



THE UNIVERSITY OF  
WINNIPEG

## COURSE OUTLINE

**Psychology 2300 – 001 (13920)**

**Personality Psychology**

**May-June 2013**

### *Instructor*

Dr. Jeremy Frimer

office: 4L02

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phone: 204-786-9350

office hours: Tuesday 2-3pm, Thursday 3-4pm.

### *Teaching Assistant*

Harrison Oakes

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### *Lectures*

Duckworth 3D01; Tues & Thurs 10:30am – 1:15pm

### *Course Description*

The aim of this course is to provide students with an opportunity to broaden, deepen, and sharpen their understanding of persons. To achieve these goals, the course explores both classic theories and modern scientific research on the topic of what it means to know a person. Lectures will involve in-depth learning on a few core concepts through classroom activities, discussions, and multimedia. Textbook readings provide a broader overview of the subject matter. A course project encourages students to carefully consider competing theories, and develop research skills to test them. This course will have been a success if students gain interest, ask questions, propose answers, and develop critical thinking skills as they relate to persons.

### *Course Website*

<http://jeremyfrimer.com/PSYC2300.html>

### *Required Materials*

1. Textbook: *The Personality Puzzle*, 6<sup>th</sup> edition. by David Funder.
2. I>CLICKER unit

### *Documented Disabilities*

Students with documented disabilities requiring academic accommodations for exams or during lectures are encouraged to contact the Coordinator of Accessibility Services at 204.258.2938 to discuss appropriate options.

### *Evaluation*

Grades will be determined by performance on four course requirements:

- (a) Project (30 points)
- (b) Quiz #1 (20 points)
- (c) Quiz #2 (20 points)
- (d) Final Examination (30 points)

### ***Participation***

I>CLICKER is a multiple-choice response system that allows students to express their views without having to speak in front of a large group. Clickers will be a regular part of lecture activities. Clicker participation is determined by whether you click, not whether you get the correct answer. No credit will be assigned to Clicker participation. However, starting May 9, clicker participation will affect how exams are weighted. This can only benefit students' grades.

The default is a weighting of 20 points for each quiz and 30 points for the final exam—totaling 70 points of the course total of 100 points. Every time you click, the test with the highest score (H) will count more and the test with the lowest score (L) will count less. The test that has neither the highest nor lowest score will remain unchanged. Therefore, participating in class gives students a buffer against a lower performance. The following table illustrates various scenarios for two hypothetical students.

		Quiz #1	Quiz #2	Final Exam	Participation	Grade earned from Tests
Student 1	Test Score	85%	40% (L)	90% (H)		
	Test Weight	20 pts	20 pts	30 pts	0%	74% (B)
		20 pts	10 pts	40 pts	50%	81% (A-)
		20 pts	0 pts	50 pts	100%	89% (A)
Student 2	Test Score	78% (H)	70%	52% (L)		
	Test Weight	20 pts	20 pts	30 pts	0%	65% (C)
		30 pts	20 pts	20 pts	50%	68% (B)
		40 pts	20 pts	10 pts	100%	72% (B)

### ***Examinations***

Examinations test students' knowledge of the course material, which includes everything covered in class and in assigned pages of the textbook. Examinations are not cumulative: they will only cover material since the previous examination. Students should bring their UW student ID card to all exams.

Students must bring their own pencils to the exams. The instructor will not provide pencils to students. Aside from pens, pencils, and erasers, no equipment is authorized in examinations.

### ***Project***

The project is worth 30 points of the total course credit, and involves getting to know some of your fellow students, rating their and your own personality (friendliness), then analyzing the ratings systematically. The goals of the project are:

- to test two competing theories about the cause of human behavior
- to provide an opportunity to learn how to design a psychology study, collect data, analyze data in a spreadsheet, and write a research report.

Because many or all of these tasks will be new to most students, the instructor will demonstrate, step by step, how to perform them. By linking everyday impressions into data analytic techniques, such as spreadsheets, the project will (hopefully) make personality science accessible, real, and relevant. The project has 6 components, 4 of which are deliverables worth

credit (see below). Submit the Excel and Word deliverables to [uwpsyc2300@gmail.com](mailto:uwpsyc2300@gmail.com). Label the file you submit by your UW student ID (e.g., 1234567.xlsx). See the project folder on the course website for more instructions and requirements.

### ***Project Deliverables & Deadlines***

Deadlines mean that the submission must be received before midnight at the end of the day listed.

Due date	Activity	Project Credit	Submission
12 May	1. Submit ratings from chat	10%	ratings1
15 May	2. Submit ratings from debate	10%	ratings2
28 May	3. Prepare data and graphs on Excel	30%	submit excel file
6 June	4. Write report on Word	50%	submit final report

### ***Lecture & Project Schedule***

Average reading per lecture: 31 pages. Some of these topics may not be covered. Textbook readings are subject to change.

Date	Activity	Required Textbook Reading (6 <sup>th</sup> ed.)
May 7	Lecture: Introduction	—
	Lecture: The Study of the Person	Chapter 1, pp. 2-16
May 9	Lecture: Data	Chapter 2, pp. 20-56
	Lecture: Personality Science	Chapter 3, pp. 60-93
	Project: In-class chat	—
May 14	Lecture: The Person versus Situation Debate	Chapter 4, pp. 106-137
	Project: In-class debate	—
May 16	*** QUIZ #1 (60 MINS) ***	
	Project: Instructions	—
May 21	Lecture: Personality Testing	Chapter 5, pp. 138-165
May 23	Lecture: Personality Judgment	Chapter 6, pp. 170-195
May 28	Lecture: Traits, Behavior, and Politics	Chapter 7, pp. 196-234
May 30	*** QUIZ #2 (60 MINS) ***	
	Lecture: Learning	Chapter 15, pp. 520-538
June 4	Lecture: Lobotomy	Chapter 8, pp. 267-269
	Lecture: Nature vs. Nurture	Chapter 9, pp. 294-338
June 6	Lecture: Psychoanalysis	Chapter 10, pp. 342-367
	Lecture: Defense Mechanisms	Chapter 11, pp. 376-405
June 11	Lecture: The Modern Science of the Unconscious	Chapter 12, pp. 423-432
	Lecture: Motivation	Chapter 16, pp. 580-593
June 13	Lecture: Soul Detector	pp. 450-452, 600-604
June 18	*** FINAL EXAMINATION (120 MINS) *** 9:00AM – 11:00AM, 3D01	

### ***Course Policies***

Questions via e-mail	The instructor encourages questions before, during, or after class, or during office hours. Email is an acceptable means of scheduling meetings of clarifying course expectations. The professor will not discuss course content over email.
Academic concession	The instructor may grant concessions to students who have conflicting responsibilities (e.g., religious holidays, competitive sports) or unforeseen events (e.g., physical or emotional illness). If these circumstances befall you, please notify the instructor by email as soon as possible. A note from an appropriate authority (e.g., medical doctor) is required to qualify for a concession. The note must confirm that the student was unfit or unavailable to write the exam on the set date. If the instructor grants a concession, he and the student will schedule a make-up exam at a later time and place.
Missed assignment	If a student fails to complete an assignment on time and fails to provide acceptable documentation from an appropriate authority within 7 days of the due date, the penalty to the student will be a mark of 0 for that assignment.
Writing materials	Students need to bring pencils and erasers to quizzes and the final exam. The professor will not provide any to students. Students who fail to bring sufficient pencils to the quizzes and final examination risk earning a 0.
Academic misconduct	All of the University regulations concerning academic misconduct (e.g., plagiarism, cheating) apply in this course. See the Course Calendar for full details.

### ***Letter Grade Cut-Offs***

These cut-offs are tentative until approved by the Psychology Department and the UW Senate. If need be, these cut-offs can be adjusted by the Instructor, the departmental DRC, or Senate.

<b>letter</b>	<b>minimum %</b>
<b>A+</b>	90%
<b>A</b>	85%
<b>A-</b>	80%
<b>B+</b>	76%
<b>B</b>	68%
<b>C+</b>	64%
<b>C</b>	55%
<b>D</b>	50%
<b>F</b>	0%