



**Psychology 2550A, Section 550
Introduction to Personality Theory and Research
Summer, 2019**

1.0 BASIC COURSE INFORMATION

Prerequisite(s): At least 60% in a 1000-level Psychology course
Antirequisite(s): Psychology 2050, if taken before 2016

Instructors: Anita Feher and Tony Vernon
Office Location: SSC 7312 and SSC 8410
Telephone number: 519-661-3682
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Course website:
<https://owl.uwo.ca/portal/site/>

Scheduled classes: Monday and Wednesday
9:30am – 12:30pm (3 hours)
HC Room W101

Office hours: Immediately following class or by appointment

2.0 COURSE DESCRIPTION

This course represents a survey of the history, methodology and content of the study of individual differences. Topics to be covered include an evaluation of typical personality assessment methods and a consideration of modern empirical research in personality theory and assessment.

3.0 COURSE LEARNING OBJECTIVES

Throughout the course, students will be asked to examine their own expressions of personality while critically evaluating the ways in which common personality traits influence individuals' behaviour and social relationships.

- By the end of this course it is expected that students will be able to discuss the ways in which personality theories have developed and how they are relevant to modern society and social concerns.

- By the end of the course students will be able to critically examine the contributions of the major personality theorists and assess the impact of their work.
- Through discussion and reflection, students will be able to describe the costs and benefits of the most common techniques used to assess and measure personality today.
- By the end of this course, students should be able to explain the behavioural effects of personality and the impact of biology and conditioning on individual differences.

4.0 DESCRIPTION OF CLASS METHODS

The course format will consist of lectures. There are no labs or tutorials. Material covered in lectures will not always be the same as material covered in the textbook and supplementary readings. These sources should be viewed as complementary and not redundant. As such, **students who want to do well in this course are strongly encouraged to attend lectures on a regular basis.** If students miss a lecture for any reason, it is their responsibility to catch up.

Outlines of the course, supplementary readings, grades, course announcements, and lecture slides will be posted on the course website on OWL. **Please bring a copy of the lecture slides to each lecture,** either in hard-copy form or on your computer. If, by the second week of class, you do not have access to OWL, please e-mail or speak with the instructors. Please be sure to check OWL regularly for announcements or changes to the lecture schedule.

5.0 TEXTBOOK

Larsen, R., Buss, D., King, D.B., & Ensley, C. (2017). *Personality Psychology: Domains of Knowledge about Human Nature* (1st Canadian edition). Toronto: McGraw-Hill

The textbook is required for this course. There is no need to bring the textbook to lectures, unless you would like to have it there as an additional reference. In addition to reviewing the textbook, you will be required to read supplementary resources for a number of the lectures. These supplementary resources are intended to provide you with additional information about topics in personality psychology not covered by your textbook. These supplementary readings will be provided to you by the instructors.

6.0 METHOD OF EVALUATION

Exam 1:	35%	(Wednesday May 29, 2019)
Exam 2	45%	(During the exam period: June 24 or 25, 2019)
Discussion:	20%	(throughout the course)

Students at Huron University College should consider a grade in the range from 70-74 to be evidence of satisfactory performance in a 2100-level Psychology course. Grades in the B+ (75-79) or A (80-89%) ranges will only be awarded for performance that is demonstrably superior to the second-year standard associated with the Major or Minor

modules. A grade of A+ (90-100%) will only be awarded very rarely and only for work that is truly exceptional.

Exams (80%)

Both of the course exams will be closed-book and multiple-choice in format. The first will be written during lecture hours on May 29, 2019; the second will be scheduled by the registrar's office during the exam period (June 24 or 25, 2019). They will cover the units leading up to that exam session, including textbook material, lecture material, and supplementary readings. The exams are designed to be non-cumulative. However, due to the nature of the field of psychology, there may be overlap in concepts, ideas, and continuity of theory. Students will have two hours to write each exam.

Graded exams will not be returned to the students, although the scoring key for a given exam can be checked with the instructors. Exam grades and the weighting of exams will not be adjusted on the basis of need. If you miss an exam due to medical or compassionate reasons, please follow the procedures outlined in the "Policy on Missed Exams" section of the course website on OWL (*Evaluation Info* tab).

Discussion (20%)

Participation in the course is strongly encouraged and will be assessed through the online discussion forums. Discussion forums for a given unit will open on the first day of the unit (9:30pm), and they will remain open for a week. Students may reply and respond to discussion forum topics at different times of the week, as long as their contribution is submitted prior to each week's deadline.

The units listed below contain discussion components. The availability of each unit's online forum is also specified.

Unit	Lecture Topic	Discussion Forum Availability
2	Trait Perspectives in Personality	Open: Wednesday May 15 (12:30pm) Close: Tuesday May 21 (11:55pm)
4	Conducting personality research	Open: Monday May 27 (12:30pm) Close: Tuesday June 4 (11:55pm)
5	The Dark Tetrad	Open: Monday June 3 (12:30pm) Close: Tuesday June 11 (11:55pm)
7	Theories of intelligence	Open: Monday June 10 (12:30pm) Close: Sunday June 16th (11:55pm)

Discussion Grading:

Each forum week, you can earn up to 5 points for your participation in the discussion for that week's topic, yielding a course maximum of 20 points.

Posts should be approximately 100-150 words in length, and you can stretch that to 200 words if you need to elaborate on your ideas. Posts longer than 200 words become quite challenging to digest, and you are probably better off breaking up your thoughts into separate posts. Ultimately, we are looking for focused and concise posts. Wordy is not necessarily better. Also, note that your posts do not have to be new conversations to receive full marks. Responses to other students that are thoughtful and original will count toward your post quota each week. So, please feel free to engage with one another on the forums, and to comment on points that have been raised and the ideas that have been discussed. The following rubric is intended to help you to understand how we will be grading the discussion forum posts:

Criteria	Grading			
	<i>Beginning 0 points</i>	<i>Developing 1-2 points</i>	<i>Successful 3-4 points</i>	<i>Accomplished 5 points</i>
<i>Frequency of posts</i>	0-1 posts per discussion week	1-2 posts per discussion week	2-3 posts per discussion week	3 or more posts per discussion week
<i>Engagement with others</i>	You rarely respond to the posts of others, often contributing shortly before the deadline.	You sometimes respond to others. Your responses offer an opinion, but they are brief and sometimes lack relevancy	You often respond to others. Your responses are polite and thorough. You compare your thoughts to what others write and identify areas where you share common interest.	You lead the discussion consistently. You often respond to others politely and in a manner that encourages further discussion. You aim to guide the discussion in new directions.
<i>Engagement with topic</i>	Your post, if present, lacks clarity or focus. You may re-state the question or topic in your own words, but you do not have a clear answer to the question.	Your posts are clear and concise, but often echo the thoughts of others or lack originality. They rarely reflect your own understanding or experience.	Your posts are clear, concise, and thoughtful. You connect your ideas not only to your own experiences, but also to in-class material and/or your own research.	Your posts are clear, concise, thoughtful, and original. You consistently suggest ideas that others have not yet outlined. Your posts encourage us to think about the topic in a novel way.

7.0 LECTURE SCHEDULE

The following schedule is a guideline only and may be subject to change. Please ensure that you attend class and monitor announcements on OWL in order to receive updates about any revisions to the schedule

Unit	Date	Lecture Topic	Readings
1	May 13	Introduction to the Course Research Methods in Personality (Feher and Vernon)	Chapters 1 and 2
2	May 15	Trait Perspectives in Personality (Feher)	Chapter 3
3	May 22	Biological and Behavioural Genetic Perspectives in Personality (Vernon)	Chapter 6
4	May 27	Conducting personality research (Feher and Chris Kowalkski)	Tba
	May 29	Midterm Exam – in class (2 hours)	
5	June 3	The Dark Tetrad (Del Paulhus)	Tba
6	June 5	Psychoanalysis, behaviorist and learning perspectives, and social learning theories in personality (Feher)	Chapter 9
7	June 10	Theories of intelligence (Vernon)	Chapter 12, pages 294-297
8	June 12	Self and Others' Personality, Emotional Intelligence (Feher)	Chapters 13 and 14 (select pages will be announced)
9	June 17	Personality and Politics (Ed Bell)	Tba
10	June 19	The Addictive Personality (Katelyn Harris), Personality and Intimate Partner Violence (Rachel Plouffe), Self-Defeating Interpersonal Styles (Vernon)	Tba
	June 24 or 25	Final Exam (2 hours) <i>to be scheduled by the Registrar's Office</i>	

8.0 GENERAL POLICIES



Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified

that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> ("Cancellations and Closures").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<https://huronuc.ca/student-life-campus/art-social-science>