Course Description

Critical analysis of major theories and systems of personality and introduces research methods in personality.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Describe the dynamics, structure, and intellectual antecedents to the study of personality and explain major concepts within this domain of study.
2. Describe the origins of Sigmund Freud and Psychoanalysis, including the structure of personality, and major concepts (psychosexual stages of development, and functions of the id, the ego, and the superego.)
3. Outline and evaluate Jungian Psychoanalytic Theory, collective unconscious, and the process of individuation, and describe the stages of individuation and the obstacles to growth one can encounter at each stage.
4. Analyze Adler’s investigation of organ inferiority as it relates to the psychological sense of inferiority, and describe the basic traits of a healthy individual by incorporating the principles of Adlerian psychology.
5. Describe and explain Horney’s position on feminine psychology and the origin of neurosis, and differentiate Freud’s and Horney’s theories.
6. Contrast and explain the significant differences between the current branches of feminism and feminist approaches to personality theory, and differentiate liberal feminists, radical feminists, and socialist feminists from cultural feminists.
7. Explain and provide examples of why Erikson’s model of human development is an epigenetic model, and identify Erikson’s eight stages of human development and how these stages develop.
8. Explain and describe James’ concept of personal consciousness and changes in consciousness, and discuss the obstacles to personal growth that James suggested.
9. Describe and explain Skinner’s research concerning human behavior (including operant conditioning, and the research on variables that affect operant conditioning), compare and contrast reinforcement and punishment, and give advantages and disadvantages of each.
10. Describe and explain cognitive psychology and the theorists who have contributed to this branch of study.
11. Discuss Kelly’s personal construct theory, and explain how the intellectual antecedents of John Dewey’s pragmatism (existential-phenomenological approach, constructive alternativism, and personal construct systems) have emerged and contributed to Kelley’s theory.
12. Describe Rogers’ concepts (congruence and incongruence, belief concerning maladjusted individuals, and three distinct characteristics of a fully functioning person), and explain the criticisms of Rogers’ view of human nature and therapy.
13. Outline Maslow’s hierarchy of needs and the order through which one must progress to reach actualization, and discuss the eight ways through which Maslow believes an individual can self-actualize.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.
Course Structure

1. **Unit Learning Outcomes:** Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Supplemental Readings are provided in the unit study guides to aid students in their course of study. Suggested Further Readings are listed in Units I, II, and IV. The readings themselves are not provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units I-VIII to aid students in their course of study.
5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
6. **Discussion Boards:** Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
7. **Unit Quizzes:** This course contains two Unit Quizzes, one to be completed at the end of Unit VII and VIII. It is suggested that the quizzes be completed before students complete the Unit Assessments. Quizzes are used to give students quick feedback on their understanding of the unit material.
8. **Unit Assessments:** This course contains seven Unit Assessments, one to be completed at the end of Units I-VII. Assessments are composed of multiple-choice questions and written response questions.
9. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units II, IV, VI, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit II, IV, VI and VIII Assignments. Specific information about accessing these rubrics is provided below.
10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

Unit Assignments

Unit I and II Assignment

Your Dream Journal

You will begin the assignment in Unit I, but will have until the end of Unit II to prepare and submit the assignment.

This exercise is designed to help you become more aware of your dreams, how often you dream, and what can you learn from your dreams. This exercise will also teach you more about Freud’s and Jung’s individual theories on dreams.

You will be making entries into your dream journal as described below.
Grades will be based on: following directions, insights gained, and thoroughness. If you have any questions, please contact your instructor in advance of the due date. Start recording your dreams right away, and continue until you have about two to four dreams.

**Part I. Sleeping Dreams**

Before falling asleep, decide that you are going to remember your dreams. Be patient; it may take a night or two for your unconscious to get the message. The most important thing to remember is that everyone dreams and that once you believe you will remember them, you will.

Keep the journal close to your bed and write down dreams you recall immediately, without interpretation. You may have more than one entry per night.

What should you record? Basically everything, uncensored, as you remember them, and do not worry about proper English for this part. To be more specific, write down:

- dialogue or any words
- number and types of people (friends, strangers, relatives)
- objects
- mood of the dream (happy, sad, scary, etc.)
- settings
- themes
- events
- timing in the dream
- relations to the dream and you (are you an observer, participant, seeing yourself as player?)
- If it’s too difficult to record a part of the dream in writing, sketch a picture.

**Part II. Written Report**

Once you have about four to five dreams in your journal, try to analyze them using the following questions as guides (but feel to create your own “questions” also).

- Were there any common threads, common ideas, running through the journal?
- Are your dreams bizarre? Mundane?
- Which dreams are most disturbing? Why? What do they mean to you?
- What common symbols or objects did you record? What do you think these symbols mean?
- Were you able to control your dreams as you remembered more and more of them?
- How are your dreams relevant to your waking life?
- Was the content of both journals identical on any days? What does this tell you?
- What seems to be the main function of your dreams?
- In other words, what did you learn about yourself by writing in the journal?

Write a thesis statement, and support it with references directly from your dreams. Summarize the dreams you discuss in your report. Consider comparing settings, plots, characters, emotions, and colors.

Analyze one of your dreams from a pure Freudian perspective and one dream from a Jungian perspective. Write a two to three paragraph interpretation of what it means (the whole dream or parts). Use the terminology from Unit I and Unit II whenever possible.

For the remainder of your analysis, you may want to reference a couple of your dreams. Write a one to two paragraph essay on some common themes your listed dreams may represent, concentrating on issues, conflicts, or concerns that are shared by everyone.

The report should be in essay/paragraph form. Do not just write sentences answering each question; rather, have a thesis in mind that connects all the individual ideas.

Your assignment must:

- Be a minimum of 500 words.
- Be typed, double-spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA format. Check with your professor for any additional instructions.
Include a cover page containing the title of the assignment (Unit II Dream Journal), the student's name, the professor's name, the course title, and the date. The cover page and the reference page are not included in the required assignment page length.

Tips to help you remember your dreams:

- Relax and keep telling yourself that you will remember your dreams.
- Create a comfortable sleeping environment.
- These dreams do not have to occur at night, dreams that occur during naps can be just as revealing.
- If you cannot remember a dream, when you wake up, just write the first words that come to your mind, as you look at them; a dream may come back to you.
- If you get stuck, you can think about dreams you have had before, especially those that are reoccurring.

Tips for dream analysis:

Ask yourself the following Questions:

- Were there any common threads, common ideas, running through the journal?
- Are your dreams bizarre? Mundane?
- Which dreams are most disturbing? Why? What do they mean to you?
- What common symbols or objects did you record? What do you think these symbols mean?
- Were you able to control your dreams as you remembered more and more of them?
- How are your dreams relevant to your waking life?
- Was the content of both journals identical on any days? What does this tell you?
- What seems to be the main function of your dreams?
- What would Freud’s perspective consist of?
- What would Jung’s perspective consist of?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Essay

Unit IV introduced you to the work of William James. James was the first to describe consciousness as a stream – a continuous succession of experiences. He saw the most significant function of consciousness to be the role it played in selecting what to pay attention to.

James saw the stream of consciousness as an unending parade of thoughts, feelings, images, ideas, sensations, conceptions, and emotions, etc. that appear before our conscious awareness and then pass away.

For this assignment you will experiment with your own stream of consciousness.

Write about:

1. A VERY early childhood memory.
2. Several childish words (like moocow) that were used in your family.
3. Several obsessions / preoccupations you had when you were about 4th or 5th grade.
   a. What did you worry about?
   b. What ideas kept recurring?
   c. What things did you always do?
   d. What words particularly fascinated you?
4. What subjects did you like in school? What memories are associated with those subjects?
5. What books or games were your mainstays?
6. What “sayings” of people in your family influenced you?
   a. What did your mother “always say”?
   b. What did your father “always say”?
   c. Your aunt Mary? etc.
7. What did your teacher do one day?
8. What “painful” thing happened in school?
9. What especially happy moment can you recall?
10. Other particularly “fresh” or “cherished” or “embarrassing” memories you have from childhood.
Now: look at this list and ask yourself:

WHY do you remember these things and not other things? Do these memories REVEAL anything about yourself—tell you “who you are”? Have you discovered something about yourself by looking at them?

Write up these memories in a stream-of-consciousness essay of 400 words or more. Also, make sure to provide an introduction which introduces and summarizes James’ concept of personal consciousness, changes in consciousness, and continuity of thought.

Your assignment must:

- Be a minimum of 400 words.
- Be typed, double-spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA format. Check with your professor for any additional instructions.
- Include a cover page containing the title of the assignment (Unit IV Essay), the student’s name, the professor’s name, the course title, and the date. The cover page and the reference page are not included in the required assignment page length.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Assignment

Counseling Session Assignment

During this unit, you learned about the differing counseling approaches embraced by George Kelly and Carl Rogers. Now it is your turn to take the therapist’s chair. For this assignment, you have just been assigned a new client who is experiencing issues with her husband. After reading her intake form, you learn that this is actually Jane Doe’s second marriage, and she fears that this new relationship is headed for divorce court as well. Jane shared that she needs your services as she fears that her husband is now cheating on her. She is upset because he no longer brings her flowers as he once did when they were dating. In the beginning of their courtship, Dave would call multiple times during the day just to see how she was doing. Now they rarely talk to each other. Furthermore, Dave’s employer, a large automotive manufacturing plant, just had an extensive layoff, and he lost his job of ten years. Dave feels that he cannot afford to go on their weekly dates until he finds a new job. Despite all of these issues, Jane still feels as if something more is wrong in the marriage. During your first session, Jane explicitly shares details from her first marriage in which her husband, Barry, cheated with his secretary. All of the signs were there, but she did not notice them until it was too late. Now, she feels as if her nightmare is repeating itself.

You are now the therapist. Compose a transcript of the therapy session that you have with your client. You must embrace the approach that would be used by either Kelly or Rogers. As Jane shares the various details which she is currently experiencing, what are your reactions? What activities do you suggest for her? How much feedback do you give as she is revealing her true concerns? Do you readily embrace empathic listening? Will you suggest that she role play with you so that she can attempt to see the situation from Dave’s point of view?

Your transcript should be a minimum of 400 words. Please distinguish when both the client and therapist speak. (You should refer to the example below. You may include additional information to enhance your response. Additionally, body language details and gestures can be included as well.)

Following the transcribed notes from your session, you must conclude this activity with a summary that states your overall analysis of this client based on one of the theories featured in this unit. Your summary must be a minimum of 100 words. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

*Remember, this is a mock transcript and not an interview that you must actually conduct.

Therapist- Hello, Jane Doe. How are you today?

Jane – I’m fine, Dr. Rogers, if you consider that my marriage is falling apart as we speak.

Your assignment must:
Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Reflection Paper

Now that you are in Unit VIII of the course, write a minimum of 500 words reflecting on your experiences, as well as the skills and knowledge obtained during the course. The purpose of this assignment is to provide you with the opportunity to reflect on the material you learned and to expand upon those thoughts. This is not a summary. A reflection paper is an opportunity for you to express your thoughts about the material by writing about them.

Address the following:

- How has the study of personality changed your view of personality? What are the questions about personality that still remain for you after our study?
- Of the personality theories studied this semester, with which do you most agree? Why? Compare this theory with the theory with which you most disagree?
- Discuss what you have learned during the class and how it will assist you in achieving further academic and work related goals.
- Include your strategies for capitalizing on your strengths and overcoming your weaknesses in order to be a successful distance learner.

Your assignment must:

- Be a minimum of 500 words.
- Be typed, double-spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA format. Check with your professor for any additional instructions.
- Include a cover page containing the title of the assignment (Unit VIII Reflection), the student's name, the professor's name, the course title, and the date. The cover page and the reference page are not included in the required assignment page length.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).
The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
# PSY 3350, Theories of Personality

## Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I  Introduction and Sigmund Freud and Psychoanalysis

| Review          |  □  Unit Study Guide  
|                 |  □  Learning Activities (Non-Graded): See Study Guide |
| Read            |  □  Introduction   
|                 |  □  Chapter 1: Sigmund Freud and Psychoanalysis   
|                 |  □  Supplemental Reading: See Study Guide         
|                 |  □  Suggested Further Reading: See Study Guide    |
| Discuss         |  □  Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)   
|                 |  □  Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)         |
| Submit          |  □  Assessment by Tuesday, 11:59 p.m. (Central Time) |

**Notes/Goals:**

### Unit II  Carl Gustav Jung and Analytic Psychology and Alfred Adler and Individual Psychology

| Review          |  □  Unit Study Guide  
|                 |  □  Learning Activities (Non-Graded): See Study Guide |
| Read            |  □  Chapter 2: Carl Gustav Jung and Analytic Psychology   
|                 |  □  Chapter 3: Alfred Adler and Individual Psychology   
|                 |  □  Supplemental Reading: See Study Guide         
|                 |  □  Suggested Further Reading: See Study Guide    |
| Discuss         |  □  Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)   
|                 |  □  Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)         |
| Submit          |  □  Assessment by Tuesday, 11:59 p.m. (Central Time)   
|                 |  □  Assignment by Tuesday, 11:59 p.m. (Central Time) |

**Notes/Goals:**
# PSY 3350, Theories of Personality

## Course Schedule

### Unit III

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- **Chapter 4:** Karen Horney and Humanistic Psychoanalysis
- **Chapter 5:** Feminist Approaches to Personality Theory
- **Supplemental Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

Notes/Goals:

### Unit IV

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- **Chapter 6:** Erik Erikson and the Life Cycle
- **Chapter 7:** William James and the Psychology of Consciousness
- **Supplemental Reading:** See Study Guide
- **Suggested Further Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)
- **Essay** by Tuesday, 11:59 p.m. (Central Time)

Notes/Goals:

### Unit V

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- **Chapter 8:** B.F. Skinner and Radical Behaviorism
- **Chapter 9:** Albert Bandura and Social Cognitive Psychology; Aaron Beck and Cognitive Therapy
- **Supplemental Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

Notes/Goals:
### Unit VI
**George Kelly and Personal Construct Psychology and Carl Rogers and the Person-Centered Perspective**

- **Review:**
  - Unit Study Guide
  - **Learning Activities (Non-Graded):** See Study Guide

- **Read:**
  - Chapter 10: George Kelly and Personal Construct Psychology
  - Chapter 11: Carl Rogers and the Person-Centered Perspective
  - **Supplemental Reading:** See Study Guide

- **Discuss:**
  - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
  - **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

- **Submit:**
  - Assessment by Tuesday, 11:59 p.m. (Central Time)
  - Assignment by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

### Unit VII
**Abraham Maslow and Transpersonal Psychology and Yoga and the Hindu Tradition**

- **Review:**
  - Unit Study Guide
  - **Learning Activities (Non-Graded):** See Study Guide

- **Read:**
  - Chapter 12: Abraham Maslow and Transpersonal Psychology
  - Chapter 13: Yoga and the Hindu Tradition
  - **Supplemental Reading:** See Study Guide

- **Discuss:**
  - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
  - **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

- **Submit:**
  - Quiz by Tuesday, 11:59 p.m. (Central Time)
  - Assessment by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

### Unit VIII
**Zen and the Buddhist Tradition and Sufism and the Islamic Tradition**

- **Review:**
  - Unit Study Guide
  - **Learning Activities (Non-Graded):** See Study Guide

- **Read:**
  - Chapter 14: Zen and the Buddhist Tradition
  - Chapter 15: Sufism and the Islamic Tradition
  - **Supplemental Reading:** See Study Guide

- **Discuss:**
  - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
  - **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

- **Submit:**
  - Quiz by Tuesday, 11:59 p.m. (Central Time)
  - Reflection Paper by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals: