

356 Personality Psychology, January 2016

Professor Ian McGregor
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Time and Location: Tuesday 7p-10p, Location: HH 1101

Textbook: None. Readings provided.

Teaching Assistants: Polly Cheng p25cheng@uwaterloo.ca if last name starts with A-Li; Brenda Chiang b2chiang@uwaterloo.ca if last name starts with Loew to Z; Constantine Sharpinskyi ksharpin@uwaterloo.ca for everyone, for anything about the experiential participation studies.

Objectives:

1. Integrate historical roots, classic and contemporary theories, and cutting edge research methods in *personality science*.
2. Discover the purpose, power, and limitations of empirical personality research.
3. Apply personality psychology to better understand of your life and social issues.

Lecture and Assessment Schedule

Week 1, Jan 5: **Myth**

Week 2, Jan 12: **Religion**

Week 3, Jan 19: **Psychoanalysis** Assignment 1, due by 3p, worth 9%

Week 4, Jan 26: **Traits** Quiz 1, due by 3p, worth 9%

Week 5, Feb 2: **Biology** Assignment 2, due by 3p, worth 9%

Week 6, Feb 9: **Desire** Quiz 2, due by 3p, worth 9%

Reading Week, No class on Feb 16

Week 7, Feb. 23: **Illusion** Assignment 3, due by 3p, worth 9%

Week 8, March 1: **Security** Quiz 3, due by 3p, worth 9%

Week 9, March 8: **Pride** Assignment 4, due by 3p, worth 9%

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Week 10, March 15: Meaning Quiz 4, due by 3p, worth 9%

Week 11, March 22: Love Assignment 5, due by 3p, worth 9%

Week 12, March 29: Wisdom Quiz 5, due by 3p, worth 9%

January, February, March: One Personality Study Due Each Month, worth 4% total

April 20: Final Assignment, worth 24%.

Email Protocol: Please put “PSYCH356,” and a summary of the topic of your email in the subject field of emails about course correspondence, e.g., “PSYCH356 question about quiz 1,” and indicate your full name and Waterloo ID# at the end of your email.

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Readings: There is no textbook. My PDFs of weekly readings are provided for free in LEARN.

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Lecture Timing: Lectures will begin 5 minutes after the scheduled start time, and end at least five minutes before the scheduled end time. There will be a 10 minute break near the middle.

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Lecture Attendance: Some material will be presented in lectures that will not be in the readings. Students who attend all lectures do better in this course than those who do not. Come on time, take notes with a pen and paper during the lecture, and make sure not to fool yourself into thinking you are “attending” just because you are sitting there. Keep your mind focused on the course material and free from distractions (see next section on technology).

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Technology: I appreciate and recommend *no laptops or devices* during lectures. For me, it is distracting and disappointing to see students I am trying hard to communicate with ignoring the lecture while absorbed in Facebook, email or texting. For you, the temptation for distraction with social media etc. is too high. Although students commonly (and wishfully) think they can effectively multitask during lecture, empirical studies repeatedly show that using laptop for note-taking during class predicts lower grades than using pen-and-paper. If you insist on using a laptop for note-taking, then please sit near the back of the class so that other students (and me) will not be as bothered by your screen contents, clicking, and distracted behavior.

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Grades

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How To Do Well: **1.** Attend to the end of all lectures and pay full attention while there (don't multitask on devices), take notes with a pen (not laptop), review your notes afterwards while running through the online slides to jog your memory. **2.** Review your notes and readings again before taking each online quiz. **3.** Before submitting each short assignment, edit your writing for clear and efficient word use. **4.** Get started on your final assignment each week during the term as you go along, while the relevant material is fresh in your mind. **5.** Make sure to do the experiential participation studies before the deadlines (easiest marks in the course).

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Overall Grade Computation: 72% (from best 8 of the 10 assignments or quizzes, worth 9% each) + 24% (from final assignment) + 4% (from experiential participation).

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Quizzes: Five short quizzes, each with 20 multiple choice items and each worth 9%, can count toward your final grade. Each will be completed via LEARN, and will cover material from two previous weeks' lectures/readings. You will have a 28 hour window on LEARN to complete each quiz, from 11a the day before to 3p on the due day (i.e., from 11a on the Monday to 3p on the Tuesday). Once you begin, you will have 25 minutes to complete each quiz. See schedule above for due-dates for each quiz. There will be no opportunity to complete the quiz if you miss the available window (see section below on Missed Quizzes and Assignments). It is your responsibility to complete the quiz with reliable internet access. Second chances will not be available.

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Short Online Assignments: Five short assignments, each with a 600 word limit and each worth 9% can count toward your final grade. Each will be submitted via LEARN and will cover material from the two previous weeks' lectures/readings. Assignments will be due at 3p on the due date. Late assignments will have one mark deducted out of 9, and an additional mark deducted for every hour late, with a maximum of 3 late marks deducted. Assignments over 24 hours late will receive a grade of zero. Anything over 600 words will not be read, so be sure to keep under the 600 word limit, because your first 600 words is all that will be graded. See schedule above for due dates of each assignment.

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Best 8 of 10 Quizzes/Assignments: Missed quizzes/assignments will receive a zero regardless of the reason, and there will be no opportunity to write make-ups. Instead, all students will be allowed to drop any two missed or lowest quiz/assignment grades, and only the top 8 out of 10 quiz/assignment grades will count toward the final course grade. This solution is a replacement that provides more flexibility and convenience than make-up tests/assignments.

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Experiential Learning Grades: 4% of your grade will come from participation in three empirical activities directly related to THIS course content, e.g., it is a Personality course and you will be completing personality scales and receiving your normed personality results (comparing your personality scores to those of your classmates).

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1) personality scales (e.g., self-esteem, extraversion, attachment style)

2) in-lab electroencephalographic assessment of personality processes related to approach motivation and anxiety during relaxation and related exercises, and how these processes are related to personality scale scores from #1, above.

3) in-lab electroencephalographic assessment of personality processes related to approach motivation and anxiety during effortful activity, and how these processes are related to personality scale scores and the electroencephalography data from #2 above.

In each of these activities, you'll have the opportunity to skip questions, as you would in a formal research study. The final assignment will involve application of your knowledge about your own personality scores to real-world topics. The experiential participation opportunity 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.

Instructions for signing up and participating in these three experiential learning opportunities will be available on the course LEARN site. The grading TAs 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 participation studies (i.e., neither your names nor student numbers will be stored in the data files). The experiential participation TA, Constantine Sharpinskyi, will arrange for you to have your own Participation Identification Number, which you will use to identify yourself in the studies that you participate in. He will use this participation identification number to award you your participation grades. Each of the three studies will be around an hour long. The first will be completed online and will be worth 1%. Each of the second two will be completed in the laboratory in the PAS building, and will be worth 1.5% each. The due-dates for participation in each of the three studies will be around the end of January, February, and March, respectively (exact dates to follow).

Consent to use Experiential Learning materials for research purposes:

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Finally, after our last class of the semester, an online link be provided for you to give informed consent for the data from your participation in any or all of these experiential learning activities to be considered for research purposes. Your grade will not be affected by your decision to allow the data to be used for research. You are free to choose either yes or no for each study and your decision will be kept confidential from both myself as the instructor, and the TA's until after final course grades are submitted. Once the class is over, we will delete all data from students who chose not to give consent at the end of the term.

Final Assignment Worth 17% (2400 word maximum): Due Tuesday April 20th at 3p:

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Wisdom is practical virtue—the capacity to live a “whole life” well. Sages and psychologists perennially emphasize two hurdles to living wisely: knowing and being oneself amidst the multiple motivations and priorities that can bewilder us, and being able to love others well along the way. In your final assignment, please describe how you might (or already do) apply some aspects from 8 of the weeks' readings and/or lectures to your own life to make or keep your life wise. Use 8 of the week's topic headings to organize your assignment into 8 sections—each section will be graded out of 3 for a total of 24 marks. Top marks will be awarded to answers that show evidence of *integrating course material with your own personality characteristics and/or life experiences*. You can divide your maximum of 2400 words however you like, but keep in mind that each section will be graded out of 3 marks, so you will want to keep each section to around 300 words.

By around the middle of the term I will have posted your scores on several personality scales related to each week's theme on LEARN. Reflecting on any patterns in your personality scale

scores and relating them to your self-understanding and main themes from each week's material is a common way to approach this final assignment. You don't have to use those personality scale scores, however. Introspection and reflection are also welcome, as long as what you come up with is integrated with a demonstrated understanding of the course material. Demonstrated understanding can be illustrated by appropriate application of the course information to real world topics. Top marks will be awarded for evidence of a clear understanding of the *course material as demonstrated through appropriate application of the course material to your own life and personality, or to other people's lives or real-world topics.*

For each of the eight sections in your final assignment, one of the three marks will be awarded for an accurate explication of some core element of the course material. Another mark will be awarded for application to some related personal or real-world phenomenon (e.g., personal characteristics, experiences, or observations, insights about yourself for social/world events). The third mark will be awarded for clear and concise *integration* of the course material with your personal on real world phenomena, and how it relates to your capacity to live wisely. It is important to keep in mind that this is not just an exercise in telling about your life or reviewing course material. The purpose of the exercise is for you to *integrate and apply course material to a wise understanding of self and real-world phenomena.*

For those of you who may be uncomfortable disclosing information about yourself on this assignment, you may instead complete the assignment with reference to someone else that you know well, or with regard to other people or phenomena currently in the news. Either way, what you write on your assignment will be strictly confidential and the topics you choose to write about will not bias the way you are graded.

Turn-It-In: 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 January 15th. 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.

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Medical Notes: If medical issues cause students to miss more than two quizzes or assignments, provisions can be made for make-up quizzes or assignments beyond the first missed two, but only with physician-signed documentation saying that they were *medically unable to complete 3 or more of the quizzes/essays on their specified dates.*

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Grade Bump-Ups: Every year dozens of students come to me after the course is over and say something like, "I missed my B by .3%, please bump me up—my whole life depends on it!!!" Because one in six students are always in the position of missing a higher grade category by a fraction of a mark, indulging all such requests would result in unacceptable grade inflation, and granting selective bump-ups would be unfair to other students. Accordingly, I am sorry that I will not agree to bump you up. Grades will be rounded to the nearest whole number.

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Statements and links to be included on all course outlines

Cross-listed courses: Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

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.

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](#).

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.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

Other sources of information for students:

[Academic Integrity website \(Arts\)](#) [Academic Integrity Office \(UWaterloo\)](#)

Note 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.