videos (3 parts)</li> </ul>	<ul style="list-style-type: none"> <li>Web Quiz 2 (Sigmund Freud)</li> </ul>	1/25
<b>Week 2, Module 4</b> Carl Jung: Analytical Psychology	<ul style="list-style-type: none"> <li>Read Schultz &amp; Schultz, Chapter 3</li> <li>View Carl Jung lecture videos (3 parts)</li> <li>Apply Jung's theory by completing the Try It: Open Extended Jungian Type Scales</li> <li>Complete optional Try It: The TypeFinder Personality Test</li> </ul>	<ul style="list-style-type: none"> <li>Web Quiz 3 (Carl Jung)</li> <li>Try It: Open Extended Jungian Type Scales</li> </ul>	1/25
<b>Week 3, Module 5</b> Alfred Adler: Individual Psychology	<ul style="list-style-type: none"> <li>Read Schultz &amp; Schultz, Chapter 4</li> <li>View Alfred Adler lecture videos (2 parts)</li> </ul>	<ul style="list-style-type: none"> <li>Web Quiz 4 (Alfred Adler)</li> </ul>	2/1
<b>Week 3, Module 6</b> Exam 1 & Discussion 1	<ul style="list-style-type: none"> <li>Exam 1</li> <li>Discussion 1</li> </ul>	<ul style="list-style-type: none"> <li>Exam 1</li> <li>Discussion 1</li> </ul>	2/1
<b>Week 4, Module 7</b> Erik Erikson: Identity Theory	<ul style="list-style-type: none"> <li>Read Schultz &amp; Schultz, Chapter 6</li> <li>View Erik Erikson lecture videos (2 parts)</li> </ul>	<ul style="list-style-type: none"> <li>Web Quiz 5 (Erik Erikson)</li> </ul>	2/8
<b>Week 4, Module 8</b> Gordon Allport: Motivation and Personality	<ul style="list-style-type: none"> <li>Read Schultz &amp; Schultz, Chapter 7</li> <li>View Gordon Allport lecture videos (2 parts)</li> </ul>	<ul style="list-style-type: none"> <li>Web Quiz 6 (Gordon Allport)</li> </ul>	2/8

<b>Week (begins on Mondays, 12:01 am CT)</b>	<b>Learning Activities</b>	<b>Assignments</b>	<b>Due Dates (by Sunday, 11:59 pm CT)</b>
<b>Week 5, Module 9</b> Cattell, Eysenck, and the Five-Factor Theory	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 8 (skip HEXACO and the Dark Triad)</li> <li>• View Cattell, Eysenck, and Other Trait Theorists lecture videos (2 parts)</li> <li>• Explore the Five-Factor theory by completing the Try It: IPIP-NEO Original Version</li> <li>• Complete optional Try It: Cattell's 16 Personality Factors Test</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 7 (Cattell, Eysenck, &amp; Other Trait Theorists)</li> <li>• Try It: IPIP-NEO</li> </ul>	2/15
<b>Week 5, Module 10</b> Abraham Maslow: Needs-Hierarchy Theory	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 9</li> <li>• View Abraham Maslow lecture videos (2 parts)</li> <li>• Apply Maslow's theory by completing the Try It: Maslow's Hierarchy of Needs Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 8 (Abraham Maslow)</li> <li>• Try It: Maslow's Hierarchy of Needs Exercise</li> </ul>	2/15
<b>Week 6, Module 11</b> Carl Rogers: Self-Actualization Theory	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 10</li> <li>• View Carl Rogers lecture videos (3 parts)</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 9 (Carl Rogers)</li> </ul>	2/22
<b>Week 6, Module 12</b> Exam 2 & Discussion 2	<ul style="list-style-type: none"> <li>• Exam 2</li> <li>• Discussion 2</li> </ul>	<ul style="list-style-type: none"> <li>• Exam 2</li> <li>• Discussion 2</li> </ul>	2/22
<b>Week 7, Module 13</b> B. F. Skinner: Reinforcement Theory	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 12</li> <li>• View B. F. Skinner lecture videos (3 parts)</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 10 (B. F. Skinner)</li> </ul>	3/1
<b>Week 7, Module 14</b> Albert Bandura: Modeling Theory	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 13</li> <li>• View Albert Bandura lecture videos (2 parts)</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 11 (Albert Bandura)</li> </ul>	3/1

<b>Week (begins on Monday, 12:01 am CT)</b>	<b>Learning Activities</b>	<b>Assignments</b>	<b>Due Date (by Friday, 11:59 pm CT)</b>
<b>Week 8, Module 15</b> Locus of Control, Learned Helplessness, and Positive Psychology (aka. Mini-theories)	<ul style="list-style-type: none"> <li>• Read Schultz &amp; Schultz, Chapter 14 (skip Sensation Seeking)</li> <li>• Read Ayllon &amp; Azrin (1965)</li> <li>• Read Langer (1976)</li> <li>• View Mini-theories lecture videos (2 parts)</li> <li>• Apply Rotter's theory by completing the Try It: Rotter's Locus of Control Scale</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 12 (Mini-theories)</li> <li>• Try It: Rotter's Locus of Control Scale</li> </ul>	<b>Friday, 3/6</b> <b>(Note the Week 8 deadline is on Friday)</b>

Week (begins on Monday, 12:01 am CT)	Learning Activities	Assignments	Due Date (by Friday, 11:59 pm CT)
<b>Week 8, Module 16</b> Personality in Organizations	<ul style="list-style-type: none"> <li>• Read excerpts from Hough &amp; Dilchert (2010)</li> <li>• View Personality in Organizations lecture video</li> <li>• Experience a common organizational assessment tool by completing the Try It: Open DISC Assessment Test</li> </ul>	<ul style="list-style-type: none"> <li>• Web Quiz 13 (Personality in Organizations)</li> <li>• Try It: Open DISC Assessment Test</li> </ul>	<b>Friday, 3/6</b> (Note the Week 8 deadline is on Friday)
<b>Week 8, Module 17</b> Exam 3 & Discussion 3	<ul style="list-style-type: none"> <li>• Exam 3</li> <li>• Discussion 3</li> </ul>	<ul style="list-style-type: none"> <li>• Exam 3</li> <li>• Discussion 3</li> </ul>	<b>Friday, 3/6</b> (Note the Week 8 deadline is on Friday)

### Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. Students are responsible for staying in touch with their instructor, reviewing the course site regularly, or communicating with other students to adjust as needed if assignments or due dates change.