

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

PSYC-305A, Section 99A (Distance Ed.)

Personality Psychology by David King, PhD

This course is an introduction to the theory and research in the scientific study of **human personality** and human nature broadly. Topics include traits and trait taxonomies; person-situation interaction; personality stability and change; genetic and evolutionary factors in personality; psychoanalytic, motivational, and humanistic perspectives; cognition, emotion, and the self; narcissism and authenticity; gender and sex differences; society and culture; stress, coping, and health; personality disorders; and positive psychology. 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/contrast 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)

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Office: Room 2011, Douglas Kenny (Psychology), 2136 West Mall

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

Virtual Office Hours: Wednesdays 1:30 – 3:00 PM, or by appointment, **via Zoom**. Drop in any time during these hours, or email me in advance to schedule a meeting. See Canvas for Zoom details.

YOUR TEACHING ASSISTANT Brent Stewart **Email:** brent.stewart@psych.ubc.ca

To schedule a meeting (in-person or virtual), please email your teaching assistant directly.

REGARDING EMAIL: Please email us directly (*not* through Canvas) and include the course code in your subject line (PSYC-305A-99A). Please allow at least 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, which is intended to summarize and expand upon textbook readings. PowerPoint/lecture content will be posted online and should be read in addition to the assigned textbook readings. Video files of lectures with instructor voice-over for each lecture will also be available. Both textbook readings and PowerPoint/lecture topics are indicated on the course schedule (see end of syllabus). This schedule should be your main resource for staying organized in this course. You will be expected to participate in online discussions and submit 3 case studies over the term (1 per unit). You will also be required to complete 10 quizzes and a final (cumulative) exam.

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

COURSE MODULES: Material will be presented in 10 modules (see course schedule at end of syllabus), with each module lasting one week. In Canvas, go to **Modules** to find everything you need for a given week.

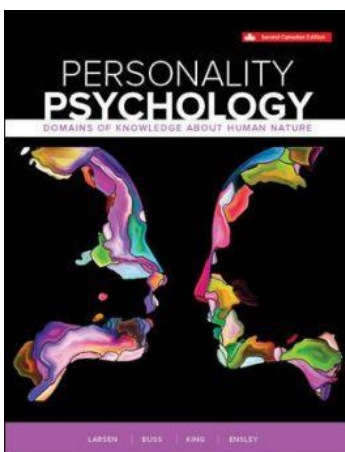
REQUIRED READING – YOUR TEXTBOOK

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 multiple format options to choose from, depending on your preference and needs...

1. Printed Edition (Book Only) (ISBN 9781260065770)
2. Printed Edition + Electronic Edition with **McGraw Hill Connect with SmartBook**[†] (ISBN 9781260333312)
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4. Electronic Edition (E-Book Only, Lifetime Purchase) (ISBN 9781260332339)
5. Electronic Edition (E-Book Only, 180-Day Rental) (ISBN 9781260332315)



NOTE: All purchasing options are available on the publisher's website:

<https://www.mheducation.ca/personality-psychology-9781260065770-can-group>

[†]**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 completely optional for students seeking additional learning support. **The unique class URL needed for Connect is:** <https://connect.mheducation.com/class/d-king-fall-2021-1>

Two weeks of free courtesy access to **McGraw Hill Connect** are provided to all students at the start of the term at the unique registration URL included above. Full access may be purchased at any time.

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...*

10 Module Quizzes (to be completed by deadlines indicated) — **10% of final grade (1% each)**

See section on 'Module Quizzes' for details and requirements.

3 Case Studies (1 case study must be submitted per unit) — **30% of final grade (10% each)**

See section on 'Case Studies' for additional details and requirements, including deadlines.

Online Discussion Participation (5 comments total, max. 2 per unit) — **10% of final grade (2% each)**

See section on 'Online Discussions' for additional details and requirements.

1 Final Exam, Cumulative (to be scheduled by the university) — **50% of final grade**

See section on 'Final Examination' for additional details and requirements on final exam.

10 Quizzes (10%) + 3 Case Studies (30%) + Discussions (10%) + Exam (50%) = Final Grade
+ up to 3 bonus points for participating in HSP research (optional; see section on 'Extra Credit')

MODULE QUIZZES

There will be one quiz for each of the 10 course modules, each worth 1% of your grade. Quizzes will consist of 10 multiple choice questions addressing key concepts and material from course readings AND lectures. They are intended to improve learning and help you prepare for the final examination. Quizzes are timed; you will have 8 minutes to complete each quiz (average of 48 seconds per question). **Quizzes are "open book" and "open note" as you may refer to your notes and/or book (either paper or electronic format) during quizzes;** however, you are strictly prohibited from recording or taking screenshots of quizzes and from sharing quiz content with other students (see section on **Academic Integrity** for more details). Quizzes will be available on Canvas (see *Quizzes*) and must be completed by the deadlines indicated (one week after the start date of that module). **All times are in Pacific Standard Time (PST).** If you do not complete a quiz by the deadline, you will receive a grade of '0' on the quiz. In cases of emergencies, concessions may be offered if you contact me within 24 hours. If approved, your deadline may be extended or your grade re-weighted. **Note that correct responses to quiz questions will ONLY be made available for 4 full days following the deadline of the respective quiz.**

CASE STUDIES

You are required to submit 3 'case studies' over the course of the term (1 case study must be submitted for each unit of the course according to the course schedule and dates indicated below, no exceptions). **Case studies 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.** For each unit of the course, you are provided with a list of well-known or influential people (see below). **From this list, you must choose one individual to analyze further according to any ONE (and only one!) concept or theory learned in the respective unit.** (So, over the course of the term, you will be analyzing 3 different individuals, one per unit, according to content from that unit.) Your goal is to consider the 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 current state, or a specific aspect of the individual's life. It is recommended that you choose a fairly specific concept (or a part of a theory or model in cases of complex ideas like the Big 5 or Freudian theory), as each assignment can be no longer than one page (double-spaced). **The audience should be someone who has completed PSYC-305A,** so you should not waste time restating what has already been stated. A sample case study assignment will be provided on Canvas.

CASE STUDY OPTIONS: You may choose one of the following people to analyze in each unit...

Unit 1 Case Study Options	Unit 2 Case Study Options	Unit 3 Case Study Options
<i>Assignment Due Date: Oct. 11</i>	<i>Assignment Due Date: Nov. 8</i>	<i>Assignment Due Date: Dec. 6</i>
Joseph A. M.-P. ("Joe Exotic")	RuPaul Andre Charles	Pete Davidson
Kim Jong-Un	Stefani Germanotta (Lady Gaga)	Kamala Harris
Samuel L. Jackson	Elon Musk	Benito Mussolini
Meghan Markle	Greta Thunberg	Nemonte Nenquimo
Bhagwan Shri Rajneesh	Serena Williams	Elliot Page
Britney Spears	Malcolm X	John Wayne Gacy

CASE STUDY REQUIREMENTS: Case studies 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 should be used (i.e., tone should NOT be conversational), and direct quoting of course material should be avoided in papers of this length. No references or citations are required. Regarding information or facts about the famous 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 (let’s keep it as simple as possible—one page only). **You must include the unit number and subject’s name at the top of your case study along with your name and student ID number.** You should also very clearly state the concept you will be focusing on in the first sentence. *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

CASE STUDY SUBMISSION: Case studies must be submitted for each unit no later than 11:59 PM on the posted deadline (see course schedule and dates noted above). **Electronic copies must be uploaded through Canvas (see Assignments) in PDF file format.** You are welcome to submit a case study 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 grade may be re-weighted such that it is based on the remaining units.

CASE STUDY GRADING: Case studies 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. This grade is intended to be a holistic representation of your performance on the assignment. (A grading rubric will also be provided online and used in the grading of case studies.) Grades and feedback will be posted on Canvas. Please allow 2 weeks for grades to be posted following the submission deadline. Case studies will account for a total of 30% of your final grade.

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.

ONLINE DISCUSSIONS

Throughout the course, numerous discussions will be started on Canvas (see *Discussions*). These discussions may involve course content, new theories or research related to course content, or other related media. You are expected to participate **occasionally** in these discussions by making **5 original and meaningful comments over the course of the term, with a maximum of 2 comments per unit**. Original comments on discussions and/or responses to other students' comments are equally acceptable and eligible for points, but **in order to be graded, each eligible comment must be made on a *different* discussion** (i.e., you cannot receive points for 2 comments on the same discussion). Although you are welcome to comment on discussions beyond than the minimum requirement, **only your first 2 comments will count towards your grade in any given** unit and again, they must be made on different discussions. For a comment to receive the full 2 points, it must reflect a high degree of critical thinking about the topic and contribute positively/meaningfully to the discussion. If a comment is deemed to be of less value or insight, or if it is lacking in originality, it will receive a reduced score of 1 out of 2. If a comment is deemed to be of little value at all, it will receive a score of 0 out of 2.

Three or more new discussions will be posted on Canvas at the beginning of each module. In order to be eligible and count towards your grade, comments must be made no later than one week after the discussion is started on Canvas. Discussions will be closed after one week. Extra points will NOT be assigned for additional comments made above and beyond the maximum of 2 per unit or 5 per term. You should participate in discussions according to what you find interesting or intellectually stimulating. Please do not wait until the very end of each unit to participate! Concessions may be offered in outstanding circumstances (e.g., illness).

FINAL EXAMINATION

There is one final exam in this course (2 hours in length), to be scheduled during the university exam period. (It is up to you to ensure that you are available during that period; final exam dates are announced mid-term.) The final exam must be completed and submitted electronically on Canvas (see *Quizzes* on Canvas). The final exam is **cumulative (excluding Lecture 1 and Chapters 1 & 2)** and will consist of 100 multiple choice questions. These questions will be presented one at a time; however, you *will* be able to move back and forth between questions and review/revise previous responses as you wish within the allotted time. All course units will be evenly represented on the exam, with an approximately equal number of questions from each, and questions will address both lecture and textbook content. Questions will be presented in random order and drawn randomly from a larger bank of questions in order to prevent collaboration among students and maintain academic integrity. **The exam is “open book” and “open note” as you may refer to your notes and/or book (any format) during the exam; however, you are strictly prohibited from recording questions (in any way) and from sharing exam content with other students** (see section on *Academic Integrity* for more details).

ON EXAM DAY: All students must have uninterrupted access to a computer in order to complete the exam. 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 'Final Exam.' Once you start, you will have a limited amount of time to complete the exam (to be announced). **Exam availability is scheduled according to Pacific Standard Time (PST, i.e., Vancouver time)**. Students in other time zones should make the appropriate adjustments in order to ensure that the exam is completed by 11:59 PM (PST). If you experience technical issues during the exam, please email me immediately with as much information as possible.

MISSING THE EXAM: The final exam will be available to complete on the published date 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>. For health-related issues, no medical documentation is required for the first occurrence; however, if you experience ongoing challenges during the term, you should seek support from your Academic Advising Office.

If you are unable to write the exam due to unforeseen events (illness or otherwise), you must contact me before the exam or within 24 hours following the exam or risk being assigned a grade of '0' on the exam.

OTHER ACCOMMODATIONS: Accommodations will also be made for students with religious obligations that conflict with the exam. Depending on the circumstances (as determined on a case-by-case basis), students may be offered a make-up exam scheduled at another time. The final exam in this course cannot be waived.

EXAM GRADES: Exam grades will be made available on Canvas as soon as possible (typically within 48 hours of the scheduled exam date). The final exam will account for 50% of your final grade in the course. Additional feedback regarding exam performance can be provided upon request.

DEPARTMENTAL POLICY ON GRADE DISTRIBUTION

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions. However, in the spirit of flexibility and compassion in light of COVID-19 and the associated return to in-person teaching, those departmental norms have been adjusted upwards by 5% for 2021W. According to these adjusted norms, the average grade in 300-level psychology classes will be 75 for an exceptionally strong class, 73 for an average class, and 71 for a weak class, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department. **Grades are not official until they appear on a student's academic record.** You will receive both a percent and a letter grade for this course.

ACADEMIC INTEGRITY, CHEATING, & ACADEMIC MISCONDUCT

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. 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 / Misconduct](#) here: <http://www.calendar.ubc.ca/vancouver> (see Campus-Wide Policies and Regulations). What does academic integrity involve in this class? 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.

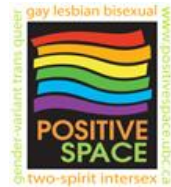
All course materials, including PowerPoint files, lecture recordings, uploaded videos, exam questions, discussions, and announcements are the **copyrighted intellectual property of David King**. It is unacceptable to share any of these materials outside of this course (e.g., CourseHero).

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. 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>



STILL UNSURE OF WHAT IT MEANS TO BE RESPECTFUL? Here are some basic tips on how to communicate respectfully: https://www.wikihow.com/Be-Respectful#Communicating_Respectfully_sub. And remember, 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** can be found here: <https://students.ubc.ca/health/student-health-service>; and **counselling services** can be found here: <https://students.ubc.ca/health/counselling-services>. **The Wellness Centre at UBC** also allows you to connect with other UBC students on matters of mental health and wellness: students.ubc.ca/health/wellness-centre.

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, without a wait.

Additional information on health and wellness resources can be found on the main page of the course website.

ONLINE LEARNING FOR INTERNATIONAL STUDENTS

This course is able to accommodate students living in different time zones, as all course content is recorded and accessible at any time. Attendance will not be taken in any online discussion.

Please 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 Course Schedule & Assigned Readings

	<u>Start</u> Date:	Module/Lecture # & Topics:	<i>Keep up with your readings →</i>	Readings:
UNIT 1	<i>UNIT 1 → The Foundation: Basic Principles & Considerations</i>			
	Sept. 7	1. INTRODUCTION TO PERSONALITY PSYCHOLOGY*		Chs. 1*, 2*
		<i>Syllabus Review; Defining Personality; Personality Assessment</i>		
	Sept. 13	2. GETTING ORGANIZED & CLASSIFIED		Ch. 3
		<i>Personality Traits & Trait Taxonomies; Leading Models of Personality</i>		
	Sept. 20	3. ARE WE STUCK? PERSONALITY IN SPACE AND TIME		Chs. 4, 5
	<i>Person-Situation Interaction; Stability across Situations; Stability over Time</i>			
Sept. 27	4. DETERMINING NATURE, NURTURE, & NECESSITY		Chs. 6, 8	
	<i>Behavioural Genetics, Genetic & Evolutionary Perspectives on Personality</i>			
Oct. 11	Final Deadline for Unit 1 Case Study, to be uploaded to Canvas by 11:59 PM!			
UNIT 2	<i>UNIT 2 → The Abstract: Exploring Psyche, Self, and Mind</i>			
	Oct. 11	5. PROBING THE PSYCHE: THE WORK OF S. FREUD & C.G. JUNG		Ch. 9
		<i>Psychoanalytic & Analytical Theories of Personality & Development</i>		
	Oct. 18	6. EXPANDING PERSPECTIVES: BEYOND FREUD & THE UNCONSCIOUS		Chs. 10, 11
		<i>Neo-Analytic Contributions; Motivational & Humanistic Perspectives; Narcissism</i>		
	Oct. 25	7. NAVIGATING SELF, FROM COGNITION TO SELF-AWARENESS		Chs. 12, 14
	<i>Cognitive Psychology; Approaches to the Self; The Notion of Authenticity</i>			
Nov. 8	Final Deadline for Unit 2 Case Study, to be uploaded to Canvas by 11:59 PM!			
UNIT 3	<i>UNIT 3 → The Application: Society, Culture, and Health</i>			
	Nov. 8	8. SOCIALIZED & SYSTEMIZED: PERSONALITY IN CONTEXT		Chs. 16, 17
		<i>Sex, Gender, & Sexual Orientation; Intersectionality; Culture & Personality</i>		
	Nov. 15	9. MANAGING THE DAY-TO-DAY: ADJUSTMENT & RESILIENCE		Chs. 18, 13
		<i>Stress, Coping, & Health; Emotion & Personality; The Concept of Disorder</i>		
	Nov. 22	10. FROM SUFFERING TO THRIVING: PERSONALITY IN EXTREMES		Ch. 19
	<i>Personality Disorders; Positive Psychology and Personality</i>			
Dec. 6	Final deadline for Unit 3 Case Study, to be uploaded to Canvas by 11:59 PM!			
Dec. 11–22	FINAL EXAM – to be completed on Canvas by 11:59 PM on the scheduled date (TBA).			

A concluding lecture (Lecture 11) will also be published and is for your interest only (i.e., not testable).

****Content from Chs. 1 & 2 and Lecture 1 will only appear on the Module 1 Quiz (i.e., NOT the final exam).***

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 7 chapters of the textbook (Chs. 1—6, 8).

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

Unit 3 includes 3 lectures/modules (Modules 8—10) and 5 chapters of the textbook (Chs. 13, 16—19).

One week is dedicated to each learning module. Beginning on a Monday, each module will include 1 lecture file (PDF) as well as a video file of the lecture with instructor voice-over (also found in Media Gallery), plus assigned chapters from the textbook that must be read that week.

Each module ends with a **quiz** which becomes available on Friday and closes on the following Monday.

New Discussions will be posted at the start of each module. You are expected to make 6 original/meaningful comments (or responses to other comments) over the term (maximum 2 per unit, only first 2 eligible for points). All discussion comments are also due one week after being posted.

IMPORTANT: You should notice that module quizzes and discussion comments are both due on the same date for any single module – one week after module start date (Monday) at 11:59 PM (PST).

One case study assignment is also due at the end of each of the 3 units (also on Mondays; see deadlines in course schedule). At the end of each unit, you will see that there is an extra week before your case study is due. You should use this extra time to complete your assignment and/or get ahead with reading and studying.

IMPORTANT: Due to a brief midterm break that has been scheduled from Nov. 10th to Nov. 12th, 2021, your deadlines for Module 8 (which starts on Nov. 8) will be extended by 2 days such that they will fall on Wednesday rather than Monday of the following week. All other deadlines will remain unaffected.

ON CANVAS: In addition to the Modules tab, which will help you stay organized, as well as the Media Gallery tab (where you will find video files of lectures with voice-over), the Course Summary located at the bottom of the Home page will help you keep track of deadlines.

Also be sure to refer to the Study Guide/Tips on Canvas for more tips on how to study the textbook and lectures and better prepare for the final exam!