

# **Psychology 507 (A01)**

## **Personality**

### **Fall 2021**

*We acknowledge and respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

#### **CONTACT INFORMATION**

Instructor: Dr. Kelci Harris (she/her)

Office Hours: Tuesdays 1:00 – 2:00 pm or by appointment

Office: Cornett Building A275

Email: kelciharris@uvic.ca

#### **Course Description**

This course is designed to provide an overview of personality psychology. The course is broken into three units. The first unit focuses on personality measurement and trait theories. The second unit focuses on a lifespan approach to personality development. The third unit addresses special topics selected for their relevance to students' research programs, including self-knowledge, attachment theory, self-esteem, and well-being. You will be exposed to a variety of theoretical and methodological viewpoints, as well as statistical techniques and research designs that you will be able to apply to your own research programs.

#### **Learning Objectives**

By the end of this course, you will be able do the following:

1. Discuss fundamental personality theories and common research methods.
2. Analyze the benefits, costs, and cultural implications of different personality measures and factor structures.
3. Complete with confidence two key types of academic presentations: peer teaching and presenting original research
4. Develop a research project incorporating personality psychology that is relevant to your own research program

#### **Required Reading**

There is no assigned textbook for this course. We will read and discuss a selection of chapters and peer-reviewed articles that will be posted on Brightspace.

#### **Respect for Diversity**

It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, body size, socio-economic status, ethnicity, race, and culture. 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. In addition, if any of our class meetings conflict

with your religious or cultural events, please let me know so that we can make arrangements for you.

## **Email and Office Hours**

I will respond to emails within 2 business days of receiving them. I cannot guarantee that I will be checking email on weekends, so for a prompter response, catch me during business hours. To make our email correspondence as seamless as possible make sure to include the course number (PSYC 507) in the subject line, otherwise it might get filtered to spam. Also, please try to keep the questions you send over email simple and specific(i.e. the answer will not require over 2-4 sentences). If your question might benefit others in the class, please post it on the FAQ discussion board on Brightspace. Come to office hours for more complex questions and concerns. I'm happy to chat with you about any of the course work, your own research, and any other grad school questions/concerns.

## **Child Care and Child-Friendly Policy**

*The following text has been adapted from [Dr. Melissa Cheyney \(2018\)](#):*

Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high

expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!

## Course Requirements and Evaluation

Grades	Percentage	Due Date
Classroom Engagement	10	Weekly
Online Engagement	10	Weekly
Seminar Leading	15	2-3 times
Show and Tells	15	September 20 September 27 October 28 November 8
Peer Review	10	November 4
Research Proposal	20	November 25
Proposal Presentation	20	November 29 December 2

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

**Classroom Engagement.** This is a discussion driven course, therefore your presence and participation in classroom discussions is essential for making the course the best it can be. Each class period, we will work together to have a thoughtful, critical, and respectful conversation about the discussion topic of the day Some days you will have more to say than others, and that’s okay. This is a personality psychology class, and so I recognize that some people have personalities that make them more inclined to talk than others. Being engaged does not just mean talking- it also means listening well. The quality of your contributions matters just as much as the quantity.

**Online Engagement.** Again, this is a discussion driven course. As such, it is important for you complete the readings ahead of time and have some thoughts to share about them during class. Before each class, you are required to post at least one discussion per reading on Brightspace. Please post your questions on at least 2 hours before class starts to give the seminar leaders an opportunity to look over them before class begins.

**Seminar Leading.** Each class period, except for the Show and Tell days, will be lead by a seminar leader. You will each take two or three turns being seminar leader this semester. When it is your turn, you will review your classmates’ discussion questions and select questions that will drive generative theoretical and methodological discussions.

**Show and Tells.** Show and Tells are opportunities for peer teaching. There are four (-ish) Show and Tell days this semester. The first three focus on personality research methods. The fourth(-ish) is a peer review day (more on that below). In preparation for Show and Tell days, each student will be assigned a different set of readings. On Show and Tell days, you will work in pairs or triads to teach each other about the articles you read, and compare and contrast the methods and results. Then, the class will reconvene as a large group and have a collective discussion about articles you all read.

**Peer Review.** Peer review is an essential part of the scientific process. It is vital to helping you become better writers and more effective at communicating your research. Prior to submitting your final research proposal, you will conduct a peer review with one or two of your classmates. You will submit a draft of your research proposal to your classmates, and they will make comments and suggestions on it based on the rubric. Then during class on Monday, November 8, we will have a Show and Tell day where you will meet with your peer reviewers to discuss their feedback. When you submit your final proposal, you will also submit a response to reviews that includes your reviewer feedback and how you decided to address it in your proposal.

**Research Proposal.** For this paper you will propose an study testing a hypothesis derived from the course content and your own research program. Your proposal should follow the format of a grant proposal, and thus will include an introduction including a brief review of the relevant literature (based on your submitted reference list from earlier in the term) and a description of your hypothesis. You will then describe the methods and analyses you plan to use to test your hypothesis and conclude with an anticipated results section. You will also include a graphical depiction of your anticipated results. This paper is to be no more or much less than two pages (3/4 inch margins, double-spaced, standard Times New Roman 12pt font). Your title page, graph, and reference list do not count in this page limit. We will talk more about this assignment in class.

**Proposal Presentation.** Presenting your research to an academic audience is an essential academic skill. The proposal presentation gives you an opportunity to practice and demonstrate that skill. Each student will be given 10 minutes to present their research proposal and take at least two questions. In the presentation, students should clearly articulate the theory, methods, and anticipated results. Audience members will be expected to have questions for each presenter; this is also an exercise in listening to an academic presentation.

## Schedule

Week	Day	Date	Unit	Topic	
1	Thursday	09-Sep	Measurement	Intro	
2	Monday	13-Sep		Trait Approach	
	Thursday	16-Sep		Factor Structure	
3	Monday	20-Sep		<b>Show and Tell: Personality Measures</b>	
	Thursday	23-Sep		Culture	
4	Monday	27-Sep		<b>Show and Tell: Cross-Cultural Measures</b>	
	Thursday	30-Sep		<i>National Day for Truth and Reconciliation</i>	
5	Monday	04-Oct		Stability and Variance	
	Thursday	07-Oct		Dynamics	
6	<i>Monday</i>	<i>11-Oct</i>		<i>Thanksgiving</i>	
	Thursday	14-Oct		Development	Measuring Situations
7	Monday	18-Oct			Personality Development
	Thursday	21-Oct			Life Events
8	Monday	25-Oct	Outcomes		
	Thursday	28-Oct	<b>Show and Tell: Lifespan</b>		
9	Monday	01-Nov	Identity Development		
	Thursday	04-Nov	Narrative; <b>Proposal Draft for Peer Review</b>		
10	Monday	08-Nov	<b>Show and Tell: Narrative and Peer Review</b>		
	<i>Thursday</i>	<i>11-Nov</i>	<i>Remembrance Day</i>		
11	Monday	15-Nov	Temperament		
	Thursday	18-Nov	Special Topics	Self-Knowledge	
12	Monday	22-Nov		Attachment	
	Thursday	25-Nov		Self-Esteem; <b>Proposal Due</b>	
13	Monday	29-Nov		Well-Being; <b>Presentations Begin</b>	
	Thursday	02-Dec		<b>Presentations</b>	<b>Presentation</b>

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Fall 2021**

*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.

***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](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](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://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](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.

## ***Discovering Victoria, UVic and your Community:***

Grad school can involve a lot of time studying and researching on your own – but it does not have to be an isolating experience. There are a lot of other grad students out there like you who are looking to connect outside of academics.

[www.uvic.ca/mentalhealth/graduate/connect/index.php](http://www.uvic.ca/mentalhealth/graduate/connect/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/](http://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/](http://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/](http://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/](http://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/graduate/](http://www.uvic.ca/mentalhealth/graduate/)

## 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](http://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](mailto:svpcoordinator@uvic.ca)

Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)