

## PSYC-305, Section 991 (Distance Learning)

# Personality Psychology



UBC Vancouver Campus, Fall Term (Sept. – Dec., 2024)

UBC is located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people.

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 throughout the course. *This section of the course is **asynchronous** and **can be completed remotely**.*

**Course Prerequisites:** It is **strongly** recommended that you have taken an intro psychology course and/or have some knowledge of research methods!

## YOUR INSTRUCTOR



**David King, MSc, PhD** (he/him/his)  
Please call me either David or Dr. King.

**Email:** [dbking11@psych.ubc.ca](mailto:dbking11@psych.ubc.ca)  
Please email me directly, **not** via Canvas!

**Office:** Room 2406, 2136 West Mall

**Dr. King's Office Hours on Zoom:** Wednesdays 10:00 AM – 12:00 PM (Sept. 11 – Dec. 11), or by appointment. *Drop in any time during these hours for **one-on-one** meetings, or email me to schedule a meeting. (See Appendix A.)*

**NOTE:** Office hour drop-ins/meetings may have to be limited to 10 to 15 minutes per student when others are waiting. *Please be respectful of everyone's time! I am **NOT** available on Saturdays, Sundays, or holidays, or after 5 PM (PST) on any day.*

**For my website & blog, visit [www.davidbking.net](http://www.davidbking.net). Or follow me on Threads ([@dr\\_davidking](https://www.threads.net/@dr_davidking)) for random musings, more psych stuff, and cute dog pics.**

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## YOUR TEACHING ASSISTANT

**Courtney Ostromecki** (she/her/hers) **Email:** [court119@student.ubc.ca](mailto:court119@student.ubc.ca)

*Please email your TA directly to schedule a meeting. Remember to treat your TA with respect during all interactions and communications!*

**NOTE:** Your TA should be your first point of contact for grading-related inquiries.

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## EMAIL ETIQUETTE *When emailing us for any reason...*

### PLEASE DO:

- Include a subject line, starting with the course code AND section number.
- Include prev. relevant correspondence.
- Include your FULL name & student #.
- Be specific in your request (e.g., number of days needed for an extension).
- Give us at least 48 hours to respond!

### PLEASE DON'T:

- Email us through Canvas.
- Email us multiple times about the same issue in a 48-hour period.
- Leave out important information.
- Provide unnecessary details about an illness (e.g., bodily fluids).
- Assume we can read your mind!

## COURSE FORMAT

This course will be structured around textbook readings and lecture content, which is intended to summarize and expand upon textbook readings. PowerPoints will be posted online and should be read in addition to the assigned textbook readings. Video files of PowerPoints with instructor voice-over for each lecture will also be available. Both textbook readings and PowerPoint/lecture topics are indicated in the course schedule in this syllabus. The course 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 (cumulative, open-book).

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

**Course Modules:** Course content will be presented in 11 modules (see 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.

**Recommended Discussions & Links:** External links and discussions recommended in Canvas are for your interest only and are NOT testable.

**General Discussion Board:** This should be used for general and **non-urgent** questions and discussions related to the course.

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## COURSE EVALUATION *Students are expected to complete...*

**10 Module Quizzes** (see deadlines in Canvas) — **10% of Grade (1% each)**

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

**3 Case Study Assignments** (1 per course unit) — **45% of Grade (15% each)**

*See section on 'Case Studies' for requirements; grading rubric in Canvas.*

**1 Final Exam** (cumulative, open-book, scheduled by UBC) — **45% of Grade**

*See section on 'Final Examination' for more details and requirements.*

*+ up to 3 points from HSP (optional; see section on 'Extra Credit')*

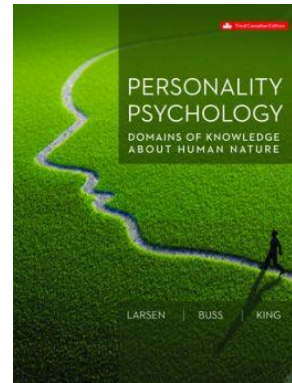
## YOUR TEXTBOOK (REQUIRED READING)

### Personality Psychology: Domains of Knowledge about Human Nature

by Randy Larsen, David Buss, & David King (3rd Canadian Edition, 2023, McGraw Hill Canada)

**NOTE:** You will NOT be responsible for reading Chapters 7, 15, or 20.

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



1. Printed Edition (Book Only) (ISBN 9781264869381)
2. Printed Edition + Electronic Edition with **McGraw Hill Connect with SmartBook<sup>†</sup>** (ISBN 9781265051549)
3. Electronic Edition with **McGraw Hill Connect with SmartBook<sup>†</sup>** (ISBN 9781264921744)
4. Electronic Edition (E-Book Only, Lifetime Purchase) (ISBN 9781264918850)
5. Electronic Edition (E-Book Only, 180-Day Rental) (ISBN 9781264924066)

<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. Those who think they will require additional support should consider it. **The unique class URL needed for Connect is:** <https://connect.mheducation.com/class/d-king-fall-2024-1>

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.

**Link to Publisher's Website:** <https://www.mheducation.ca/personality-psychology-domains-of-knowledge-about-human-nature-9781264869381-can-group> (All format/purchasing options are available at this link.)

**NOTE:** Due to significant updates and revisions to this edition, no other edition (American or older) of the textbook should be used.

## 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 10 minutes to complete each quiz (an average of one minute 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:** Each quiz 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: [www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0](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.

**IMPORTANT: For security purposes, 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. In certain cases, course content will be sufficient for the analysis and/or the subject will be very well known, so outside sources may not be necessary.

**NOTE:** 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 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 [www.turnitin.com](http://www.turnitin.com) and use the following Turnitin information to submit each assignment: **Class ID: 45228009; Enrolment Key: person2024**

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 note your alias in the assignment comments in Canvas.

**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 sufficient 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. A grading rubric consisting of 2 main criteria will be used in the grading of these assignments (see Canvas for a copy of the rubric). Grades and feedback will be provided directly in Canvas. Please allow 2 weeks for grades to be posted following the submission deadline. **You may request a re-grade of any assignment by emailing the instructor, but all re-grade requests must be made within 2 weeks of grades being posted. Re-grades could result in your grade increasing or decreasing and the adjusted grade will be final.**

## WRITING SUPPORT

UBC students may obtain assistance with writing through the UBC Centre for Writing and Scholarly Communication ([learningcommons.ubc.ca/improve-your-writing](http://learningcommons.ubc.ca/improve-your-writing)). The UBC Library ([www.library.ubc.ca](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:** [writing.library.ubc.ca/undergraduates/writing-consultations/](http://writing.library.ubc.ca/undergraduates/writing-consultations/)

**Remember, feedback on your written work is always beneficial, even if it's hard to take at first! Please try to approach all critical feedback with HUMILITY, and do not take it personally!**

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## 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). You will NOT be required to use either Lockdown Browser or Zoom during the exam.

**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: [www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0](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:** Grades will be made available in Canvas as soon as possible (typically within one week 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 earn bonus credits in this course by participating in the Psychology Department's **Human Subject Pool (HSP)**.

HSP allows you to 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 3 'bonus' credits** in this course. Each credit is added to your final grade in the course as a bonus percentage point. Note that currently, there is no limit on the number of credits that can be earned from online studies.

Create an account and sign up for studies here: <https://hsp.psych.ubc.ca>. Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. Or, if you prefer, you can earn the same credits by completing a library-writing project. Find more information at the above link or in the Canvas announcement regarding the HSP system, which includes further details.

**IMPORTANT: As instructors, we do not have direct access to the HSP system.** Any issues with HSP should be resolved directly with HSP Admin ([hspadmin@psych.ubc.ca](mailto:hspadmin@psych.ubc.ca)).

Please also keep in mind that the HSP system is NOT connected to Canvas. At the end of the term, we will receive a spreadsheet from HSP Admin containing a list of participating students and the credits assigned to them. At that time, we will enter HSP credits in to Canvas so that you can check that they are accurate. The only thing you need to ensure is that you have assigned your HSP credits to the class(es) of your choice, in your HSP account, before the system closes on the last day of classes. (Note that submissions for the alternative library option must be submitted no later than 10 days before the last day of classes.) Once the system closes, you will no longer have access to your HSP account!

**NOTE: This will be the only way to earn bonus points in this course. It is highly recommended that you take advantage of this option!**

## DEPARTMENTAL POLICY ON GRADE DISTRIBUTIONS

In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections.

For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%) in Introductory 100-level and 200-level courses; **B (72-75%) in Intermediate 300-level courses**; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

**Grades are not official until they appear on your academic record.** You will receive both a percent and a letter grade for this course. At UBC, letter grades convert according to the key below:

A+	90–100%	B+	76–79%	C+	64–67%	D	50–59%
A	85–89%	B	72–75%	C	60–63%	F	0–49%
A-	80–84%	B-	68–71%	C-	55–59%		

## ACADEMIC INTEGRITY

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 to detect cheating and plagiarism. In cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent as 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: [www.calendar.ubc.ca/vancouver](http://www.calendar.ubc.ca/vancouver) (see Campus-Wide Policies). What does academic integrity mean for this class? Here are some tips:

### 1. 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. Generative A.I. tools like ChatGPT are **not permitted** for any stage of work in this class. Importantly, any submitted written work must consist of your own writing. **Generative A.I. programs are not a replacement for human creativity, originality, and critical thinking. Using these tools to complete work in this class is strictly prohibited and will be considered an act of academic misconduct (and reported as such). A grade of '0' will be assigned to any work completed using A.I. or ChatGPT.** A.I. detection software may be used in investigations of academic misconduct.

### 2. Avoid unintentional plagiarism.

The ideas of others should always be acknowledged! Visit this guide to preventing plagiarism in your writing: [learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/](http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/)

### 3. DO NOT share course materials.

All course materials, including PowerPoint files and exam questions, are the **copyrighted intellectual property of David King**. You may not share these materials outside of this course (e.g., on CourseHero).

*We appreciate your attention to these matters and trust that you will uphold these expectations at all times!*

## PARTICIPATION & ATTENDANCE

I strongly encourage and appreciate student participation. Participation in this class may be in the form of questions or comments posed during any 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 posted 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 am dedicated to fostering a learning atmosphere that is receptive to and welcoming of 2SLGBTQIA+ people and issues (see [positivespace.ubc.ca](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 to be more polite 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:** [www.hr.ubc.ca/respectful-environment](http://www.hr.ubc.ca/respectful-environment)



### *Unsure of What It Means to Be Respectful?*

Here are some basic tips on how to communicate respectfully: [www.wikihow.com/Be-Respectful#Communicating\\_Respectfully\\_sub](http://www.wikihow.com/Be-Respectful#Communicating_Respectfully_sub). Remember to treat your Instructor and TA(s) with the same respect!

## SUPPORTING STUDENT SUCCESS

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises do arise, and so there are additional resources available should you need them, including those for survivors of violence. UBC values the safety of all individuals and respects the ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC also provides appropriate accommodation for students with disabilities and for religious and cultural observances. Details of these policies and how to access these services are available here: [senate.ubc.ca/policiesresources-support-student-success](https://senate.ubc.ca/policiesresources-support-student-success). You can find further details below:

### ACADEMIC ACCOMMODATIONS

UBC accommodates students with disabilities who have registered with the Centre for Accessibility ([students.ubc.ca/about/access](https://students.ubc.ca/about/access)). If you are registered with the CfA and have an accommodation for this class, please notify me as soon as possible. If you have a time accommodation for exams, I will be adding those accommodations manually in Canvas. As such, I ask that you NOT apply for these accommodations through the Centre for Accessibility.

### ACADEMIC CONCESSIONS

If you encounter medical, emotional, or personal problems that affect your attendance or performance, please notify me as you may be eligible for a concession. For more information, please consult Policies and Regulations in the UBC Calendar ([www.calendar.ubc.ca/vancouver/index.cfm](http://www.calendar.ubc.ca/vancouver/index.cfm)).

### LEARNING RESOURCES

**Learning Commons** ([learningcommons.ubc.ca](https://learningcommons.ubc.ca)) is an online resource designed to provide students with learning and study support. They also offer advice for **online classes** here: [learningcommons.ubc.ca/resource-guides/online-learners/](https://learningcommons.ubc.ca/resource-guides/online-learners/). For more help with online learning, UBC Distance Learning has made available a variety of **Online Learning Resources**, including help with exam prep: [distancelearning.ubc.ca/students/online-learning-resources/](https://distancelearning.ubc.ca/students/online-learning-resources/). And Student Services offers tips for **Navigating Online Learning** here: [students.ubc.ca/ubclife/series/navigating-online-learning](https://students.ubc.ca/ubclife/series/navigating-online-learning).

## HEALTH & WELLNESS RESOURCES

You may at some point find yourself struggling to manage your well-being. Below is a list of health-related resources on and off campus that you may wish to utilize. If concerns about your well-being arise during the term, we may also submit an **Early Alert** on your behalf in order to get you help. **Early Alert** allows faculty, staff, and TAs to identify their concerns about students sooner and in a more coordinated way. It is a confidential system in which your unique challenges can be reported to Student Services, who will refer you to appropriate resources. As an instructor, it is my responsibility to submit an Early Alert for you if concerns arise about your health or safety.

### *On Campus Services...*

**Centre for Accessibility:** The CfA provides accommodations for UBC students with physical or mental disabilities. Website: [students.ubc.ca/about-student-services/centre-for-accessibility](https://students.ubc.ca/about-student-services/centre-for-accessibility) | Phone: 604-822-5844

**Counselling Services at UBC:** Counselling offers a variety of resources to help you maintain your mental health while in school. Visit their website here: [students.ubc.ca/health/counselling-services](https://students.ubc.ca/health/counselling-services) | Phone: 604-822-3811

**Wellness Centre at UBC:** Speak with other UBC students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, etc. Website: [students.ubc.ca/health/wellness-centre](https://students.ubc.ca/health/wellness-centre)

### *Off Campus Services...*

**BC Bereavement Helpline:** Non-profit, free, and confidential service that connects the public to grief support services within the province of BC. Website: [www.bcbh.ca](http://www.bcbh.ca) | Phone: 1-877-779-2223

**Crisis Line:** 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.

**Mental Health Lifeline:** For mental health support across Canada, call or text **988** 24 hours a day or visit <http://www.crisisservicescanada.ca>

**SEE THE COURSE WEBSITE (CANVAS) FOR ADDITIONAL RESOURCES.**





## **TIPS FOR COURSE NAVIGATION & MANAGEMENT**

The course is organized into the following 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).**

*Reminder: You will NOT be tested on Chapters 7, 15, and 20 of the textbook.*

**One week** is dedicated to each learning module (except 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](#)). Assigned chapters from the textbook must also be read that week.

Each module ends with a **quiz** (excluding Module 11), which becomes available on Friday and closes on the following Monday.

*Note that due to the observed holidays on Sept. 2, Sept. 30, and Oct. 14; and the midterm break from Nov. 11—13, respective module quiz deadlines and start dates have been shifted to the following day or week (see course schedule).*

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

## **FREQUENTLY ASKED QUESTIONS**

### ***1. Why do quiz and exam questions appear one at a time?***

While I am fully aware that this format is not ideal from a test-taking perspective, there is a very important reason for displaying quiz and exam questions one at a time: this allows us to randomize the question order from student to student, thus making it far more challenging for students to complete quizzes and exams together. As it is noted, all work submitted in this course must be your own, but since we can't invigilate test-taking directly, we have to rely on other measures to reduce the likelihood of collaborating on work. Furthermore, displaying questions one at a time makes it more difficult for students to save or copy questions and share them with other students or websites. Quiz/exam security is a big concern for us!

### ***2. Why do I only have 10 minutes to complete quizzes?***

I have to make quizzes challenging enough to ensure that we meet the department's requirements pertaining to grade distributions, as discussed in the introductory lecture. The quizzes are already open-book and open-note. I have to do something to make them more challenging. (This is a 300-level university course, after all.)

### ***3. Why are quizzes only available for 4 days?***

When designing this course, I was originally going to make quizzes available for only one day, but decided on four days. Making quizzes available at the end of the course module is consistent with the layout of the course and encourages better time management. Making them available at the end of the course module also makes it more difficult for students to discuss questions with each other.

### ***4. Why are correct quiz responses only visible once after quiz completion?***

This decision is also a matter of security. If correct quiz responses were visible indefinitely after completion, it would make it that much easier for students to share them with other students or with websites that provide students with the means to cheat. It is not standard practice for us to return quizzes and exams to students in in-person classes anyway, or to share answer keys with students, which is what this would amount to. Typically, exam review sessions are held and you get to see your exam once. This is consistent with this practice.

### ***5. Do you have any tips on how to study for the course and prepare for the exam?***

Yes, I do! Please read the Study Guide for this course, which is available in Canvas. (Look under *Student Resources* on the Canvas homepage.) The Study Guide includes tips for reading and studying the textbook specifically.

### ***6. Is there a practice test to help prepare for the final exam?***

Yes, there is! In Canvas, go to *Quizzes* and then scroll down to *Practice Quizzes*. There you will find a practice exam consisting of 30 questions which are written and structured in a way that is consistent with the questions you will see on the final exam.

## Appendix A

### Zoom Meeting Invitation Details for Office Hours

Please use the following Zoom meeting link and details for drop-in office hours as well as all other scheduled Zoom meetings:

David King is inviting you to a scheduled Zoom meeting.

Topic: Dr. King's Virtual Office

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://ubc.zoom.us/j/64610599232?pwd=NDJqTXJFdnlFmTitnQURHbIR3THQvUT09>

Meeting ID: 646 1059 9232

Passcode: 11

One tap mobile

+17789072071,,64610599232#,,,,,0#,,11#

Dial by your location

+1 778 907 2071 (Vancouver)

+1 647 374 4685 (Toronto)

+1 647 375 2970 (Toronto)

+1 647 375 2971 (Toronto)

+1 204 272 7920 (Manitoba)

+1 438 809 7799 (Montreal)

+1 587 328 1099 (Alberta)

+1 613 209 3054 (Ottawa)

Meeting ID: 646 1059 9232

Passcode: 11

Join from a videoconferencing system

IP: 65.39.152.160

Meeting ID: 646 1059 9232

Passcode: 11

SIP: 64610599232@vn.zmca.us

Passcode: 11

## Appendix B

### 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.**

**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 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. In these follow-up requests, students ask me a second time if I can help, often pleading and begging me to accommodate the request. Unfortunately, I do not have unlimited amounts of time, 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...*