

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

PSYC-305A, Section 992 (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)

**Email:** [dbking11@psych.ubc.ca](mailto:dbking11@psych.ubc.ca) (please email me directly)

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

**Website:** [www.davidbking.net](http://www.davidbking.net)

**Virtual Office Hours:** Wednesdays 10:00 AM – 12:00 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** Martin Smith **Email:** [martin.smith@psych.ubc.ca](mailto:martin.smith@psych.ubc.ca)

Your TA will not be holding regular office hours. To schedule a meeting, please email them directly.

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**REGARDING EMAIL:** Please email us directly (*not* through Canvas) and include the course code in your subject line (PSYC-305A-992). Please allow at least 24 hours for a reply (48 hours on weekends/holidays)!

## COURSE FORMAT

This course will be structured 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 in the course schedule (see the end of this syllabus). This schedule should be your main resource for staying organized in the course. You will be expected to submit 3 case study assignments over the term (1 per unit). You will also be required to complete 10 quizzes and one final examination (online, cumulative).

**COURSE WEBSITE:** This course uses **Canvas** (<http://canvas.ubc.ca>) to make important class announcements, post PowerPoint and video files, administer quizzes and exams, publish grades, and provide other relevant materials. Please ensure that this course appears in your Canvas account and that you are set up to receive regular notifications. **You are responsible for reading all class announcements.**

**COURSE MODULES:** Course content will be presented in 11 modules (see the schedule at end of syllabus), with Modules 1 through 10 lasting one week. In Canvas, go to **Modules** to find everything you need for the week.

**GENERAL DISCUSSION BOARD:** This should be used for general and **non-urgent** questions and discussions related to course requirements and/or course content (in place of Piazza). I will be monitoring it regularly.

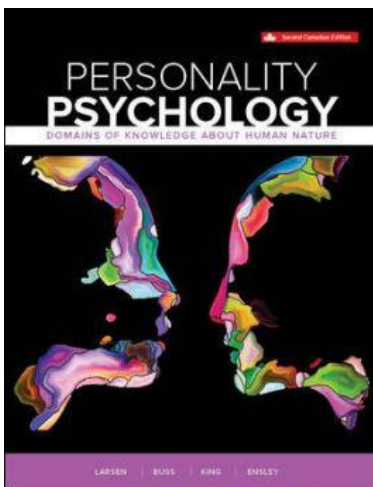
## REQUIRED READING – YOUR TEXTBOOK

### 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**<sup>†</sup> (ISBN 9781260333312)
3. Electronic Edition with **McGraw Hill Connect with SmartBook**<sup>†</sup> (ISBN 9781260332407)
4. Electronic Edition (E-Book Only, Lifetime Purchase) (ISBN 9781260332339)
5. Electronic Edition (E-Book Only, 180-Day Rental) (ISBN 9781260332315)



**LINK TO PUBLISHER'S WEBSITE:** <https://www.mheducation.ca/personality-psychology-9781260065770-can-group> (All purchasing options are available through the publisher's website.)

<sup>†</sup>**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-winter-2023>

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 (American, older) of the textbook 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) — **45% of final grade (15% each)**

*See section on 'Case Studies' for additional details and requirements; see Canvas for rubric.*

**Final Exam** (cumulative excluding Module 1; to be scheduled by university) — **45% of final grade**

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

**10 Quizzes (10%) + 3 Case Studies (45%) + Final Examination (45%) = Final Grade**

**+ up to 2.5 bonus points** for participating in HSP research (optional; see section on 'Extra Credit')

## MODULE QUIZZES

There will be one quiz for each of the first 10 course modules, each worth 1% of your grade. (Note that there will be no quiz for Module 11.) 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 questions in any way, consulting with anyone else during the exam, and sharing exam content with other students** (see section on *Academic Integrity* for more details).

**COMPLETING EACH QUIZ:** Quizzes will be available in Canvas (see *Quizzes*) and must be completed by the deadlines indicated (one week after the start date of each module). **Times are in Pacific Standard Time (PST).**

**MISSING A QUIZ:** 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 quiz deadline may be extended or your quiz grade re-weighted. Quizzes will be available 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, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

**OTHER ACCOMMODATIONS:** Accommodations will also be made for students with religious obligations that conflict with a quiz deadline. Depending on the specific circumstances (as determined on a case-by-case basis), students may be offered take the quiz at another time or re-weight their quiz grades based on other quizzes.

**QUIZ GRADES:** Each quiz grade will be made available in Canvas as soon as the quiz is completed. **Correct quiz responses will ONLY be visible \*once\* immediately following the completion of each 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 deadlines indicated in the course schedule**). Case studies are **intended to give you the opportunity to apply concepts and theories learned in the course**. For each case study, **you must choose one individual (real or fictional) to analyze according to any one concept or theory learned in the respective unit**. (You are welcome to analyze the same person more than once over the term, as you will be applying different content in each case.) **You can choose to analyze any real or fictional person as long as they are well known enough so as to not require background information for clarity**. **Importantly, the purpose of this assignment is NOT to write a biography**. 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 part of a theory or model in cases of complex ideas like the Big 5 or Freudian theory). In the case of discussing psychological disorders (including personality disorders), you should remain speculative and not imply that the person "has" a diagnosis or disorder (unless it is public knowledge).

**The audience should be someone who has completed this course. As such, there should be very little time spent restating what has already been stated. Instead, you should be demonstrating critical thinking by presenting original insight(s)**. The primary goal of these assignments is to apply course content; however, if it is either necessary or appropriate for your topic, you may cite outside sources as you see fit (to a maximum of 3 references per assignment). If referring to ideas or research findings presented in lecture content or in the textbook, you may simply treat this information as general knowledge and no formal citations are needed (and therefore no *References* page is needed in this case). **If you refer to any other literature or outside sources in a case study assignment (e.g., information/facts on the subject or relevant research not discussed in class), then you must cite the information according to APA style AND also include an additional *References* page listing the full reference(s) for this new information. A *References* page is therefore NOT required in all cases. It depends on the approach you take.** In many cases, logic or reason alone are sufficient in the application of course content, and some individuals are very well known, so outside sources are not always necessary.

Case studies are **not** meant to be summaries of course material. Rather, they are intended to encourage critical thinking about specific research topics, theories, and concepts/models in order to provide insight about some individual. A sample case study will be provided in Canvas.

**CASE STUDY SUBJECTS:** A list of recommended subjects will be posted in Canvas. If you would like to analyze someone not on this list, you should check with me to see if the person is appropriate (and familiar enough).

**CASE STUDY REQUIREMENTS:** Each case study assignment 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, with the exception of a *References* page). First-person perspective and direct quoting should be used minimally and formal/academic tone should be maintained throughout. **You must include a heading at the top of the first page indicating the unit number and the subject's name along with your name and student number (see sample online)**. You should also very clearly state the concept or theory you will be examining in the first sentence. **A *References* page can be included in addition to the one page if it is required (i.e., if you cite information not cited in the textbook or lecture)**. You should adhere to APA formatting (7<sup>th</sup> ed., APA, 2019); however, case studies do NOT require a title page, an abstract, a running head, or additional headings.

**CASE STUDY REQUIREMENTS (cont'd):** This is what the top of each case study should look like:

**Unit 1 Case Study: Steve Jobs**

John Smith (12341234)

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

**CASE STUDY SUBMISSION:** **(1) Case studies must be uploaded directly to Canvas by 11:59 PM (PST) on the due date indicated (see course schedule).** In Canvas, go to **Assignments** and click on the appropriate link to upload each assignment. All assignments should be submitted in PDF format. **(2) Case studies must ALSO be uploaded to "TurnItIn" by 11:59 PM on the day of submission (see further details below).** If you do not upload your assignment 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 the deadline will not be graded and will receive a grade of "0."

**Turnitin Submission:** Please submit your paper in the exact same form as the hardcopy submission (i.e., do not remove your title page or reference section, if applicable). **Originality reports of 30–40% or higher should be of concern.** If you are worried about potential plagiarism in an assignment, it is strongly advised that you submit your paper early to TurnItIn and, in the case that an assignment demonstrates significant overlap, make appropriate changes before the final submission. Students will be able to view their originality reports and resubmit before the respective deadlines.

**TurnItIn Information:** Please visit <http://www.turnitin.com> and use the following Turnitin information to submit each assignment: **Class ID: 37046356; Enrolment Key: person2023.** 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 assignments. In such instances, please note your Turnitin alias in the heading of each assignment when you upload to Canvas or simply note your alias in the Canvas assignment comments.

**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 assignment 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 these assignments (see Canvas). Grades and feedback will be provided in Canvas. Please allow 2 weeks for grades to be posted following the submission deadline.

**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.

**Did you know you can receive FREE WRITING CONSULTATIONS through the UBC Library? Have a consultant review your written work here:** <https://writing.library.ubc.ca/undergraduates/writing-consultations/>

## FINAL EXAMINATION

**There is one final exam in this course (110 minutes 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 and times are announced mid-term.) You will be permitted to start the exam at the time indicated in the exam schedule. **Students in different time zones should email me for accommodations.** The exam must be completed and submitted electronically in Canvas (see *Quizzes in Canvas*). The final exam is cumulative (excluding Lecture 1 and Chapters 1 and 2) and will consist of 100 multiple choice questions. The course units will be evenly represented on the exam, with an equal number of questions from each, and questions will address both lecture and textbook content. 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. **The exam is “open book” and “open note” as you may refer to your notes and/or book during the exam;** however, **you are strictly prohibited from recording questions in any way, consulting with anyone else during the exam, and 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. In order to start the exam at the scheduled time, you must log in to Canvas, click on the *Quizzes* tab in the course homepage, and then click on ‘Final Exam’ to begin. **Exam availability is scheduled according to Pacific Standard Time (PST, i.e., Vancouver time)**. **Students in other time zones should email me and request an adjusted exam time. If you experience technical issues during the exam, please email me immediately with as much information as possible and we will resolve the issue in a timely manner.**

**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 specific circumstances (as determined on a case-by-case basis), students may be offered a make-up exam scheduled at another time or an alternative accommodation.

**EXAM GRADES:** Exam grades will be made available in Canvas as soon as possible (typically within a few days of the scheduled exam date). The final exam will account for 45% of your final grade in the course. Additional feedback regarding exam performance can be provided upon request.

## EXTRA CREDIT (HSP)

You can gain research experience by serving as a participant in one of the many different psychological studies that are being conducted by the department. For each hour of experimental participation you can earn one credit towards your final grade, to a maximum of 2.5 ‘bonus’ credits in this course. (Note that students in distance education classes can only receive 2 credits in addition to the 0.5 prescreening credits.) You can sign up for studies by visiting <https://ubc-psych.sona-systems.com/>. If you prefer, you can earn these same extra credits by completing a library-writing project instead. Find more information at <https://psych.ubc.ca/hsp>.

## 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. 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.

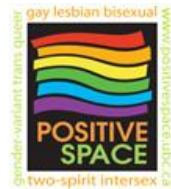
All course materials, including PowerPoint files, lecture recordings, uploaded videos, exam questions, discussions, and announcements are the **copyrighted intellectual property of David King**. It is unacceptable to share any of these materials outside of this course (e.g., CourseHero).

## PARTICIPATION & ATTENDANCE

I strongly encourage and appreciate student participation. Participation in this class may be in the form of questions or comments posed during online discussions or during one-on-one discussions with me. You are welcome to talk to me 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 any class discussions. General course policies can be obtained from the UBC Calendar on academic regulations. Attendance will not be taken for any components of this course.

## 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 happen 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](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](https://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</i> → The Foundation: <i>Basic Principles &amp; Considerations</i>			
	Jan. 9	<b>1. INTRODUCTION TO PERSONALITY PSYCHOLOGY*</b>		Chs. 1*, 2*
		<i>Syllabus Review; Defining Personality; Personality Assessment</i>		
	Jan. 16	<b>2. GETTING ORGANIZED &amp; CLASSIFIED</b>		Ch. 3
		<i>Personality Traits &amp; Trait Taxonomies; Leading Models of Personality</i>		
	Jan. 23	<b>3. ARE WE STUCK? PERSONALITY ACROSS SPACE AND TIME</b>		Chs. 4, 5
	<i>Person-Situation Interaction; Stability across Situations; Stability over Time</i>			
Jan. 30	<b>4. DETERMINING NATURE, NURTURE, &amp; NECESSITY</b>		Chs. 6, 8	
	<i>Behavioural Genetics, Genetic &amp; Evolutionary Perspectives on Personality</i>			
Feb. 10	<b>Final Deadline for Unit 1 Case Study—to be uploaded to Canvas by 11:59 PM!</b>			
UNIT 2	<i>UNIT 2</i> → The Abstract: <i>Exploring Psyche, Self, and Mind</i>			
	Feb. 13	<b>5. PROBING THE PSYCHE: THE WORK OF S. FREUD &amp; C.G. JUNG</b>		Ch. 9
		<i>Psychoanalytic &amp; Analytical Theories of Personality &amp; Development</i>		
	Feb. 20–24	Midterm Break – <i>No lecture or quiz this week!</i>		
	Feb. 27	<b>6. EXPANDING PERSPECTIVES: BEYOND FREUD &amp; THE UNCONSCIOUS</b>		Chs. 10, 11
		<i>Neo-Analytic Contributions; Motivational &amp; Humanistic Perspectives; Narcissism</i>		
Mar. 6	<b>7. NAVIGATING SELF, FROM COGNITION TO SELF-AWARENESS</b>		Chs. 12, 14	
	<i>Cognitive Psychology; Approaches to the Self; The Notion of Authenticity</i>			
Mar. 17	<b>Final Deadline for Unit 2 Case Study—to be uploaded to Canvas by 11:59 PM!</b>			
UNIT 3	<i>UNIT 3</i> → The Application: <i>Society, Culture, and Health</i>			
	Mar. 20	<b>8. SOCIALIZED &amp; SYSTEMIZED: PERSONALITY IN CONTEXT</b>		Chs. 16, 17
		<i>Sex, Gender, &amp; Sexual Orientation; Intersectionality; Culture &amp; Personality</i>		
	Mar. 27	<b>9. MANAGING THE DAY-TO-DAY: ADJUSTMENT &amp; RESILIENCE</b>		Chs. 18, 13
		<i>Stress, Coping, &amp; Health; Emotion &amp; Personality; The Concept of Disorder</i>		
	Apr. 3	<b>10. FROM SUFFERING TO THRIVING: PERSONALITY IN EXTREMES</b>		Ch. 19
	<i>Personality Disorders; Positive Psychology and Personality</i>			
unspecified	<b>11. OUR HEALTH/OUR FUTURE: CHALLENGES AHEAD†</b>		---	
Apr. 14	<b>Final Deadline for Unit 3 Case Study—to be uploaded to Canvas by 11:59 PM!</b>			
Apr. 17–28	<b>FINAL EXAM—to be scheduled by the university (TBA); completed in Canvas.</b>			

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

† The concluding lecture, Lecture 11, can be watched any time at the end of the term / before the final exam. Content from this lecture will only be tested on the final exam (i.e., there will be no quiz for this module).

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

*Note that you will NOT be tested on Chapters 7, 15, or 20 of the textbook.*

One week is dedicated to each learning module (excluding Module 11). 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** (excluding Module 11), which becomes available on Friday and closes on the following Monday.

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

Note that there is **no quiz for Lecture 11**. This concluding lecture can be watched any time at the end of the term and before the final exam. **Content from this lecture will only be tested on the final exam.**

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**IN 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** in Canvas for more tips on how to study the textbook and lectures and better prepare for the final exam!

## Appendix

### NOTICE ABOUT REQUESTS FOR LETTERS OF REFERENCE

During your academic career, you may wish to request a letter of reference or recommendation (for admission into a graduate or diploma program, to apply for a research job, etc.). Unfortunately, due to the volume of requests I receive, I will not be able to accommodate all students. I will only be able to \*consider\* such a request under the following conditions:

**(1) You have had significant interaction with me such that I have gotten to know you as an individual.** I am not able to provide a reference based solely on you taking this course, and this does make the possibility less likely in a distance-education course (though not impossible). I will *not* provide a reference simply stating the grade that you receive in this course. (Your transcript will do that.) If I cannot confidently speak to your other qualities or traits, I cannot write a letter of reference for you. I will make \*no exceptions\* to this rule.

**(2) You have received a final grade in this course of at least 80%.** This means that I cannot consider such requests before the term has ended and grades are finalized. Please do not ask before that time.

**(3) Your GPA should also be at a level that reflects a high academic performance overall.** Note that my academic reputation would be compromised if I were to refer students who do not have the necessary qualifications for a program of study. Please be mindful of this.

**(4) You make the request at least one month before the letter(s) must be submitted.** Ideally, such a request should be made even earlier.

**(5) In your correspondence, you clearly state the schools/programs you are applying to and the deadline(s) for submission of said letter(s) of support, and also attach your C.V., an unofficial copy or screenshot of your transcript, and a brief explanation of your interest in the desired program(s) and why a letter of reference from me specifically would be relevant.**

**Note that even if these above conditions are met, it is still very possible that I will not be able to provide you with a letter of reference due to the sheer volume of requests I receive.** Writing such letters is a very time consuming process, and as such, it is necessary for me to set a limit on how many I can write per academic term/year. Please also note that I may not be able to get back to you in a timely manner if any of the above conditions are not satisfied.

*Please also note that in recent years, I have started to receive follow-up requests from students immediately after I inform them that I am unable to provide them with a letter of support. In these follow-up requests, students ask me a second time if I can help, often pleading and begging me to accommodate their request. Please note that I do not have unlimited amounts of time (or energy), and as such, it should not be presumed that I could just “make it work” if I wanted to. In the end, I would appreciate not receiving such follow-up requests. (And keep in mind that they come across as highly unprofessional, and as such, do not make me more inclined to provide the support requested.) **I consider every request seriously, and if I can make it work (and the above requirements are satisfied), I will. If I cannot, I’m sorry, but this is sometimes how these things go...***