PSYC 330-A01

Personality

May 11-June 3, 2020

Monday, Tuesday, Wednesday, Thursday, Friday
12:30-2:30 PM

Instructor: Tomiko Yoneda
Contact: tiko@uvic.ca
Office Hours: 3-4 pm Tuesdays & Thursdays, or by appointment

TA: Buse Bedir
Contact: bbedir@uvic.ca
Office Hours: By appointment

Course Resources
Zoom, Course Spaces

Required Textbook

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.

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

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

▪ Psyc 330 will be held online via Zoom during the allotted class time (daily, 12:30-2:20). Online teaching and learning is likely new to most of us. To maintain an optimal learning environment, I encourage you to watch the following instructional videos on using Zoom prior to our first meeting on May 11th:
https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials

▪ I will post the persistent Zoom link on our Course Spaces page (this will be a scheduled as a recurring meeting that will open at 12:30pm every day). Try to join at least one minute prior to 12:30 so that I can admit you from the waiting room into the meeting all at once.

▪ Our TA, Buse, will be joining us for most classes. She will be monitoring the chat, helping to facilitate Family discussions, and will also be available as tech support during class time. Please contact her via email or direct message within Zoom if you are facing challenges with the Zoom platform during class.

▪ We will be incorporating Indigenous teaching and learning approaches, to the extent possible. For example, I want to provide the opportunity for all of us to be learners, as well as teachers. This will include the opportunity to participate in and facilitate discussion.

▪ Think of our class as a community. Students will be divided into groups—what we will refer to as “Families” (4 students each). Each student is an important member of a family and an important value in
this course is to show up for each other. I understand that unexpected events can occur, and that right now is a particularly tumultuous time; therefore, I will allow each student two “free” missed classes without explanation. In most circumstances, I expect to be notified ahead of time if you are unable to attend class.

- During class time, I will lead a lecture on the topics from the textbook (as well as incorporating seminal and recent research), and then you will have the opportunity to consider discussion questions with your Families via breakout rooms on Zoom.

- I will post discussion questions at the end of each class for the next day’s class. I expect that you consider these questions individually, so that you can meaningfully contribute during your Family’s discussion the following day.

- Attending and actively engaging in class is strongly encouraged. I will refer to this as “Presence.” You do not need to participate in class discussion at the Community level if you’re uncomfortable doing so, but please be present by actively engaging in other forms. You can actively engage by showing up, by being respectful and courteous during lectures, by having your video on, by participating in the polls, by “raising your hand” in Zoom to ask questions or comment, and by practicing good “netiquette.”

- 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, socio-economic status, 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.

- If you are unable to regularly attend class due to valid reasons associated with the pandemic (e.g., child care loss, job loss/gain), please contact me so that we can arrange something (ASAP, ideally prior to the class starting). If you are uncomfortable using Zoom, please contact me. I understand that this is a very challenging time for most of us. I am concerned about your well-being and I will aim to be flexible.

**What’s Expected of Students**

- Attend the online lectures—your presence is important! Two classes will be dedicated to exams, which means that **we only have 15 classes together** to cover all of the course material.
  - If you miss class, email another student to find out what you missed, or post on the Course Spaces Discussion Forum.

- **Netiquette:** Speaking via video-conferencing and taking part in online discussions is likely new to most of us. We will need to take turns and make sure that everyone who wants to, has a chance to contribute. Respectful responding and active listening will be crucial for this course. This will also be a fantastic opportunity for you to gain online skills and experiences that will likely be highly transferable to job opportunities in your future. **More on Netiquette below.**

- 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 exams, quizzes, and presentations on time** (if you cannot, please contact me)

- If you register late for the course, you are responsible for speaking to me to make up for any missed evaluations (e.g., quizzes).

- 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, despite the current circumstances (not being in person), we will have lively class discussions. I also encourage you to ask your peers!

- **This is a summer intensive University course.** We will cover everything that is typically covered in PSYC 330. Be prepared to work hard and to apply yourself for the next three weeks.
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 try not to check emails on evenings and weekends…
✓ 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) (12%)
Your Presence is important! Showing up for your Family and the Community is important. To effectively demonstrate your presence, have your video on during class time. Active listening, openness, and respect are all important aspects of Presence. I also hope that students will feel comfortable asking questions, as well as sharing their ideas and stories during the community lecture (though this is optional—just participate at the community level if you feel comfortable doing so). You can also demonstrate your Presence by asking thoughtful questions or making comments in the “everyone” chat box on Zoom. I will poll class members on Zoom during lectures (similar iClicker)—are you up to date on your readings and engaged in the class lecture? Throughout the course, I will also ask you to prepare brief assignments to think about the next days’ discussion question (which will be discussed within your Families during the next class). I will check that you are considering the next days’ question by having you submit a response during the scheduled quizzes—prepare your answer to the discussion question before starting the quiz. I will also consider your Family’s “take-home” message (submitted during discussions) in your Presence mark.

• Online Quizzes (28% Total -- 8 @ 3.5% each)
Open book quizzes accessed through Course Spaces. Quizzes will be opened on the respective date (see schedule), half an hour after class (3pm) and will be closed at 11:59 pm that night. Quizzes will focus on material from the text and the lecture from the current day, as well as the next days’ text material. To succeed, make sure that you are up-to-date on your readings. You will have 15-20 minutes to complete the quiz (time limit will vary). If you start late, whatever is open will be submitted at 11:59 pm. The quizzes will include multiple-choice, short answer, and fill in the blank questions (and thought questions related to the discussion question for the following day and will be included in the Presence mark, not the quiz mark).

• Exams (40% Total -- 2 @ 20% each)
During class time, one midterm (Fri, May 22nd) and one final (Fri, May 29th). The exams will include multiple choice, fill-in-the-blank, short and long answer questions. Exams will be completed online through course spaces. You will have the entire day to complete the exam, but once you start the exam, you will need to complete it within the allotted time. Completing the exam on the selected day is your responsibility. If you miss the exam due to illness, accident or family affliction, please contact me as soon as possible.

• Group Presentations (1 @ 20%)
A group presentation on a research paper of your Family’s choosing that is related to the topic to be covered that day. Your group will be responsible for providing a concise overview of the major components of the paper: intro, justification for the research, research questions, hypotheses, methods, results, discussion (incl. limitations and strengths), and conclusion. Importantly, clarify the rationale for how the research paper you chose is connected to the particular topic (total time: approx. 10-15 minutes). Providing a document with the main components summarized may be useful to encourage discussion (though this is optional). Then you will pose one to three thoughtful discussion questions, and the class will split into their Families via Break Out Rooms to discuss. Each member of the presenting group will join a Family to facilitate discussion within the other groups (approx. 7-10 minutes). More details for the Group Presentation will be distributed.
# Tentative Schedule

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<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Evaluations</th>
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<tr>
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<td><strong>Week 1</strong></td>
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<tr>
<td>1</td>
<td>1 - M May 11</td>
<td>Introduction. What is Personality!?</td>
<td>Ch. 1</td>
<td>Quiz 1</td>
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<td></td>
<td>2 - T May 12</td>
<td>Research Methods, Sex/Gender</td>
<td>Ch. 2</td>
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<td>3 - W May 13</td>
<td>Effect Size, Replicability, Open Science</td>
<td>Ch. 3</td>
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<td>4 - Th May 14</td>
<td>Persons &amp; Situations</td>
<td>Ch. 4</td>
<td>Topic Selection for Group Project Quiz 2</td>
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<td></td>
<td>5 - F May 15</td>
<td>Cultural Variation in Experience, Behaviour &amp; Personality</td>
<td>Ch. 13</td>
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<td>Mon May 18</td>
<td>VICTORIA DAY—No class</td>
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<td>6 - T May 19</td>
<td>*Personality Judgement</td>
<td>Ch. 5</td>
<td>Quiz 3</td>
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<td></td>
<td>7 - W May 20</td>
<td>*Traits and Types: The Big Five &amp; Beyond</td>
<td>Ch. 6</td>
<td>Quiz 4</td>
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<td>8 - Th May 21</td>
<td>*Personality Stability, Development &amp; Change</td>
<td>Ch. 7</td>
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<td>9 - F May 22</td>
<td>Midterm Exam</td>
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<td>Midterm (20%)</td>
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<td>10 - M May 25</td>
<td>**Anatomy &amp; Physiology of Personality</td>
<td>Ch. 8</td>
<td>Quiz 5</td>
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<td>11 - T May 26</td>
<td>*Genetics &amp; Evolution of Personality</td>
<td>Ch. 9</td>
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<td>12 - W May 27</td>
<td>**Humanistic &amp; Positive Psychology, and the Science of Happiness</td>
<td>Ch. 12</td>
<td>Quiz 6</td>
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<td>13 - Th May 28</td>
<td>*Personality Processes: Learning,</td>
<td>Ch. 14</td>
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<td>14 - F May 29</td>
<td>Final Exam</td>
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<td>Final Exam (20%)</td>
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<td>15 - M Jun 1</td>
<td>**The Self: What You Know About You</td>
<td>Ch. 15</td>
<td>Quiz 7</td>
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<td>16 - T Jun 2</td>
<td>*Relationships, Business, and Mental &amp; Physical Health</td>
<td>Ch. 16/17</td>
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<td></td>
<td>17 - W Jun 3</td>
<td>*Psychoanalysis, Neo-Freudians &amp; Object Relations</td>
<td>Ch. 10/11</td>
<td>Quiz 8</td>
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*Options for Group Presentation Topics **Can have three Families sign up.** If a Family wants to present on Tuesday May 19th, submit the article selection early! Remember to submit your discussion question(s) 48 hrs prior to your presentation and send me your slides by 10am on the morning that your Family is scheduled to present.

**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.
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.

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<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
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<td>A</td>
<td>85-89</td>
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<td>A-</td>
<td>80-84</td>
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<td>B+</td>
<td>77-79</td>
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<td>B</td>
<td>73-76</td>
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<td>B-</td>
<td>70-72</td>
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<td>C+</td>
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<td>C</td>
<td>60-64</td>
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Additional Information Regarding Online Platforms
• Zoom is headquartered in San Jose, California and uses cloud-based data centres around the world. The following information may be stored on servers outside Canada:
  • Name, user name, email address, UVic departmental affiliation, course affiliation
  • General information about your Zoom preferences
  • Information about your device, network, and internet connection, such as your IP address(es), MAC address, other device ID (UDID), device type, operating system type and version, client version, and information about your usage of or other interaction with the service
  • Other information you upload, provide, or create while using the service
If you are concerned about privacy issues, you have the option to choose an email address/user name that does not include your personal information. Contact the computer help desk to set up a pseudonym.

• Google Suite: For online group projects, you may want to use Google docs, given the ability to work on documents simultaneously with your group members. Please note Google’s privacy policy: https://policies.google.com/privacy?hl=en. Providing your personal information via the Google suite is not mandatory for this course. You can chose to use an email that does not include personal information (e.g., your name), and modify your privacy settings on your devices.

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.

Administrative Notes
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).
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 2020 (https://www.uvic.ca/calendar2020-05/undergrad/index.php#/content/5db888a563f365001a66a44b).

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 last day of classes

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 last day of classes

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/calendar2020-05/undergrad/index.php/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%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. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

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.

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

**Other useful resources on Plagiarism and Cheating include:**

1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. 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.
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/
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: sypcoordinator@uvic.ca

Web: www.uvic.ca/svp