



# Chaminade University

## PSY321-90-1 Psychology of Personality

Online Asynchronous

Credits: 3      Section: 90-1    Term: Fall 2025

### Instructor Information



**Instructor:** Chanell Basharat

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**Virtual Office Hours:** 11 am – 5 pm

### Communication

Questions for this course can be emailed to the instructor at [chanell.basharat@chaminade.edu](mailto:chanell.basharat@chaminade.edu). Online, in-person and/or phone conferences can be arranged. Every effort will be made to respond in a timely manner. Response time may take up to 1 day in some circumstances.

### Course Description & Materials

#### Catalog Course Description

This course reviews multiple perspectives of personality, including psychodynamics, trait behavior, cognitive, and phenomenological approaches. Offered annually in the Fall semester. Prerequisite: PSY 101.

#### Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face-to-face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of

class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in a total student engagement time of 37.5 hours for the course; the total engagement time expected for each one-credit course at Chaminade. The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies. <sup>3</sup> This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 48 hours in class, 25 hours writing response papers, completing activities, and preparing chapter presentations, 5 hours studying for the midterm exam, 20 hours writing and revising the research paper, and 5 hours studying for the final exam. There will be an additional 32 hours of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 2 hours a week.

### AI Use Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, GrammarlyGO, Jasper, etc.) to generate, draft, or complete any assignments, discussion posts, quizzes, exams, or projects is **not permitted** in this course unless explicitly authorized by the instructor.

If AI-generated content is detected, the following penalty will be applied:

- The assignment will receive a **starting penalty of two full letter grades** (e.g., A to C).
- Further use may result in **failure of the assignment or the course**, depending on the severity and repetition of the offense.

If you are unsure whether a resource or tool is allowed, please ask **before** using it.

### Required Materials

Funder, David C. (2016). *The Personality Puzzle* (9th edition). 2016. W.W. Norton & Co. New York, NY. ISBN – 9780393600421

Access to Microsoft applications or Google Drive using your CUH Gmail account.

### Recommended Items

Optional (highly recommended):

- **American Psychiatric Association. (2013).** *Diagnostic and statistical manual of mental disorders (5th ed.)*. American Psychiatric Publishing.

Canvas (<https://chaminade.instructure.com>)

This course will be hosted on **Canvas Instructure**, Chaminade University's official online learning management system. Canvas serves as your central hub for all course materials, including lecture content, assignments, quizzes, discussion boards, grades, and announcements.

As this is an **asynchronous course**, you are expected to log in regularly to stay up to date with weekly modules, deadlines, and instructor communications.

Canvas is accessible on most devices, including smartphones and tablets. If you encounter technical issues, support is available directly through the platform or via the university's IT help desk.

## Learning Outcomes

### Program Learning Outcomes (PLOs)

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

### Course Learning Outcomes (CLOs)

Student performance, relative to the following specific Student Learning Objectives, will be assessed. Students will be asked at various points throughout the course to demonstrate through quizzes, papers, and activities what they have learned in the course.

Students will:

1. Describe the historical development of the major perspectives for understanding and assessing personality.
2. Discuss the role of ethics and culture in understanding personality.
3. Identify current issues and future directions in the field of personality psychology.

### Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every

opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

### **Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they cannot capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

### **Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also

enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### **Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### **Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.

4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

## Course Activities

### Discussions – 10 points each week (160 points total)

Online discussions are an important part of this course and are designed to deepen your understanding of psychological concepts through engagement with your peers.

Each discussion is worth a **total of 10 points**. To receive full credit:

- You must submit an **original post** of **at least 200 words** that thoughtfully responds to the prompt.
- You must also reply to **at least two classmates**, with each **response being a minimum of 100 words**.
- Responses should add meaningful insight, ask follow-up questions, or respectfully challenge ideas to promote discussion.

Posts that are too brief, lack substance, or are submitted late may receive reduced credit. Be sure to maintain respectful, academic communication always.

### Quizzes – 10 points each (140 points total)

Chapter quizzes will be available on **Canvas** and are designed to assess your understanding of the assigned readings and lecture materials. Each quiz is worth **15 points** and may include a mix of multiple-choice, true/false, and short-answer questions.

- **Availability:** Quizzes will be open for a set period (typically one week) and must be completed **by the posted deadline**. No extensions will be granted without prior approval or documented emergencies.
- **Attempts:** Up to **two attempts** are allowed per quiz. Please ensure you have a stable internet connection and sufficient time to complete the quiz in one sitting.
- **Time Limit:** Each quiz will have a **set time limit**, which will be clearly indicated on Canvas.
- **Academic Integrity:** Students are expected to complete quizzes independently. Any form of academic dishonesty will result in a zero and further disciplinary action.

Be sure to check Canvas regularly for due dates and announcements. Quizzes are a key part of your overall course grade, so timely completion is essential.

### Exams – 50 points each (100 points total)

You will be given a mid-term and final exam. Which chapters each exam will cover will be determined by the pace of the class.

### “Who Am I” Video – 20 points

This assignment is designed to help us get to know each other as we begin our journey in this course. Since this is an asynchronous class, it’s important to build a sense of community—and this is your chance to introduce yourself in a creative and authentic way.

#### Instructions

Create a short video (3–5 minutes) introducing yourself to your classmates. You can record on your phone, computer, or use any recording platform you prefer.

Please include the following in your video:

1. **Basic Introduction**

- Your name, major (or intended major), and where you're from
- Why you're taking this course or what you're hoping to get out of it
- One fun or unique fact about you

2. **Personal Snapshot**

- Share something that’s important to you—this could be a hobby, family tradition, cultural background, favorite book, or anything that represents who you are.
- Feel free to include photos, music, or visuals if you'd like, but it’s not required.

3. **Looking Ahead**

- What are you most excited (or nervous) about this semester?
- What helps you stay motivated in an online class setting?

### Character Analysis Paper – 50 points

Choose a **fictional character** from a movie, TV show, book, or video game and analyze their **personality traits and flaws** using psychological concepts we’ve learned in class. Your task is to explore what makes this character tick—and how their traits influence their decisions, relationships, and personal development.

#### Requirements

- Introduce the character and context (brief summary of who they are)
- Identify and explain at least **three traits or flaws**

- Reference at least **one psychological concept or theory** covered in the course
- Use specific examples from the story to support your analysis
- Write in a clear, organized, and original voice

### Activities – 20 points each (40 points total)

Two online activities will be completed during the semester.

#### **ACTIVITY 1: EXPLORING YOUR "BIG FIVE" PERSONALITY TRAITS.**

Take the "Big Five" Inventory and explore how the Big Five affect your relationships.

(<https://openpsychometrics.org/tests/IPIP-BFFM/>)

Read about your own Big Five personality traits and consider the validity and reliability of the Big Five theory. Introduce yourself in at least 2 double-spaced pages, including the "Big Five" and how they affect how you think, act, feel, and behave.

**ACTIVITY 2: EXPLORING YOUR SOMATOTYPE:** Are there biological links to Personality? Do some research on Sheldon and his somatotype theory, then rate your own body type (i.e., 5- 2- 7) and the personality traits that are associated with it. Discuss your results and your personal views on this theory of personality in a 1-page double-spaced paper.

You can find information on Sheldon's theory regarding somatotypes at sites such as these:

<https://bodymapp.co/know-your-body-type->

<https://psychology.town/personality-theories/sheldons-somatotypes-personality-body-types/>

<https://www.youtube.com/watch?v=Breyx2Rv8l4>

### Final Integrative Paper – 50 points

Of the six general approaches to the study of personality that we have studied in this course (Trait, Biological, Psychoanalytic, Humanistic, Behavioral/Social Learning, and Cognitive), which is your favorite, and why? Which is your least favorite, and why? What have you learned in this class, and how has it impacted your theory on what makes people think, feel, and behave the way they do? What do you think you will remember, if anything, from this course 20 years from now?



## Attendance

Timely submission of your weekly discussions counts as your class attendance.

## Late Work

Late submissions are accepted if correspondence is made regarding the surrounding circumstances. If no correspondence is made, late submissions will not be accepted.

All assignments are due on the date and time specified on the syllabus and/or Canvas. Notify professor ahead of time (minimum 5 days prior) of extenuating circumstances if an extension is needed. It is not acceptable/professional to notify the professor day of the assignment due date that extension is needed (unless in the case of an emergency). 5% will be deducted for each day an assignment is late up until 5 days is reached and then any assignment submitted after 5 days will have a set 50% deduction in grade.

All assignments are due by 12/14/2025 at 11:59am. No assignments will be accepted after that date.

## Writing Policy:

All papers should be written in APA format unless stated otherwise. APA format includes 1-inch margins, double-spaced, 12-point serif font, in-text citations, and a reference page. Generally in this course, unless it is a research manuscript, an abstract is not necessary.

## Plagiarism:

Any submitted assignments containing a portion of someone else's work i.e. full sentences, sections, or paragraphs that are copied verbatim AND is not cited and referenced correctly, is plagiarism. Students will automatically receive a grade of 0 for that assignment and possible department and college-level consequences.

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they cannot be used for course assignments except as explicitly authorized by the instructor. **The following actions are prohibited in this course:**

- Incorporating any part of an AI generated response in an assignment or online discussion
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement

- Using AI programs to input quiz/exam questions to retrieve answers to be submitted.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

**Grading scale for late submission (without prior notice):**

1-7 days late: starting grade 89%

8-14 days late: starting grade 79%

**Extra Credit**

Some extra credit opportunities may be offered contingent upon circumstances.

**Changes to the Syllabus**

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

**Grading Scale**

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements.

Discussions – 160 points

“Who Am I?” Video – 20 points

Activities – 40 points

Quizzes – 140 points

Midterm & Final Exams – 100 points

2 Activities – 40 points

2 Papers – 100 points

Total Points – 600

**Final Grades**

Final grades are submitted to [Self-Service](#):

A = 90-100% 550-600  
B = 80-89% 500-549  
C = 70-79% 450-499  
D = 60-69% 400-449  
F = Below 60% 399 and below

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up-to-date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### [Nondiscrimination Policy & Notice of Nondiscrimination](#)

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### [CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### [Assessment for Student Work](#)

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### [Student with Disabilities Statement](#)

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kōkua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kōkua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Semester Schedule (Changes can be made if needed)

Wk of	Focus	Readings	Due
<b>Week 1 - 8/25</b>	Welcome & Introductions Review Course Syllabus & Assignments Chapter 1: The Study of the Person	Chapter 1 in The Personality Puzzle - Begin to work on Activity #1	Week 1 Discussion Week 1 Quiz "Who Am I" Video
<b>Week 2 – 9/2</b>	Chapter 2: Personality Research Methods	Chapter 2	Week 2 Discussion Week 2 Quiz
<b>Week 3 – 9/8</b>	Chapter 3: Assessment, Effect Size, and Ethics	Chapter 3	Week 3 Discussion Week 3 Quiz Activity #1
<b>Week 4 – 9/15</b>	Chapter 4: Personality Traits, Situations, and Behavior	Chapter 4	Week 4 Quiz/Discussion
<b>Week 5 – 9/22</b>	Chapter 5: Personality Judgment	Chapter 5 - Begin working on Character Analysis Paper	Week 5 Quiz/Discussion
<b>Week 6 – 9/29</b>	Chapter 6: Using Personality Traits to Understand Behavior	Chapter 6 - Continue working on Character Analysis Paper	Week 6 Quiz/Discussion
<b>Week 7 – 10/6</b>	Chapter 7: Personality Stability, Development, and Change	Chapter 7 - Begin to work on Activity #2 - Review for Midterm	Week 7 Discussion Week 7 Quiz Character Analysis Paper
<b>Week 8 – 10/13</b>	Chapter 8: The Anatomy and Physiology of Personality	Chapter 8 Midterm	Midterm
<b>Week 9 – 10/20</b>	Chapter 9: The Inheritance of Personality: Behavioral Genetics and Evolutionary Psychology		Week 9 Quiz/Discussion
<b>Week 10 – 10/27</b>	The Psychoanalytic Approach Chapter 10: Basics of Psychoanalysis	Chapter 10 - Begin to work on Final Integrative Paper	Week 10 Quiz/Discussion

<b>Week 11</b> – 11/3	Chapter 11: Psychoanalysis After Freud: NeoFreudians, Object Relations, and Current Research	Chapter 11 - Final Integrative Paper	Week 11 Quiz/Discussion Activity #2
<b>Week 12</b> – 11/10	Chapter 12: Experience, Existence, and the Meaning of Life: Humanistic and Positive Psychology	Chapter 12	Week 12 Quiz/Discussion
<b>Week 13</b> – 11/17	Chapter 13: Cultural Variation in Experience, Behavior, and Personality	Chapter 13	Week 13 Quiz/Discussion
<b>Week 14</b> – 11/24	Chapter 14: Learning to Be a Person: Behaviorism and Social Learning Theories	Chapter 14 - Begin reviewing for Final Exam	Week 14 Quiz/Discussion
<b>Week 15</b> – 12/1	Chapter 15: Personality Processes: Perception, Thought, Motivation, and Emotion	Chapter 15	Week 15 Quiz/Discussion
<b>Week 16</b> – 12/8	Chapter 16: The Self: What You Know About You	Chapter 16 - Final Exam	Final Exam Final Integrative Paper Due