

Personality

Psychology 330 (A01), Spring 2021
Tuesdays, Wednesdays and Fridays, 10:30pm to 11:20pm

Instructor: Kelci Harris

Teaching Assistant:

Office Hours: By appointment

Office Hours:

E-mail: kelciharris@uvic.ca

E-mail:

Course Overview:

An introduction to personality theory and its applications. A survey of several major strategies followed in conceptualizing personality, e.g., psychoanalytic, dispositional plus emphasis on measurement of personality, current research, and approaches to personality change.

Intended Course Learning Outcomes:

- Thorough understanding of what personality psychology is, why it is important, and how it is studied.
- 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 discuss and collaborate online.
- Ability to critique research.

What to expect from this course:

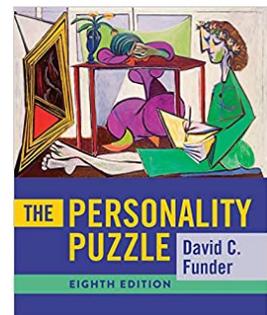
This large, online course utilizes a combination of synchronous and asynchronous learning. This will include readings, lectures, small group discussions and activities designed to help you achieve the course learning outcomes. You should expect to spend about 9 hours a week (this includes synchronous class time). UVic's learn everywhere website has a bunch of helpful resources for navigating this new online world: <https://onlineacademiccommunity.uvic.ca/LearnAnywhere/>

Our synchronous class time will be used for lecture, small group discussions, and activities that facilitate critical thinking and enhance your understanding of the material covered in the textbook and videos. These lectures will be recorded and posted on Brightspace. Asynchronously, you will be expected to read the textbook and complete online activities that will facilitate in-class activities and discussion. To help keep you on track with your readings, there are quizzes each week. I encourage you to find a study buddy in the class to go over the readings and your notes with! Not only will this help keep you accountable with completing the readings and watching the videos; it will also make things more fun.

Text:

Funder, D. C. (2019). *The Personality Puzzle*. W.W. Norton & Company (8th edition)

- **Beware:** The 7th edition has a different chapter order, and is missing some chapters included in the 8th edition. Get the 8th edition, pictured to the right.
- Seriously. Read the textbook.



Technology:

Brightspace, Zoom (version 5.3 or higher!)

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

Our discussions 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.

Communication:

- **Brightspace:** There are a few different discussion boards on Brightspace. The General Questions Discussion Board is where you should post questions about the course that might be relevant to your classmates. Think of it as an FAQ forum. Each weekly module on Brightspace also has Content Discussion Boards. Post on the content discussion boards if you have questions or comments about the material.
- **Office Hours:** I will generally have time to address brief comments or concerns after class. If you'd like to have a more in-depth discussion, please use Calendly to set up a time to meet.
- **Emailing Dr. Harris:** Email me if you have short, specific content questions, you are in need of any kind of accommodations, or you would like to schedule a meeting. You must include "**PSYC 330**" in the subject line of your e-mail for me to respond in a timely manner. Without the course name in the subject line, it might get filtered to spam, so beware! Make sure you put your name and student number at the end of your message. If you email after 6 pm, I am unlikely to respond until the next day. If you email over the weekend (let's say the weekend starts at 6pm on Friday), I am unlikely to respond until Monday.
- **Emailing our TA:** Email our TA if you have questions about grading, online quizzes, discussion boards, or attendance. You can also email our TA if you would like to schedule a meeting with him.
- **Computer Help Desk:** If you are having technology issues, contact the computer help desk. helpdesk@uvic.ca

Course Feedback:

I value your feedback on this course, and you have a couple of opportunities to provide it.

- **Mid-Course Evaluation:** The mid-course evaluation is your chance to provide feedback about the course as it's happening. You can share what you think is going well, as well as what you think could be improved. Based on your feedback, there I might make some small changes to the course in order to aid your learning.
- **Course Experiences Survey (CES)** Near the end of term, you will have an opportunity to complete an anonymous Course Experiences Survey (CES) regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. 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 (which I do not recommend). The more students complete the survey, the

more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>).

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.

Prerequisites:

The pre-requisites for this course are PSYC 201 & 231 or 260. 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) at some later time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

Course Drop Deadline:

The last day for dropping a course with a 100% fee reduction is **January 19th**. It is your responsibility to check your **registration status** by the drop deadline to ensure that you are registered only in courses that you have been attending.

Requirements

Overview:

Assignment	Due Date	Weight
Syllabus Quiz	January 19*	1%
Presence	Throughout the term	12%
Quizzes	Fridays throughout the term	21%
Writing Assignments (3 Reflections or 1 Psychobiography)	Reflections: January 22, January 29, February 12, March 5, March 19, April 2 Psychobiography: April 9, at the latest	21%
Tests	February 5, March 12, April 9	45%

*If you added the course after January 19, you have one week from the date you add the class to complete the syllabus quiz.

Grades:

In determining your final letter grade, the final percentage is rounded such that marks ending in 0.49 or lower are rounded down and marks ending in 0.50 and up are rounded up. For example, 79.1 is rounded to 79 and 79.6 is rounded to 80.

A+	A	A-	B+	B	B-	C+	C	D	F
Exceptional, Outstanding, Excellent Performance			Very Good, Good, Solid Performance			Satisfactory, Minimally Satisfactory Performance		Marginal Performance	Unsatisfactory Performance
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

Specific Requirements:

Syllabus Quiz (1%)

Read the syllabus, and then take the quiz! This is an easy 1%. You can take it as many times as you would like to get 100%. The purpose of this assignment is to ensure that you are comfortable with the course structure, course policies, and assignments.

Presence (12%)

This grade will come from attending and participating in the synchronous in-class activities. Your Presence is important! This is a weird year, but I still want you to engage with other students in the class and with me.

How can you be present during synchronous classes?

- Participate in the Zoom polls during lecture.
- Speak up in discussion or sharing insightful thoughts and questions in the chat.
- Have your video on or use an avatar during discussions and activities, so that speaking up and sharing feels less like talking into the void.
- Active listening, openness, and respect are all important aspects of Presence.

What will contribute to your presence grade?

- **Synchronously:** Participating in small group discussions and activities during class, and contributing to your group's "take-home" message (submitted at the conclusion of each class period).
- **Asynchronously:** Participating in online activities posted on Brightspace.

- **Asynchronously:** Posting on the discussion boards.
- **Asynchronously:** Submitting review questions.

Quizzes (21%)

These quizzes serve as a tool to help you keep up with the readings throughout the course, and review what you have learned so far. They will cover material any material presented, either in class or in the readings, since the last assessment. These quizzes will be a combination of multiple-choice, true-false, and fill-in-the-blank. You may drop your lowest quiz grade.

Writing Assignments (21%)

21% of your final grade will come from writing assignments. These assignments should be written with proper spelling and grammar. These writing assignments will require you to correct use of APA style. You get a choice between either writing three shorter papers or one long paper.

- **Reflection Papers (3 papers; 600 - 700 words each).** There will be **six different prompts** and opportunities for turning in the research and reflection papers throughout the semester. Each reflection paper should reference at least one relevant research article. You need to **complete three reflection papers;** each one is worth 7%. See the schedule for the due dates and topics.
- **Psychobiography (1800-2100 words).** Alternatively, if you would rather get all your writing done at once, you can submit a psychobiography on a public figure or fictional character of your choice. This paper would be worth 21% of your grade. The psychobiography can be turned in at any point during the term, but the final due date is **April 9**.

Tests (45%):

There will be three tests worth a total of 45% of your final grade. Each test is worth 15%. Tests are not cumulative. They will cover all material from the text, videos, activities, and lectures for the relevant period of time. **Each test will be open on Brightspace from 9am PDT to 9pm PDT on the day that it is scheduled.**

- a) **Missing Tests:** I expect all students to be present for exams. There will be no option to re-write a missed exam. If you see a exam date that poses a conflict to your schedule, contact me in person or via e-mail (kelciharris@uvic.ca) well in advance of the exam date to discuss your circumstances. If illness or personal emergency prevents you from attending an exam, contact me within 2 days of the missed exam (either in person or via e-mail) to request consideration for the alternative exam score (described below). If you do not make contact within 2 days of the missed exam, you will receive a score of zero for the missed exam. In the event that illness or injury prevents you from contacting me in a timely manner, you will be asked to provide supporting

documentation from a health care professional. Any students who miss an exam without making prior arrangements and without providing documented justification will receive a mark of zero for that exam.

- b) **Alternative Test Score:** If a student misses an exam and can provide written, verifiable evidence of medical problems or other extreme circumstances, then with my permission, a mark for their missed exam will be generated based on their other three exam scores. For example, if a student missed Exam 2, then the recorded mark for Exam 2 would be the average of their scores on Exams 1 and 3. The chance to generate a missed exams score from your remaining exams is only available once; if you miss two exams, you will receive a zero for the second missed exam and that zero will be included in the calculation of your first missed exam score.
- c) **Alternative Paper:** Students can replace any exam with a 1800-word research paper. The topic be relevant to one of the topics covered for the missed test, and must be pre-approved by Dr. Harris. More detail on this will be posted on course spaces.

Late Assignments:

For each 12 hours that an assignment is late, 10% of your grade on that assignment will be deducted. Assignments will not be accepted after 4 full days past the deadline and a grade of zero will be assigned. Exceptions will only be made under exceptional circumstances (e.g., serious illness or accident), and when appropriate documentation is presented within 4 days of the due date.

Accommodations:

I will make every effort to accommodate the learning needs of all students enrolled in this course. Students should discuss any specific needs with me as soon as possible (i.e., within the first 5 classes). Some students may wish to consider registration at the Centre for Accessible Learning (formerly RCSD), <https://www.uvic.ca/services/cal/onlineservices/register/index.php> The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

Additional Information

- 1) **Counseling Services:** Last semester was hard! I hope this semester is easier, but if you find yourself feeling anxious, overwhelmed, or depressed, know that you don't have to deal with that alone. UVic's counseling services are free and available online. Please reach out to them if you need someone to talk to. <https://www.uvic.ca/services/counselling/>

- 2) **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
- 3) **Grade Appeals:** If you feel strongly that your grade on an exam or written assignment was unfair or mistaken, you must express that concern to me via email or in person during my office hours (NOT before or after class) within one week of the date that the grade was first posted on Brightspace.

Class Schedule

Week	Date	Unit	Deadline/Assignment	Chapter
1	12-Jan	Methods Block: Chapter 1, 2, 3		1
	13-Jan			2
	15-Jan			2
2	19-Jan			3
	20-Jan			3
	22-Jan		Quiz 1 Writing Assignment 1	4
3	26-Jan	Traits Block: Chapters 4, 5, 6		4
	27-Jan			5
	29-Jan		Quiz 2 Writing Assignment 2	5
4	02-Feb			6
	03-Feb			6
	05-Feb		Test 1	
5	09-Feb	Lifespan Block: 7, 16 + articles		7
	10-Feb			UP Series
	12-Feb		Quiz 3 Writing Assignment 3	UP Series
6	16-Feb	Reading Break		
	17-Feb			
	19-Feb			
7	23-Feb			7 and 16 + articles
	24-Feb			16
	26-Feb		Quiz 4	8
8	02-Mar	Health and Well Being: Chapters 8, 9, 17, + articles		8 & 9
	03-Mar			9
	05-Mar		Quiz 5 Writing Assignment 4	

9	09-Mar			17
	10-Mar			17 + Article
	12-Mar		Test 2	
10	16-Mar	Self Block: Chapters 10,11,13,15		10
	17-Mar			11
	19-Mar		Quiz 6 Writing Assignment 5	13
11	23-Mar			13
	24-Mar			15
	26-Mar		Quiz 7	15
12	30-Mar	Feelings: Chapter 12, 14, 18		12
	31-Mar			12
	02-Apr		Quiz 8 Writing Assignment 6	14
13	06-Apr			14
	07-Apr			18
	09-Apr		Test 3 Psychobiography	

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Spring 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 January 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 January 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