PSY 307: Personality (Summer 2020)
Mondays and Wednesdays 2:00 PM to 3:50 PM PDT Remotely
Instructor: Maria Wixwat
mwixwat@uoregon.edu
Office Hours: Friday 10:00 AM to Noon PDT

Course Description

Unfortunately, because of current events, we cannot meet in person, but I am committed to working with all of you to make this learning experience a successful one. Together we will:

• Address the big questions in personality psychology.
  o What is personality?
  o How do individuals differ and in what ways are they the same?
  o What influences personality development?
• Use knowledge of the research process to critically think about the personality theories presented
• Engage in ethical dialogue that widens our perspectives on individual differences and deepens our knowledge
• Affirm our hopefulness about the future by continuing to learn and examine the human condition

Course Policies

Communicating with Me

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email and can even reach you by text. Check and adjust your settings under Account > Notifications.

I will host “live” office hours through Zoom each week on Friday 10:00 AM – noon PDT and also have a running discussion forum on our Canvas called “Class Questions and Answers” for the entire group to ask and answer. I welcome meetings outside my regular office hours, too, knowing that there is considerable uncertainty in all of our lives right now. Just email me or message me through Canvas to set a time. Please make appointments 24 hours in advance.

If you contact me with a question, I will try to respond within one business day Monday through Friday. I typically provide feedback on assignments within one week. When contacting me through email, please use your official @uoregon.edu email address and put “PSY 307” at the start of the subject line.
Class Materials

The textbook required for this class is Personality Puzzle by David Funder (9780393600421), 7th or 8th edition. This is available through the Duckstore. Physical textbooks and digital ebooks can be purchased or rented in-store or online. There is also a physical copy available at the library, which can be accessed via their pickup location. For more information email ecirc@uoregon.edu, or contact the library’s chat reference service.

Technical Requirements

Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support is also available by phone or live chat:

541-346-4357 | livehelp.uoregon.edu

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services’ web page on going remote.

Part of class time will be live via Zoom. To access this, log onto Canvas and click on the link in the current module. You’ll be prompted to download or launch Zoom. Once launching Zoom, you’ll be in a waiting room till I let you into the Zoom call. The waiting room is just another method of making sure the Zoom meetings are secure.

If you have difficulty with accessing and using Zoom, you can visit the Zoom support page or email support@zoom.us

Grading

Your final grade will be based on the following (percent of grade, followed by maximum points):

21% Discussions (105 points total, 7.5 per class)  
18.6% Weekly Quizzes (93 points total, 15.5 per quiz)  
30% Final Group Presentation (150 points total)  
30.4% Final Individual Paper (152 points total)

The maximum total for course: 500 points. I’ll 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.

Assignments
As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, course requirements, deadlines, grading percentages, and syllabus are subject to change. I will be mindful of the many impacts the unfolding events related to COVID-19 and to the Black Lives Matter movement may be having on you. My approach to this class will be more fluid than normal, due to the circumstances just described, so I encourage you to talk with me about what you are experiencing so we can work together to help you succeed in this course.

**Deadlines/Late Policy**

All graded work in this course will be due each week on Fridays at 11:59pm – discussion sessions and weekly quizzes. Given the abnormality of what we’re all facing right now, I will accept late work at no penalty. No need to contact me or explain yourself.

The exception to this are the two big projects. The presentation will need to be ready by 8/10 and the final paper will need to be submitted by 8/14. Even for these two projects, please contact me if you or your group are struggling with the deadline and we can try to work something out.

**Lectures**

I will be pre-recording all lectures for this class to increase flexibility and avoid potential technological difficulties. I will also be posting my lecture slides. I will post the two lectures for the week on Sunday. Feel free to watch it whenever it is convenient for you, but please watch the lecture before the live discussion session (described in the next section).

**Discussion Sessions (21%)**

Each class period, there will be a live portion (3:00 – 3:50 PM PDT). During this session, I’ll go over any announcements and address questions that have come up. Then we will have a discussion session, including both small group and class-wide portions. It won’t always last a full 50 minutes. I will keep track of how long the recorded lecture is and make sure the lecture combined with the live discussion doesn’t go longer than official class time.

I understand that some students may not be able to join this live, so there is an alternate assignment. There will be a discussion thread each week with the discussion questions posted. Everyone is free to post on this discussion board. But the alternate assignment for those unable to join the live discussion session is to post their responses to all of the discussion questions and then to reply to at least one other person’s post.

**Weekly Quizzes (18.6%)**

Each week there will be a short, noncumulative quiz on the content covered that week. The quiz will consist of 10 multiple choice questions and have a time limit of 30 minutes. Research
has shown that frequent assessments are more effective than longer, infrequent assessments at promoting student learning. There will be seven quizzes total, but your lowest quiz grade will be dropped.

**Group Presentation (30%)**

One of the main applications of personality psychology is measurement. This assignment will encourage you to examine the theory behind two personality measurements and critically compare them. Each assigned group of five will pick a pair of personality measurements from a prepared list. The presentation should do the following tasks:

- Define personality broadly
- Define the part of personality you are covering
  - This will depend on the measurements you’ve chosen. Some cover personality broadly and some cover specific traits, such as mindfulness.
- Introduce and discuss the first measure
- Identify and discuss the theory of personality from which the test is derived & the background of its development
  - For example, the trait approach
- Introduce and discuss the second measure
- Identify and discuss the theory of personality from which this test is derived (if different from the first) & the background of its development
- Compare and critique the tests
  - How are the items different?
  - Length of the test?
  - Phrasing of the items?
  - What kind of information does it give you afterward?
  - Validity:
    - Can you interpret what the items are asking accurately?
    - Is this something people typically know about themselves?
    - Is it something people are willing to report honestly?
    - Do the questions really measure the result you are given?
  - Cultural bias
- Overall conclusions about the two measures

I recognize group projects can be tricky and possibly even trickier since we are working remotely. I will schedule time during some of the later classes for group work time. I am aware some people won’t be able to meet during class, so I will try and keep that in mind as I assign groups.

Another possible issue with group projects is uneven workloads. Although I will be grading the presentation as a whole, 15 of the total points will be based on individual contribution. Create tasks and distribute the work evenly. After group presentations, I will grade individual contribution using peer- and self-evaluations.
Final Paper (30.4%)

The final paper will be an individual write-up of the group presentation. It should include all the same elements, but the compare/critique section should look a little different. For this paper, you should take both tests and have one other person take both tests (friend or family, but NOT someone from this class). In the compare/critique section, compare your results from the two tests and then compare the other person’s scores for both tests. Finally, do an overall comparison/critique, talking about the differences in the two tests, whether you think they accurately captured the differences between you and the other person, and critiquing them.

Papers should include between at least two to four peer-reviewed articles as references and be a maximum of seven pages long. Remember: Short papers are excellent as long as they cover the required points. There will be a rubric posted on Canvas going over the requirements of the paper in more detail.

Extra Credit

There are two ways to get extra credit in this course. One way is to participate in research credits. I will award 3 points each for up to two research credits. If you have questions about using SONA to participate in research, please contact me.

The second way to get extra credit is to complete a one-page reflection paper at the end of the course for up to 9 points extra credit. I will give more information on the reflection paper later in the course, but essentially it will be a one-page, single-spaced response to a prompt. The prompts will be designed to cause you to reflect on the concepts we’ve gone over during the course.

Academic Integrity for Remote Learning

The University Student Conduct Code defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course. In our remote class, by submitting your exams/papers you are certifying that they are your own work. Exams are timed and Canvas automatically varies the questions students receive. I will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don’t panic. Take a photo to document the error message you’re receiving and then email me. During exams you may refer to your textbook or to your notes, but other sources are prohibited.
The only time in this class where collaboration between students is permitted (and encouraged) are the discussion sessions each class and the final project. Collaborating on other assignments, such as quizzes, is cheating. If you are unsure what is allowed or appropriate, please ask.

**Accessibility**

The University of Oregon is working to create inclusive learning environments. I recognize that there are new challenges to accessibility with remote classes. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or uoaec@uoregon.edu.

**Online Engagement Guidelines for Remote Participation**

**General Guidelines for Remote Class Participation**

1. **Participate and Contribute**: Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.

   **Use Proper Netiquette**: Please use good “net etiquette”: identify yourself with your real name and use a subject line that clearly relates to your contribution. Write or speak in the first person when sharing your opinions and ideas but when addressing other students or discussing their ideas, use their names (e.g. "I think red is the most important term in the poem, but I also think Kate is correct that blue is important, too"). Respect the privacy of your classmates and what they share in class. Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Be aware that typing in all capital letters indicates shouting. Certain breaches of netiquette can be considered disruptive behavior.

2. **Interact Professionally**: Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one’s own tendencies (e.g. Do I contribute too much? Too little?).

3. **Expect and Respect Diversity**: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will
value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

5. **Help Everyone Learn**: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

**Specific guidelines for best practices using Zoom:**

1. Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the UO Service Portal.
2. Try to be on time when the meeting starts. It can be distracting to have participants join late.
3. All of us occasionally need to hide video but when you can, please put video on. It enriches everyone’s experience and increases the feeling of connection. I like seeing your faces!
4. That said, please be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking.
5. Please also maintain professional behavior and attire for all Zoom calls. Do not join a Zoom call in attire you would not wear to a class or from an inappropriate setting (AKA no Zoom calls while in a bath or while clearly still in bed).
6. Use a microphone or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera, not the screen, when you are contributing.
7. Mute your audio when you are not actively contributing. When contributing, avoid making other noises such as typing or eating or having side conversations with others that might be present with you.
8. Use chat to pose questions or offer insights “on the side” while others are contributing. The chat can be read by all and should reflect a high standard of respect for our class community.
9. For help and troubleshooting with Zoom, visit the UO Service Portal.
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