

PSY 307: Personality (Summer 2018)
Mondays, Tuesdays, Wednesdays, and Thursdays, 12:00 PM to 1:50 PM in LIL 111

Psychology is the scientific study of the mind and behavior. Psychologists rely on empirical methods – experimentation and systematic observation – to learn about the human condition. In PSY 307, you will learn about the major theories of personality and the research methods used to test these theories. From each of these different perspectives, we will address questions such as: What is personality? How is personality studied? How do individuals differ and in what ways are they the same? What influences personality development?

Important note: As the class goes on, the syllabus will be updated regularly. Check Canvas for the most recent version of the syllabus.

READ THIS WHOLE THING.

INSTRUCTORS

Instructors: Cianna Bedford-Petersen and Maria Wixwat

Email: cbedford@uoregon.edu
mwixwat@uoregon.edu

Office hours are Wednesdays after class (2 – 4 pm) in our office (332 Straub), or by appointment. Appointments should be made *at least 24 hours* in advance.

Please contact us via the emails above. When you contact us, please use your official @uoregon.edu email address and put “PSY 307” at the start of the subject line.

TEXT AND MATERIALS

The required textbook for this class is available at the UO bookstore:

Funder, D. C. (2015). *The personality puzzle* (7th ed.). New York: Norton

GRADING

Your grade will be a weighted average of the following criteria:

- 25% Daily personality homework (10 assignments)
- 10% Participation
- 30% Midterm exam
- 35% Final exam

We calculate exact grades with no rounding. Cut-offs for a “plus” are at x7 and for a “minus” are at x3. For example, an 87.00 is a B+ but 86.99 is a B.

PROTIP: Students sometimes think they can blow off the small-looking parts of the course (the daily personality homework assignments or participation). That is pretty much always a mistake. Those are places where some effort can get you full points, and they add up fast. By comparison, many students find the exams challenging, so it's worth it to get whatever points you can.

ACTIVITIES, ASSIGNMENTS, AND ASSESSMENTS

Lectures and readings

Lectures will go in depth about topics that we think are especially important, interesting, or both. You should come to every lecture and take good notes in your own words. Although we will post our lecture slides after class, the slides will not contain all of the important information from class.

The textbook will give you breadth and foundational concepts. Some of the material covered in lecture will overlap with the textbook, and some of it will not. As with the lectures, we recommend that you take good notes on the readings in your own words.

This is a survey course, which means that the depth in which each theory is covered will be moderate; you are encouraged to find out more about the theories that particularly interest you.

Exams (30% + 35%)

There will be 2 exams: one midterm and one final (see the schedule at the end of the syllabus). Exams will be in multiple-choice format with a few short essay questions and based on lectures and readings (i.e., the textbook). The content of the lectures and readings will overlap a little, but you are responsible for everything from the book and everything from lectures – not just the overlaps.

WE WILL NOT GIVE MAKE-UP EXAMS. You **must** be present in class for every exam **at the scheduled starting time**. There are two possible reasons for exceptions: (a) You are traveling for a university activity that provides an official academic proctor (typically this only applies to away games for varsity athletes) and you have arranged with us *in advance* to take your exam remotely, or (b) You have ironclad documentation of a serious emergency (see “Absences” later in this syllabus for details). Otherwise, if you miss an exam, you will get a zero.

Plan any travel accordingly, because **you cannot take any of the exams early or late**.

Daily personality homework assignments (25%)

Background. A major aim in this course is that you will become comfortable enough with the theories to begin to apply them in the ‘real world’, and to find interesting new ways to think about your everyday experiences. It is also important that you become familiar with different personality measurements and think critically about them. The daily personality homework assignments can help you with these goals. You are required to complete 10 assignments, which are graded from 0 to 10. The weighted average of your grades for all the 10 assignments will constitute 25% of your total grade for this course.

Completion. Assignments are to be completed online, reference the Assignments section on Canvas for individual instructions. They will either include discussion questions which you will post responses to on a public discussion board; or they will direct you to an individual assignment. It takes most people around 1 hour to complete each assignment.

Format. While the structure of each assignment will vary, they will fall into one of two types. For assignment type I, you will be required to complete one or more psychological measurements related to the topics that are being discussed in class. After completion of the first part, you will be asked questions about the measurement, the results, or the underlying psychological constructs. These questions might ask you to think critically about the measurement or construct (i.e., “What do you think was the weaknesses of the two tests that you just took?”), or they may ask you to do a brief search and answer a question (i.e., “The test you just took measures extraversion. Define extraversion in your own words and offer examples of behavior that is commonly associated with this construct.”) Your responses should be in short essay formats (often limited to 100 or 150 words). Assignment type II will ask more general questions about the chapter. This might require you to look up information in either the textbook or online and describe a concept or give critical thought to an issue. You will then post your response to the public discussion board for that assignment. This format is intended to stimulate discussion and responding to other classmates’ posts is encouraged.

Grading. Each assignment will be graded from 0 to 10. If all the instructions given are followed accurately, the person will receive a grade of 10. For the critical thinking questions, as long as your response is logical and addresses the question clearly, it will receive the full grade. For the questions that ask directly about the psychological variables (i.e., “define extraversion and give examples”), your answer will be graded based on accuracy and comprehensiveness. For these questions, you are encouraged to use your textbook, or any other scientific resources; however, all responses are supposed to be in your own words. Plagiarism will lead to a grade of zero.

Due dates. See the SCHEDULE section of this syllabus for the due dates of each homework assignment. On a day that an assignment is due, *it must be submitted online before 11:00 am*. Because the homework portion of the grade is very generous, and due to the high volume of homework we will be reading each week, we will not accept any late homework.

Participation (10%)

Discussion is a critical part of learning in this classroom. Psychology is a dynamic field that is based on scientific facts, but also draws on unique human experiences and interpretation. For participation credit, you will need to contribute meaningfully to both class discussions and small group discussions. We will be documenting and grading individual participation. This will indirectly serve as an attendance grade, since you need to be present in class to receive your participation points.

Extra Credit Opportunity

An important aspect of personality psychology is being able to read and understand current research on the topic. There will be an opportunity for each student to gain extra credit worth up to 2.5% of your grade by completing a one-page (single-spaced) response paper to a scientific journal article chosen out of a list of possible readings. Your response should include a summary of the methodology and findings described in the paper and a reaction highlighting the implications and limitations of the research. This will be graded from 0 to 10 and extra credit will be given according to how well the paper fulfilled the assignment expectations. A list of possible readings can be found on Canvas under the Files section in the Extra Credit folder.

INCLUSION AND VALUES

One of our core scientific values is that scientific knowledge is a public good that belongs to everyone. That means that as educators, we strive for our classes to be accessible to all, and respectful of diversity, including diversity in race, ethnicity, gender, sexuality, disability, socioeconomic status, religion, and culture. It is important to us that everyone has the opportunity to learn in this class. It is our goal to create a respectful classroom environment where people feel safe to explore difficult topics. Your suggestions, concerns, and other feedback are always welcome, and we will listen to you with respect and an open mind.

CLASSROOM EXPECTATIONS

1. Please turn off your phone before each class.
2. We recommend taking notes by hand. However, laptops or tablets are allowed in the classroom if you use them ONLY for taking notes. Please do not create a distraction to yourself or others sitting near or behind you.
3. Please give us feedback on any aspect of the course that you think could be improved or on anything you particularly like. We are genuinely interested in making this course interesting and educational for you. We take feedback seriously, and we are always interested in finding ways to improve the course and our teaching. Please do not wait till class evaluations to speak up. Receiving feedback earlier means we can try to address those concerns during the term.

ABSENCES

Lectures: We do not take attendance so there is no need to notify us. We recommend that you get good notes from someone who came to class.

Exams: If a serious emergency prevents you from taking an exam you must do the following:

1. Notify us as soon as possible (and before the exam unless your emergency prevents you from contacting me). Send us an email from your official @uoregon.edu account. A significant delay will mean that your excuse will not be accepted.
2. Provide written and verifiable documentation of your emergency. “Verifiable” means that documentation should be on the official stationery of a medical professional (or other professional relevant to your emergency absence), and it must include contact information for someone we can call to confirm your documentation.
3. Make-ups or other remedial action will be determined solely at our discretion.

ACADEMIC INTEGRITY

You may refer to your textbook or notes while completing the “daily personality homework assignments”. All in-class exams are closed-book and must represent your own independent work. Every assignment must be done individually unless you are explicitly told that it is a group assignment. If you are unsure about what is appropriate or allowed, please ask.

Students who commit any form of academic dishonesty (cheating, plagiarism, fabrication, etc.) on any assignment will receive an “F” for the course. The university may impose additional sanctions, including expulsion. Further information about standards of academic conduct is available here: <http://conduct.uoregon.edu>

ACCESSIBILITY

As we stated earlier, our goal is to create an accessible and inclusive learning environment. Please talk to us if there are aspects of this course that will create barriers for you. You are also encouraged to contact the Accessible Education Center for support (<http://aec.uoregon.edu>). If you will need accommodations for any exams or assignments, please notify us during the first week of classes.

CHANGES TO THIS SYLLABUS

We reserve the right to change or waive any part of this syllabus at any time.

SCHEDULE

| Week | Weekday | Date | Topic | Reading | Assignment due* |
|-------------|-----------------|------------------|---------------------------------------|----------------------------------|------------------------|
| 1 | Monday | 8/20/2018 | Introduction to Personality | Chapter 1 | - |
| 1 | Tuesday | 8/21/2018 | Research Methods | Chapter 2 & 3 | A1 |
| 1 | Wednesday | 8/22/2018 | Traits, Situations, and Behavior | Chapter 4 | A2 |
| 1 | Thursday | 8/23/2018 | Trait Approach | Chapter 6 | A3 |
| 2 | Monday | 8/27/2018 | Personality Judgement | Chapter 5 | A4 |
| 2 | Tuesday | 8/28/2018 | Personality Development and Stability | Chapter 7 | A5 |
| 2 | Wednesday | 8/29/2018 | Anatomy, Genetics, and Evolution | Chapter 9 | A6 |
| 2 | Thursday | 8/30/2018 | MIDTERM EXAM | Chapters 1 to 9 (no 8) | |
| 3 | Monday | 9/3/2018 | LABOR DAY NO CLASS | - | - |
| 3 | Tuesday | 9/4/2018 | Psychoanalysis | Chapter 11 | - |
| 3 | Wednesday | 9/5/2018 | Humanistic and Positive Psychology | Chapter 12 | A7 |
| 3 | Thursday | 9/6/2018 | Cultural Variations | Chapter 13 | A8 |
| 4 | Monday | 9/10/2018 | Motivation and Emotion | Chapter 15 | A9 |
| 4 | Tuesday | 9/11/2018 | The Self | Chapter 16 | A10 |
| 4 | Wednesday | 9/12/2018 | Personality and Health/Review Day | Chapter 17 | - |
| 4 | Thursday | 9/13/2018 | FINAL EXAM | Chapters 11 to 16 (no 14) | - |

* On a day that an assignment is due, *it must be submitted online before 11:00 am.*