

## Personality Psychology Psychology 2123

**Class hours:** Monday, Wednesday, and Friday @ 10:00am – 10:50am  
**Class location:** Microsoft Teams (hyperlink on ACORN and Microsoft Teams page)  
**Instructor:** Dr. Joseph Hayes  
**Office:** Horton Hall 304  
**Telephone:** 585-1418  
**Email address:** joseph.hayes@acadiau.ca  
**Office hours:** **(Virtual Only)** Wednesdays and Thursdays @ 1-2pm; or by appointment

### Course Description and Objectives

PSYC 2123 is an introduction to personality theory and research. Contents will include classic and contemporary approaches to the study of personality, with a focus on their usefulness in understanding personality processes, individual differences, and psychological dysfunction. A heavy emphasis is placed on personality *theory*, and the historical progression of personality theorizing. The main objective for this course is to expand students' understanding of human personality from various theoretical perspectives, and to introduce them to the research methods and therapeutic practices advanced by each perspective. Students are encouraged to apply knowledge of personality theory to understand themselves as well as others.

**Prerequisite:** Introduction to Psychology (PSYC 1013/1113 and 1023/1123, or equivalent).

### Course Text

There is no required textbook for this course. However, you are encouraged to read any personality textbook that you can obtain (see me if you are unsure about whether or not it might be useful), especially if you are having difficulty understanding the material from the lectures alone. I recommend Cervone and Pervine's *Personality: Theory and Research*.

### Online Resource

Course materials (including this syllabus) are available on ACORN (you probably already know this, since you're reading this document). Lecture slides, and any other content will be uploaded periodically. On occasion, the instructor will post articles on ACORN for those who are interested (or will provide references to articles/books that can be obtained in the library). Many of these may be useful for the term paper (to be written at the end of the term). Lecture slides will be available before class.

### Grading & Student Evaluation

Students will be evaluated in the following ways:

Requirement	Grade %	Date(s)
2 Quizzes (Best = 20%, Worst = 10%)	30%	Oct 9, Nov 27
Assignment 1: My Personality in Pictures	10%	Due Oct 2 <sup>nd</sup>
Midterm Exam	25%	Nov 2
Assignment 2: Why I am who I am	35%	Due Dec 11 <sup>th</sup>

## EVALUATION DETAILS

**Quizzes and Midterm Exam:** These tests will be administered online through ACORN. The quizzes will be made available during a brief period (4-5 hours) outside of our regularly scheduled class time. Students will have no more than 30 minutes to complete the tests and can use any resources available to them (notes, videos, internet, etc.), but must nevertheless complete the test alone. The midterm will take place in a similar format, but all students will be required to write during the regular class time on November 2<sup>nd</sup>. Each test will consist of multiple choice, fill-in-the-blanks or matching, and short-answer questions. Tests are non-cumulative, but some concepts are best understood in relation to previously discussed concepts.

**Assignment 1: My personality in pictures.** This assignment serves two purposes. It aims to get you thinking about who you are (i.e., what makes you *you*), and gives me an idea of who you are. There are many students in the course, and everything will be held virtually, so this is my chance to try to get to know you. Make a powerpoint presentation that contains 11 slides (a title slide, and 10 slides with a picture on them). The picture slides should include no more than 1 picture and should include a caption that provides context. The picture can be of you, but it doesn't have to be—as long as it clearly conveys something about you. Each picture slide should convey something about your personality. It might be a personality trait, a hobby/interest, something that you value, a goal that is self-defining, or anything else that conveys something about you that you consider to be part of your personality. Although your pictures can relate to anything at all, you **MUST** include something relating to each of the following topics within the 10 picture slides. 1) a past self (something that you used to be but are not anymore), 2) a hopeful future self (something that you hope to become), and 3) a feared self (something that you fear becoming). Make sure that you clearly label each of these slides within the caption (so that I know you have included them). Be creative, and try not to be too self-restrained (indicate who you *really* are). These assignments will remain strictly confidential.

**Assignment 2: Why I am who I am.** In this course, you will learn that different theories provide different perspectives on personality. Specifically, each theory proposes a different set of personality processes and structures, and can thereby explain the same subject matter in slightly (or vastly) different terms. Choose any two personality theories and provide an explanation for why you are who you are. To make this task more manageable, focus in on a particular aspect of yourself (e.g., your behaviour in specific situations, characteristic emotional reactions to specific events, specific feelings toward yourself, specific goals/aspirations, etc.). This should be a relatively central aspect of your personality, something that defines you and is non-trivial. The first part of the paper should describe the aspect of yourself that you are focusing on in enough detail to set up the latter discussion. The second part of the paper should outline the theories you have chosen to explain this self-aspect. This will entail describing the relevant personality processes and structures needed for the explanation. At least one of the theories that you choose should be one that you most identify with—a theory that you feel does a good job. The final part of the paper should compare and contrast each of these perspectives. (Questions that you *may* consider in this comparison: How are they different? How are they similar? Which theory is more parsimonious? Which theory is more comprehensive? Do the theories suggest this is something innate or learned? Could you change this aspect of yourself if desired? How would change occur? Which theoretical explanation do you prefer and why?) The paper must not be longer than 1000 words (excluding cover page and references, if any). A handout with additional details will be distributed in November.

## COURSE POLICIES AND PROCEDURES

**Online Teaching and Video Recordings:** To support access to course content by all students, recordings of online lecture sessions held within the context of this course will be archived and a link posted to ACORN. Video recordings will primarily capture the instructor and onscreen content. Students will not be visible on video recordings unless their webcam is enabled. If the webcam is enabled, you can disable your video showing only your initials or profile picture. Your voice, however, may be captured as an audio recording if you ask a question in class. The same would hold true for questions posted in the chat tool. If you have any concern about your voice or text being recorded, please speak to me to determine an alternative means of participating.

Course videos may not be reproduced or posted or shared anywhere other than the official course ACORN site and should only be used by students currently registered in the course. Because recordings will be provided for all lectures, students may not create additional audio or video recordings without written permission from the instructor. Permission for such recordings will not be withheld for students with accommodation needs.

**Psychology Department Penalties for Plagiarism and Cheating:** Plagiarism and cheating will not be tolerated. It is the student's responsibility to know what plagiarism and cheating are, so please read carefully the section on academic integrity on pages 37-38 of the university calendar. It includes definitions of plagiarism and cheating. Plagiarism consists of presenting another person's ideas as if they were your own. If you are quoting directly from a source, you must place the extract in quotation marks, and give a precise reference to the source, including a page number. Direct quotes should be used only sparingly. If you get an idea or some information from an external source, but then present those ideas in your own words, you must still provide a reference to the book, article, or website from which the information originally came. A specific page number is not normally required if you are using your own words. Note that you cannot just change a word or two here and there; you must literally use your own words. The Library also has a tutorial on how to avoid plagiarism. It is highly recommended that you complete this tutorial: <http://library.acadiau.ca/tutorials/plagiarism/>. When you do the tutorial, choose to be Emma (the science student). Please also read carefully the departmental policy below.

In accordance with the *Senate Procedures Concerning Infractions of Academic Integrity*, when the Head determines a violation of academic integrity has occurred the following procedures/penalties shall be applied.

The Psychology Department Policy on Cheating is as follows:

- a first offence will result in a grade of zero on the assignment or exam involved.
- an incident of cheating in a psychology course that is determined through consultation with the Registrar to be the second offence committed by the student, will result in a grade of zero for the psychology course (note that failing even a single course results in automatic dismissal from the program).

The Psychology Department Policy on Plagiarism is as follows:

- a first offence will result in a grade of zero on the assignment involved.
- an incident of plagiarism in a psychology course that is determined through consultation with the Registrar to be the second offence committed by the student, will result in a grade

of zero for the psychology course (note that failing even a single course results in automatic dismissal from the program).

All incidents of plagiarism and cheating will be reported to the office of the Vice President (Academic) and the Registrar's Office, and records of all offences will be kept in the Psychology Department.

**Missed tests:** If you must miss a test for a legitimate reason (i.e., serious illness or injury; death in the immediate family), please try to contact me beforehand. Regardless, I will require formal documentation of your absence through the registrar's office.

**Students with disabilities that affect learning:** If you are a student with documentation for accommodations or if you anticipate needing supports or accommodations, please contact Ian Ford, Accessibility Resource Facilitator at 902-585-1520, disability.access@acadiau.ca or Marissa McIsaac, Manager, disability.access@acadiau.ca. Accessible Learning Services is located in Rhodes Hall, rooms 111-115.

### CLASS SCHEDULE

Week	Dates	Class Agenda	Note
1	Sep. 21-25	• Overview and Introduction to Personality Theory	
2	Sep. 28-Oct. 2	• Freud's Psychodynamic Approach	<b>Add/drop (Sep 30) Assign. 1 (Oct 2)</b>
3	Oct. 5-9	• Neo-Freudian Approaches	<b>Quiz 1 (Oct 9)</b>
4	Oct. 12-16	• Learning Approach	<i>No class Oct 12 (Thanksgiving)</i>
5	Oct. 19-23	• Humanistic Approach	
6	Oct. 26-30	• Existential Approach	
7	Nov. 2-6	• Trait Approach	<b>Midterm (Nov 2)</b>
8	Nov. 9-13	• Trait Approach	<i>No class Nov 11-13 (Remembrance Day)</i>
9	Nov. 16-20	• Trait/Biological Approach	
10	Nov. 23-27	• Biological Approach	<b>Quiz 2 (Nov 27)</b>
11	Nov. 30 - Dec. 3	• Cognitive/Social Cognitive Approach	
12	Dec. 7-11	• Social Cognitive Approach	<b>Assign. 2 (Dec 11)</b>

**Note:** All dates and lecture topics are tentative and subject to revision. Announcements relevant to scheduling changes will be made during class and posted on ACORN and/or Microsoft Teams.