

Monday, Wednesday, Thursday  
3:30-4:20 PM

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<b>Instructor:</b> Tomiko Yoneda	<b>TA:</b>
<b>Contact:</b> <a href="mailto:tiko@uvic.ca">tiko@uvic.ca</a> ; COR B 335f	<b>Contact:</b>
<b>Office Hours:</b> Monday 10-11 or by appoint.	<b>Office Hours:</b> By Appointment

### Course Resources

[Brightspace](#)

### Required Textbook

Funder, D. (2017). *The Personality Puzzle* (8<sup>th</sup> Edition). New York: Norton, 2019.

Perusall Course Code: YONEDA-PBACT

### Course Description

Everyone has ways of describing their own and others' personality. We use our own words to describe personality (e.g., "outgoing", "pessimistic"). These are the colloquial ways we use to describe personality. In this course, we will take these things we do in everyday life and look at personality from a more scientific perspective. We will explore what personality is, the basis of it, how it is studied, and how we can see it in everyone around us. Personality theory will be presented from several perspectives including biological, phenomenological, learning/cognitive, and psychoanalytic.

### Summary of Evaluations

- Presence (engagement, **Six** reflections in preparation for discussions, six class discussions) (15%)
- **Five** Perusall Annotations (25% Total – 5% each) (*six options*)
- **Two** Midterms (40% Total -- 2 @ 20% each)
- Final Paper (20%) Characterization of a famous person

### Learning Outcomes

Thorough understanding of what personality psychology is, why it is important, and how it is studied  
ability to comfortably discuss the material with colleagues, friends, and acquaintances  
Understanding of the origins of personality theory, as well as modern applications of traits (especially the Big Five).

Ability to describe personality and the ways it changes (and stays the same) throughout the lifespan.  
Understanding of the importance of culture and diversity for all research, including personality psychology.

Ability to critique research

### Course Strategies:

This course outline contains general information about the course objectives, evaluation, and schedule. It is your responsibility to check Brightspace regularly for any updates.

- Think of our class as a community. Students will be divided into small groups of approximately 5 students each. Each student is an important member of a small group and an important value in this course is to show up for each other.
- During class time on Mondays and Wednesdays, I will lead a lecture on the topics from the textbook. On Thursdays, we will discuss the perusall annotations as a group, and/or you will have the opportunity to consider discussion questions with your small groups
- I will post discussion questions in advance. You will submit your own answer to these questions on Brightspace the night before the discussions, so that you can meaningfully contribute during your small group's discussion the following day.
- It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, skin color, sexuality,

disability, age, ethnicity, language, SES, culture, and spirituality. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

**What's Expected of Students**

Think about the material and where it originates. Question what you are learning. Aim to consider how the material applies to your own life, experiences and knowledge.

Read the textbook! It's written using approachable and conversational tone. I think you'll like it.

Complete midterms and the final paper on time (if you cannot, please contact me). You can continue to work on the perusal assignments after the due date, but getting high marks will become more challenging after the assignment due date has passed.

If you register late for the course, you are responsible to get in touch to make up missed evaluations. Although you are welcomed to email me, I encourage you to ask questions during class time or post on the discussion forum. If you are questioning something, another student is likely questioning the same material/concepts/tasks. I hope that we will have lively class discussions. I also encourage you to ask your peers!

**What You Can Expect of Me**

I care about your learning. If you don't succeed, that could mean I have not been teaching you effectively. Contact me. I am happy to discuss.

I will do my best to make even the most boring material interesting. I care about the topic.





**Course Feedback**

I really value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses.



## ***Policy on Academic Integrity including Plagiarism and Cheating***

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity

[https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk\\_0xsM\\_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies](https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies). It is of utmost importance that students who do their work honestly be protected from

those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2021.

**The definitive source** for information on Academic Integrity is the University Calendar

**Other useful resources on Plagiarism and Cheating include:**

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>

The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an ap is2.7 (g)-8 (a)-5.1 (n)3.82 (84Tc 0ink ꝛ Ott Wæeo)9.7 (r)-r ioe n





