



Course Syllabus
PSY 321-01-1: Psychology of Personality
Fall Semester 2026

Course Number: PSY 321-01-1

Course Title: Psychology of Personality

Term: Fall 2026; 8/17/2026 – 12/11/2026

Class Meeting Days: Tues/Thurs; Clarence T.C. Ching, room 253

Class Meeting Hours: 11:30-12:50 pm F2F

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

Instructor Name: Dr. Silvia Koch

Email: silvia.koch@chaminade.edu

Phone: (808) 386-1258 cell; (808) 739-4644 office

Office Location: Behavioral Science Bldg. Room 108

Office Hours: Available anytime by appointment or request

Instructor Availability: Questions for this course can be emailed to the instructor at silvia.koch@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.

Text:

Funder, David C. (2019). *The Personality Puzzle (8th edition)*. 2019. W.W. Norton & Co. New York, NY. ISBN – 9780393600421

University Catalog Course Description

This course reviews multiple perspectives of personality, including psychodynamics, trait, behavioral, cognitive, and phenomenological approaches.

Program Linking Statement

This course develops and assesses the skills and competencies for the Psychology program student learning outcomes I.) Students will identify key concepts, principles, and overarching themes in psychology; and IV.) 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 Overview

This course will provide an overview of the major theoretical perspectives related to personality. Through the use of activities, reading, and writing, students will have an opportunity to explore different approaches to the scientific study of personality from a multidisciplinary and cross-cultural perspective with a focus on understanding human behavior. General approaches to the study of personality that we will examine include the following: the

Trait Approach, The Biological Approach, The Psychoanalytic Approach, The Humanistic Approach, The Behavioral/Social Learning Approach, and the Cognitive Approach.

Program Learning Outcomes (PLO)

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 communications 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.

Student Learning Outcomes (SLO)

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.

Credit Hour Policy

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.

This is a three-credit 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 paper. 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.

Description of Course Requirements

1. Class Attendance (Attendance Policy): 150 points

Attendance for this course is graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. For an absence to be excused, the reason must be medical, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered excused and the respective points for the day will not be earned. Any student who stops attending the course will receive a failing grade. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

2. Personality in Film: 75 points

The Big Five Personality Analysis of a Movie Character. The purpose of this assignment is to apply the Five-Factor Model (Big Five Personality Theory) by analyzing the personality of a fictional movie character using evidence from the film. Students are to choose one character from a movie that you have watched. Analyze the character using the **Big Five Personality Traits (OCEAN)**:

- Openness to Experience
- Conscientiousness
- Extraversion
- Agreeableness
- Neuroticism

Your paper should be written in the following format and include:

Part 1: Introduction (1 paragraph)

- Briefly summarize the movie.
- Introduce the character you selected.
- Explain why you chose this character.

Part 2: Big Five Analysis

For each personality trait:

- Define the trait using your textbook or scholarly source.
- Rate the character from 1 (Very Low) to 10 (Very High).
- Provide at least two examples from the movie that support your rating.
- Explain how the behaviors demonstrate that personality trait.

Part 3: Personality Development

Discuss:

- What experiences may have shaped this personality?
- Were genetics, family, culture, trauma, or life experiences influential?
- Did the character's personality change throughout the movie?

Part 4: Reflection

Discuss:

- Which trait most influenced the character's decisions?
- How did personality affect relationships?
- What did you learn about personality from completing this assignment?

Requirements

- 4–6 pages
- APA 7th edition
- Minimum of 3 scholarly sources
- Include citations from the course textbook

3. Personality Assessment and Self-Reflection – 75 points

25

Understanding Yourself Through Personality Assessment. The purpose of this assignment is to increase self-awareness by completing scientifically supported personality assessments and connecting the results to personality theory. Students will complete three personality assessments approved by the instructor (examples include the Big Five Inventory, IPIP-NEO, HEXACO, or other validated assessments.) After completing the assessments, write a reflective paper.

Your paper should include:

Part 1: Assessment Summary

Briefly describe:

- The assessments completed
- What each assessment measures
- Your personality results

Part 2: Interpretation

Discuss:

- Which results surprised you?
- Which results accurately describe you?
- Which results do not seem accurate?
- Were there any inconsistencies between the assessments?

Part 3: Connecting Theory

Explain how your results relate to personality theories studied in class.

Possible theories include: (you may include others as well)

- Trait Theory
- Humanistic Theory
- Social Cognitive Theory
- Psychodynamic Theory
- Biological Perspectives

Part 4: Application

Describe how your personality influences:

- Academic success
- Relationships
- Career interests
- Stress management
- Leadership style
- Communication

Part 5: Personal Growth

Identify:

- Two personality strengths
- Two areas for growth

- Three goals for personal development

Requirements

- 3–5 pages
- APA format
- Include screenshots or summaries of assessment results in an appendix
- Minimum of **2 scholarly references**

4. The Personality Puzzle Text Chapter Presentation: 75 points

Each student will present a chapter from the text “The Personality Puzzle” on a chosen date (sign-up sheet will be available on the first day of class.) An activity will be presented with each chapter presentation to ensure that major points of the chapter have been adequately covered and understood. With each presentation, a typed double-spaced paper should be available to all classmates and instructor that outlines the important points of the chapter. The total value is 75 points. The breakdown of points is below:

- Organization & Clarity – 25 points
- Outline – 25 points
- Activity – 25 points
- Total – 75 points

5. Midterm Exam – 50 points

Students will be given a midterm exam for a total of 50 points halfway through the term. Which chapters the exam will cover will be determined by the pace of the class.

6. Final Exam – 75 points. My Personality Journey: A Personal Reflection on Who I

Am. In lieu of a final exam, students are to write a paper on how life experiences have shaped their personalities while integrating concepts learned throughout the course. Students are to write a personal reflection exploring the development of their personality across their lifespan. The reflection should address the following:

Part 1: Who Am I?

Describe yourself using personality concepts from class.

Consider these possibilities, but there may be others:

- Introvert or extrovert?
- Organized or spontaneous?
- Emotionally stable or emotionally reactive?
- Curious and open to new experiences?
- Cooperative or competitive?

Part 2: Influences on Personality

Discuss experiences that have shaped who you are.

Examples:

- Family
- Culture
- Childhood experiences
- Friendships
- Education
- Religion or spirituality
- Significant life events

Part 3: Personality Through Different Theories

Choose **two personality theories** and explain how each helps explain your personality.

Examples:

- Freud
- Jung
- Adler
- Rogers
- Maslow
- Bandura
- Trait Theory

Part 4: Looking Forward

Discuss:

- How has your personality changed over time?
- What aspects of your personality would you like to strengthen?
- How will understanding personality help you in your future career and relationships?

Part 5: Course Reflection

Conclude by discussing:

- The most important concept learned in this course
- How your understanding of personality has changed
- What you will take away from this course

Requirements

- 4–5 pages
- APA format
- Minimum of **3 scholarly references**
- First-person writing is appropriate for this assignment

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.

Attendance – 150 points

Personality in Film Assignment – 75 points

Personality Assessment & Self-Reflection Assignment – 75 points

Chapter Presentation – 75 points

Midterm Exam – 50 points

Final Exam – My Personality Journey – 75 points

Total Points – 500

Course Grading:

A = 90-100% 450-500

B = 80-89% 400-449

C = 70-79% 350-399

D = 60-69% 300-349

F = Below 60% 299 and below

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.

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 the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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](#).

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research;

Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

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 are not able to 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 kũ'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 kũ o ka no'eau ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

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.

Tentative Course Schedule

Date 2025	Class Activity	Readings Due:	Assignments Due
Week 1: 8/18 8/20	Welcome & Introductions Review Course Syllabus & Assignments	none	Class Attendance
Week 2: 8/25 8/27	Chapter 1: The Study of the Person – chapter presentation Chapter 2: Personality Research Methods – chapter presentation	Chapters 1 & 2	Class Attendance Chapter Presentations
Week 3: 9/1 9/3	Chapter 3: Personality Assessment, Effect Size, Replicability, and Open Science – chapter presentation The Trait Approach Chapter 4: Persons and Situations – chapter presentation	Chapters 3 & 4	Class Attendance Chapter Presentations
Week 4: 9/8 9/10	Chapter 5: Personality Judgment – chapter presentation Chapter 6: Traits and Types: The Big Five and Beyond – chapter presentation Sharing of “Personality in Film” assignment	Chapters 5 & 6	Class Attendance Chapter Presentations “Personality in Film” assignment due
Week 5: 9/15 9/17	Chapter 7: Personality Stability, Development, and Change – chapter presentation Continue Sharing Personality in Film assignment	Chapter 7	Class Attendance Chapter Presentation

Week 6: 9/22 9/24	The Biological Approach Chapter 8: The Anatomy and Physiology of Personality – chapter presentation	Chapter 8	Class Attendance Chapter Presentation
Week 7: 9/29 10/1	Chapter 9: The Inheritance of Personality: Genetics and Evolution: The Inheritance of Personality – chapter presentation	Chapter 9	Class Attendance Chapter Presentation
Week 8: 10/6 10/8	Review for Midterm Exam Mid-Term Exam – including chapters 1-9 October 8		Class Attendance Mid-Term Exam
Week 9: 10/13 10/15	Fall Wellness Break		
Week 10: 10/20 10/22	The Psychoanalytic Approach Chapter 10: Basics of Psychoanalysis – chapter presentation Chapter 11: Psychoanalysis After Freud: Neo-Freudians, Object Relations, and Current Research – chapter presentation	Chapters 10 & 11	Class Attendance Chapter Presentations
Week 11: 10/27 10/29	Humanistic and Cross-Cultural Psychology Chapter 12: Humanistic Psychology, Positive Psychology, and the Science of Happiness - chapter presentation	Chapter 12	Class Attendance Chapter Presentations
Week 12: 11/3 11/5	Chapter 13: Cultural Variation in Experience, Behavior, and Personality – chapter presentation	Chapter 13 & 14	Class Attendance Chapter Presentations

	Chapter 14: Personality Processes: Learning, Motivation, Emotion, and Thinking – chapter presentation Sharing “Personality Assessment and Self Reflection” assignment		“Personality Assessment and Self-Reflection” assignment due
Week 13: 11/10 11/12	Chapter 15: The Self: What You Know About You – chapter presentation Chapter 16: Relationships and Business – chapter presentation	Chapters 15 & 16	Class Attendance Chapter Presentations
Week 14: 11/17 11/19	Chapter 17: Mental and Physical Health – chapter presentation Other content area presentations	Chapter 17	Class Attendance Chapter Presentation
Week 15: 11/24 11/26-No class Thanksgiving Holiday	Other content area presentations		Class Attendance
Week 16: 12/1 12/3	Final Evaluation: “My Personality Journey: A Reflection of Who I Am” Sharing Final Evaluation		“My Personality Journey: A Reflection of Who I Am” assignment due

Chapter Presentations

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Chapter 7

Chapter 8

Chapter 9

Chapter 10

Chapter 11

Chapter 12

Chapter 13

Chapter 14

Chapter 15

Chapter 16

Chapter 17

Choose a topic from the Epilogue –

Biological roots of personality

The unconscious mind

Free will and responsibility

The nature of happiness

Culture and personality

