

356 Personality Psychology, W2017 Syllabus (draft)

Professor Ian McGregor

ian.mcgregor@uwaterloo.ca

Course Meets Tuesday 6:30p-9:20p, HH 1101

Office Hours: after class or by appointment

Teaching Assistants

- A-G last names, *course content and assignment grading* TA is **Cameron Smith** crgsmith@uwaterloo.ca. Office hours by appointment.
- H-Z last names, *course content and assignment grading* TA is **Vincent Phan** vincent.phan@uwaterloo.ca. Office hours by appointment.
- Everyone, for anything *administrative* relating to experiential learning identification numbers and participation, quizzes, or grade admin your TA is **Konstantyn Sharpinsky** ksharpin@uwaterloo.ca.
- In your email subject lines please indicate “PSYCH356,” and a topic, e.g., “PSYCH356 quiz 1,” and indicate your full name and Waterloo ID# at the end of your email.

Course Schedule

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| 1. Jan 3 | Illusion <i>Experiential learning links 1-4 due for the Resilience Project due Jan 21, 3p</i> |
| 2. Jan 10 | Psychoanalysis <i>Syllabus Practice Quiz, in-class</i> |
| 3. Jan 17 | Traits <i>Quiz 1 (on week's 1-2), in-class, worth 10%</i> |
| 4. Jan 24 | Biology |
| 5. Jan 31 | Desire <i>Quiz 2 (on week's 3-4), in-class, worth 10%</i> |
| 6. Feb 7 | Self-Control <i>Assignment 1, due by Monday Feb 6, 3p, worth 10%</i> |
| 7. Feb 14 | Security <i>Quiz 3 (on week's 5-6), in-class, worth 10%</i> |
| 8. Feb 28 | Pride <i>Quiz 4 (on week's 1-6), in class, worth 10%</i> |
| 9. March 7 | Meaning <i>Quiz 5 (on week's 7-8), in-class, worth 10%</i> |
| 10. March 14 | Love <i>Assignment 2, due by Monday March 13, 3p, worth 10%</i> |
| 11. March 21 | Wisdom <i>Quiz 6, in-class, worth 10%</i> |
| 12. March 28 | Resilience <i>Quiz 7 (on weeks 7-11), in-class, worth 10%</i> |
| Exam Period | Resilience Project <i>Due April 14th, by 3p, worth 30 %</i> |

Links 1 and 2 of the experiential learning portion of the Resilience Project due Jan 14, 3p
Links 3 and 4 of the experiential learning portion of the Resilience Project due Jan 21, 3p

Overall Grade Computation

70% from best 7 of 9 quizzes or assignments (i.e., 10% each) + **30%** from Resilience Project.

Course Description

The course begins with a review of research methods and seminal psychoanalytic ideas, and then covers classic and contemporary theory and research on basic motivational structures, processes,

and circumstances that shape personality (e.g., genes, neurotransmitters, motivational processes related to anxiety and approach motivation, personal goals, contexts, relationships, ideals, narratives, and worldviews). It then elaborates on how these basic structures and processes shape security, effectiveness and meaning in life, and the capacity for love, wisdom, and resilience. It concludes by applying the material learned in the first ten weeks to ideas in the humanities about how to live a good life, to students' understanding of their own standardized personality scores, and to normative statistical relations among personality traits scores in an anonymized data set of student's personality scores.

Objectives

1. Describe theories, methods, and findings across the diverse perspectives in personality psychology (e.g., drives, motivations, traits, goals, life-stories, worldviews, disorders).
2. Recognize converging themes across classic and contemporary personality theories, and evaluate research evidence in support of those themes.
3. Interpret your standardized trait scores and correlations in a sample of trait scores.
4. Integrate themes across personality psychology and the humanities.
5. Apply statistical analyses and your theoretical understanding of personality dynamics to parenting, relationships, effectiveness, social issues, and resilience in your own life.

No Textbook

Readings are provided on LEARN, along with lecture slides. Brief notes will sometimes be included in the "notes" field of the posted power-point slides, but they will not be comprehensive. Some material will be presented in lecture that is not in the readings or power-point notes. You should accordingly take and integrate your own notes during lectures.

Class Attendance Required

Some material presented orally in class may not be covered in enough detail in the posted readings or lecture slides for you to fully understand it. Alert attendance will accordingly contribute to your learning (and grades) especially if you take notes on paper and do not use laptops in class (research repeatedly shows that laptop use degrades performance and learning). Regular class attendance will also benefit you because instructions and tips about how to do well on the assignments and quizzes will be given in class. Students who do not attend class often get confused, have a difficult time keeping up and making sense of the course, and end up asking the TAs and me unnecessary questions.

Laptops and Phones

Quizzes and in-class exercises will require you to bring your laptops to use in class every week. However, experimental and correlational research demonstrates that use of laptops in class for note-taking detracts from your and others' learning. Your screen contents distract others, and your own drop in learning occurs *even if you are not multi-tasking*. You will do better in the course if you take notes on paper. Accordingly, unless you have discussed a valid exceptional circumstance with me, laptops must remain closed for instructional parts of the class meetings.

Please also step outside if you need to have a texting or social-media break. I am a human trying to connect with you when I am teaching, and it throws me off to look up and see you absorbed in social media conversations on your devices.

Audio, video, or image recordings of classroom lectures or activities must be approved by the professor prior to the beginning of the scheduled session. Recordings may only be used for individual study of materials presented during class and may not be published or distributed without the consent of the professor. Videos that contain images of other students may not be published or distributed without the consent of all students depicted in the video.

Uploading and Sharing Course Content Violates Intellectual Property Rights

Lecture content (spoken and written, and any audio/video recording thereof), power-point slides, and the content of assignment and quiz questions are all the intellectual property of the course instructor. Sharing it online without permission is an academic offense.

Nine Assessments (best 7 of 9 worth 10% each)

There are nine assessments during the term—seven quizzes and two assignments. Your best seven of any of these assessments will count toward 70% of your final grade (i.e., 10% each). Missed assessments will receive a zero regardless of the reason because all students will be allowed to drop any two missed or lowest assessment grades. This solution is an efficient replacement that provides more flexibility and convenience than arranging multiple make-up tests/assignments. Accordingly, there will be no make-up quizzes or assignments offered unless there are legitimate and documented issues causing a student to miss more than two assessments. Make-up assessments due to medical reasons causing more than two missed assessments will require physician-signed documentation saying that the student was *medically unable to complete 3 or more of the assessments on their specified due dates*.

- **Five Bi-Weekly Quizzes:** Five 14-question multiple choice quizzes, each worth 10%, can count toward your final grade. Each will be completed in-class via LEARN, and will cover material mostly from the two previous weeks' lectures/readings. You may have *only the LEARN window open on your laptop*, during the bi-weekly quizzes. You will have 15 minutes to complete each quiz, from 6:35-6:50. Quizzes must be completed in class, with student-cards, and attendance will be taken. Correct quiz answers will be taken up and discussed at the end of class. Quizzes completed by students who are not in class will count as missed, and will receive a grade of zero.
- **Two Review Quizzes:** Two 35-40-question multiple choice quizzes, each worth 10%, can count toward your final grade. Each will be completed in-class via LEARN and you will be allowed to consult your notes during these review quizzes (open book). The first review quiz will cover material very similar to that covered on the first three bi-weekly quizzes. The second will cover material very similar to that covered on the fourth and fifth bi-weekly quizzes, along with new items from week 11. You will have 50 minutes to complete each review quiz, and you will be allowed to use your notes during these quizzes. There are more questions on these review quizzes than on the bi-weekly quizzes,

but presumably studying will be easier because it will mostly be a review of previously learned material.

- **Two Assignments:** Two written assignments (around 600 words each, exact length TBA) submitted on LEARN, each worth 10%, can count toward your final grade. These assignments will help you learn what you need to do well on the Resilience Project. Late assignments will have one half a mark deducted for every 12 hours or part of 12 hours late, with a maximum of 3 late marks deducted per assignment. Assignments over 72 hours late will receive a grade of zero. More complete instructions for each assignment will be provided in class. All assignments will be submitted via Turn-It-In plagiarism software. Students who do not wish to have an assignment submitted through turn-it-in must notify their TA by Jan 17th. As an alternative, students will be required to submit copies of rough drafts of all assignments to demonstrate their independent development of the ideas presented.

Resilience Project (30%)

For this written assignment (around 2400 words, exact length TBA) you will apply your understanding of course ideas and statistical tests of related hypotheses to the question of how to enhance resilience in your own everyday life, given your specific personality traits, motives, goals, and other circumstances. Start early and do a little bit each week, but thinking each week about how the course content might relate (or not) to your own life—keep a journal of your ideas so that you can draw on this at the end of the term. In the final assignment you will be asked to integrate your ideas about how the course material relates to your life with statistical analyses of your own personality scores and correlations among personality score variables in a class data set (specific assignment details TBA).

Trait scores from your and other students' responses on the experiential learning links in the first few weeks of the course will serve as the basis for the statistical analyses. Your completion of the experiential learning questionnaires in each of the four online-survey-links will be worth 4/30 of the Resilience Project grade (1/30 for each link you complete).

The experiential learning questionnaires assess personality-related scales directly related to course content. The class data file will be compiled and anonymized with only numerical ratings, not containing any identifying information. The administrative TA, Constantine Sharpinskyi, will send you your own Experiential Learning Identification Number (ELIN), which you will use to identify yourself on the questionnaires that you participate in so that you can receive your 4% course credit toward your Resilience Project grade. You will use your ELIN to access your own personality scores from the class data file, to see whether you are relatively high or low on the various traits as compared to your classmates.

Late assignments will have one half a mark deducted for every 12 hours or part of 12 hours late, with a maximum of 7 late marks deducted per assignment. Assignments over a week late will receive a grade of zero. Instructions for participating in the experiential learning opportunities will be given in the first two classes, and will be available on the course LEARN site. The grading TAs (Cameron and Vincent) and I will have access to anonymous class-aggregated (i.e., all students' together) responses, only. We will not be able to match any individual students'

identity with specific responses in the experiential learning participation (i.e., neither your names nor student numbers will be stored in the data files).

The questionnaires will relate to each week's theme, e.g., Illusion (social desirability); Psychoanalysis (repression); Traits (big-5 trait and related facets); Biology (depression, anxiety); Security (relationship attachment); Desire (behavioral activation, behavioral inhibition); Self-Control (self-control and aggression); Pride (self-esteem, power, narcissism); Meaning (meaning presence, meaning search); Love (relationship identification, compassion, empathy); Wisdom (wisdom, values, eudaimonia, hope, mindfulness, religious beliefs). Opportunities for written responses will also be available for richer understanding of the phenomenology associated with various personality traits and states. Only summaries of general trends in responses from these written responses, as indicated by numerical scores, will be discussed in class (students and grading TAs will have no access to what any particular student wrote—only anonymized numerical scores will be in the data set). You may skip any questions you are not comfortable answering.

As part of your final Resilience Project (worth 30%) you will have the opportunity to analyze and interpret statistical trends in your own scores and the anonymized class data set. This experiential participation component of the course is designed to give you hands-on experience with aspects of contemporary personality research that will be discussed in the course. This is unlike other classes in Psychology in which students can choose from a range of research participation options for credit. My hope is that completing these specific-course-related activities will give you a more interesting and personally relevant appreciation for the course material, and serve as a bridge to self-understanding, hypothesis testing, and your own research ideas. Specific instructions will be given in-class.

The course is set up to benefit students by allowing them to apply the course information to their own lives, and the resilience project is set up with that goal in mind. If any student feels uncomfortable submitting a final assignment that integrates their personal information (i.e., about their personality scores and how to become more resilient) speak to the TA or instructor for an alternative.

Voluntary Consent to Use of Data for Scientific Research Purposes

You will have a chance to provide or deny consent for your anonymized experiential participation data to be used for scientific research purposes. You are completely free to allow or deny scientific use of your data for any reason and your course grade will in no way be affected by your decision either way. Your course instructor will never know your decision. To make sure you do not feel compelled to consent, the online consent form will be administered by someone with no ties to the course or to the instructor's research lab. Once the class is over, the administrative TA will delete data from ELINs that chose not to give consent at the end of the term, so that data associated with those numbers will never be used in any scientific research publications. Your decision to grant or deny consent for scientific use of the data will have no link whatsoever to the course—it is just for the good of science should you like to contribute. Consent form responses associated with the ELINs will be kept confidential from both your instructor and the TA's until after final course grades are submitted.

Statements and Links Mandated by the Department to be Included on All Course Outlines

Academic Integrity. In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information. Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns About a Course Policy or Decision. Informal Stage: We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790. Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca. Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#)

Accommodation for Students with Disabilities. The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Turnitin.com. Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin®.

Accommodation for course requirements. Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following: seek medical treatment as soon as possible and obtain a completed uWaterloo [Verification of Illness Form](#); submit that form to the instructor within 48 hours; (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming. In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course. In the case of a missed assignment deadline, midterm test, or quiz, the instructor will either: waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or provide an extension. In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required. Students who are experiencing extenuating circumstances should

also inform their academic advisors regarding their personal difficulties. Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#).

Official version of the course outline. If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.