



PSY 230H1: Personality and Its Transformations
Lectures: See Class Structure Below

Instructor and Teaching Assistant Information

Professor:

Amanda Sharples, Ph.D.
amanda.sharples@mail.utoronto.ca

Instructor Office hours:

By appointment. See course website
Online. Zoom link provided on course website

Teaching Assistants:

Last names A – H : Elia Lam, elia.lam@utoronto.ca
I – P: Sue Song, sue.song@mail.utoronto.ca
Q - Z: Samantha Stranc, sam.stranc@mail.utoronto.ca
Office hours: by appointment

Course Description and Objective

What is
personality?

What determines
our personality?

Does our
personality
change?

Is our personality
stable or do we
respond to
situations?

In this course, we will examine theory and research in the area of personality psychology that begins to answer some of these important questions. There will be a focus on the following learning objectives:

Learning Objectives:

1. *Knowledge:* By the end of this course, you should be able to name and apply theories in the area of personality psychology. Moreover, you should understand key research methods used in the study of personality.
2. *Application:* By the end of this course, you should understand and be able to apply findings in personality psychology to your life and current events.
3. *Scientific Thinking:* By the end of this course, you should have a better understand of common research methods used in psychology, and you should be able to think of ways to empirically examine research questions in the area of personality.
4. *Communication:* By the end of this course, you should have improved your ability to construct arguments and to communicate your thoughts verbally and in writing.
5. *Professional Development:* By the end of this course, you should have improved your time-management skills and ability to respond appropriately to constructive feedback.

Class Structure: Classes will consist of lecture videos for January. Starting February, it is currently assumed that we will move to in person learning. This may change, in which case the format we used in January will continue to apply.

For the month of January - this is the class structure:

Asynchronous Lectures: Lectures will be broken down into short (10-30 minute) videos. These will be posted weekly by the end of the day Monday starting January 10th. Please try to watch each lecture before the next lecture is posted so that you do not fall behind. I chose to make lectures asynchronous as I recognize that many students will struggle to attend a synchronous lecture due to various stressors including work, issues with internet connectivity, and being in a different time-zone. Moreover, issues with internet connectivity could disrupt the lectures and reduce clarity.

After January:

The current assumption is that we will return to in person learning starting February 1st, 2022. It is possible this will change. If we need to remain online, class structure will remain the same though some synchronous review sessions may be added. If we do return to in-person learning, we will meet on **Fridays from 12:00pm-3:00pm in SS2117 (Sidney Smith, second floor)**. Classes will be primarily lectures with some brief activities throughout.

Note about prerequisites: It is your responsibility to ensure that you have met *all* prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you **WILL BE REMOVED**. No waivers will be granted.

Course Resources

Required Readings:

Textbook: Link to course text available openly online (no cost): <http://noba.to/xr5gzdus> Link to site where you can order a printed version of the text for a small fee, if you prefer this (anticipate this taking 10-15 days):

<https://www.lulu.com/en/us/shop/noba-project/personality-and-its-transformationssharples/paperback/product-ejdr2k.html> (Links to an external site).

There will be required journal articles, podcasts, and videos. These will be available through links provided in the syllabus and under the modules (podcasts and videos) or through the library course reserves (journal articles).

We will also be using an online platform called Packback for this course and there is a small fee for this (\$29 but may be less if you've used it before). Well I try to keep my course free of additional costs, I think this small fee will be worth it for how this tool will add to your learning and help create a sense of community in this online course.

Quercus: All course materials will be made available on the Quercus website, including lecture slides, lecture videos, announcements, and supplementary materials. You are advised to regularly check the announcements section of the Quercus website because you are solely responsible for staying on top of all course announcements made through Quercus

Note about course materials: all lecture content, including recordings of the lecture, are the intellectual property of the professor. Sharing it online without permission is an academic offense.

Ongoing feedback: I've created a survey that students can fill out anonymously after each class to provide me with feedback on lectures. This gives you the opportunity to let me know if I am going through the material too quickly, if there is a particular concept you are really struggling with, if there is something that could be improved about the structure of each class, etc. The link to this survey is available on Quercus. I cannot promise that I will be able to touch on every concern expressed in the feedback surveys. I will be looking for common concerns being expressed by students.

How to get help with the course: The fastest way to get help with the course is to book a student hour with me. If you have a short question that can be answered via email, then please email myself or the TA. Before emailing, however, please check the course syllabus as most of the important information about the course can be found there.

Course Evaluation

<i>Component</i>	<i>Date</i>	<i>Weight</i>
Paper Draft	Mar 4	1%
Feedback to Peers	Mar 18	3%
Assessment 1	Feb 15th-18th	28%
Final Paper and Reflection	Apr 1	26%
Final Assessment	During final exam period	32%
PackBack Discussions	Throughout the semester	10%

Throughout the course there will be a combination of summative and formative forms of assessment. Summative forms of assessment are meant to test your knowledge of the content and see what you are learning in the course. These include tests and the final assessment, as well as the final written paper. Formative assessments are meant to provide feedback to you so you may improve your work, and to provide feedback to me regarding how you are learning. These include peer feedback and the Packback discussion board,

Packback: Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements: Your participation on Packback will count toward **10% of your overall course grade.**

There will be a Weekly Sunday (except for the reading week and midterm assessment week) at 11:59PM EST deadline for submissions (you may do this over the week instead of on the weekend). In order to receive **full credit for the first 5%**, you should submit the following per each deadline period:

1. An open-ended Question every week with a minimum Curiosity Score of 50.
2. A Response every week with a minimum Curiosity Score of 50.

Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

In order to receive **the second 5%**, you must do as follows:

You will receive 3% of the 5% if you *first* complete all required Packback submissions for the first 5% *and* you can maintain an average curiosity score of 85%. You will receive the full second 5% if you complete all required Packback submissions for the first 5% and you can maintain an average curiosity score of 90%.

How to Register on Packback:

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.ca> and clicking "Sign up for an Account"
Note: If you already have an account on Packback you can log in with your credentials.
2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.
Community Lookup Key: 07041758-7d2f-433c-8574-03fbf0b519d9
3. Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmikrD68>

Final Paper: For this course, you will have to complete a final writing assignment. This will be a personality assessment that you will do on another individual. This person can be someone you know well, like a close friend or family member, or they can be a character from the media (e.g., a popular television show or book series). Please note that if you choose to analyze a friend or family member, you should give them a fictitious name, and if you choose to analyze a media character you want to make sure you have enough information about that character to provide an analysis of their personality of this person's personality (e.g., social skills, altruism, aggression, etc.) using two of the approaches discussed in class. You should not just discuss each approach in isolation but rather, you should make connections across the approaches. Please go to the **Quercus website - Assignments - Final Paper** for full instructions and a video explaining the paper in depth. Please note the video is from another semester so the dates have changed - **go by the dates in this syllabus. Papers should be written in**

essay format and should be 4-5 pages long (no more than 5 pages long - we will stop reading). These should be double-spaced, 12-point font.

Draft: Before submitting the final paper, you will submit a draft. This will allow you to get feedback from your peers before submitting the final paper. If you submit this on time, you get 1%. There will be no extensions and you will not be able to get feedback from peers if this is not submitted on time. Drafts will be examined to ensure there was a reasonable effort put in. If there is not reasonable effort put in, you will not receive the full 1%.

Peer Feedback: After drafts are submitted, you will be randomly assigned 3 peers and you will need to read their papers and provide each of them with one piece of constructive feedback to help improve their final paper. More information on how to provide constructive feedback will be provided in class. There are no extensions available for this, so please plan ahead and make sure you have time to provide feedback. **Important: If you do not submit a draft you will not automatically be assigned peers and you need to contact me so that I can manually assign you peers. You need to do this within two days of the draft due date.** Otherwise, you will not be able to provide feedback and you may receive 0 for this.

Final Paper: After receiving feedback from your peers, you will incorporate the feedback that you feel is useful in the final draft of your paper. You will also submit a brief reflection explaining why you chose to incorporate each piece of feedback, or chose not to, how you felt about the assignment, and what you learned from the assignment. This reflection should be about 1 page long (no more than 1 page), double-spaced, 12-point font. This should be submitted as a separate document with the final paper. Note: It is your responsibility to ensure both documents are submitted.

A few important details: For the paper you submit, you should include citations for at least 2 papers published in peer-reviewed journals (we will discuss this in class). More details on these assignments will be provided in the assignment video, which will be posted under Assignments - Final Paper.

Policy on Lateness: The Covid 19 pandemic has impacted all of our lives in various ways, and I understand that some of you may be facing many additional stressors as a result of this. I understand this and I am happy to support you and work with you so that you can successfully complete this course and have a positive learning experience. For all course assignments, you do not need to contact me so long as your assignment is submitted within 24 hours of the due date. Following this, a 2% late penalty may apply. If you are concerned about meeting a deadline or need assistance making a plan for getting work completed, please contact me as soon as you can so we can work this out together.

Midterm and Final Assessment: There will be two assessments over the course of the semester. Both of these will be take-home tests and will include untimed short and medium response questions getting you to apply your knowledge and think critically about the course content. The final assessment will be held during the final exam period consisting of short and medium answer questions. The final assessment will not be cumulative. Both assessments should not take any longer than 2-3 hours to complete, so please put that much time aside.

Missed Assessments. If you miss a deadline for a test, please contact me right away so we can work out a make-up test or possibly re-weight your grade.

Ensuring Transparency in Marking: Your final paper and take-home assessments will be marked by the TAs and I. Marking these types of assignments and tests can be very challenging and somewhat subjective (my perception of a good argument may differ slightly from the TAs'). In order to make this process as fair as possible, I will be creating a detailed rubric for myself and the TAs to use when grading these assignments and tests. I will provide you with a copy of these rubrics at least one week

before the assignment or test is due.

Academic Resources

Accessibility Needs: Students with diverse learning styles and needs are welcome in this course, and we will do everything in our power to ensure that all students have equal opportunities to succeed in the course. If you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978 8060; accessibility.utoronto.ca.

Writing: Writing is an important communication skill that you will continue to develop over the course of your undergraduate degree. This is a WIT course and as such there is a lot of focus on writing. The university provides its students with a number of resources to help them develop this skill. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>. More info on writing resources available at U of T will be posted on Quercus. I highly recommend that you make use of these. Moreover, I'm more than happy to give you feedback on your writing during my office hours, so feel free to stop by.

Academic Integrity and Plagiarism: Academic misconduct will be taken very seriously in this class. Cheating and plagiarism will not be tolerated and will be reported through the official university channels. Please refer to the University of Toronto's Code of Behaviour on Academic Matters for more information about what constitutes academic misconduct and how academic misconduct will be dealt with: <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>

Resources for Distressed Students: As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries, and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. All of us benefit from support and guidance during times of struggle; there is no shame in needing help or in asking for help. There are many helpful resources available through your college Registrar or through Student Life (studentlife.utoronto.ca and www.studentlife.utoronto.ca/feeling-distressed). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources and do not hesitate to seek assistance from your Teaching Assistants or from me to help learn what supports are available.

Lecture Schedule and Assigned Readings

I will try to stick to this outline, but changes may be made. Changes will be announced on Quercus

Lecture	Date	Topics	Readings	Notes
L1	Jan 14	Course Introduction	Chap for this module (this content will not be tested directly nor will the lecture 1 content)	
L2	Jan 21	The Psychoanalytic Approach	Chap for this module	
L3	Jan 28	Developmental Approaches	Chap for this module	
L4	Feb 4	The Trait Approach Part 1	Chaps for this module	
L5	Feb 11	The Trait Approach Part 2	Podcast: Invisibilia, Episode: The Personality Myth, https://www.npr.org/podcasts/510307/invisibilia <i>CW:</i> contains some discussion of sexual assault and violence. Article: Fleeson & Jayawickreme, 2015	
	Feb 15-18	Assessment 1		Take-home
	Feb 25	Reading Week	<i>No Class</i>	
L6	Mar 4	Biological and Evolutionary Approaches	Chaps for this module	
L7	Mar 11	The Humanistic Approach and Positive Psychology	Chaps for this module	
L8	Mar 18	Behavioural and Social Learning Approaches	Chaps for this module Podcast: Hidden Brain, Episode: Nature, Nurture, And Our Evolving Debates About Gender. https://www.npr.org/templates/transcript/transcript.php?storyId=669192536	Writing workshops.
L9	Mar 25	Cognitive Approaches	Chap for this module Podcast: On Wisdom, Episode 1: Wisdom vs Intelligence: https://onwisdompodcast.fireside.fm/episodes	
L10	Apr 1	Personality and Culture	Journal Article: Markus & Kitayama (1991)	
	Apr 8	<i>Review and Assessment</i>	<i>Bring your questions!</i>	Take-home

--	--	--	--	--