

Monday, Wednesday, Thursday
3:30-4:20 PM

Instructor: Tomiko Yoneda	TA:
Contact: tiko@uvic.ca ; COR B 335f	Contact:
Office Hours: Monday 10-11 or by appoint.	Office Hours: By Appointment

Course Resources

[Brightspace](#)

Required Textbook

Funder, D. (2017). *The Personality Puzzle* (8th Edition). New York: Norton, 2019.

Perusall Course Code: YONEDA-PBACT

Course Description

Everyone has ways of describing their own and others' personality. We use our own words to describe personality (e.g., "outgoing", "pessimistic"). These are the colloquial ways we use to describe personality. In this course, we will take these things we do in everyday life and look at personality from a more scientific perspective. We will explore what personality is, the basis of it, how it is studied, and how we can see it in everyone around us. Personality theory will be presented from several perspectives including biological, phenomenological, learning/cognitive, and psychoanalytic.

Summary of Evaluations

- Presence (engagement, **Six** reflections in preparation for discussions, six class discussions) (15%)
- **Five** Perusall Annotations (25% Total – 5% each) (*six options*)
- **Two** Midterms (40% Total -- 2 @ 20% each)
- Final Paper (20%) Characterization of a famous person

Learning Outcomes

- ✓ Thorough understanding of what personality psychology is, why it is important, and how it is studied → ability to comfortably discuss the material with colleagues, friends, and acquaintances
- ✓ Understanding of the origins of personality theory, as well as modern applications of traits (especially the Big Five).
- ✓ Ability to describe personality and the ways it changes (and stays the same) throughout the lifespan.
- ✓ Understanding of the importance of culture and diversity for all research, including personality psychology.
- ✓ Ability to critique research

Course Strategies:

This course outline contains general information about the course objectives, evaluation, and schedule. It is your responsibility to check Brightspace regularly for any updates.

- Think of our class as a community. Students will be divided into small groups of approximately 5 students each. Each student is an important member of a small group and an important value in this course is to show up for each other.
- During class time on Mondays and Wednesdays, I will lead a lecture on the topics from the textbook. On Thursdays, we will discuss the perusall annotations as a group, and/or you will have the opportunity to consider discussion questions with your small groups
- I will post discussion questions in advance. You will submit your own answer to these questions on Brightspace the night before the discussions, so that you can meaningfully contribute during your small group's discussion the following day.
- It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, skin color, sexuality,

disability, age, ethnicity, language, SES, culture, and spirituality. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

What's Expected of Students

- ✓ Think about the material and where it originates. Question what you are learning. Aim to consider how the material applies to your own life, experiences and knowledge.
- ✓ Read the textbook! It's written using approachable and conversational tone. I think you'll like it.
- ✓ Complete midterms and the final paper on time (if you cannot, please contact me). You can continue to work on the perusall assignments after the due date, but getting high marks will become more challenging after the assignment due date has passed.
- ✓ If you register late for the course, you are responsible to get in touch to make up missed evaluations
- ✓ Although you are welcomed to email me, I encourage you to ask questions during class time or post on the discussion forum. If you are questioning something, another student is likely questioning the same material/concepts/tasks. I hope that we will have lively class discussions. I also encourage you to ask your peers!

What You Can Expect of Me

- ✓ I care about your learning. If you don't succeed, that could mean I have not been teaching you effectively. Contact me. I am happy to discuss.
- ✓ I will do my best to make even the most boring material interesting. I care about the topic.

Evaluations – See schedule for dates

- **Presence (Class Engagement & Reflections for Weekly Discussions) (15%)**

Your Presence is important! Showing up for your peers and the Community is important. To effectively demonstrate your presence, attend class (especially on the days that we have small group discussions – you will write your name on a question sheet, which will be submitted at the end of the class discussion days). **Active listening, openness, and respect are all important aspects of Presence.** I also hope that you will feel comfortable asking questions, as well as sharing ideas and stories during the community lecture (though this is **optional**—just participate at the community level if you feel comfortable doing so). I will also ask you to prepare for six of the class discussions in advance (submit your answers on Brightspace, and then discuss within your small groups the next day).

- **Interactive Reading on Perusall (25% Total -- 5 @ 5% each; six options)**

Perusall is a new collaborative e-book reader developed by researchers at Harvard that is non-proprietary (free!) to students when the readings are available through the university libraries (which they will be for this course). The software allows groups of approx. 25 students (your neighbourhood) to asynchronously, but collectively, annotate papers. Create a Perusall account and use course code: YONEDA-PBACT upon registration. This process allows students to ask questions, answer questions, and make comments, providing the opportunity to scaffold off each other's knowledge. You may cite additional research in your annotations (include full citation and use APA style). You may complete all six annotations on Perusall and we will drop your lowest mark(s). If you get 5/5 on all six annotations, the sixth annotation will count towards your presence mark.

- **Final Paper (20%) characterization of a famous person**

A 4-6 page paper focused on the application of personality theory to a (fictional or non-fictional) character (APA format). You will respectfully provide evidence for the characterization (evidence can be peer-reviewed or based on grey literature i.e., newspaper/magazine quotes or interviews, paraphrasing of film clips, tweets, etc). You may submit a draft of the paper on or before Monday, Nov. 1st to receive preliminary feedback (optional). Final paper is due Monday, Nov. 29th at midnight.

• **Midterms (40% Total -- 2 @ 20% each)**

During class time, there will be two midterms, which will include multiple choice, fill-in-the-blank, short and long answer questions. Midterms will focus on material covered since the last test, but may also include some cumulative content. If you miss the midterm due to illness, accident, or family affliction, please contact me as soon as possible.

Tentative Schedule

Wk	Date	Topic	Readings	Evaluations
1	1- W Sept 8	Introductions & course processes	Ch. 1	
	2- Th Sept 9	Assignments & Critical thinking	Ch. 1	Reflection 1 due @ midnight
2	3- M Sept 13	Research methods	Ch. 2	
	4- W Sept 15	Effect size, replicability, open science	Ch. 3	Perusall 1 due @ noon Wednesday Sept 15 (5%): Reliable psychology? ; Registered Reports, 2014
	5- Th Sept 16	<i>Discuss Perusall 1</i>	Ch. 3	
3	6- M Sept 20	Persons & situations	Ch. 4	
	7- W Sept 22	Personality judgement	Ch. 5	Reflection 2 due @ midnight
	8- Th Sept 23	<i>Guest presentation & small group discussions</i>	Ch. 4 & 5	<i>Optional reading:</i> Fleeson et al., 2004
4	9- M Sept 27	Traits & Types: the big five and beyond	Ch. 6	Perusall 2 due @ noon, Wednesday Sept 28 (5%): Soutter et al., 2020 <i>Or</i> Yoneda et al., 2019
	10- W Sept 28	Traits & Types: the big five and beyond	Ch. 6	
	11- Th Sept 30	<i>Day for Truth & Reconciliation – No class</i>		
5	12- M Oct 4	<i>Discuss Perusall 2</i>		
	13- W Oct 6	Review final paper grading rubric & Midterm expectations		
	14- Th Oct 7	Midterm #1 (15%)		
6	15- M Oct 11	Culture, diversity, and personality	Ch. 13	
	16- W Oct 13	Culture, diversity, and personality &	Ch. 13	Perusall 3 due @ noon Wednesday Oct 6 (5%): Xenophilia, personality, cross-cultural exploration
	17- Th Oct 14	<i>Discuss Perusall 3</i>	Ch. 13	
7	18- M Oct 18	Personality stability, development, and change	Ch. 7	
	19- W Oct 20	Personality stability, development, and change	Ch. 7	

	20- Th Oct 21	<i>Discuss Perusall 4</i>	Ch. 7	Perusall 4 due @ noon Wednesday Oct 27 (5%): Damian et al., 2019
8	21- M Oct 25	Anatomy & physiology of personality	Ch. 8	
	22- W Oct 27	Genetics & evolution of personality	Ch. 9	Reflection 3 due @ midnight
	23- Th Oct 28	<i>Small group discussions</i>	Ch. 8 & 9	
9	24- M Nov 1	Motivations, emotion, & thinking	Ch. 14	<i>Optional:</i> Submit final paper draft for feedback
	25- W Nov 3	Relationships & personality (focus: attachment theory)	Ch. 16	Reflection 4 due @ midnight
	26- Th Nov 4	<i>Small group discussions</i>	Ch. 16	<i>Optional:</i> Birnbaum et al., 2006
10	27- M Nov 8	Midterm #2 (15%)		
	28- W Nov 10	<i>Reading Break</i>		
	29- Th Nov 11	<i>Remembrance Day</i>		Reflection 5 due @ midnight
11	30- M Nov 15	Humanistic psychology & positive psychology	Ch. 12	
	31- W Nov 17	Humanistic psychology & positive psychology	Ch. 12	Perusall 5 due @ noon Wednesday Nov 3 (5%): Joseph, 2019
	32- Th Nov 18	<i>Discuss Perusall 5</i>	Ch. 12	
12	33- M Nov 22	Mental health & personality disorders	Ch. 17	
	34- W Nov 24	Mental health & personality disorders	Ch. 17	Perusall 6 due @ noon Wednesday Nov 17 (5%): Herpertz et al., 2017
	35- Th Nov 25	<i>Discuss Perusall 6</i>	Ch. 17	
13	36- M Nov 29	Physical health	Ch. 17	Paper due (20%)
	37- W Dec 1	The science of happiness & small group discussions	Ch. 12	
	38- Th Dec 2	Wrap up & conclusions		Reflection 6 due @ midnight

Course Feedback

I really value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (not recommended).

Netiquette (adapted from Dr. Michael Stevenson, University of Southern Maine)

Annotations within the Perusall assignments may lead to debate and disagreement, which is a great way to foster critical thinking; however, it is vital that you respect the ideas of others. Please be careful and considerate in all of your communications. Carefully consider what you are saying and remember that your readers (fellow students and instructor) might not infer your intent. These are a few suggestions:

- Take a moment to **re-read** everything you write--assume that it will be taken in the worst possible light (doing so will also provide you the opportunity to correct typos and other errors).
- Extend courtesy to others--assume the most charitable light possible.
- Keep in mind that online mediums are poor at conveying tone. What was intended as a joke or irony may not always be read as such. If you aren't sure how something will come across, ask someone else to read it over and give you feedback.
- Please avoid typing in all caps when posting messages to either myself or your peers.

Cutoff Points for Final Grades

Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, if a final percentage grade is 89.5 – 89.9, the grade will be rounded to 90.

A+	90-100	B+	77-79	C+	65-69	F	0-49
A	85-89	B	73-76	C	60-64	N	0-49
A-	80-84	B-	70-72	D	50-59		

Administrative Notes

- It is your responsibility to check your registration status by the drop deadline to ensure that you are registered in the course.
- Familiarize yourself with the Department of Psyc Important Course Policy Information, UVic's *Sexualized Violence Prevention and Response Guide*, and UVic's *Wellness Statement* (attached)
- University's Policy on Academic Integrity:
www.web.uvic.ca/calendar2014/FACS/UnIn/UARe/PoAcI.html
- To better understand what constitutes a violation of academic integrity, please consult the Libraries' plagiarism guide (library.uvic.ca/instruction/cite/plagiarism.html) and/or the LTC's academic integrity information for students (ltc.uvic.ca/initiatives/integrity/student.php)
- Access to the Course Spaces website, and/or completion of any work on the site does not imply students on the waitlist will be registered in the course
- Prerequisites: <https://www.uvic.ca/calendar2020-05/undergrad/index.php#/courses/Sylr7JF67N>
I assume that all students registered in the course have the prerequisites. Anyone who remains in the course without the prerequisites does so at their own risk.

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Fall 2021

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar September 2021.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

- ***What to do if you miss the final exam scheduled during the formal exam period***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***What to do if you miss an exam other than one scheduled during the formal exam period***

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***What to do if you require additional time to complete course requirements***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2021.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

Counselling Services:

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp