

Personality and Individual Differences

The University of Toledo
Department of Psychology
PSY 3200, CRN 25781, Section 901

Instructor:	Dr. Gregory Meyer	Class Day/Time:	Monday to Sunday
Email:	gregory.meyer@utoledo.edu	Lab Location:	NA
Office Hours:	On Blackboard Collaborate Ultra, by appointment	Lab Day/Time:	NA
Office Location:	UH 1065 (1 st floor, east side)	Credit Hours:	3
Instructor Phone:	(419) 530-4312	TA	Chris Jurgens
Offered:	Spring 2021	Office:	On Blackboard Collaborate Ultra
Course Website:	Blackboard Learn	E-mail:	Christopher.Jurgens@rockets.utoledo.edu
Class Location:	DL / Online	Office hours:	By appointment

General Comments

As we start 2021, our external environment remains tenuous. The virus is as bad as it has ever been and political discord is as extreme as it has been in recent memory. Although some relief is on the horizon with the vaccine rollout, that horizon is still a substantial distance away for most of us. The combination of these factors can make paying attention to textbooks, studying, and taking quizzes or exams much more complicated and difficult than is otherwise the case. This may be particularly true for a distance-learning course like this one that requires you to structure your time to keep up with readings, discussion, quizzes, and exams. However, please know that we aim to do everything we can to help you succeed in this class. You are not alone in this endeavor, even though you will be working on your own and at a distance for this course. Chris Jurgens and I will be monitoring your progress in the class every week and providing you with input if we think you are lagging behind. In addition, we want you to contact us if you are aware you are having trouble or not keeping up. We will meet with you and we will do our best to help you get resources to overcome any obstacles to success you are encountering with this course. With best wishes, GM

CATALOG/COURSE DESCRIPTION*

Overview of major theoretical ideas and empirical research in personality and individual differences.

COURSE OVERVIEW

This course focuses on the scientific study of the psychological processes that make people unique – their personalities. It helps students broaden their knowledge and understanding of personality psychology by informing them about the importance of the unconscious, the role of the self, gender differences, the power of the situation, cultural influences, and other theoretical aspects of personality. Students will learn about the research methods and measurement tools used to evaluate personality, and become comfortable enough with these theories and tools to apply them in the everyday life contexts.

STUDENT LEARNING OUTCOMES*

By the end of this course, you should be able to:

- 1) Demonstrate knowledge of theories, theorists, research studies, concepts, and themes in personality psychology.
- 2) Demonstrate cultural competence through interpersonal awareness and sensitivity of others.
- 3) Develop a better understanding of your own personality.
- 4) Evaluate scientific research methods such as descriptive and experimental research and quantitative analysis.
- 5) Apply critical thinking to evaluating research, popular articles, and cognitive topics in various media.

- 6) Describe how ethical standards apply to psychological science and everyday practices.
- 7) Synthesize ideas, interpret quantitative and qualitative data, and present evidence-based arguments in various formats including Blackboard discussion boards.
- 8) Apply personality theories and knowledge to real-life situations.
- 9) Describe how you can use what you have learned from personality psychology in your professional career.

TEACHING METHODOLOGY

This class encompasses reading, videos, personality questionnaires, and quizzes completed online in the Revel textbook, and annotated summary slides, chapter discussions, and exams completed in Blackboard. The reading, videos, and quizzes completed in Revel provide the foundation for the class, including preparation for the three exams. It is essential to complete weekly textbook readings and class, ask questions when something is unclear, and engage in online discussion.

You can complete the course at a pace that is quicker than listed here in the syllabus; however, you cannot complete it any more slowly. Thus, the deadlines specified in the syllabus indicate the latest time you can complete an assignment, though you can complete all assignments as quickly as you might like.

PREREQUISITES AND COREQUISITES*

PSY 1010 with a grade of D- or better.

TEXTS AND ANCILLARY MATERIALS*

Revel: You are required to purchase the **Revel** version of **Twenge and Campbell (2020), *Personality Psychology: Understanding Yourself and Others, 2e*** for this course.

Access to Revel is required; however, the printed version of this text is optional. There are two ways to purchase Revel access. Choose the option that works best for you.

Option #1: Purchase a Revel access code from the campus bookstore.

Option #2: Online Instant Access: If you decide not to purchase Revel from the bookstore, you can purchase Revel access online. You will see this as an option after clicking on the course invite link listed below.

When you register (via access code or online instant access), you also have the option of adding the print upgrade for \$19.99 extra (no shipping cost).

Follow these steps to register for Revel (you can also watch a short video that explains the steps at www.pearsonhighered.com/Revel/students/registration).

1. Enter the Course Invite Link into your web browser using Chrome, FireFox, or Safari.

Course Invite Link: <https://console.pearson.com/enrollment/adqiim>

2. If you already have a Username and Password for another Pearson technology (e.g., MyMathLab), go ahead and sign in. If you do not have one, you will need to create one using a valid email that you check regularly, like your school email address. Once you sign in or create your Pearson Account, the interface should direct you to your Revel account, where you should see our course.

3. To access Revel throughout the semester login at <http://console.pearson.com>. Be sure to bookmark this URL and not the course invite link. Remember to use the same username and password each time you login. Support is available at www.pearsonhighered.com/Revel/students/support/index.html, including a call in number available 24/7: 855-875-1801.

TECHNOLOGY REQUIREMENTS

You will need access to a computer or mobile device (tablet or smartphone) with internet access. This is required to

complete your Revel assignments and access Blackboard. The department typically provides computer access Monday through Thursday in the lab at UH5000 (<https://www.utoledo.edu/al/psychology/undergrad/uh5000.html>). However, it is closed this spring. Instead, you can find computer access on campus through IT (<https://www.utoledo.edu/it/CS/open-labs-for-students.html>). General UT technology info is here: <http://www.utoledo.edu/dl/students/required-info-online-learners.html>.

UT recommends that you use Chrome to access Blackboard. You can check the compatibility of your browser at this link: https://help.blackboard.com/Learn/Administrator/Hosting/Release_Notes/Browser_Support/Browser_Checker.

ACADEMIC POLICIES*

All students at the University of Toledo must read, understand, and follow the academic policies that govern their attendance at the University. These policies include, but are not limited to, academic dishonesty, academic forgiveness, adding and dropping a course, grades and grading, and the missed class policy. Please use the following URL to read a comprehensive list of academic policies that pertain to you in this class and throughout your time at UT: <http://www.utoledo.edu/policies/academic/undergraduate/>. If you have any questions after reading through the policies, please let me know.

COURSE EXPECTATIONS

- Read the text, complete quizzes and questionnaires included in the text, participate in Blackboard discussions, ask questions when unsure, and complete the exams.
- Communication about class will take place on Blackboard and by email; be sure to check your UT email.
- Instructor office hours are by appointment during the designated time.
- TA office hours are “drop in” on Collaborate Ultra and they do not require an appointment.

OVERVIEW OF COURSE GRADE ASSIGNMENT*

Exams

There will be 3 exams during the semester. Each exam is worth 200 points and consists of 40 multiple-choice or short-answer questions that cover information presented in the text since the previous exam. They are non-cumulative. Do not miss an exam. You will have plenty of time to complete them, so long as you are keeping up with the course, and their deadlines will not be changed unless you have documentation about a legitimate, university-sanctioned reason for being unable to participate in classes for a period.

Reading Assignments, Quizzes, and Personality Questionnaires

Reading the text is essential for success in this course, as is successfully completing the quizzes. You can take each section quiz and chapter quiz up to three times, though second and third attempts are worth slightly less than initial attempts. These quizzes will solidify your understanding of the course material and prepare you to be successful on the exams. Each chapter and its associated quizzes and questionnaires are available to you at the outset of the semester. The reading, quizzes, and questionnaires all take time to complete and you must complete them no later than 11:59 pm on the Sunday the chapter is due. Because all students have a week between each assignment to complete the reading and quizzes, illnesses or emergencies should not pose a problem because there is plenty of time available to complete your assignments. However, this also means you should not wait until the last minute to complete your work. As mentioned before, you can complete assignments more quickly than indicated in the list of due dates, but not more slowly.

Class Participation

Some of your responsibilities are to participate in class discussion. For a distance learning class like this, participation means regular engagement with the discussion board associated with each chapter.

Grading Policy

You earn points in the class as follows:

20%	Exam 1
20%	Exam 2
20%	Exam 3

- 20% Revel readings, quizzes, and questionnaires
- 20% Class participation

Exams: Exams encompass the text chapters and Revel assignments. See the class schedule for details on the chapters covered by each exam.

Revel assignments (reading, quizzes, and questionnaires): Log into Revel regularly to check the assignment calendar and ensure you are keeping up with the assignments. You are required to complete all Revel assignments before the due date. You can complete assignments in stages; they do not need to be finished in a single sitting. You can also jump around in the chapter. Just because the questionnaires come at the start of a chapter does not mean that they have to be the first thing you complete in the chapter. Because you have plenty of time to complete each assignment, we will not accept late submissions; plan accordingly.

Class Participation: Your participation in discussions is required. For each chapter, your participation will consist of responding to the thread in the Discussion Board in Blackboard for that chapter. You will earn points either by providing an answer to two topics or by fostering conversation by replying to one (or more) of your classmates who answered those two topics. The two topics are straightforward: “Briefly describe a) the most interesting thing you learned from this chapter and b) the issue or topic you found most challenging to understand.” Your answers to these topics or your replies to a classmate allow us to learn about your experience with the content and help clarify any confusing material. Over the course of the semester, we would like to see a relatively even balance between instances when you reply to a classmate and start a new thread (i.e., with 15 topics, we want to see 7 or 8 of each type). We will calculate your point score for participation by the number of times you successfully addressed each topic or replied to a classmate, divided by the total number of topics (i.e., 15 chapters X 2 topics = 30 topics).

Midterm Grading*

Midterm grades are assigned the week before the last day to withdraw from classes and they are used to help you determine your academic standing. I also record your participation during the 8th week of class to meet state and federal laws regarding financial aid disbursement. If you are not participating in class, it could affect your financial aid. If you decide you are not going to participate in this class, you must formally withdraw from the course. Do so by logging onto the myUT portal, clicking on the “Student” tab, and then under “My Toolkit” click on Register/Drop/Withdraw.

I will calculate your midterm grade based on the first seven Revel chapters, the first exam, and your participation. To reflect the weights assigned to each of the three components, the exam will contribute 60% and each of the other two components will contribute 20%.

Final Grading*

Final Letter Grades and Their Percentage Values

A	93+%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	F	< 59.9%

As noted above, the final score is a weighted composite, based on 60% exams, 20% Revel, and 20% participation. Thus, you cannot compare directly the raw points you accrue for individual assignment in Revel with those you accrue from exams or participation.

UNIVERSITY POLICIES*

Policy Statement on Non-Discrimination on the Basis of Disability (ADA)*

The University is an equal opportunity educational institution. Please read [The University’s Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#).

Students can find this policy along with other university policies listed by audience on the [University Policy webpage](#)

(<http://www.utoledo.edu/policies/audience.html/#students>).

Academic Accommodations*

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are interested in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the [Student Disability Services Office](http://www.utoledo.edu/offices/student-disability-services/) (<http://www.utoledo.edu/offices/student-disability-services/>) by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu.

University of Toledo Policy Pertaining to Academic Integrity

Academic dishonesty is not tolerated. Among the aims of education are the acquisition of knowledge and the development of skills necessary for success in any profession. Activities inconsistent with these aims are not permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper credit or documentation to the other person;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Starting an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research, or exams;
- Submitting the same written work to fulfill the requirements for more than one course.

Other Policies

Your safety and well-being as a University of Toledo student is important to the faculty, staff, and administration; as such please take time outside of class to review the code of conduct and non-discrimination policies that apply to you as a student: <https://www.utoledo.edu/title-ix/policies.html>. You can use this URL to view a more comprehensive list of student policies: <https://www.utoledo.edu/policies/audience.html/#students>.

ACADEMIC AND SUPPORT SERVICES*

Please follow this link (<http://www.utoledo.edu/studentaffairs/departments.html>) to view a comprehensive list of [Student Academic and Support Services](#) available to you. UT also provides a variety of academic and support services on campus to help you succeed and reach your fullest potential. Whether you need to ask a question, get help with an assignment, seek advice from a counselor, find a job or join a club, UToledo offers some help:

Tutoring: <http://www.utoledo.edu/success/lec/>

Library: <http://www.utoledo.edu/library/>

Success Coaching: <https://www.utoledo.edu/successcoach/>

Student Affairs: <http://www.utoledo.edu/studentaffairs/>

Career Services: <http://www.utoledo.edu/success/career/>

SAFETY AND HEALTH SERVICES FOR UT STUDENTS*

Please use the following link to view a comprehensive list [Campus Health and Safety Services](#) available to you as a student.

It covers services related health, mental health, emergencies, and discrimination, among other things. In addition, UT provides assistance via a Food Pantry: <http://www.utoledo.edu/studentaffairs/food-pantry/>.

HOW TO SUCCEED IN THIS COURSE

Obtain and Use the Textbook. It is not possible to succeed without buying and using the Revel textbook.

Actively Read, Study, and Take Notes. Research shows that many individuals read and write passively, without thinking about the meaning of what they are covering. When reading and studying textbook-type material, everyone (professors included) must read actively, and as a result somewhat slowly. Research shows that learning is much more effective if you relate new information to old information. Passively scanning material without thinking about it will not help you to understand it. A good approach to reading any type of text is the SQ3R method (<https://en.wikipedia.org/wiki/SQ3R>). In this approach, start with a Survey of the material to be learned (e.g., identify the headings and sub-headings in all or part of a chapter), and generate preliminary Questions you have about the material to guide your reading. Next, Read the material actively and thoughtfully. Once you are done reading, verbally Recite what it is that you have learned. Finally, Revise the material again, contrasting it with what you could recite, and formulate answers to your initial questions. The chapter quizzes and module quizzes in Revel help you to frame questions that are important to successfully understanding the material in each chapter.

Study the Summaries and Section Headings Before and While You Read. Summaries and headings help you mentally organize what you read. The authors present an organized framework of ideas and information. You should seek to understand their organization. Research shows that information is learned best when it is part of an organized mental framework.

Alter Your Expectations for Studying. Research consistently shows that students greatly underestimate the effort and time it takes to do a quality job of learning the new and complex material that is part of most courses. Academic experts generally agree that for a typical three-credit semester-long course, spending at least 6 hours per week outside of class working on learning is the norm for reasonable achievement.

COURSE SCHEDULE*

Tentative Course Schedule (Subject to change with announcements)

You must complete all readings and discussion items by 11:59 pm on the due date listed. Time goes quickly, so do not wait until the last minute.

Week	Due Date	Topic	Readings & Discussion	Exam
1	01/24	Understanding Yourself and Others	Syllabus, Part 1 & Ch. 1	
2	01/31	Assessment and Methods	Chapter 2	
3	02/07	The Big Five Personality Traits	Part 2 & Chapter 3	
4	02/14	Biological Underpinnings of Personality	Chapter 4	
5	02/21	Self-Concept and Self-Processes	Chapter 5	#1 (Chapters 1-5)
6	02/28	Psychodynamic Approaches	Chapter 6	
7	03/07	Motivation	Chapter 7	
8	03/14	How Learning Shapes Behavior	Chapter 8	
9	03/21	Personality Across the Lifespan	Part 3 & Chapter 9	
10	03/28	Gender and Personality	Chapter 10	#2 (Chapters 6-10)
11	04/04	Culture and Personality	Chapter 11	
12	04/11	Personality in the Workplace	Chapter 12	
13	04/18	Personality and Relationships	Chapter 13	
14	04/25	Personality and Mental Health	Chapter 14	

