ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. For millennia, this land has been a place of learning for the Musqueam people, who have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Title	Code	Credit Value
Personality Psychology	PSYC 305A	3 Credits

CONTACTS

Instructor	Contact Information	Virtual Office Hours	Virtual Learning Lounges
Dr. Sunaina Assanand	Course content and delivery: psyc305a.005@psych.ubc.ca Personal: assanand@psych.ubc.ca	By appointment	Fridays, 12:00-2:00PM Pacific Time, via Zoom

Teaching Assistant	Contact Information	Virtual Office Hours
Ian Hohm For students with last names A-V	psyc305a.005@psych.ubc.ca	By appointment
William Jettinghoff For students with last names W-Z	psyc305a.005@psych.ubc.ca	By appointment

COURSE DESCRIPTION

PSYC 305A, Personality Psychology, will introduce students to the study of personality in psychology. Given the long history of study of personality in psychology, a number of distinct theoretical perspectives on personality have emerged in our discipline. The course will examine seven of these perspectives: the trait, biological, psychoanalytic, psychosocial, learning, cognitive, and self-actualization/determination perspectives. Across these perspectives, students will consider fundamental questions related to personality: What is personality? How is personality measured? What factors influence personality development? What are the implications of individual differences in personality? Is it possible to change or modify personality? Through the course, students will develop an appreciation for the diverse theoretical perspectives on personality in psychology and their application to a host of "real-world" outcomes.

COURSE PREREQUISITES

The prerequisites for PSYC 305A are either (a) PSYC 100 or (b) two of PSYC 101, 102, 205, 207, 208, 216, 217, and 277. Students are strongly encouraged to complete PSYC 102 and either

PSYC 216 or one of PSYC 217 or 277 in advance of PSYC 305A. Note that first-year students are not eligible for PSYC 305A.

COURSE-LEVEL LEARNING OBJECTIVES

Students who meet the requirements of PSYC 305A will be able to:

- identify the goals of personality psychology.
- review research methods in personality psychology.
- describe personality assessment techniques.
- review the primary tenets of distinct theoretical perspectives on personality.
- compare and contrast diverse theoretical perspectives on personality.
- discuss classic and contemporary research findings related to personality.
- evaluate the strengths and weaknesses of distinct theoretical perspectives on personality.
- discuss the associations between personality and psychological and social functioning.
- describe psychotherapeutic methods related to distinct theoretical perspectives on personality.
- apply theory and research from personality psychology to themselves and other people.

COURSE STRUCTURE

Course Delivery and Materials

In response to concerns related to the COVID-19 pandemic, UBC made the decision to implement online instruction for large-enrolment, undergraduate courses for the fall and winter terms of 2020W. Accordingly, PSYC 305A will be delivered online, as a "web-oriented course." Given that students in the course will be located across the globe, living in distinct time zones, the bulk of course activities will be conducted asynchronously. Students will be provided with pre-recorded lectures to view weekly at times that are convenient given their geographical location. In keeping with the course schedule, I will post two pre-recorded lectures each week, on Tuesday and Thursday. In an attempt to avoid numerous short and disjointed video clips, I will include "intermission slides" at periodic intervals in the pre-recorded lectures to allow students to break from recordings and return to recordings as they feel appropriate. In addition to viewing pre-recorded lectures, students will be expected to complete readings, participation activities, comprehension quizzes, and several written assignments, as described below (see Learning Assessments, p. 4).

I will post course materials in Canvas, organized in modules by topic. Students should progress through the modules in the order in which they are presented, completing tasks (e.g., readings, participation activities, comprehension quizzes) as they are listed in each module.

Announcements

On Monday of each week, I will post an announcement in Canvas to review the week that has passed, outline the week ahead, and note important updates. I will post other announcements in Canvas as needed. Students should review announcements regularly to ensure that they are informed and up-to-date on the course. To facilitate timely review of announcements, students should set their notifications in Canvas to be alerted to announcements as they are posted.

Virtual Learning Lounges

Although the bulk of course activities will be conducted asynchronously, opportunities for synchronous engagement will be offered through Virtual Learning Lounges, which are optional. Each week, I will host a Virtual Learning Lounge to provide a forum for us to get to know each other, for students to ask questions, and for students to engage in dialogue with one another. In light of research findings that indicate that contact with faculty is an important predictor of academic success for students, each week, I will invite a random group of students to attend the Virtual Learning Lounge; across the duration of the course, all students will be invited. I will invite students—by their student number—through the introductory slides for the pre-recorded lecture that will be posted on Tuesday of each week. Students who would prefer that their student number not be listed in the slides may e-mail me in advance to share their preference. Although a random group of students will be invited to each week's Virtual Learning Lounge, all students are welcome to join the weekly discussion. In addition, students may drop by at any point during a Virtual Learning Lounge to contribute to the conversation. Students who are not able to attend a Virtual Learning Lounge but would like to meet with me may e-mail me to schedule an appointment. Virtual Learning Lounges will be held every Friday, at 12:00-2:00PM Pacific Time, via Zoom (see Contacts, p. 1).

Discussion Boards

I will enable two discussion boards in Canvas. The first discussion board, entitled "Administrative Questions," may be used by students to ask questions related to the course--for example, questions related to expectations, learning assessments, and course content. The Teaching Assistant and I will monitor this discussion board relatively frequently. The second discuss board, entitled "Message Wall," may be used by students to direct questions to other students and share ideas with classmates. Students are welcome to pose questions to stimulate discussion among classmates or post links to resources (e.g., news items, websites) that are relevant to the course and of potential interest to classmates. The Teaching Assistant and I will monitor this discussion board relatively infrequently.

READINGS

The following textbook will accompany PSYC 305A:

Carver, S. C., & Scheier, M. F. (2017). Perspectives on Personality (8th edition). New York: Pearson.

A digital version of the textbook may be purchased through the UBC Campus eBookstore, available at https://shop.bookstore.ubc.ca/t-campus-ebookstore-vancouver.aspx. As indicated above, please purchase the 8th edition of the textbook.

Most modules will include readings from the textbook that relate to the content of the module's pre-recorded lectures. The readings are listed below (see Schedule of Topics, p. 16) and will be indicated in the modules as the course progresses.

Note that students may occasionally encounter a discrepancy between the content of the pre-recorded lectures and readings. If a discrepancy occurs, please rely on the content of the pre-recorded lectures for the purpose of learning assessments.

LEARNING ASSESSMENTS

Students' course grade will be based on five learning assessments:

Learning Assessment	Availabilities/Due Dates of Learning Assessments (Deadlines at 11:59PM Pacific Time)	Percent of Course Grade
Participation Activities	Ongoing, see dates/times in modules, To Do List, and Course Calendar in Canvas	10%
Comprehension Quizzes	Ongoing, see dates/times in Schedule of Topics (p. 16) and modules, To Do List, and Course Calendar in Canvas	35%
Research Paper: Pitch	February 5	10%
Research Paper: Outline	March 5	15%
Research Paper: Full Submission	April 1	30%

Participation Activities

The goals of the participation activities are to: (a) generate interest and insight among students and (b) ensure that students remain up-to-date with the course content. Over the term, students will complete a number of participation activities related to specific topics that will be considered in the course. The participation activities will include psychological surveys, reflection activities, and case studies. Two cases studies will be conducted—one of Adolf Hitler and one of Malcolm X. Each case study will involve watching a biography of the individual and considering questions related to his personality. The participation activities will be created and posted in the modules as the course progresses. Please consult the modules, To Do List, and Course Calendar in Canvas for the dates and times of availability of the participation activities. To maximize flexibility for students, most participation activities will be available for one week for students to complete; select participation activities will be available for more than one week. Students will be reminded of the dates and times of availability of the participation activities through the announcements that I will post on Monday of each week. The participation activities will be graded for completion and quality. Students who do not complete a participation activity before its deadline will receive a grade of "0" on the activity. Similarly, where applicable, students who do not demonstrate meaningful reflection in their response to a participation activity will receive a grade of "0" on the activity.

Comprehension Quizzes

The goals of the comprehension quizzes are to: (a) assess students' understanding of the course material and (b) ensure that students remain up-to-date with the course content. Over the term, students will complete a series of comprehension quizzes related to the major topics that will be considered in the course—beginning with Research Methods and Personality Assessment through to the Self-Actualization/Determination Perspective. In total, students will complete nine comprehension quizzes, with the two lowest-scoring quizzes dropped from students' course grade. Each comprehension quiz will include 10-15 questions that reflect the content of the pre-recorded lectures, readings, and participation activities for the topic. For each student, the questions will be drawn randomly from a pool of possible questions and presented in a mixture of formats (e.g., multiple choice questions, true/false questions). Each comprehension quiz will be

timed to reflect the number and length of questions included in the quiz; I will monitor the average completion time and mean scores for the quizzes and make adjustments as needed. Given the challenges of online learning, the comprehension quizzes have been designed to replace high-stakes exams; each of the seven comprehension quizzes that will contribute to students' course grade is low-stakes, weighted at 5%. Nevertheless, because the comprehension quizzes are the only form of ongoing assessment in the course, they will require a thorough understanding of the course material. Accordingly, students should study relevant course material prior to the comprehension quizzes and avoid reliance on their notes during the comprehension quizzes. While completing the comprehension quizzes, questions will be presented one at a time; students will not be able to return to previous questions. This will increase the integrity of the comprehension quizzes without the use of more invasive security tools, such as Proctorio and Respondus Lockdown Browser. Please consult the Schedule of Topics (p. 16)—as well as the modules, To Do List, and Course Calendar in Canvas—for the dates and times of availability of the comprehension quizzes. To maximize flexibility for students, the comprehension quizzes will be available for one week for students to complete. Students will be reminded of the dates and times of availability of the comprehension quizzes through the announcements that I will post on Monday of each week. The comprehension quizzes will be graded for the number of correct responses. Students who do not complete a comprehension quiz before its deadline will receive a grade of "0" on the quiz.

Research Paper

The goal of the research paper is to provide students with the opportunity to conduct a literature review on a topic of interest to them that is related to personality psychology. Students may choose any topic related to personality psychology, provided that there is ample psychological literature on that topic. The topic may delve more deeply into a theory, concept, or research finding that will be discussed in class; alternatively, the topic may be one that will not be discussed in class. Examples of topics that students may consider are:

- the history of modern personality theory and research.
- the utility and validity of distinct measures of personality (e.g., implicit assessments, such as the Rorschach Ink Blot Test, Thematic Apperception Test, Implicit Association Test).
- consensus and controversy related to the Five Factor Model; alternative models of trait dimensions of personality (e.g., HEXACO).
- the biological bases of individual differences in the Big Five.
- the development, diagnosis, and/or treatment of distinct personality disorders (e.g., antisocial personality disorder, borderline personality disorder, narcissistic personality disorder).
- categorical versus dimensional models of personality disorders.
- the biological bases of psychopathy.
- the dark tetrad (i.e., machiavellianism, narcissism, psychopathy, sadism) and social functioning.
- personality and antisocial (e.g., criminal) vs. prosocial (e.g., altruistic) behavior.
- personality and heroism.
- Freud's legacy in contemporary personality psychology.
- parental versus peer influences on personality development among children.
- personality development in adulthood.
- personality, attraction, romance, and love.
- personality and the use of social media (e.g., Twitter, Instagram, Facebook).
- personality and creativity.

- personality and musical preferences.
- the use of measures of personality in personnel selection (e.g., as pre-employment screening tools).
- personality, occupational choice, and/or occupational success.
- personality and leadership.
- personality, political ideology, and political behavior (e.g., authoritarianism, conservativism versus liberalism, extremism, fundamentalism, radicalization, terrorism).
- personality (e.g., conscientiousness, optimism, pessimism, hostility) and health.
- sex differences in personality.
- cultural differences in personality.
- personality change through psychotherapy and/or other targeted interventions.
- personality in non-human species.

In identifying a topic, students may find it helpful to review relevant handbooks. Handbooks contain short papers that provide a conceptual framework, terminology, and citations to scholarly texts that may inform students' interests. Examples of relevant handbooks are the Cambridge Handbook of Personality Psychology; the SAGE Handbook of Personality and Individual Differences; the Wiley Handbook of Personality Assessment; the Handbook of Personality Development; the Handbook of Personality Disorders: Theory, Research, and Treatment; the Oxford Handbook of Personality Disorders; the Praeger Handbook of Personality Across Cultures; and the Cambridge Handbook of Creativity and Personality Research. Please consult the UBC Library for these resources.

In order to maximize learning outcomes among students, a scaffolded approach will be taken for the development and submission of the research paper. Specifically, students will develop and submit the research paper in three stages: a pitch, an outline, and a full submission. The pitch will lay the foundation for the outline; the outline will lay the foundation for the full submission. Accordingly, students should familiarize themselves with the requirements of the full submission (see Stage Three: Full Submission, p. 9) before they undertake the pitch and outline. Importantly, students may modify subsequent stages of the research paper based on the feedback that they receive on previous stages. For example, if a student receives feedback that the research question in her pitch is too broad, she may propose a narrower research question in her outline. Similarly, if a student receives feedback that his outline does not identify critical theories related to his research question and thesis statement, he may add critical theories to his full submission. Through this scaffolded approach, students can strengthen their research and writing skills.

A. Stage One: Pitch

The first stage of the research paper will involve the development and submission of a pitch. A pitch presents ideas in a succinct and efficient format for others' consideration and feedback. After choosing a topic for their paper and engaging in a preliminary review of the literature related to the topic, students should complete the following tasks. Specifically, students should write a pitch in which they:

- provide a working title for their paper.
- identify their research question.
- discuss the importance of their research question.
- list and summarize three academic papers (e.g., book chapters, journal articles) that will critically inform their paper.

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These elements should be provided in bullet form in the pitch. For example:

- Working title:

- Research question:

- Importance:

- Academic papers:

  1. Reference: Summary.

  2. Reference: Summary.

  3. Reference: Summary.

The pitch should be no more than two pages in length, double-spaced, in a twelve-point Times New Roman font, with one-inch margins. Any pages beyond two will not be read. Citations and references should be formatted according to the guidelines provided by the American Psychological Association (APA). Although academic papers beyond the three identified above are not necessary for the pitch, students who wish to cite additional academic papers may add a reference list to their pitch—in APA format on a third and, if necessary, fourth page. Students who are not familiar with the guidelines of the APA may refer to a resource developed by the UBC Library, available at https://guides.library.ubc.ca/apacitationstyle. The APA has developed an excellent resource on reference lists, available at https://apastyle.apa.org/style-grammar-guidelines/references. Purdue University has also developed a helpful resource on APA style, available at https://owl.purdue.edu/owl/research_ and_citation/apa_style/apa_ formatting_and_ style_guide/general_format.html.

The pitch will be graded for content, in addition to style, mechanics, and formatting. A rubric that contains the grading criteria for the pitch will be posted in Canvas.

B. Stage Two: Outline

The second stage of the research paper will involve the development and submission of an outline. An outline organizes information to be included in a paper in a hierarchical and logical order. After reflecting on their research question and engaging in a more extensive review of the literature related to their research question, students should complete the following tasks. Specifically, students should write an outline in which they:

- provide a title for their paper.
- identify their research question.
- provide a thesis statement that reflects their response to their research question.
- list the major points that they intend to discuss in the body of their paper, referring to critical theories, studies, and/or research findings that support their thesis statement.
- list the major points that they intend to discuss in the conclusion of their paper, referring to the academic, practical, and/or public policy implications of the findings of their literature review.

- identify, within the major points above, the ten academic papers (e.g., book chapters, journal articles) that they intend to cite in their paper (see example below).

These elements should be provided in bullet form in the outline. For example:

- <u>Title</u>: Personality Change at Mid-Life: Is the Mid-Life Crisis Fact or Fiction?

- <u>Research question</u>: Does personality research support the occurrence of a universal mid-life crisis among individuals aged 40 to 50?

- <u>Thesis statement</u>: Despite popular belief in the notion of the mid-life crisis, personality research fails to document the occurrence of a universal crisis at middle age.

- <u>Major points to be included in body of paper</u>:
  I.   Definitions of the mid-life crisis.
     A. Original definition (Jacques, 1965).
     B. Multi-faceted definition (Hermans & Oles, 1999).
     C. Lenient, moderate, and strict definitions (Freund & Ritter, 2009).
  II. Early theory and research on the mid-life crisis.
     A. Etc. …

- <u>Major points to be included in conclusion of paper</u>:
  I.   Summary of ….
  II. Conclusion of literature review: On the basis of personality research to date, …
  III. Implications.
     A. Academic implications:
        i. Conceptual disagreement: Theorists …
        ii. Future research: Necessity for additional research on …
     B. Practical implications:
        i. Psychotherapeutic/medical practice: Necessity for pracitioners to recognize …
        ii. Etc. …

Although the outline must include the elements noted above, students may enumerate and organize the bullets of their outline as they feel appropriate, to reflect the content of the paper that they intend to write for their full submission. As the example above illustrates, students should be succinct in summarizing the content of their paper through the bullets of their outline, using the bullets to provide a "sketch" of their full submission.

The outline should be no more than two pages in length (excluding the reference section), single and/or double-spaced (see example above), in a twelve-point Times New Roman font, with one-inch margins. Any pages beyond two will not be read. Citations and references should be formatted according to the guidelines provided by the APA (see Stage One: Pitch, p. 6).

The outline will be graded for content, in addition to style, mechanics, and formatting. A rubric that contains the grading criteria for the outline will be posted in Canvas.

C. <u>Stage Three: Full Submission</u>

The third stage of the research paper will involve the development and submission of the complete paper. A well-developed paper builds on the core elements of its pitch and outline. After reflecting on these elements and making additions and deletions as needed, students will write a paper related to their research question. In writing the paper, students should complete the following tasks. For each task, students may consider questions beyond those listed below. Specifically, students should write a paper in which they:

1. Introduce their research question, as reflected in their pitch and outline.

<u>Questions to consider</u>: What is the research question that you will consider? Why is the research question important? What body of literature will you review in relation to the research question? On the basis of your review of the literature, what is your response to the research question—that is, what is your thesis statement? How will you organize or structure your paper to address the research question and support your thesis statement?

2. Describe, evaluate, and synthesize the findings of their review of the literature, as reflected in their outline. As noted above (see Stage Two: Outline, p. 7), a minimum of ten academic papers (e.g., book chapters, journal articles) should be cited in the paper.

<u>Questions to consider</u>: What theories have been most critical in relation to your research question and/or thesis statement? What studies have been most critical in addressing your research question and/or supporting your thesis statement? What findings have emerged from these studies? What methodologies have these studies used? What theoretical and/or methodological strengths and weaknesses are evident in these studies? Are there notable inconsistencies or gaps in these studies?

3. Discuss their conclusion and the implications of the findings of their review of the literature, as reflected in their outline.

<u>Questions to consider</u>: What conclusion can be drawn from your review of the literature (note that your conclusion should align with your thesis statement)? What are the academic, practical, and/or public policy implications of the findings of your review of the literature? For example, given the current state of the literature, what future research is needed? Is public opinion consistent with the conclusion that you have drawn? What implications could your conclusion have for psychotherapeutic practice, medical practice, and/or public policy?

The paper should be eight to ten pages in length (excluding a title page and the reference section), double-spaced, in a twelve-point Times New Roman font, with one-inch margins. Any pages beyond ten will not be read. Citations and references should be formatted according to the guidelines provided by the APA (see Stage One: Pitch, p. 6). A title page should be added that contains the student's name, the student's ID number, and the title of the paper. An abstract is not required.

Slides from the pre-recorded lectures should be cited as follows:

<u>Citation</u>: (Assanand, Year).
<u>Example</u>: As was noted in class (Assanand, 2021), Freud argued that …

Reference section: Assanand, S. (Year). <u>Lecture number: Lecture title</u> [PowerPoint slides].
Publisher. URL
<u>Example</u>: Assanand, S. (2021). <u>Lecture 11: The Psychoanalytic Perspective</u> [PowerPoint slides].
Canvas@UBC. https://authentication.ubc.ca/idp/profile/SAML2/Redirect/SSO?execution=e3s1

The URL provided in the example above is for the login page for Canvas.

Slides from different pre-recorded lectures should be distinguished with lower case letters in <u>both</u>
the citations and reference section:

<u>Example</u>: As was noted in class (Assanand, 2021a), Freud argued that …. In contrast, Maslow's
theory maintained that … (Assanand, 2021b).

The paper will be graded for content, in addition to style, mechanics, and formatting. A rubric that
contains the grading criteria for the full submission of the paper will be posted in Canvas.

In an effort to minimize academic misconduct (see Academic Misconduct, p. 13), the Psychology
Department requires that papers be submitted to TurnItIn. TurnItIn is a service that is designed to
detect and deter plagiarism. Plagiarism occurs when individuals submit or present the work of
others as their own. TurnItIn will compare students' papers to over 5 billion pages of content on
the Internet and in TurnItIn's databases and generate customized "Similarity Reports" to identify
plagiarized content. These reports will be reviewed for evidence of plagiarism. Students should
submit their paper to <u>both</u> Canvas and TurnItIn prior to the deadline. Papers that have not been
submitted to both Canvas and TurnItIn will receive a grade of "0." The electronic copy that is
submitted to TurnItIn will be compared to the electronic copy that is submitted to Canvas;
accordingly, students should not change the content or format of the electronic copy that they
submit to TurnItIn. The class ID and enrollment key that students must use to submit their paper
to TurnItIn are:

Class ID: 27839200
Enrollment key: PSYC305A005

Students may view their Similarity Report in TurnItIn prior to the deadline to identify any content
that may have been inadvertently plagiarized. Students who identify unintentionally plagiarized
content may revise the content and re-upload their paper to TurnItIn. Students should aim for a
Similarity Index that does not exceed 20%.

Note that students may not submit the same work, or largely the same work, in two or more
courses; according to University policy, this constitutes academic misconduct.

D. <u>Writing Tips</u>

Although Wikipedia may be a helpful resource for background information, the content of
Wikipedia articles should be confirmed through traditional academic sources. Accordingly,
Wikipedia is not an appropriate source of information for students to cite in their paper.

For students who are relatively new to identifying a topic and research question, conducting a
literature review, or writing an outline for a paper, the Georgia Tech Library has developed helpful
resources that are available at https://libguides.gatech.edu/researchprocess. The resources

include short video clips and are embedded in a broader step-by-step guide that students may find useful in writing their paper.

To facilitate their literature review, students may utilize databases that are available through the UBC Library. Two databases that are particularly relevant to PSYC 305A are PsycInfo and Medline. Students may access short tutorials on the use of these databases in Canvas, in the Introductory Module. Students may obtain assistance in utilizing these and other library resources by contacting UBC's Psychology Librarian, Sheryl Adam, at sheryl.adam@ubc.ca.

When conducting a literature review, students should cite recently published works whenever possible to ensure that their review of the literature is current. If there are a substantial number of published academic papers related to the research question of interest, students may choose to restrict their review to works published in the last 5 to 10 years.

Literature reviews are commonly published in psychological journals. Students may consult the journals Psychological Bulletin and Psychological Review for examples of literature reviews. The Psychology Writing Center at the University of Washington has developed a helpful resource on literature reviews, available at https://psych.uw.edu/undergraduate/writing-center/writing-guides.

Students who would like to discuss their pitch, outline, or full submission are welcome to meet with me during Virtual Learning Lounges or by appointment. Alternatively, students may meet with the Teaching Assistant by appointment.

E. <u>Late Submissions</u>

The pitch and outline are due on Fridays at 11:59PM Pacific Time (see Schedule of Topics, p. 16). The full submission is due on a Thursday at 11:59PM Pacific Time; the subsequent day is a holiday (see Schedule of Topics, p. 16). For each of these stages of the research paper, students who find that they need additional time—for whatever reason—may submit their work over the weekend through to Sunday at 11:59PM Pacific Time, with no questions asked and no late penalty. After that time, students who need to submit their work late may use one or more late passes. Students will receive three 24-hour late passes that they can apply to their pitch, outline, and/or full submission. Students may use the late passes for a single submission (e.g., three late passes or 72 hours for the outline), or for multiple submissions (e.g., one late pass or 24 hours for the outline; one late pass or 24 hours for the full submission). Once the three 24-hour late passes have been used, a late penalty of 10% per 24-hour period will apply.

UNIVERSITY AND COURSE POLICIES

As noted in Policy V-130:

"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 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."

Policy V-130 and related resources are available at https://senate.ubc.ca/policies-resources-support-student-success.

In keeping with Policy V-130, policies specific to PSYC 305A are provided below:

Participation

I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed on the discussion boards and through dialogue during Virtual Learning Lounges. I will make every effort to create a learning environment in which students feel comfortable to discuss their ideas. Students who wish to share their ideas with me individually may contact me to schedule an appointment.

In order to encourage and facilitate participation, students are asked to adhere to UBC's Respectful Environment Statement:

"The University of British Columbia envisions a climate in which students, faculty and staff are provided with the best possible conditions for learning, researching and working, including an environment that is dedicated to excellence, equity and mutual respect. The University of British Columbia strives to realize this vision by establishing employment and educational practices that respect the dignity of individuals and make it possible for everyone to live, work, and study in a positive and supportive environment, free from harmful behaviours such as bullying and harassment."

UBC's Respectful Environment Statement is available at https://hr.ubc.ca/working-ubc/respectful-environment.

Following from UBC's Respectful Environment Statement, students are expected to share their ideas and respond to others' ideas in a respectful and nonjudgmental manner. All members of the class should feel that they have the opportunity to participate. Courteous and considerate participation will cultivate a positive and informative learning environment.

E-Mail Correspondence

E-mails related to course content and delivery may be sent to psyc305a.005@psych.ubc.ca; the Teaching Assistant and I will monitor this e-mail account. E-mails related to personal matters (e.g., medical issues) may be sent to assanand@psych.ubc.ca; I will monitor this e-mail account. Given that Canvas' Inbox does not track e-mail threads, please avoid using the Inbox to correspond with us. In general, e-mails will be answered within 48 hours of receipt, Monday to Friday, during regular working hours. Ideally, e-mail inquiries should be limited to one question. Students who have multiple questions should visit during a Virtual Learning Lounge or schedule an appointment to meet with me or the Teaching Assistant. For questions related to course content, students should attempt to explain their understanding of the material in the e-mail—which will be affirmed or corrected as needed. Note that e-mails may not be answered the day before a quiz or due date; please plan accordingly.

Academic Concession

Students who experience unanticipated circumstances (e.g., medical issues) that interfere with their ability to complete coursework may receive academic concession. Please refer to the UBC Calendar for a discussion of academic concession at http://www.calendar.ubc.ca/vancouver/

index.cfm?tree=3,329,0,0. The Faculty of Arts has posted related information at https://www.arts. ubc.ca/degree-planning/academic-performance/academic-concession/.

Students who wish to obtain academic concession due to unanticipated circumstances must contact me within 48 hours of the deadline for the learning assessment in question. For short-term concessions, I will ask students to: (a) review the criteria for academic concession available at https://www.arts.ubc.ca/degree-planning/academic-performance/academic-concession/ and (b) complete a Self-Declaration Form. For longer-term accommodations, or more complex situations, I will ask students to seek academic concession through their Faculty Academic Advising Office to ensure that they are well supported through their circumstances.

Requests for Grade Adjustments

Requests for grade adjustments must be made within 2 weeks of the grades being released using a Regrade Request Form provided by the Teaching Assistant. Most requests for grade adjustments can be settled directly with the Teaching Assistant. In the case of a dispute that cannot be satisfactorily resolved with the Teaching Assistant, please contact me at assanand@ psych.ubc.ca.

Academic Accommodation

UBC is committed to equal opportunity in education for all students, including those with documented physical or learning disabilities. Students who require accommodation on these grounds should contact the Centre for Accessibility; contact information is available at https://students.ubc.ca/about-student-services/centre-for-accessibility. Students should notify me in advance, preferably within the first 2 weeks of the term, if they require accommodation on these grounds.

Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Psychology Department has taken steps to alleviate them. The Psychology Department employs software that can reliably detect cheating on multiple choice questions by analyzing the patterns of students' responses. This software will be used to analyze students' responses to the multiple choice questions on the quizzes in this course. In addition, as noted above (see Stage Three: Full Submission, p. 9), the Psychology Department employs TurnItIn to detect and deter plagiarism. Tips to avoid plagiarism are available at: https://learningcommons. ubc.ca/resource-guides/understand-academic-integrity/. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Evidence of academic misconduct may result in a "0" credit for the work in question. According to Section 61 of the University Act, 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, and a notation added to the student's transcript. For further information on student conduct and discipline, students may consult Campus-Wide Policies and Regulations in the UBC Calendar at http://www.calendar.ubc.ca/vancouver/ index.cfm. The Office of the University Counsel has developed a helpful resource on student discipline, available at https://universitycounsel.ubc.ca/homepage/guides-and-resources/ discipline/.

Psychology Department's Policy on Distribution of Grades

Courses offered by the Psychology Department are required to comply with departmental norms related to grade distributions. This is done to reduce grade inflation and ensure that all students are assessed fairly in relation to students in other sections of the same course and students in other courses. In the spirit of flexibility and compassion in response to the COVID-19 pandemic and pivot to online teaching, departmental norms have been adjusted upward by 5% for 2020W only. According to these adjusted norms, the average grade for 300-level psychology courses must fall between 71% and 75%, with a standard deviation of approximately 13%. Accordingly, the Psychology Department may scale the grades in PSYC 305A up or down if the distribution of grades deviates substantially from these norms. Grades are not official until they appear on a student's transcript.

Students will receive both a letter grade and percent grade for PSYC 305A. At UBC, these convert as follows: A+ = 90-100%; A = 85-89%; A- = 80-84%; B+ = 76-79%; B = 72-75%; B- = 68-71%; C+ = 64-67%; C = 60-63%; C- = 55-59%; D = 50-54%; F = 0-49%.

Extra Credit

Students may earn up to three extra percent toward their course grade through participation in studies conducted by the Psychology Department and coordinated through the Human Subject Pool (HSP). For each hour of experimental participation, students can earn one extra percent toward their course grade. Students can register for studies at https://ubc-psych.sona-systems.com/. As an alternative, students can earn extra credit by completing a library-writing project, in which they read and summarize a peer-reviewed research article. More information about the HSP is available at https://psych.ubc.ca/hsp; this website provides a detailed guide on the HSP, how-to videos, and a list of frequently asked questions.

Note that inquiries related to extra credit should be directed to the HSP and/or the researchers with whom students have completed studies.

Credit/D/Fail Grading and Withdrawal Dates

PSYC 305A is eligible for Credit/D/Fail grading. Students who wish to switch to Credit/D/Fail grading must do so by January 22, 2021.

Students who wish to withdraw from PSYC 305A without any record of the course on their transcript must do so by January 22, 2021. Students who wish to withdraw from the course with a withdrawal standing of "W" on their transcript must do so by March 12, 2021.

LEARNING ANALYTICS

Learning analytics involve the collection and analysis of data to improve teaching and learning. Canvas includes tools that capture data about students' activities and provide information that can be used to improve the quality of their learning experiences. I will use the data captured through Canvas to view the progress of the class as a whole; assess students' participation and provide personalized feedback as needed; monitor the participation activities, comprehension quizzes, and discussion forums; and review statistics on course content to improve course delivery.

LEARNING AND WELLNESS RESOURCES

As noted by UBC's Student Services at https://students.ubc.ca/health: "A healthy mind, body, and spirit are foundations for students to achieve their personal and academic goals."

In keeping with this statement, UBC has created a host of resources to support students' learning and wellness. Students are encouraged to consult the websites below to familiarize themselves with these resources:

Academic and learning resources (e.g., library services, peer coaches and tutors, writing supports): https://students.ubc.ca/enrolment/academic-learning-resources.

Health and wellbeing resources (e.g., food and nutrition, physical activity, sleep): https://students.ubc.ca/health.

Crisis support resources (e.g., 24/7 supports, emergency contacts, on-campus supports): https://students.ubc.ca/health/crisis-support.

UNIVERSITY STATEMENT REGARDING ONLINE LEARNING FOR INTERNATIONAL STUDENTS

During the COVID-19 pandemic, the shift to online learning has greatly altered teaching and learning at UBC, including changes to health and safety considerations. 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. Students who live abroad will be subject to the laws of their local jurisdiction, and their local authorities might limit their access to course materials or take punitive action against them. As noted in the Senate Statement on Academic Freedom available at http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0, the University is strongly committed to academic freedom. However, UBC has no control over foreign authorities. Accordingly, UBC recognizes that students will have legitimate reason to exercise caution in studying certain subjects. Students who have concerns regarding their personal situation should consider postponing a course with manifest risks until they are back on campus, or reach out to their Academic Advisor to find a substitute course. Further information and supports are available at http://academic.ubc.ca/support-resources/freedom-expression.

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All materials (e.g., pre-recorded lectures, lecture slides, learning assessments) associated with PSYC 305A are the intellectual property of the Instructor or licensed to be used in the course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may result in academic discipline.

SCHEDULE OF TOPICS

The schedule below provides a list of topics for the course, associated readings, and dates of availability and due dates for the comprehension quizzes and three stages of the research paper. Any changes to the schedule will be announced in Canvas.

Class Dates	Topic	Readings	Availabilities/Due Dates of Learning Assessments (Deadlines at 11:59PM Pacific Time; See Note Below)
Jan. 12, 14	Welcome and Introductory Concepts	Syllabus	
Jan. 19, 21	Research Methods and Personality Assessment	Chapter 2 (omit sections 2.2.7 & 2.2.8 on p. 17-19); Chapter 3	**Comprehension Quiz 1**: Available Jan. 22-29
Jan. 26, 28	Trait Perspective	Chapter 4 (omit section 4.2.1 on p. 31-33)	**Comprehension Quiz 2**: Available Jan. 29-Feb. 5
Feb. 2, 4	Biological Perspective: Evolution	Chapter 6 (read all sections on p. 75-85)	**Comprehension Quiz 3**: Available Feb. 5-12 **Pitch**: Due Feb. 5
Feb. 9, 11	Biological Perspective: Genetics and Biological Processes	Chapter 6 (read all sections on p. 67-74); Chapter 7	**Comprehension Quiz 4**: Available Feb. 12-19
Feb. 16, 18	Midterm Break		
Feb. 23, 25	Psychoanalytic Perspective	Chapter 8	**Comprehension Quiz 5**: Available Feb. 26-Mar. 5
Mar. 2, 4	Case Study: Adolf Hitler		**Outline**: Due Mar. 5
Mar. 9, 11	Psychosocial Perspective	Chapter 9	**Comprehension Quiz 6**: Available Mar. 12-19
Mar. 16, 18	Learning Perspective	Chapter 10	**Comprehension Quiz 7**: Available Mar. 19-26
Mar. 23, 25	Cognitive Perspective	Chapter 12 (omit sections 12.3, 12.3.1, & 12.3.2 on p. 190-194)	**Comprehension Quiz 8**: Available Mar. 26-Apr. 2
Mar. 30, Apr. 1	Self-Actualization/ Determination Perspective	Chapter 11	**Comprehension Quiz 9**: Available Apr. 2-9 **Full Submission**: Due Apr. 1
Apr. 6, 8	Case Study: Malcolm X		
Apr. 13	Integration of Perspectives & Conclusion	Chapter 14 (read sections 14.3, 14.3.1, 14.3.2 & 14.4 on p. 226-228)	

Note: Please consult the modules, To Do List, and Course Calendar in Canvas for the dates and times of availability of the participation activities.