

*“Who looks outside, dreams;
who looks inside, awakes.”
(Carl Gustav Jung)*

PSYC-305A-001

Personality Psychology by David King

Tuesdays / Thursdays 9:30 to 11:00 AM (Online via Canvas)

Personality Psychology provides an introduction to the theory and research in the scientific study of human personality. Six domains of personality functioning will be explored: dispositional, biological, intrapsychic, cognitive/experiential, sociocultural, and health/adjustment (including personality disorders). To facilitate a broader understanding of the field, the course has been organized into 3 units: **(1) The Foundation**, **(2) The Abstract**, and **(3) The Application**. Case studies will be examined over the term in order to illustrate and apply course concepts. Students who successfully complete this course will be able to discuss current research in personality psychology, compare theoretical perspectives on personality, discuss associations between personality and life outcomes, and apply theory and research in their daily lives. To this end, students will be encouraged to consider concepts as they apply to them personally at various points in the course.



YOUR INSTRUCTOR David King, MSc, PhD (he/him/his)

Email: dbking11@psych.ubc.ca

Skype: Find me by using my UBC email address (noted above).

Website: www.davidbking.net | Blog: thestateofus.net

David's Virtual Office Hours: Thursdays 1:00 – 3:00 pm, or by appointment, **via Skype**. Call me any time during these hours or email me in advance to set up a Skype (or phone) meeting!

YOUR TEACHING ASSISTANTS

Will Jettinghoff (Last Names A – O)
will.jettinghoff@psych.ubc.ca

Iris Lok (Last Names P – Z)
iris.lok@psych.ubc.ca

For Skype appointments with TAs, please email your TA directly according to TA assignments listed.

REGARDING EMAIL: Please email us directly (not through Canvas) and include the course code in your subject line (PSYC-305A-001). **Please allow 24 hours for a reply (48 hours on weekends & holidays)!**

COURSE FORMAT

This course will be structured primarily around textbook readings and PowerPoint/lecture content. PowerPoint/lecture content will be posted online and must be read in addition to the assigned textbook readings, as **exams will test content from BOTH readings and lectures** (each of which will include content not tested in the other). Video files of lectures with instructor voice-over for each lecture will also be made available in advance of scheduled class time (see **Modules** or **Media Gallery** on Canvas). Readings and PowerPoint/lecture topics are indicated on the **course schedule** (see 2nd last page of syllabus).

It is recommended that you use scheduled class time as follows:

Tuesdays (or any time before Thursday): Watch the pre-recorded video of the week's lecture with voice-over.

Thursdays 10:00 – 11:00 AM: Participate in our live discussion on **Collaborate Ultra** (optional but encouraged).

COURSE WEBSITE: This course uses **Canvas** (<http://canvas.ubc.ca>) to make important class **announcements**, facilitate online **discussions**, post PowerPoint/lecture/video **files**, administer **exams**, publish **grades**, and supply other relevant materials to students. Please ensure that you are registered on Canvas.

COURSE MODULES: Material will be presented in 11 modules, each of which will correspond to a single lecture. For organizational purposes, see the course schedule in the syllabus and the **Modules** tab on Canvas.

DISCUSSIONS: Discussions may be participated in and/or created at your discretion. Any discussions posted on Canvas are voluntary and for your interest only. This is also how extra content (for your interest) will be shared.

COLLABORATE ULTRA: Live discussions will be held on Canvas using Collaborate Ultra. They are intended to supplement the in-person discussion we would normally have during in-person lectures. They will be semi-structured and are optional. Recordings of all discussions will be made accessible on Canvas.

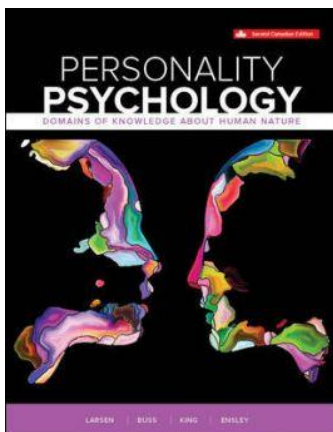
REQUIRED READING – YOUR TEXTBOOK

Personality Psychology: Domains of Knowledge about Human Nature

by Randy Larsen, David Buss, David King, & Carolyn Ensley (2nd Canadian Edition, 2020, McGraw Hill)

There are 3 formats to choose from, depending on your preference and needs...

1. Paperback Printed Edition + **McGraw Hill Connect with SmartBook**[†] (ISBN 9781260333312)
2. Electronic Edition (including **McGraw Hill Connect with SmartBook**[†] (ISBN 9781260332407)
3. Paperback Printed Edition (Book Only) (ISBN 9781260065770)



[†]**McGraw Hill Connect with SmartBook** is an online homework and assessment platform provided by the publisher. It includes electronic access to the textbook as well as self-study resources. Also included is an adaptive version of the textbook called SmartBook and practice questions. This material is optional for students seeking additional support. Two weeks of free courtesy access to **McGraw Hill Connect** are provided to all students at the start of the term (using the link below). Full access may be purchased at any time.

The unique class URL is: <https://connect.mheducation.com/class/305a>

Other/Older Editions: Due to significant updates and revisions to this edition, no other edition should be used.

COURSE EVALUATION

Students are expected to complete...

3 Exams (1 exam per unit; scheduled on date indicated in syllabus) — **60% of final grade (20% each)**

See section on 'Unit Exams' for additional details and requirements; see schedule for dates.

3 Case Study Assignments (1 page each, 1 per unit) — **15% of final grade (5% each)**

See section on 'Case Study Assignments' for additional details and requirements.

Personality Assessment (4–5 pages, to be submitted by deadline in syllabus) — **25% of final grade**

See section on 'Final Written Assignment' for details and requirements; see schedule for deadline.

3 Exams (60%) + 3 Case Study Assignments (15%) + Final Paper (25%) = Final Grade

+ up to 3 bonus points for participating in HSP research (optional; see section on 'Extra Credit')

UNIT EXAMS

There are 3 equally-weighted, non-cumulative exams in this course, each worth 20% of your final grade. Each exam corresponds to one course unit and will test only material from that unit. See the course schedule on the 2nd last page of this syllabus for the dates of Exams 1 and 2. Exam 3 will be scheduled by the university (it is up to you to ensure that you are available during this period; final exam dates are announced mid-term). In all 3 cases (including the final exam), you will have the entire 24-hour period on the day of the scheduled exam to begin the exam, which will be completed and submitted electronically on Canvas (see the **Quizzes** menu tab in Canvas). **Each exam will consist of a series of multiple choice and/or short answer questions that must be completed in the allotted time.** These questions will be based on both textbook and lecture material from the respective unit. The purpose of the lecture and video files is to explain and expand upon the textbook readings. Although there will be overlap between the two sources, there will also be material that will be covered in one that is not covered in the other. For instance, there may be textbook content not discussed anywhere else. **Exams are “open book” in the sense that you may refer to your notes and any books or paper materials during the exam;** however, you are strictly prohibited from recording exams, taking screenshots of exam questions, and sharing any exam content or questions with other students (see section on Academic Integrity for more details). **Details on exam length, duration, and content will be shared online.**

ON EXAM DAY: All students must have uninterrupted access to a computer in order to complete each exam. (It is your responsibility to ensure that your computer and internet connection are working properly in advance of all exams!) At any time during the 24-hour period of the scheduled exam date, you must log in to Canvas, click on the **Quizzes** tab in the course homepage, and then click on the appropriate exam link (e.g., “Unit 1 Exam”). Once you start, you will have a limited amount of time to complete the exam (to be announced).

IMPORTANT: Exam availability is scheduled according to Pacific Standard Time (PST, i.e., Vancouver/British Columbia Time). Students in other time zones should make the appropriate adjustments in order to ensure that the exam is completed by 11:59 PM Pacific Standard Time (PST). If you experience technical issues during an exam, please email me immediately with as much information as possible, and we will try to resolve things in a timely manner.

MISSING AN EXAM: Exams will be available to complete on published dates only. Exceptions will be made in cases of medical or health-related issues, certain conflicting responsibilities, and other emergency situations. For policies regarding in-term academic concessions, including a list of eligible circumstances, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

Note that for health-related issues, no medical documentation is required for the first occurrence; however, if you experience ongoing health challenges during the term, you should seek support from your Academic Advising Office.

If you are unable to write an exam due unforeseen events (illness or otherwise), you must contact me before the exam or within 24 hours following the exam. If you do not contact me within 24 hours of the exam you will be assigned a grade of "0" on the exam. If it is your first occurrence, you must also complete and submit a self-declaration form here: <https://students.air.arts.ubc.ca/academic-concession-form>. Accommodations will also be made for students with religious obligations that conflict with an exam. Depending on the specific circumstances (as determined on a case-by-case basis), students may be offered one of the following accommodations for in-term concessions: (1) a make-up exam scheduled at a later time, or (2) re-weighting of missed marks to other exams and/or course assignments.

EXAM GRADES: Exam grades will be made available on Canvas as soon as possible (typically within 48 hours of the scheduled exam date). Additional feedback regarding exam performance can be provided upon request.

CASE STUDY ASSIGNMENTS

You are required to write and submit 3 case study assignments over the course of the term (**1 case study assignment must be submitted for each unit of the course according to the deadlines indicated in the course schedule**). **Case study assignments are not meant to be summaries of course material. Rather, they are intended to give you the opportunity to apply concepts and theories learned in the course.** Case study assignments will account for 15% of your final grade in the course (i.e., 5% per assignment).

In each unit of the course, we will be examining and discussing one or two case studies (see course schedule on 2nd last page). **For each case study assignment, you must analyze the individual discussed in the respective unit in further detail according to any ONE (and only one!) concept or theory learned in the same unit. In Unit 1, you must choose to analyze some aspect of either Whitney Houston or Steve Jobs. In Units 2 and 3, you must analyze some aspect of Donald Trump and Malala Yousafzai, respectfully.** Your goal is to consider a concept or theory within the context of the person's life and/or to interpret their behaviour or experience according to the concept or theory. You may focus on the individual's personality development; their traits, characteristics, and/or behaviour; or some specific aspect of the individual's life. It is recommended that you choose a fairly specific concept (or part of a theory in cases of complex theories, such as Freudian theory), as each assignment can be no longer than one page in length (double-spaced). **The audience should be someone who has completed PSYC-305A**, so there shouldn't be too much time spent restating what has already been stated. Instead, **you should be demonstrating critical thinking by presenting original insight(s)**. **You should NOT be bringing in outside sources or research for these assignments;** rather, the goal is to apply MATERIAL LEARNED IN LECTURES OR READINGS. **Since we will be discussing and evaluating these individuals together, you must also ensure that your ideas are original (or extend our class discussions in an original way).**

ASSIGNMENT REQUIREMENTS: Case study assignments must be typed, double-spaced (with 1-inch margins), in 12-point Times New Roman or similar font, and **NO MORE THAN ONE PAGE IN LENGTH** (any additional content will be ignored!). First-person perspective should be used minimally, formal/academic tone must be used, and direct quoting of course material should be avoided. No references or citations are needed.

You should adhere to APA formatting (7th edition, APA, 2019; see *Final Written Assignment* for information). Regarding information or facts about the people in question, you do not need to provide formal citations—you may assume that the information is known. Case studies do not require a title page, abstract, running head, headings, or reference section (keep it simple!). **You must include the unit number and subject's name at the top of your case study along with your name and student number.** You should also clearly state the concept or theory you will be focusing on. *This is an example of how the top of each assignment should appear (a complete sample case study is also available on Canvas—you should format yours the same as the sample):*

Unit 1 Case Study: Steve Jobs

John Smith (Student ID: 12341234)

Steve Jobs is an interesting individual to examine according to Eysenck's notion of *psychoticism*. This

ASSIGNMENT SUBMISSION: Case study assignments must be submitted for each unit no later than 11:59 PM on the posted deadline (see course schedule on 2nd last page). Electronic copies must be uploaded through Canvas (see *Assignments*) in PDF file format. You are welcome to submit a case study assignment at any point during the respective unit but no later than the indicated deadline. If you do not submit a case study by the unit's deadline, you will receive a grade of '0' for that unit. In cases of medical emergencies, concessions may be offered, but sufficient explanation must be provided and you must contact me within 24 hours of the deadline. If your concession is approved, a late submission may be accepted or your case study assignment grade may be re-weighted such that it is based on the remaining units.

ASSIGNMENT GRADING: Case study assignments will be graded primarily on critical thinking, insightfulness, originality and creativity, and clarity of thought. Grammar, spelling, and overall style and structure of each exercise should be at high enough levels so as to not interfere with the communication of your ideas or clarity of your thoughts. Each case study will be assigned a point grade out of 10. Grades for case study assignments will be posted on Canvas as soon as they are available. Feedback will be provided directly on Canvas. Please allow 2 weeks for grades and feedback to be posted following the submission deadline.

FINAL WRITTEN ASSIGNMENT

You are also required to submit a final written assignment in this course. The assignment is to conduct a **personality assessment** or "**psychobiography**" in which you will think more critically about course content and apply it in an insightful way to some other individual. Specifically, you will use theories, models, and/or perspectives in personality psychology (e.g., Big 5 or HEXACO model, change/stability over time, psychoanalytic theory, attachment, motivation, gender, culture, adjustment, personality disorders, *or* subcomponents of theories/perspectives depending on breadth and focus) to describe, analyze, and interpret the personality of any single person (*with the exception of the 4 case studies reviewed in class*). Though multiple concepts or theories may be considered in this paper, you should aim to produce a somewhat focused paper presenting ideas and conclusions that are clearly related or mutually relevant. Students may choose any individual, including themselves (although this can prove to be the most challenging), a family member, a friend, a public figure (e.g., a celebrity, a political leader, a scientist) or a fictional character (e.g., a character from a novel or movie). Students may choose to focus on the individual's personality, their personality development, and/or a specific aspect of the individual's life. **The audience should be someone who has completed PSYC-305A.** Your final written assignment will account for 25% of your final grade in the course.

PAPER ORGANIZATION: *The paper should be organized as follows:* Start with a brief introduction to the person or character. Provide important background information, such as date and place of birth, date of death, residence, family characteristics, etc. In the case of a fictional character, also briefly describe the source. The introduction should end with a thesis statement describing the goals or purpose of the paper. [Approx. 1/2 page for introduction.] You will then analyze the person’s personality, applying theories and research (learned in class, presented in the textbook, and/or from other sources) but avoiding lengthy reiterations of course content. Ensure that your analysis is thoughtful and in-depth. You may include interpretations of scores (i.e., ratings of yourself or another) on personality questionnaires to support analyses. [Approx. 3 pages for body of paper.] You should then make some concrete conclusions, in which you integrate and connect your analyses, compare and contrast theories and models, discuss limitations of theories and models, and/or formulate broader conclusions about the subject of your analysis. [Approx. 1–1.5 pages for final discussion/conclusions.]

PAPER REQUIREMENTS: The written assignment must be typed, double-spaced, in **12-point Times New Roman or similar font**, and **between 4 and 5 pages in length (NOT including the title page and reference section)**, with **1-inch margins**. Your paper must also include a title page and a reference section, but **not an abstract**. Given the length of this assignment, section headings are likely unnecessary and if used, should be used only sparingly. Extra spacing should not be included between paragraphs or after headings. First-person perspective and direct-quoting are acceptable but should be used minimally, as the tone should remain formal and non-colloquial (i.e., non-conversational). Although it is not necessary that you use sources of information beyond the lecture material and textbook, the use of additional resources generally strengthens a paper. Accordingly, you are encouraged to cite additional resources (e.g., books, peer-reviewed papers). All sources of information that are referred to in your paper should be referenced accordingly. The paper and all citations should adhere to APA formatting guidelines as outlined in the Publication Manual of the American Psychological Association, 7th Edition (APA, 2019), with the exception of an Abstract. The UBC Library has information on APA citations here: <https://guides.library.ubc.ca/apacitationstyle>. When citing **lecture content**, please use the following formatting:

Example of in-text citation: As was noted in class (King, 2020a), Freud’s theory

Example of reference section: King, D. (2020a). Lecture 5 [PowerPoint slides]. Retrieved from <http://canvas.ubc.ca>.

(Use lower case letters to distinguish among different lectures in both the in-text citation and reference section.)

PAPER GRADING: The paper will be graded for content—that is, how effectively you analyzed the individual’s personality. For example, did you provide a sufficient and accurate review of the theories that you selected? Did you accurately interpret the theories in your analysis of the individual? Did you support your claims with appropriate and sufficient biographical evidence? Did you exhibit thoughtful, independent thinking in your analysis? Were you creative, demonstrating new ways to think about the theories? Did you note the strengths and weaknesses of the theories that you used? Did you compare and contrast the theories in your paper? The paper will also be graded for style, mechanics, and formatting—that is, how well your paper was written. For example, did your paper contain a clear statement of its purpose or objectives (i.e., thesis statement)? Was your writing clear, concise, and easily understood, with appropriate word choice and university-level academic tone? Was your paper well organized, characterized by effective transitions between ideas and a logical flow? Were there errors in punctuation, grammar, or spelling? Did your paper conform to APA formatting?

PAPER SUBMISSION: **(1) Papers must be uploaded directly to Canvas by 11:59 PM on the due date indicated (see course schedule).** On Canvas, go to **Assignments** and click on “Final Paper” to upload your paper. Papers should be uploaded in PDF format. **(2) Papers must ALSO be uploaded to “TurnItIn” by 11:59 PM on the day of submission.** If you do not upload your paper to BOTH places by the deadline, you will receive a grade of ‘0’ for the assignment. In cases of medical emergencies or unforeseen circumstances, concessions may be offered (see UBC’s policy on in-term concessions), but you must contact me within 24 hours of the deadline. If your concession is approved, a late submission may be accepted or your paper grade may be re-weighted.

TURNITIN: TurnItIn is a service designed to detect and deter plagiarism. Through this service, students' papers are scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of comparisons are compiled into customized "Originality Reports" that are forwarded to instructors and contain several measures of plagiarism. Papers that have not been scanned by TurnItIn by midnight on the due date will not be graded and will receive a grade of "0." Please submit your paper in the exact same form as the hardcopy submission (i.e., do not remove your title page or reference section). **Originality reports of 30–40% or higher should be of concern.** If you are worried about potential plagiarism in your paper, it is strongly advised that you submit your paper early to TurnItIn. Students will be able to view their originality reports and resubmit before the deadline.

TurnItIn Information: Please visit <http://www.turnitin.com> and use the following information to submit your paper for this course: Class ID: **25874334**, Password: **person2020**. Note that you must first set up an account if you do not already have one. If you are concerned about security issues involving the use of identifying information (e.g., being stored on U.S. servers), you have the option of creating an alias to use when uploading your paper. In such instances, please note your Turnitin alias on the hardcopy submission of your paper.

PAPER GRADES: Paper grades will be posted as percentage grades on Canvas as soon as they are available. Please allow 2 weeks for paper grades to be posted. Graded papers will be returned to students at the end of the term (or as soon as possible). Paper re-grades are possible within 2 weeks of paper grades being posted.

WRITING SUPPORT: UBC students may obtain assistance with writing through the UBC Centre for Writing and Scholarly Communication (<http://learningcommons.ubc.ca/improve-your-writing>). The UBC Library (<http://www.library.ubc.ca>) also provides online information to assist students in research and writing.

ACADEMIC INTEGRITY, CHEATING, & ACADEMIC MISCONDUCT

As you are now a part of the academic community, you are expected to act honestly and ethically in all of your academic activities (just like the rest of us). Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them, including the use of software and online platforms (such as TurnItIn) to detect cheating and plagiarism. In cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. If you have any questions as to whether or not what you are doing is a case of academic misconduct, please consult UBC's policies on **Academic Honesty and Standards** as well as **Academic Misconduct** here: <http://www.calendar.ubc.ca/vancouver> (click on Campus-Wide Policies and Regulations). *What does academic integrity look like in this course? Here are some tips:*

Do your own work! All graded work in this course is to be original work done independently by you! It is unacceptable to: buy/sell/share exam questions or answers on any platform; misrepresent your identity; use someone else to complete an assignment or exam; help someone else cheat; complete someone else's work.

Avoid unintentional plagiarism. The ideas of others should always be acknowledged! Visit this guide to preventing plagiarism in your writing: <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>

DO NOT share course materials. All course materials, including PowerPoint files, lecture recordings, uploaded videos, exam questions, discussions, and announcements are the **copyrighted intellectual property of David King**. It is unacceptable to share any of these materials outside of this course (e.g., CourseHero, GoogleDocs).

DEPARTMENTAL POLICY ON GRADE DISTRIBUTION

Courses offered by the Psychology Department are required to meet a target grade distribution. This is done in order to ensure that all students are assessed fairly in relation to students in other sections of the same course and to students in other courses. The target grade distribution for 300-level psychology courses requires that the final mean (average) grade for this class fall between 71% and 75% (with a standard deviation of approximately 13%). Accordingly, students should note that the Department may scale the final grades in this course up or down if the distribution of grades deviates substantially from the target. **Your grade is not official until it appears on your academic record.**

EXTRA CREDIT (HSP)

You may earn extra credit for research participation (at a rate of 1/2 point for 1/2 hour, **to a maximum of 3 points**) or, as an alternative, by completing a library writing project (see HSP information on website listed below). Your earned points are added to your final grade (**after any scaling**, i.e., before meeting the department's standards for grade distribution). For complete details, or to register, visit <https://ubc-psych.sona-systems.com>. Please **register** in this online system as soon as possible, as deadlines are in place. For additional information, see "Subject Pool Information for Participants" on the above-noted website.

PARTICIPATION & ATTENDANCE

I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed during online discussions or during one-on-one discussions with me. If you would prefer to share your thoughts/ideas with me outside of group discussions, you are welcome to do so during my virtual office hours or by appointment. Although attendance in online discussions on Collaborate Ultra is not mandatory, **you are responsible for being aware of all class discussions that are held**. In order to encourage and facilitate participation, I ask that all students support their classmates' efforts to contribute to class discussion. General course policies can be obtained from the UBC Calendar on academic regulations.

RESPECT & DECENCY

I will only ever tolerate an inclusive, respectful, and safe learning environment (which includes all online discussions and interactions). **The opinions and perspectives of all individuals are valued and respected, no matter their age, sex, ability, ethnicity, culture, religion, sexual orientation, or gender identity.** To this end, and in support of UBC's Positive Space campaign, I further aim to foster a learning atmosphere that is receptive to and welcoming of LGBTQ+ people and issues (see <http://positivespace.ubc.ca>). All individuals in the classroom should feel safe to express their thoughts and opinions without judgment, ridicule, or discrimination. As such, thoughts and opinions should only ever be shared in a **respectful** and **polite** manner. **Yes, intellectual discourse and debate CAN occur politely and respectfully!** In regards to more sensitive issues, it is advisable that you "think before you speak." If a statement or behaviour might offend someone or make an individual feel alienated or threatened, it should be reworded or not shared at all. Educated and respectful opinions, on the other hand, are always welcome. Students should familiarize themselves with UBC's policy on maintaining a Respectful Environment on campus and in the classroom: <http://www.hr.ubc.ca/respectful-environment>. You can also find some basic tips on how to communicate respectfully here: <https://www.wikihow.com/Be-Respectful>. And remember to treat your Instructor and TA(s) with the same respect! That includes being patient for e-mail replies.



SUPPORTING STUDENT SUCCESS

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policiesresources-support-student-success>. Further details follow...

ACADEMIC ACCOMMODATION: The University accommodates students with disabilities who have registered with the Centre for Accessibility (<http://students.ubc.ca/about/access>). Please let me know in advance, preferably within the first 2 weeks of class, if you require any accommodation on these grounds.

ACADEMIC CONCESSION: During your time in this course, if you encounter medical, emotional, or personal problems that affect your attendance or performance, please notify me. You may be able to obtain academic concession from the Dean of your Faculty. For further information on academic concession, please consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>).

LEARNING RESOURCES: Learning Commons (<http://learningcommons.ubc.ca>) is an online resource designed to provide UBC students with learning and study support. It is an interactive website that provides access to information on exam preparation, tutoring, on-campus learning workshops, study groups, and technical tools. The University of Northern British Columbia (UNBC) also has a number of useful learning resources available for students online. They can be found at: <http://www.unbc.ca/lsc/index.html>.

HEALTH & WELLNESS RESOURCES: There are a number of health and wellness resources available to you should you find yourself in need of additional support. **Student health services** are here: <https://students.ubc.ca/health/student-health-service>; and **counselling services** can be found here: <https://students.ubc.ca/health/counselling-services>. **If you find yourself in distress or are worried about someone in distress who may hurt themselves, you should call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line.** *Additional information on health and wellness resources can be found on the course website.*

ONLINE LEARNING FOR INTERNATIONAL STUDENTS

This course can accommodate students living in different time zones. Those students should be mindful of the following: During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.

PSYC-305A Personality Psychology Schedule of Lectures, Readings, & Exams

<u>Start Date:</u>	<u>Module / Lecture # and Topics:</u>	<i>Keep up with your readings!</i> →	<u>Readings:</u>
UNIT 1 → The Foundation: <i>Basic Principles & Considerations</i> (Case Studies: Houston / Jobs)			
UNIT 1: The Foundation	Sept. 8	1. INTRODUCTION TO PERSONALITY PSYCHOLOGY <i>Syllabus Review; Defining Personality; Personality Assessment</i>	Ch. 1*, 2*
	Sept. 15	2. GETTING ORGANIZED & CLASSIFIED <i>Personality Traits & Trait Taxonomies; Leading Models of Personality</i>	Ch. 3
	Sept. 22	3. ARE WE STUCK? PERSONALITY IN SPACE AND TIME <i>Person-Situation Interaction; Stability across Situations; Stability over Time</i>	Chs. 4, 5
	Sept. 29	4. DETERMINING NATURE, NURTURE, & NECESSITY <i>Behavioural Genetics, Genetic & Evolutionary Perspectives on Personality</i>	Chs. 6, 8
	Oct. 6	UNIT 1 Case Study Assignment Due – to be submitted on Canvas by 11:59 pm!	
	Oct. 8	UNIT 1 EXAM – opens at 12:00 am, to be completed on Canvas by 11:59 pm!	
UNIT 2 → The Abstract: <i>Exploring Psyche, Self, and Mind</i> (Case Study: Donald Trump)			
UNIT 2: The Abstract	Oct. 13	5. PROBING THE PSYCHE: THE WORK OF S. FREUD & C.G. JUNG <i>Psychoanalytic & Analytical Theories of Personality & Development</i>	Ch. 9
	Oct. 20	6. EXPANDING PERSPECTIVES: BEYOND FREUD & THE UNCONSCIOUS <i>Neo-Analytic Contributions; Motivational & Humanistic Perspectives; Narcissism</i>	Chs. 10, 11
	Oct. 27	7. NAVIGATING SELF, FROM COGNITION TO SELF-AWARENESS <i>Cognitive Psychology; Approaches to the Self; The Notion of Authenticity</i>	Chs. 12, 14
	Nov. 3	UNIT 2 Case Study Assignment Due – to be submitted on Canvas by 11:59 pm!	
	Nov. 5	UNIT 2 EXAM – opens at 12:00 am, to be completed on Canvas by 11:59 pm!	
UNIT 3 → The Application: <i>Society, Culture, and Health</i> (Case Study: Malala Yousafzai)			
UNIT 3: The Application	Nov. 10	8. SOCIALIZED & SYSTEMIZED: PERSONALITY IN CONTEXT <i>Sex, Gender, & Sexual Orientation; Intersectionality; Culture & Personality</i>	Chs. 16, 17
	Nov. 17	9. MANAGING THE DAY-TO-DAY: ADJUSTMENT & RESILIENCE <i>Stress, Coping, & Health; Emotion & Personality; The Concept of Disorder</i>	Chs. 18, 13
	Nov. 24	10. FROM SUFFERING TO THRIVING: THE GOOD & THE TOUGH <i>Personality Disorders; Positive Psychology and Personality</i>	Ch. 19
	Dec. 1	11. COURSE WRAP-UP: REFLECTIONS ON SELF & SOCIETY	
	Dec. 3	UNIT 3 Case Study Assignment Due – to be submitted on Canvas by 11:59 pm!	
	Dec. 10	Final Written Assignment Due – to be submitted (Canvas & Turnitin) by 11:59 pm!	
Dec. 7–22	UNIT 3 EXAM – to be completed on Canvas by 11:59 pm on the scheduled date (TBA)!		

**Although it is recommended that you read Chapters 1 and 2, you will not be tested directly on their content.*

PSYC-305A Personality Psychology Course Navigation & Management Tips

Here are some additional points to help you navigate the course and manage your time...

Please ensure that you have read the course schedule in detail! The course is organized into 3 units:

Unit 1 includes 4 lectures/modules (Modules 1—4) and 5 chapters of the textbook (Chs. 3—6, 8).

Unit 2 includes 3 lectures/modules (Modules 5—7) and 5 chapters of the textbook (Chs. 9—12, 14).

Unit 3 includes 4 lectures/modules (Modules 8—11) and 5 chapters of the textbook (Chs. 13, 16—19).

One week is dedicated to each lecture and learning module. Scheduled class time (excluding days of exams) should be used as follows:

Tuesdays (or any time before Thursday): Watch the pre-recorded video of the week’s lecture with voice-over.





Thursdays 10:00 – 11:00 AM: Participate in our live discussion on **Collaborate Ultra** (optional but encouraged).

Case Study Assignments are due at the end of their respective units (see course schedule for due dates) but may be completed at any point during the unit.

Unit exams will become available on the last Thursday of the respective unit (at 12:00 am) and must be completed any time that day (before 11:59 pm), with the exception of the final exam, which will be available for 24 hours on the date scheduled by UBC (*to be announced by the university!*).

ON CANVAS: In addition to the **Modules** tab, which will help you stay organized in terms of all relevant course content, the **Course Summary** located at the bottom of the Home page will help you keep track of deadlines. It looks like this:

Course Summary:

Date	Details	
Tue Oct 6, 2020	 Unit 1 Case Study Assignment	due by 11:59pm
Thu Oct 8, 2020	 UNIT 1 Exam- Requires Respondus LockDown Browser	due by 11:59pm
Tue Nov 3, 2020	 Unit 2 Case Study Assignment	due by 11:59pm
Thu Nov 5, 2020	 UNIT 2 Exam- Requires Respondus LockDown Browser	due by 11:59pm

Also refer to the **Study Guide** on Canvas for more tips on how to study the textbook and lectures and better for the final exam!