

Florida State University
Psychology of Personality: PPE 3003, Corona Virus Edition
Course Syllabus Spring 2020

In what ways do you differ from other people, and in what ways are you similar? How did you come to be that way? The psychology of personality examines how individual differences in tendencies toward attitudes, behavior, and cognition cohere into stable constellations that people recognize as personality. We will explore the history of personality research and tour the major theoretical perspectives, with a focus on trait research, gene-environment contributions, motivation, and development. Along the way, we will enhance your understanding of the scientific study of personality. Besides, you might discover new things about yourself and those around you.

Learning Objectives: By the end of the course, students should be able to identify and discuss the major theories of personality psychology and their historical emergence, describe and discuss some of the major dimensions of personality and their developmental trajectories, identify and critique the methodologies involved in studying personality, interpret scientific articles regarding personality, and reflect on how your and others' personality influences your life. Finally, students should gain the basic ability to create and interpret personality measures, and to report them accurately using APA.

Course time: Tuesdays and Thursdays, 2:00pm-3:15pm

Course Location: ~~Psychology A105~~ on Zoom on Canvas

Final Exam: Thursday April 30, 7:30-9:30am Psychology A106 on Canvas same style as Exam 2, no changes there

Instructor: Dr. Paul Conway

Office: ~~Psychology B333~~ My house, nicely socially distanced, with a new kitten

Email: conway@psy.fsu.edu

Office Phone: ~~850-644-4079~~ ok here is my cell 850-688-5525, you are welcome to call

Office Hours: Tuesdays 3:15-4:15 (after class) and by appointment—I am happy to chat any time by email, by phone, on zoom, or by carrier pigeon, just not in person.

Course Website: Canvas—here you will find announcements, the syllabus, the course gradebook, and the lecture powerpoints (after class), and now also the final exam

Grade Breakdown

Exam 1: 15% - 20 MC questions (10 points), 1 brief response (5 points)

Methods Round 1: 10% - written assignment

Exam 2: 15% - 20 MC questions (10 points), 1 brief response (5 points)

Methods Round 2 & Qualtrics: 10% - written assignment

Final Project Paper: 20% - written assignment

Final Project Presentation: 10% - class presentation—or other option

Final Exam: 20% - 30 MC questions (15 points), 1 brief response (5 points)

Research participation: Up to 3% bonus

Course Schedule

#	Date	Topic	Reading
1	January 7	Introduction	Chapter 1
2	January 9	Research Methods	Chapter 2
3	January 14	Research Methods	Chapter 2
4	January 16	Assessment, Effect Sizes	Chapter 3
5	January 21	Assessment, Effect Sizes	Chapter 3
6	January 23	Assessment, Effect Sizes	Chapter 3
7	January 28	Ethics	Chapter 3
8	January 30	Traits & Situations	Chapter 4
		Submit Methods Round 1	
9	February 4	Traits & Situations	Chapter 4
	February 6	Exam 1	Not Cumulative
10	February 11	Personality Judgment	Chapter 5
11	February 13	Personality Judgment	Chapter 5
12	February 18	Personality Judgment	Chapter 5
13	February 20	Traits & Behavior	Chapter 6
14	February 25	Traits & Behavior	Chapter 6
15	February 27	Work on Project	
		Submit Methods Round 2 & Complete Qualtrics	
16	March 3	Traits & Behavior	Chapter 6
17	March 5	Personality Development	Chapter 7
18	March 10	Personality Development	Chapter 7
	March 12	Physiology	Chapter 8
	March 17	Spring Break	Relax
	March 19	Spring Break	Relax
20	March 24	Exam 2	Not Cumulative
21	March 26	Psychoanalysis	Chapter 10
22	March 31	Humanism	Chapter 12
23	April 2	Cultural Differences	Chapter 13
24	April 7	Cultural Differences	Chapter 13
25	April 9	The Self	Chapter 16
26	April 14	The Self	Chapter 16
		Submit Final Project Paper	
27	April 16	Project Presentations	
28	April 21	Project Presentations	
29	April 23	Catch Up & Review	<i>Prep for exam</i>
	April 30, 7:30-9:30am	Final Exam A105 on Canvas	Cumulative

Grading Scale (Canadian Style)

The grading scale for each element of the course and for the course overall is as follows: Final grade percentages ending in a decimal of “.5” or greater will be rounded up to the next whole number.

A 100 – 92	B 83 – 80	C 71 – 67	D 58 – 55
A- 91 – 88	B- 79 – 76	C- 66 – 63	D- 54 – 50
B+ 87 – 84	C+ 75 – 72	D+ 62 – 59	F 49 or below

Grade Policy Update: In light of the Corona virus, all students may request changing their letter-grade in this course to a Pass/Fail grade. In line with departmental policy, all students requesting S/U grades earning a C- or higher (according to the Canadian grading Standards above) will receive an S, and students below this threshold will earn a U. Otherwise, you are welcome to carry on towards a standard letter grade. I will note that most students in this class are on track for about an A or B grade if they carry on with course assignments, and everyone still has time to improve their current grade as well. But of course it is no problem if you want to change to S/U for any reason. For more info please see:

<https://news.fsu.edu/announcements/covid-19/2020/03/25/spring-2020-grading-options-for-undergraduate-classes/>

Exam Format: Exam 1 and 2 have 30 multiple choice questions, plus 1 brief response question (each requiring a couple sentences/paragraph). The final exam will have 25 multiple choice questions, plus 5 brief response questions. The final exam is cumulative, but Exam 2 is not. About 2/3 of exam material will come from lecture and readings. Questions will aim to test your *general understanding* of the main ideas in the reading and their implications—can you explain key concepts to non-experts? Adjust your study strategies accordingly! Practice explaining concepts to others. Note: The final exam will be on canvas using the quiz and assignment upload functions just like Exam 2. Please let me know if you foresee any difficulties with this plan.

Personality Project: Your main task this semester is to create a new personality measure, run a study with the measure, and report the results using APA format. This is a more advanced project than in other personality psych classes because you are honors students. The project will come in a series of steps over the semester.

Methods Round 1: 10%

First, find a scientific article assessing some (self-report) measure of personality that has been published since the year 2000. Pick a measure that sounds interesting to you, and might relate in some meaningful way to the measure you will create. Either find a measure that has 10 or fewer items, or select only 10 items of a longer list of items for a long scale.

Download a .pdf copy of the article—I recommend google scholar. Note to get the full power of this search engine you need to use FSU computers, FSU wifi, or remotely log in through the library. Then you can download the vast majority of articles.

Name your .pdf: *Author Names, Year, Brief Article Title, Brief Journal Title*
For example, *Kammrath & Schooler, 2011, How Highly Agreeable People Judge Positive and Negative Acts, PSPB*

Upload your article to the assignment dropbox in Canvas. (2 points)

Upload your paper answering the following questions. Please use Times New Roman 12 Point Font, single spaced, in full paragraphs, and APA 6th or 7th edition formatting (however you do not need a title page yet).

Your paper should contain the following:

First present a conceptual and theoretical discussion of the scale. What psychological construct is it designed to measure? Give the reader a brief overview of the evidence in the literature that suggests what this personality measure is like. Make sure you correctly cite the paper you submit in the text, and cite any other papers you need to do back up the theory points you are making (4 points).

Next, present a brief method section explaining in APA style how people would assess this construct—i.e., what are example items, and what is the response scale, and how does one compute the final score. (2 points)

Finally, include an APA style reference page with proper APA reference for at least the paper you submitted, plus any other papers you cited (2 points).

Methods Round 2 & Qualtrics: 10%

Next, think about a personality trait you would like to measure. It should be related in some way to the first scale you picked (e.g., you anticipate a positive or negative correlation). Develop at least 5 self-report items (questions) to assess this construct, and clarify the response scale.

Submit an updated draft of your methods round 1. Make sure you include:

An additional paragraph or two of theory describing the psychological construct you aim to measure and what you think it means to think/feel that way. Make a specific prediction about how your measure will correlate with the measure you describe in Methods Round 1, and make sure you explain your reasoning for why you expect this finding. (5 points).

Next, present a brief method section explaining in APA style how the overall study will go and how you plan to assess this construct—i.e., what are example items, and what is the response scale, and how does one compute the final score? Include either all items in the text, or include a couple examples in the text and put the rest in an appendix. Try to get all items to clearly measure one construct (3 points).

Log on to the class qualtrics page and add your questions there successfully (2 points).

Final Project Paper: 20% - written assignment

Your final paper should look like a full APA document, including title page, references, abstract, the works. You should expand and refine the sections you have already submitted in parts 1 and 2. This version of the paper should include:

An abstract up to 150 words describing the key psychological constructs, making it clear how they were measured, and giving the reader a sense of the results and interpretation. Make sure you nail the ‘take home message.’ (3 points)

The theory sections in the introduction should be now come framed with an opening paragraph that starts broad—for example, with a real-world story illustrating the psychological construct you focus on, or quotes or statistics showing it is important, or some other broad beginning (look at published psych articles for examples & inspiration). Use this framing to introduce the reader to the key psychological constructs. Then go on to the theory sections you wrote in Parts 1 & 2—describing your two constructs theoretically—and then clearly state & explain the hypothesis from part 2. By the time you have completed this, which should take at least a couple pages, the reader should clearly understand the key ideas and have an expectation for the results. (4 points).

Then the method section should be complete—it will mostly be the same as the previous versions, but should now include a participant section, and a clear overview of the experimental design, before moving into the specifics of how you measured the two key constructs. This time, include the mean, standard deviation, and Cronbach's alpha for both key measures. (3 points).

The results & discussion section will be the big new addition. Please present an APA format correlation table with your two key variables, plus all of the Big 5, empathic concern, CRT performance, age, gender, and political orientation.

Then in the written portion, describe first the key correlation between your two constructs. Did results support your hypothesis? What do you think these results mean? Do you have suggestions for future researchers looking at the same topic?

Then mention other significant correlations between your two key constructs and other measures (like Big 5, etc.). What are the key findings and what do they suggest about each construct? What kinds of people score high/low on your two constructs?

In addition, make sure you correctly report the following: a t-test comparing men vs women on each of your two constructs. A regression predicting one key variable from the other, controlling for age, gender, and political orientation. (7 points).

Overall APA formatting and writing clarity: 3 points

Important: **use your own language** to describe the scale; do not rely on the language used in the paper (use the ideas, not the language). It is vitally important to develop the skill of accurately summarizing and explaining other people's work without using their words. Also, plagiarism is bad. Please do not do it. Try to balance being thorough with being efficient—there should be no unnecessary fluff, and you should cover all the important aspects. Experts call that kind of writing “muscular” and one builds writing muscles much like gym muscles—lots of (pen) lifting. **Bonus challenge:** Write the entire thing in rhyme. (Kidding. Mostly).

Final Project Presentation: 10% - class presentation – Update: you have options

Option 1: prepare a 5-minute class presentation using powerpoint or a similar program, and use zoom to give it to the class as normal (see original guidelines below)

Option 2: prepare and deliver about a 5 minute video using zoom or similar software, upload it you youtube or some similar site, and send me the link. I will post the link on Canvas for people to check out

Option 3: skip the presentation and add 10% more to the value of the final project paper

Finally, you will complete a 5-minute class presentation (using powerpoint). Your presentation should describe your project to the class. What are the two key constructs you assessed conceptually? What was your prediction for how they should relate and why? How did you measure each construct? What were the results? How should the reader interpret these findings? (10 points)

Submission: You must submit each written assignment through turnitin on the course Canvas Website. You must also upload your .pdf article through the site. Assignments are **due by midnight on the date mentioned**. Assignments submitted later than this will lose 1 point per day thereafter.

Round 1: January 30

Round 2: February 27

Final Paper: April 9

Research participation – note this remains true, and there are online studies available

At Florida State University, as at other major universities, the accumulation of new knowledge in the field of psychology comes from research conducted by faculty and students. You may participate in department research projects and earn extra credit in this course. Participating in research both helps advance our knowledge about psychology and is an excellent way of getting to know how such research is conducted. You will encounter research methods firsthand and after the study is completed you will be informed of its purpose and given an explanation of the study. You may volunteer to **participate in up to 3 credits worth of experiments, for up to 3% bonus (shared with bonus assignments)** in your final grade. One research credit typically ranges from 30-60 minutes of time. Descriptions of the experiments and lists of time slots available are on the psychology experiment website. You use your FSU email account to log onto the site:

<https://fsu.sona-systems.com/default.aspx>.

Then select the Experiment Sign-up option, and finally choose the General Psychology Research Participants option (not the one for Experimenters). At that point, log on with your username name and password, and you can see descriptions of the experiments and times available, and you may sign up for open times. Please make a note of when and where the study is to take place. Students who fail to show up for a study at the agreed-upon time twice in one semester will no longer be eligible to participate in research experiments for credit. You may also come back to check on the title and where you are supposed to be for an experiment under My Sign-ups. All extra credit related to research participation must be completed by **April 23, 2019, at 11:59pm**. Extra credit will be given only for participation in approved departmental research projects that appear on the SONA website.

Bonus Assignments: Alternative to Research Participation

As an alternative to research participation, you may also earn extra credit by writing additional Personality Assignments (see above). You may do **up to 3 extra credit assignments, for up to 3% bonus (shared with research participation)** in your final grade. Again, all extra credit research summaries must be turned in by the end of the day of **April 23, 2019, at 11:59pm**. You may do a combination of research participation and personality scale reflections, but you cannot exceed 3 extra credit points.

Attendance: You are expected to attend all classes and actively participate by taking notes, asking questions, engaging in thoughtful dialogue, and completing class activities. Although attendance will not officially form part of your grade, you will find that regularly attending is extremely useful for doing well on the exams. Attendance is mandatory on the first day of class or you will be dropped from the course. **Attendance is mandatory for exams. There will be no opportunity to make up missed exams unless one has an official FSU-sanctioned reason** to have missed class that day (see University Attendance Policy below). The translation of the attendance policy for current circumstances is that the goal is to get everyone together on zoom for our regularly scheduled meeting times, and to complete the final exam at approximately the time scheduled for it. Let's try to maintain a little bit of normalcy. Please let me know if there are any circumstances for you that present a challenge in making this happen.

Engagement: You are recommended to take notes via paper and pencil; doing so is superior to computerized notes. Aside from first class, there is no official attendance. We are all adults here. You do not need to contact me if you will miss class. (However, do contact me about missing an exam). Please avoid texting, engaging in social media, working on assignments for other courses, course-irrelevant socializing, and other distractions during class.

University Attendance Policy

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors

trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University."

(Florida State University Academic Honor Policy, found at:

<http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>

Title IX Statement

As a recipient of Federal financial assistance for education activities, FSU is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities are free from discrimination on the basis of sex. Sexual discrimination includes sexual misconduct (sexual violence, stalking, intimate partner violence, gender based animosity and gender based stereotyping). If you have questions about Title IX or wish to file a Title IX complaint, please visit the FSU Title IX website: <http://www.titleix.fsu.edu> or call the Title IX Director 850-644-6271. Please note that as Responsible Employees, all faculty are required to report any incidents of sexual misconduct to the Title IX Office.

The Victim Advocate Program at FSU has a confidential advocate on call twenty-four hours a day to respond to FSU students, faculty, and staff who are victimized, or any other person who is victimized on our campus, or by an FSU student. Daytime Phone: 850.644.7161, 850.644.2277, or 850.645.0086. Nights, Weekends & Holidays 850.644.1234 (FSUPD) Ask to speak to the on-call advocate.

Americans with Disabilities Act

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center;
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Syllabus Change Policy

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice." Gee what could have that kind of impact, eh?