Psychology
UNIVERSITY OF TORONTO

PSY 230H1: Personality and Its Transformations
Lectures: In Person. Wednesdays from 11:00am-2:00pm. LM (Lash Miller Chemical Laboratories - 80 St. George Street) room 159

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: (Please contact the TA listed next to the first letter of your surname as noted below)
A - I: Hannah Gans: hannah.gans@mail.utoronto.ca
J -Q: Elizabeth Long: elizabeth.long@mail.utoronto.ca
S - Z: Cecilia Ma: cecilia.ma@mail.utoronto.ca
Office hours: by appointment

Course Description and Objective

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 understanding 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 be in-person and will consist of traditional lectures, videos, and activities. Lectures will last between 2 and 3 hours. I will do my best to record audio of the lectures that can be watched with lecture slides for students that are not able to attend every class.

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): Personality and Its Transformations | Noba (nobaproject.com)

The chapters in the textbook are short compared to chapters in traditional textbooks. There will be required journal articles, podcasts, and videos. These will be available through links provided in the syllabus (podcasts) or through the library reading list on the course website (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).

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		
Component	*Date*	*Weight*
Paper Draft	March 6	1%

Feedback to Peers	March 17	3%
Midterm Assessment	February 15	30%
Final Paper and Reflection	March 29	26%
Final Assessment	During final exam period	30%
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 The Midterm and Final Exam,, 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 submitting a paper draft, providing peer feedback, and participating on 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 weekly deadlines for submissions, which are Sundays at 11:59PM EST. This will begin following the second lecture (Psychoanalytic Approach), so the first due date is Sunday, September. 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: **353eaf4f-6864-4591-84ff-fe12a38ddef9**

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 5 pages long. 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 (by March 8th at 11:59pm).** 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 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 analysis 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: I understand life gets challenging and things may come up that make it difficult for you to complete your work on time. 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 most course assignments (Midterm assessment, paper draft, peer feedback, the paper), 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. Please contact me in advance to the due date unless this is not possible.

Midterm and Final Exam: There will be two assessments over the course of the semester. These will test your knowledge of content discussed in lecture and in the assigned readings and podcasts. Please check the reading and listening guides carefully to get a sense of what you might be asked about as some content you are tested on will be *only* from the readings or podcasts.

Both of these will be take-home tests and will include a timed set of multiple-choice, fill in the blank, matching, t/f style questions, and short and medium written response questions getting you to apply your knowledge and think critically about the course content. The entire assessment will be timed. You may start it anytime within the 24 hour period (starting at 12:00am the day of) but once started you will have a time limit of 2 hours and 30 minutes to complete the assessment. These need to be completed online, but **I highly recommend saving your responses somewhere** (e.g., a word document for written responses) in case you have any issues with your internet access. The final assessment will be held during the final exam period and will **not** be cumulative.

Missed Assessments. If you miss a deadline for an assessment, please contact me. You have one week from the date to get in touch with me and declare your absence on ACORN.

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.

Contesting your grade: Please carefully review and consider your feedback before contesting your grade for an assignment or test. Your course instructors and TAs work very hard to mark course assignments and exams as fairly as possible. If you have concerns about how an assignment was graded, you need to submit an official re-grade request form explaining why you think your assignment should be re-graded. This can be found on Quercus under "course materials." You must send this to the person that graded your assignment (either myself or the TA) within 2 weeks of receiving your grade. We will review your request but reserve the right to remark the entire paper, which means you could lose marks in other sections.

If there has been a calculation error, please just let myself or the TA know and we will re-calculate your grade immediately.

Academic Resources

Accessibility Needs: It is very important to me that students with diverse learning needs feel supported in this course. There is no one-size-fits all approach to course design, so I do my best to build in accessible course policies. For example, all students have a 24 hour extension on assessments as noted above under policy on lateness, and you can also approach me if you need additional support. I understand that some students may have accessibility needs, but may not have the documentation to get specific accommodations. I hope that by having these broader policies those students feel supported in this course. I will do everything in my 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. 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.

English Language Learners (ELL) Program:
http://www.artsci.utoronto.ca/current/advising/ell ELL offers a range of programs/workshops/resources to assist all Arts & Science students who wish to improve their English language skills (including reading, listening, speaking, and writing). Please see their website for more information about these resources.

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.pd

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 11	Course Introduction	Chap for this module (this content will not be tested)	
L2	Jan 18	The Psychoanalytic Approach	Chaps for this module	
L3	Jan 25	Developmental Approaches	Chaps for this module **Journal Article**: Coard (2022).	
L4	Feb 1	The Trait Approach Part 1	Chaps for this module	
L5	Feb 8	The Trait Approach Part 2	**Podcast**: Invisibilia, Episode: The Personality Myth, https://www.npr.org/podcasts/510307/invisibilia *CW*: contains some discussion of sexual assault **Journal Article**: Fleeson & Jayawickreme, 2015	**Review sessions**
	Feb 15	Midterm Assessment		**Online - Timed**
	Feb 22	*Reading Week - no class*		
L6	Mar 1	Biological and Evolutionary Approaches	Chaps for this module	
L7	Mar 8	The Humanistic Approach and Positive Psychology	Chaps for this module **Journal Article:** Kumar (2022)	**Paper Draft Due**
L8	Mar 15	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	**Peer Feedback Due March 17 (Friday)**
L9	Mar 22	Cognitive Approaches	Chap for this module **Podcast:** On Wisdom, Episode 1: Wisdom vs Intelligence: https://onwisdompodcast.fireside.fm/episodes **Reading:** How to Act More Wisely	Psychology Today	
L10	Mar 29	Personality and Culture	Chap for this module **Podcast:** The Psychology Podcast: Episode: Michele Gelfand || How Tight and Loose Cultures Wire Our World	**Final Paper Due**
	Apr 5	*Review and Exam Prep*	*Bring your questions!*	