

# PSYC 330-A01    Personality    Summer 2021

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**ZOOM class sessions:** MTWRF 12:30-2:30PM

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**Instructor:** Katia Dilkina, PhD

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**Zoom office hours:** TF 10:00-11:00am  
or by appointment

**Office hours:** by appointment only

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**Course Resources:** Zoom, Brightspace

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

## **Course Description:**

We think about and evaluate people's personality on a daily basis. We all have our ways of describing our own and others' personalities. Even when we don't explicitly think about it, we use our knowledge of what people are like to understand and predict what they do, what they would like, what they would not like. 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, psychoanalytic, behavioural, cognitive, and humanistic.

## **Learning Outcomes:**

- Understanding of what personality psychology is, why it is important, and how it is studied.
- Understanding of the importance of culture and diversity for all research, including personality psychology.
- Understanding of the origins of personality theory as well as modern applications of traits (especially the Big Five). Relation of personality theory to self and society.
- Ability to describe personality and the ways it changes (and stays the same) throughout the lifespan.
- Ability to think critically about scientific research in general and specifically in the domain of personality psychology.

## IMPORTANT: Course Format

This class will include daily live lectures over zoom, as scheduled in the calendar (MTWRF, 12:30-2:20). All class meetings will be **interactive** including zoom polls, student questions, answers, and comments, as well as team activities using zoom breakout rooms.

While all zoom meetings will be recorded and made available on Brightspace, I strongly encourage you to attend all classes for two reasons:

- (a) This will be a fast-paced 3.5-week class that will nonetheless cover all the material of a semester-long course; it is in your best interest to stay current with the material.
- (b) As outlined below, 12% of your grade is participation during class meetings.

In order for the zoom breakout rooms to function smoothly:

- (1) make sure you have **the most current version of zoom** (check for updates);
- (2) **sign in to Zoom with SSO using your Netlink ID**. Please do so starting on the first day!!

HOW?

- on the zoom log-in screen, press "*Sign in with SSO*".
- use domain *uvic.zoom.us*, press continue.
- you will be re-directed to the login website; enter your UVic credentials.

AFTER signing in to zoom with SSO with your Netlink ID, use this zoom link to join:

<https://uvic.zoom.us/j/85066835445?pwd=aEUrZUphZUFHcHg0Y3Erb1p0T05qUT09>  
Meeting ID: 850 6683 5445      Password: PSYC330

The expected **100 learners** will be divided into 25 teams of 4 people.

The assignment of teams will be posted on Brightspace. Having a team means at least two things:

- (1) You automatically have at least a few people in the class that you will meet in a smaller-group setting (breakout rooms) and you will hopefully make helpful social connections for the duration of the course, potentially even beyond!
- (2) You will have the opportunity to actively engage with the course material not just by yourself but with other learners, and you can benefit from their knowledge and perspective.

## What Is Expected of You:

- Read the textbook (preferably finish reading each chapter before the lecture when it is covered). It is well-written, in a very accessible – at times even humorous! – style. You might enjoy it!
- Attend the scheduled zoom sessions.
- Complete all assignments, quizzes, and exams on time. If you cannot, you must contact me (Katia) as soon as possible, preferably in advance.
- Think deeply and critically about the material. Try and relate it to your own experience and prior knowledge. (More on *active learning* below.)
- If you register late for the course, you are responsible for speaking to the instructor to make up for any missed material or assessment.
- Netiquette: As you might have already discovered, online learning is different from face-to-face learning. Because communication may be stripped of essential cues such as tone, affect, facial expressions, and body language – especially in written format, – it is even more important that we all follow a few basic guidelines to ensure good communication and a positive learning environment:
  - Stay respectful of others and open-minded about their questions, thoughts, and views – the same way you probably expect them to be towards you.
  - You are welcome to respond to others' comments and suggestions but please refrain from making your response personal.
  - If you are typing a response, re-read it at least once before posting it. Consider how (or even the worst way in which) it could be interpreted.
  - If you feel very strongly about a certain point, especially if you feel upset or angry, delay posting your thoughts / comments. Give it a few minutes, perhaps a day. Or ask someone uninvolved in the discussion to read it for you before posting it.
- If you have any questions (which we hope you do!) you have a few options to get an answer:
  - Bring them up during the zoom sessions (by raising your hand or in the chat), or during office hours.
  - Bring them up with your team – perhaps your teammates can answer.
  - Post them on the Brightspace discussion boards for anyone to answer.
  - Email Katia or Erin – this should really be the last resort. It is to everyone's advantage to give all learners a chance to hear *and* answer material-related questions.

## Assessment

Much of the content of this course is about humans as **agents**. We are not passive recipients of genetics and circumstances, but rather active participants.

A big part of agency is self-awareness, or mindfulness if you will. Not just doing but thinking about doing – being *deliberate* about your actions.

This is relevant to learning as well. We can learn much more effectively when we actively engage with the material than when we simply expose ourselves to it. Simply reading the textbook and/or listening to lectures is not an effective way to learn, the outcomes are poorer and shorter-lasting compared to the outcomes of active learning.

### What is active learning?

*Engaging with the material.*

What does that look like?

- *Asking questions.*
- *Summarizing.*
- *Explaining concepts to other learners.*
- *Relating concepts to your personal experience.*
- *Relating concepts to other knowledge you already have.*
- *Applying concepts to specific scenarios / situations – either real or hypothetical ones.*
- *Assessing your own grasp of the material (often by using one of the above strategies) and identifying areas that you need to understand better.*

Doing any of these requires engagement with the material, deeper (and more aware) processing of the concepts.

If you feel like you don't know where to start (you don't know what questions to ask, how to relate, how to apply), the next best thing is to pair up with someone who does. Working together is a great way to learn! As we will discuss in this course, everyone perceives things uniquely; everyone can benefit from someone else's perspective. Being part of a team should give you a starting point!

In the spirit of deliberate agency, you can ask yourself the following two questions:

1. What is your goal for this course?  
[Presumably either (a) to learn about personality, or (b) to get a good grade, or both.]
2. How are you going to achieve this goal? In other words, what is your strategy?  
[The list above provides strategies that can help you achieve both of these goals.]

The assessment for this course is designed to encourage all of these active learning strategies.

### Breakdown of evaluation:

Zoom Poll Participation	3%
Team Activities (9 @ 1%)	9%
Quizzes (8 @ 3% each)	24%
Exams (19%, 18%, 14%)	51%
Applied Assignment	3%
Reflection Paper (10%)	10%

## **Participation (3% + 9%)**

Participation is essential for both learning and community. It includes all aspects of interaction, including showing up for the zoom class meetings, practicing good netiquette, participating in polls, asking and/or answering questions, and engaging in team discussions.

### How is participation graded?

Each interactive lecture will include one or more **zoom polls** with questions about the current module material. Participating in these polls will constitute 3% of your final grade.

In addition, most class meetings will include an **in-class team activity** related to the current material. 9% of your final grade will be based on taking part in these activities. Teams will work together using zoom breakout rooms. After the activity, each team needs to submit a brief **write-up of their discussion** (due on the day of the activity). Team members take turns for these submissions – there will be a total of 11 in-class activities; submitting 9 out of the 11 is sufficient to get the full participation marks. Responsibility for submitting this group assignment should be equally divided among team members. One submission per activity per team. NOTE: If the person responsible to make a submission fails to do so, they will receive 0 points; if they submit past the deadline, they will receive .5 points. All participating members of the team will receive the full 1 point independent of whether the submission was made on time or late (but a submission needs to be made). Team members who do not participate receive 0.

## **Quizzes (24%)**

There will be a total of 9 quizzes (see schedule below). They will be available through Brightspace and will consist of multiple-choice, matching, fill-in-the-blank, and short-answer questions. Each quiz will have a time limit which will vary based on the number of questions.

The main purpose of these quizzes is to keep you on track with the material and help you identify weak points in your knowledge and understanding. They also have a similar format to the exams so they will additionally serve as both preparation and practice for the exams. Your lowest score will be dropped so that 8 of the 9 quizzes will count towards your grade (each worth 3%).

## **Exams (51%)**

There will be three non-cumulative exams (see schedule below). Like the quizzes, they will include multiple-choice, matching, fill-in-the-blank questions, and short-answer questions. The exams will be available through Brightspace from 10am to midnight on the assigned date. However, once you start the exam you will have a limited amount of time to complete it.

## **Applied Assignment (3%)**

The purpose of this assignment is two-fold: (1) to allow you to engage with the course material at a personal level, and (2) to expose you to data collection, analysis, and interpretation. In this assignment you will apply personality-theory concepts to yourself and others. Detailed information will be provided during the first class meeting.

## **Reflection Paper (10%)**

The purpose of this assignment is to give you an opportunity to make connections between topics within this course as well as relate those topics to yourself and society in general. Detailed instructions as well as the grading rubric will be provided at the beginning of this course in a separate document and will be explained in class. Late submissions will be accepted for up to 3 days after the deadline, with a 10% late penalty per day.

## Tentative Schedule

week	date	topic	synchronous activities	asynchronous activities	
			zoom class meetings	textbook chapter(s) to read	assessments due
week 1	M Jul 5	Introduction	INTRODUCTORY CLASS	Chapter 1	
	T Jul 6	Research Methods	lecture + team activity	Chapter 2	quiz 1
	W Jul 7	Contemporary Issues	lecture + team activity	Chapter 3	applied assignment
	Th Jul 8	Persons + Situations	lecture + team activity	Chapter 4	quiz 2
	F Jul 9	Personality Judgment	lecture + team activity	Chapter 5	
week 2	M Jul 12	Traits & Types	lecture + team activity	Chapter 6	quiz 3
	Tu Jul 13		NO CLASS MEETING	covers chapters 1-6	EXAM #1
	W Jul 14	Psychoanalysis & Neo-Freudianism	lecture	Chapters 10+11	quiz 4
	Th Jul 15	Behavioural & Cognitive Approaches	lecture + team activity	Chapters 14	
	F Jul 16	The Self	lecture + team activity	Chapter 15	quiz 5
week 3	M Jul 19	Biological Approaches: Anatomy & Physiology	lecture + team activity	Chapter 8	
	Tu Jul 20	Biological Approaches: Genetics & Evolution	lecture + team activity	Chapter 9	quiz 6
	W Jul 21		NO CLASS MEETING	covers chapters 8-11,14-15	EXAM #2
	Th Jul 22	Humanistic & Cross-Cultural Approaches	lecture	Chapters 12+13	quiz 7
	F Jul 23	Personality Stability, Development, & Change	lecture + team activity	Chapter 7	quiz 8
	reflection paper due on Sunday, July 25				
week 4	M Jul 26	Application of Personality Psychology	lecture + team activity	Chapters 16+17	quiz 9
	Tu Jul 27		NO CLASS MEETING	covers chapters 7,12-13,16-17	EXAM #3

## Cut-off Points for Final Grades

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

## Important Considerations

**Territory Acknowledgement:** We acknowledge and respect the lək<sup>w</sup>əŋən 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.

**Respect for Diversity:** It is my intent that students from all diverse backgrounds be well-served by this course, that students' learning needs be addressed, 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 that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your feedback and suggestions are encouraged and appreciated – not only at the end of the semester through the Course Experience Survey, but also throughout the term. Please do not hesitate to talk to me regarding effective learning and respectful conduct.

**Academic Integrity:** You are responsible for familiarizing yourself with the University of Victoria's [Policy on Academic Integrity](#). Violations of this policy include plagiarism, unauthorized collaboration, and other forms of cheating. At minimum, the penalty for any instance of these behaviours will be a grade of 0% on the assignment or exam in question. The course penalty for more extensive violations of this policy will be a failing grade for the class.

At the beginning of this course, you will sign an **academic integrity pledge** through Brightspace. All quizzes, assignments, and exams are conditional on that pledge.

## Be WELL

**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/](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/)

*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:* available to students from all areas of the UVic community:

[www.uvic.ca/mentalhealth/undergraduate/](http://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](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)



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

**Important Course Policy Information**  
**Summer 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 May 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](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 May 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)