

# 356 Personality Psychology, Fall 2016

Professor Ian McGregor  
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Tuesday 6:30p-9:20p, HH 1101

## Teaching Assistants

- A-K last names, *course content and assignment grades* TA is **Emily Britton**  
[e2britto@uwaterloo.ca](mailto:e2britto@uwaterloo.ca)
- L-Z last names, *course content and assignment grades* TA is **Julia McNeil**  
[jmcneil@uwaterloo.ca](mailto:jmcneil@uwaterloo.ca)
- Everyone, for anything *administrative* relating to experiential learning identification numbers and participation, quizzes, mid-term test, final test, or overall grades your TA is **Constantine Sharpinskyi** [ksharpin@uwaterloo.ca](mailto:ksharpin@uwaterloo.ca).
- In email titles 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

1. Sept 13	<b>Illusion</b>
2. Sept 20	<b>Psychoanalysis</b>
3. Sept 27	<b>Traits</b> Quiz 1, in-class, worth 7%
4. Oct 4	<b>Biology</b> Assignment 1, due by 3p, worth 7%
5. Oct 13*Thurs*	<b>Desire</b> Quiz 2, in-class, worth 7%
6. Oct 18	<b>Self-Control</b> Assignment 2, due by 3p, worth 7%
7. Oct 25	<b>Security</b> Quiz 3, in-class, worth 7%
8. Nov 1	<b>Pride</b> Assignment 3, due by 3p, worth 7%; Midterm Test, in class, worth 11%
9. Nov 8	<b>Meaning</b> Quiz 4, in-class, worth 7%
10. Nov 15	<b>Love</b> Assignment 4, due by 3p, worth 7%
11. Nov 22	<b>Wisdom</b> Quiz 5, in-class, worth 7%
12. Nov 29	<b>Resilience</b> Final Test, in-class, worth 11%
<i>Saturday October 1, online experiential learning, due by 3p, worth 4%;</i>	
<i>Weeks 4, 6, 8, 10, in-class, experiential learning 2% bonus</i>	
<i>Sunday Dec 4, Assignment 5, due by 3p, worth 7%; Sunday Dec 11, Final Assignment, due by 3p, worth 18 %</i>	

## Overall Grade Computation

**56%** from best 8 of the 10 quizzes or assignments (7% each) + **22%** from midterm and final tests (11% each) + **18%** from final assignment + **4%** from experiential learning participation.

## Course Description

The course jumps off from psychoanalysis and begins with basic theory and research on motivational structures and processes that shape personality (e.g., genes, neurotransmitters,

goals, contexts, relationships, ideals, worldviews). It then elaborates on how these basic structures and processes unfold, developmentally, for better or worse. The final weeks focus on personality change, resilience, and wisdom.

## **Objectives**

1. Gain life effectiveness and resilience through understanding dynamics of personality.
2. Apply theory and research to practical applications, recognizing limits of knowledge.
3. Describe classic and contemporary theories and evaluate strength of research evidence.
4. Integrate related themes across personality psychology and other academic disciplines.
5. Hone concise writing skills.

## **No Textbook**

Readings are provided on LEARN.

## **Class Attendance**

Alert attendance will contribute to your learning (and grades) especially if you take notes on paper and do not use laptops in class (research repeatedly shows).

## **Laptops and Phones**

Quizzes and in-class exercises will require you to bring your laptops to use in class every week. Use of laptops in class for note-taking, however detracts from your and others' learning. This drop in learning occurs *even if you are not multi-tasking*. It also makes it difficult for me to teach and makes teaching less fun. You will do better in the course if you take notes on paper and we'll all have a better time. Accordingly, unless you have discussed a valid exceptional circumstance with me, laptops must accordingly remain closed for instructional parts of the class meetings. Please also step outside if you need to have a texting or face-booking 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 having text conversations on your laptops or phones.

Personal surfing of the internet, downloading of non-course related material, use of messaging software, or gaming is never to take place. 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.

## **Ten Quiz and Assignment Assessments (7% each)**

There will be five quizzes and five assignments. Each of the ten assessments are worth 7%. Missed assessments will receive a zero regardless of the reason. All students will be allowed to

drop any two missed or lowest assessment grades, and only the best 8 out of 10 will count toward the final course grade. 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. 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 two that were missed, but only with physician-signed documentation saying that the student was *medically unable to complete 3 or more of the quizzes/assignments on their specified due dates*.

- **Quizzes:** Five 14-question multiple choice quizzes, each worth 7%, 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 quiz. 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 the class meeting. Quizzes completed by students not in class will count as missed and receive a grade of zero.
- **Assignments:** Five 600 word assignments will be submitted on LEARN, each worth 7%, can count toward your final grade. Late assignments will have one half mark deducted for every hour late, with a maximum of 2 late marks deducted per assignment. Assignments over 24 hours late will receive a grade of zero. Anything over 600 words will not be read or graded. Indicate the word-count at the bottom of your written assignment. Concise writing is an important skill to hone. More complete instructions for each assignment will be given 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 September 20th. 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.

### **Midterm and Final Tests (11% each)**

During the Week 8 class meeting there will be a 35-item multiple-choice mid-term test with around 6-items each from week's 1-6. During the Week 12 class meeting there will be a 35-item multiple-choice mid-term test with around 6-items each from week's 7-11, and 6 items from main ideas from weeks 1-6. On each test, about half of the questions will be very similar to questions from the already-completed quizzes. You will have 30 minutes for each test. Make sure to come to class with adequate battery power on your laptop. Correct answers will be taken up and discussed at the end of the class meeting.

### **Final Assignment (18%)**

This will be a 2400 word-max written assignment that involves applying course material, relevant research literature, and results from the experiential learning class-data to real-life questions. Specific details TBA.

## **Experiential Learning (4%)**

This will require completion of personality-related questionnaires 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 in the questionnaires that you participate in so that you can receive your 4% course credit. You will also use your ELIN to access your own personality norms from the class data file.

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 (Emily and Julia) 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., Psychoanalysis (repression); Illusion (social desirability); 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); Meaning (meaning presence, meaning search); Love (relationship identification, compassion, empathy); Wisdom (wisdom, values, eudaimonia, hope, mindfulness). 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 will be discussed in class (students and grading TAs will have no access to what any student wrote). You may skip any questions you are not comfortable answering.

As part of your final assignment 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.

## **Voluntary Consent to Use of Data for Scientific Research Purposes**

During our last class of the semester, you will have a chance to use your ELIN number to allow or deny informed 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. To make sure you do not feel compelled, your decision will be kept confidential from both your course instructor (me) and the TA's until after final course grades are submitted. To make sure

you do not feel compelled in any way, the consent process 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 ELIN numbers that chose not to give consent at the end of the term, so that their data will never be used in any scientific research publications. Students who agree to let their data be used for scientific purposes will also have an opportunity to provide a simple cheek swab for genetic testing for use in research linking personality traits to some of the genetic predispositions discussed in the Biology lecture. This will be a completely voluntary opportunity with no link whatsoever to your course grade—just for the good of science should you like to contribute. As with consent process for scientific use of the personality data, the consent process and cheek swab session will be administered by someone with no ties to the course or the instructor's research lab. These precautions are taken to ensure that your decision is completely voluntary without any pressure.

## **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.