



CSUP Graduate Education Course Syllabus

Character Personality Types

ED 501 CLDE

Catalog Description:

This course will explore the four personality character types: Choleric, Sanguine, Melancholy and Phlegmatic. Participants will take the book's personality test to understand themselves and consider them regarding their friends and family member types in their writings. The Character types are presented in great depth in the book to explain the behavior characteristics for each of the four types of individuals. Teachers will find their own personality profile and examine each style's various strengths and corresponding weaknesses. They will understand that most people have a dominant and secondary character personality that can be easily observed. Educators will develop a two-page application essay, lesson plan or activities for classroom applications of personality character types. (1 credit)

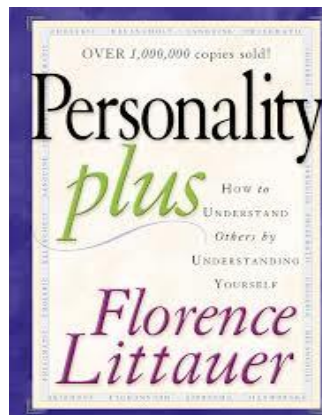
Credit Hours: ED 501: This two-credit ED 501 course uses a face-to-face/hybrid/synchronous online/asynchronous online, format and will require a total of 87.5 hours of student effort as shown in the Course requirements section as well.

Course Format: Distance learning, independent Study Grad Course for working teacher license renewals.

Instructor: Joseph C'deBaca MAED joseph@teacherslearningcenter.com phone 727-273-4852

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Course Objectives:

1. Teachers will learn and understand about the behavioral characteristics of the 4 main personality character types: Choleric, Sanguine, Phlegmatic and Melancholy
2. Educators will perform the self-evaluation character/personality test on themselves to analyze and determine their own dominate and secondary character type and behavior style.
3. Teachers will evaluate both the positive and negative aspects of the character types and learn how to discern between the negative behaviors and/or accentuate the positive behavior characteristics.
4. Educators will learn to observe and analyze student character behaviors, so they can establish realistic expectations of student behaviors and/or tolerate student character differences.
5. Teachers will create and develop character awareness skills of their student's character strengths and weaknesses that will improve their classroom management practices.
6. Educators will generate a written essay assignment, lesson plan, project or activity to introduce the personality concepts into the classroom environment and students.

Student Learning Outcomes: (SLOs): This course addresses the following student learning outcomes rated 1=Basic, 2=Developing, 3=Proficient, 4=Advanced

| Educator Student Learning Outcome | Degree Addressed |
|--|------------------|
| 1. Demonstrate growth in content knowledge related to teaching assignments and application of content knowledge to classroom instruction & assessment. | 3 |
| 2. Understand scientifically based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement. | 2 |
| 3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning. | 2 |
| 4. Locate, interpret, synthesize, and apply educational research in best practices in teaching. | 2 |
| 5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development. | 1 |
| 6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change. | 2 |
| 7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change. | 1 |
| 8. Demonstrate responsibility for students learning at high levels. | 3 |
| 9. Demonstrate responsibility for school reform and leadership in school change. | 1 |

Course Requirements:

Read the book Personality Plus: How to Understand Others by Understanding Yourself, by Florence Littauer. Teacher will take the character types test themselves to introspect their own character traits. Write chapter Reviews/Reflections for each of the chapters in the book. Then develop a Lesson/Unit plan or a Project/Activity using concepts in the book. Or you can write a two-page Final Application Essay linking key concepts from the book. Focus your writings and activities on the information and strategies from the book and related assignments. Apply them to your personal and school environment, teaching and instructional practice. See Assignment Rubrics below Utilize SLO's in your writings.

Course Requirements:

1. Chapter reviews/reflections
2. Research Article Review
3. Lesson or Activity
4. Final Application Essay

Student contact Hours Course Work Time 1 credit.

| Requirement | Points | Student (hours) |
|--|--------|-----------------|
| Reading Textbook (204 total pages) | 25 | 17.5 |
| Write Chapter Reviews/Reflections | 25 | 20.0 |
| Design Lesson Plan or Activity/Project | 15 | 15 |
| Write Research Article Reviews | 20 | 15 |
| Final Application Essay | 15 | 20 |
| Total | 100 | 87.5 |

Attendance/Participation:

Educators will choose and order their course/s at the CSUP website or www.teacherslearning.com and enroll and pay. They will receive their Course Startup documents via email and the course books will be sent by mail by Amazon or the post office. Teachers will study their syllabus and start reading and writing their assignments. They will be in contact with their TLC Instructor for guidance and support. The Independent Study and Self-Paced format allow working teachers flexibility and freedom to learn.

Term Dates:

Enrollment periods will appear on the students' transcripts. Thus, enroll in the term that you wish to See on your transcript. **Spring** – January 2nd to May 15th Summer – May 16th September 15th
Fall – September 16th – December 31st

Grading: Grades automatically revert to an "F" if the course is not completed within a year.

| Percentage | Grade Level | GPA |
|-------------|---------------|-----|
| 100% to 90% | A | 4.0 |
| 89% to 80% | B | 3.0 |
| Not Allowed | No "C" grades | |
| Assignment | One Redo | |

Chapter Review/Reflections: Write several paragraphs summarizing the main ideas or information you thought was significant from 8 chapters in the book of your choosing. Paragraph bullet points of main issues are acceptable. See rubrics below for guidelines. Utilize above SLO's in your writings

Introduction

Part I Personality Profile: A Quick Method of Self-Examination

1. There's Only One You
2. ***Take the test.** What is your Personality Profile? This is an **Assignment!**

Part II Personality Potential: Our Individual Assets

3. Let's Have Fun with Popular Sanguine
4. Let's Get Organized with Melancholy
5. Let's Look at Our Emotions
6. Let's Get Moving with Powerful Choleric
7. Let's Relax with Peaceful Phlegmatic
8. Let's Organize Popular Sanguine

Part III Personality Plan: Overcome Weaknesses

9. Let's Cheer Up Perfect Melancholy
10. Let's Tone Down Powerful Choleric
11. Let's Motivate Peaceful Phlegmatic
12. Each Person is a Unique Blend

Part IV Personality Principles: Improved Relations with Others

13. We Don't Like to Be Fenced In
14. Opposites Attract
15. We Can Recognize Difference
16. How to Get Along with Others

Part V Personality Power: Source of Strength (Feel free to ignore the evangelism)

Writing Format Use size 12 font size and 1.5-line spacing, **Bolded** headers and titles. Feel free to use your own styling format or an APA/MA writing style format.

Email Assignments to: josephc@teacherslearningcenter.com in 1 or 2 Word docs. all together when they are all completed. Not individually. Instructor: Joseph C'de Baca 727-273-4852

Grading

| | | |
|-------------------------------|------------|----------------------------|
| Chapter Reviews & Reflections | 40 | 90 - 100 = A |
| Research Article Reviews | 20 | 80 - 89 = B |
| Lesson or Project or Activity | 20 | 70 - 79 = C |
| Questions Answers Development | 10 | 60 - 69 = D |
| Application Essay | <u>10</u> | 0 - 59 = F |
| Total | 100 | Grade B or better required |

Rubrics: Course Assignment Rubrics Chapter Reviews/Reflections

| Chapter Reviews | Basic (30 pts.) | Proficient 40 pts. | Advanced (50 pts.) |
|--|---|--|---|
| <p>Read the book and write chapter review-reflections for each chapter.</p> <p>Write 2 to 3 paragraphs summarizing the ideas, knowledge, and information that you thought was significant from each chapter.</p> <p>Consider reflecting on a paragraph or a concept that was enlightening and applicable to teaching. Expanded bullet points of main issues are also acceptable.</p> <p>Include your personal experiences, ideas, and critical analysis.</p> | <p>Writes a basic narrative of the chapters' contents.</p> <p>Includes major points expressed by the author.</p> <p>Includes at least one book citation or example.</p> | <p>Writes a general narrative of the chapters' contents with limited personal reflection.</p> <p>Expresses major points of each chapter.</p> <p>Writing includes any state, district, or national academic standards that apply.</p> <p>Includes several examples.</p> <p>Error Free</p> | <p>Writes a complete narrative of the main points of each chapter.</p> <p>Writes personal reflections that include the student's experiences with these issues as they relate to their personal classroom experience. Expresses major points of each chapter and provides in-depth elaboration. Includes any state, district, or national academic standards that may apply.</p> <p>Includes critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools.</p> |

Research Article Review Assignments Rubric

| Article Review | Basic (10 pts) | Proficient (15 pts) | Advanced (20 pts) |
|--|--|---|--|
| <p>Research course topic and locate 2 relevant articles, 1 must be peer reviewed and one a secular article. We</p> | <p>Writes review of article with basic citation information and briefly shows connection</p> | <p>Writes review of article with a few references of information.</p> | <p>Writes review of article with several informative references and thoroughly demonstrates the connection between article and course content.</p> |

| | | | |
|--|---|---|---|
| want to see what is happening schools nationwide regarding this topic. Write an article review and personal reflection connecting article with the course content and school environment. | between course and article content. *Include a copy of the article utilized in this assignment | Some critical analysis and solutions. Explores the connection between course and article content, showing full understanding of both interrelationships for teaching considerations. | Reflection incorporates abstract and critical analysis and alternatives or solutions. Personal experiences and perspectives are included. Review applies information learned to potential classroom situations. |
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Required Lesson/Unit Plan and Activity Rubric

| Activity- Lesson | Basic (5 pts.) | Proficient (10 pts.) | Advanced (20 pts.) |
|---|--|--|---|
| Write a unit and a lesson plan, project or activities that demonstrate the course concepts in a school classroom or instructional environment. Other activities include staff development, State academic standards, parent outreach, department or committee work, curriculum development, presentations, and school events. | Creates a minimal activity and lesson plan that briefly demonstrates a simple application of a course concept or strategy that can be utilized in classrooms for instructional and/or evaluative applications. Error Free | Creates a general activity and lesson plan and unit plan that demonstrates two or more course applications of the various topics or concepts. Includes any state, district, or national academic standards that apply. Contains a variety of teaching or learning styles and concrete or abstract practical applications of a concept from the course materials. | Creates a detailed activity and lesson plan or unit plan that includes a variety of teaching and learning styles. Contains concrete and abstract activities for practical classroom applications of several concepts from the course content. Addresses any state, district, or national academic standards in the activity. Creates a lesson plan or activity that helps students utilize course content to apply the knowledge or skills to school curriculum for their affective needs and improving achievement. |

Final-Application Essay Rubric Assignment

| Final Essay | Basic (5 pts.) | Proficient (7 pts.) | Advanced (10 pts.) |
|--|---|--|---|
| Write a 2-page essay combining all the course content or assignments and show how they can be applied to teaching students, schools settings and staff and personal development. | Writes an essay addressing how the course content can be applied to classroom instruction, student achievement, and the overall school environment. | <p>Writes an essay with one or two examples of how various course concepts can be developed and implemented in the classroom and school environments.</p> <p>Writing addresses any state, district, or national academic standards.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as students' affective needs and academic achievement.</p> | <p>Writes a thorough essay with multiple examples of how various course concepts can be developed and implemented in classroom and schools.</p> <p>Includes student's personal and experiential reflections and any state, district, or national academic standards that may apply.</p> <p>Writing has critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as the affective needs of students and achievement.</p> |

Late Work: They are late if not completed within 6 months after Registration. Late assignments will receive a 20% reduction. An "F" grade will be posted if the course work is not completed on time.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with question regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty: Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Mandatory Reporting: Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).

Institutional Equity Statement

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX Coordinator via email at nicole.ferguson@csupueblo.edu, phone 719-549- 2210, or in person at LARC 187.