PSYC*2740, Course Outline: Winter 2018

General Information

Course Title: Personality Psychology (PSYC*2740)

Course Description:
This course covers major theoretical and empirical contributions and empirical findings in Personality Psychology, with an emphasis on applied issues and real-world implications of research. For example, over the course of the term, we will discuss how personality plays a role in employment settings, relationships, stress, health, disease, mental illness, self- injury, and suicide. This will be accomplished through readings, lecture material, and in-class exercises. Over the term, you will also have the opportunity to apply your own ideas in the development of personality theories. You are encouraged to think critically about course content and issues discussed during lectures.

Credit Weight: 0.5

Semester Offering: Winter, 2018

Academic Department (or campus): Psychology (University of Guelph, Main Campus)

Class Schedule and Location: Tue & Thu 8:30AM– 9:50AM in Rozanski Hall, Room 101

Instructor Information

Instructor Name: Dr. Stephen P. Lewis

Email: stephen.lewis@uoguelph.ca

Office Location: 3001, MacKinnon Extension.

Office Hours: Tuesdays and Thursdays from 10:30AM until 11:30AM and by appointment.

TA Information

TA NAME	TA EMAIL
Samantha Ayoub	ayoubs@uoguelph.ca
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Course Content:

Specific Learning Outcomes

Upon successful completion of this course, students should be able to:

1. Identify and delineate major personality trait theories and taxonomies.
2. Identify and delineate research approaches (correlational, experimental, case studies) used to study personality.
3. Identify issues related to reliability, validity, and measurement in personality assessment.
4. Identify and delineate 6 domains of human knowledge (dispositional, biological, psychoanalytic, cognitive-experiential, socio-cultural, and adjustment) in the context of personality.
5. Identify real-world implications of personality research in each domain of knowledge (e.g., how personality may affect health and mental health).
6. Develop a unique and specific operational definition for a voluntary human behaviour.
7. Develop two distinct and unique personality theories to logically account for a voluntary human behaviour.
8. Explain theoretical, empirical, and real-world implications (arguments) that would stem from a personality theory being completely true (i.e., accounting for ALL instances of a voluntary human behaviour).
9. Write a paper a clear and coherent paper presenting: a unique operational definition for a voluntary behaviour, logical personality theories, and sound arguments.

The above learning outcomes align with those of the Department of Psychology [outcome level in parentheses]:

- Learning Outcomes 1-5 correspond to **Critical & Creative Thinking - Depth and Breadth of Understanding:**
  - Demonstrates knowledge of key concepts in psychology, and integrates that knowledge across disciplinary and sub-disciplinary boundaries [Introduce, Reinforce].

- Learning Outcomes 6-7 correspond to **Critical & Creative Thinking – Creativity:**
  - Involves the ability to adapt to situations of change, to initiate change and to take intellectual risks [Introduce].

- Learning Outcome 8 corresponds to **Critical & Creative Thinking - Problem Solving:**
  - A process in which one works through a series of operations to come to a conclusion [Introduce].

- Learning Outcome 9 corresponds to **Communicating - Written Communication:**
  - The ability to express one's ideas and summarize theory and research through a variety of writing styles. [Introduce, Reinforce].

Lecture Content:

- Below, please find an overview of lecture content, required readings, and important dates.
- Lecture slides will be posted on Courselink by 5pm on the day prior to the lecture.

DATE	READINGS	CONTENT COVERED
January 9	NA	Course Overview + Paper Review
January 11	Chapter 1	Personality Psychology: An Introduction
January 16	Chapter 2	Personality Assessment, Measurement & Research Design
January 18	Chapter 3	Traits & Trait Taxonomies
January 23	Chapter 4	Theoretical & Measurement Issues in Trait Psychology
January 25	Chapter 5	Personality over Time: Stability, Change, & Coherence
January 30	Chapter 6	Genetics & Personality
February 1	**MIDTERM 1**	
February 6	Chapter 7	Physiological Approaches to Personality
February 8	Chapter 9	Psychoanalytic Approaches to Psychology
February 13	Chapter 10	Psychoanalytic Approaches: Contemporary Issues
February 15	Chapter 11	Motives & Personality
Feb 19 - 23	**WINTER BREAK**	**NO CLASSES**
February 27	Chapter 12	Cognitive Topics in Personality
March 1	Chapter 13	Emotion & Personality
March 6	**MIDTERM 2**	**(NON-CUMULATIVE)**
March 8	NA	Review of Paper + Serial Killer Film
March 13	Chapter 14	Approaches to the Self
March 15	Chapter 15	Personality & Social Interaction
March 20	Chapter 16	Sex, Gender, & Personality
March 22	Chapter 17	Culture & Personality ***PAPERS DUE***
March 27	Chapter 18	Stress, Coping, Adjustment, & Health
March 29	Lecture Slides	Personality & Mental Illness
April 3	Chapter 19	Disorders of Personality
April 5	Lecture Slides	Self-injury, Suicide, & Personality
April 17	**Final Exam:**	**(NON-CUMULATIVE) 8:30AM-10:30AM, LOCATION TBA**

Course Assignments & Exams:

Exam/Assignment	Date Scheduled/Due	Weight	Learning Outcomes
Midterm 1	February 1 – in class	25%	1, 2, 4, 5
Midterm 2	March 6 – in class	25%	2, 3, 4, 5
Paper	March 22 – 8:30AM via Dropbox	20%	6, 7, 8, 9
Final Exam	April 17 – Location, TBA	30%	4, 5

The location of our final exam will be posted online (via WebAdvisor) later in the term.

Course Resources:

Required Texts:

Title: Personality Psychology: Domains of Knowledge About Human Nature - 1st Canadian Edition
Authors: Larsen, Buss, King, Ensley
Publisher: McGraw-Hill
Year of Publication: 2017

- **There will be copies of our text available on reserve throughout the semester.**
- **Please note that both lectures and exams will be based on the Canadian Edition of our text (not other versions).**

Course Policies

- **Course Updates and Announcements**
  Course updates and announcements will be posted on Courselink; please check this regularly.

- **Lectures**
  Classes follow a lecture/discussion format with discussion questions and in-class activities. They are designed to review, compliment, and augment text material. Some material presented in lectures will NOT be covered in the textbook and vice versa.

- **Students are responsible for text AND lecture material.**
  You are encouraged to integrate text/lecture material; class attendance will facilitate an understanding of course material. It is recommended that you keep pace with the assigned readings in order to participate in class discussions and to prepare for exams.

General Information for Midterms & Final Exams
- All exams (i.e., midterms and final) will assessed using multiple-choice questions
- No text, notes, or other class material will be permitted at any point testing
- Midterms & the Final Exam will cover text AND lecture material

Specific Midterm Exam Information
- Midterm 1 is on February 1 and Midterm 2 is on March 6
- You will have the entire class time to write your exam (i.e., 8:30AM to 9:50AM)
- Each midterm will comprise 60 questions and each is worth 25%
- Midterms cover material up to AND INCLUDING the last lecture before that exam
- Midterm 2 is non-cumulative (i.e., it will not cover Midterm 1 material).
- However, keep in mind that material builds throughout the term; what we cover early in the term facilitates understanding of newer material.

Specific Final Exam Information
- Our final exam is on April 17, 2018 from 8:30AM until 10:30AM
- The final exam is non-cumulative but it is more comprehensive than the midterms as it covers more material; it covers ALL material since Midterm 2
- The final will comprise 80 questions and is worth 30%

In-Class Exam Reviews
- We will do reviews for midterms & the final at the end of the class prior to each exam.This will involve coverage of exam material and practice questions.

- **Missed Midterm Examinations**
  When a midterm is missed, contact Dr. Lewis via email. Consistent with University Policy, students who miss a midterm must provide an original copy of appropriate documentation. Reasons for a missed midterm can be found through the link below (University Policies: Academic Consideration). With appropriate documentation, a make-up exam session will be scheduled and invigilated by a TA. Without appropriate documentation, you will receive a grade of 0% on that exam. If you know you will miss a midterm ahead of time, please contact me in advance. I am usually understanding of extenuating circumstances.

- **Missed Final Examinations**
  According to University policy, final exams are rescheduled via Academic Counselling. Hence, you should contact them directly should you not be able to write the final exam. Please be sure to review your exam schedule prior to making travel arrangements for the end of term; this does not constitute a reason for missing a final exam according to University Policy.

- **Papers**
  All students are required to submit a personality paper (due March 22 via Dropbox). All paper requirements can be found under "Additional Course Information," below.

- **Late Papers**
  As stated below, papers received after the deadline (**i.e., after 8:30AM on March 22**) will receive a reduction of 10% per calendar day. After 5 calendar days, the grade will be 0%.

- **Course Policy regarding use of electronic devices and recording of lectures**
  Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email accessibility@uoguelph.ca or see the website: https://wellness.uoguelph.ca/accessibility/

Course Evaluation Information
Please refer Course Evaluation website for full details
https://courseeval.uoguelph.ca/CEVAL_LOGIN.php

Drop date
The last date to drop one-semester courses, without academic penalty, is Friday March 9, 2018.
For regulations and procedures for Dropping Courses, see the Academic Calendar:
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/

Additional Course Information

Personality Papers – Detailed Description and Instructions

Overview
For this paper, you will learn to develop **your own** theories in order to account for a behaviour of your choosing; from here, you will "argue from" one of these theories. **Lecture 1 and Chapter 1 of your text contain information that might be useful when developing a theory and many of our class discussions may help prompt ideas. There is also a paper review session on March 8 (during class time) and your TAs will hold office hours to help with papers (as will Dr. Lewis).** When writing the paper, you will learn the following skills, namely, to: a) operationally define a voluntary human behaviour, b) apply critical thinking skills and develop personality theories in order to explain or account for that behaviour and, c) argue from one of the theories as described below by discussing implications for the theory should it be 100% true (explained further below).

Help For Papers
All students in the class will be assigned a TA. This way, you can will have two people (Dr. Lewis and your TA) to directly contact about your paper should you want to ask questions about the paper and/or meet about your paper as you work on it. We will also have a paper review session on March 8 (in class). Assigned TAs will be confirmed and posted on Courselink during the week after the course add-period (i.e., once course enrollment is confirmed).

Paper Drafts
Due to the size of our class, paper drafts will NOT be reviewed. However, you are encouraged to ask questions and run your ideas by Dr. Lewis and your assigned TA. We are **always** happy to answer questions and help guide your paper if you are having difficulty with it. You may also use the library resources to help guide your writing (e.g., to get help with grammar, clarity, organization). These are free for all UoG students.

<u>Guide to Starting Your Paper</u>

First, pick a behaviour
- First, choose a voluntary human behaviour. Non-voluntary acts (e.g., yawning, laughing) **cannot** be the focus of your paper. Similarly, you **cannot** write about the absence of an explicit act – that is not doing something (e.g., avoiding situations, procrastinating). **Only voluntary acts are permitted for this paper.**
- Mental illnesses (e.g., anorexia), emotions (e.g., sadness) or thoughts (e.g., doubting oneself) are not behaviours and **cannot** be the focus of your paper. However, if you wanted to use a clinical topic in your paper, you could write about a behavior associated with mental illness (e.g., hoarding, binge-eating, purging). If you elect to do this, be sure to take focus away from the mental illness itself and simply focus on the behaviour. If you have questions about your paper topic, please ask Dr. Lewis, or your assigned TA.
- You do NOT need to write about something personal or a behavior to which you can directly relate. However, when selecting your behaviour, you are encouraged to pick something that interests you. For example, you might be interested in running, painting, shopping, or doing yoga. Maybe you're interested in a more clinical behaviour such as self-injury, drug use, drinking, gambling, or binge eating. It can be anything at all -- **not just these examples**. Writing about something mundane (e.g., having a bowl of cereal in the morning) may not be conducive to critical thinking and the development of unique theories (using a mundane act may make your task more difficult than necessary).

After selecting a behavior, ALL papers must adhere to the following 4-paragraph format

<u>Paragraph 1: 4 Points out of 20</u>
- In the first paragraph, provide your own narrow (i.e., specific) operational definition for your chosen behaviour. This is an important skill to develop in psychology. Indeed, researchers need to have a *very clear and specific definition* for a topic of interest. When you define your behavior, you must avoid being broad/general. Rather, be **VERY SPECIFIC** with your definition. The definition must be **your own** (not one from another source). To make your definition specific, you will need to address various features of the behavior (e.g., how often it occurs, how long it lasts, where it occurs, etc.) These are just some questions you can address when applying them to your own definition. The more specific you are, the better.
- **EXAMPLE:** If you selected drinking alcohol you would need to go beyond saying that that your behaviour is "drinking alcohol." Rather, you would *narrowly define* drinking alcohol so that others know **exactly** what you mean. **Again, the key is to be specific and to make the definition your own.** Taking this example, you would want to address the features of the behavior. As such, you would want to consider the following questions: How much alcohol is consumed exactly (e.g., 1 drink, 6 drinks, or 12 drinks...the number you choose is up to you but be specific)? How often does it occur (e.g., daily, monthly)? What type of alcohol (e.g., beer, liquor or wine)? In what contexts does it occur (e.g., socially, alone)? By addressing these features of your behavior and narrowing your focus, you will have a specific and clear definition.
- **The more specific you are, the better quality your definition, and the easier it will be to develop good theories.**
- **You should not focus on consequences of the behavior (e.g., what it leads to) or reasons for the**

behavior (e.g., why it is done) at this stage of the paper. As you'll see these are covered later.

Paragraphs 2 and 3: 3.5 Points each out of 20 (Total = 7)
- **Here, pick TWO DISTINCT personality traits.** *There will be a list of trait-adjectives on Courselink to help if you get stuck.* However, this list is far from exhaustive; there are literally thousands of possible trait-adjectives from which to choose (don't worry, you don't have to know them all!). If you are unsure whether you have selected a trait, please contact Dr. Lewis or your assigned TA.
- From here, you will use one trait in Paragraph 2 and the other in Paragraph 3. The objective in each paragraph is to discuss how the trait works to explain or account for the behaviour you selected and defined in Paragraph 1. It is insufficient (and incorrect) to say that the trait alone leads to or causes the behaviour. As we will discuss in class, no one trait *causes* behaviour. Rather, traits work with other variables/factors to lead to behaviours. By putting the trait together with different variables/factors to explain how YOU think the behaviour could occur, you are developing theories. Your task is to develop 2 **DISTINCT** theories – one for Paragraph 2, the other for Paragraph 3. Thus, the factors in each theory should not overlap at all (aside from the behavior, of course).
- It may help to think of your theory as a pathway. In this way, the destination is the behavior. The trait is just one of several different steps along the path leading to the behaviour. So, if you are making 2 theories, think of them as two different paths to the same destination.
- Many theories will begin with the trait (as in the example, below). However, this is not necessary. Some theories will have the trait implicated later in the theory (such that other variables precede the trait). This is perfectly fine; what you do depends on your ideas. It is also okay to use more than 1 trait in either (or both) of your theories. However, if you do this, you'll want to make sure you avoid overlap. For example, if you used gregariousness and impulsivity in your first theory, you would not use either trait (or similar traits) in your next theory. Bear in mind that theories will also require more than just traits.

A Guide To Writing Good Theories:
- **Theories need to apply to multiple people.** Avoid referring to one individual when writing your theories. Instead refer to *people* or *individuals* when writing your theories. Theories should apply to more than one person - otherwise you have a case study.
- **Theories must be based on your ideas; no outside sources or references can be used.**
- **Good theories must be clear and coherent**. Theories should logically outline how the behavior you defined in Paragraph 1 occurs. Thus, readers should be able to clearly see how different variables (including your trait) work together to lead to the behaviour. For instance, in the example below, if we did not have "susceptibility to peer pressure" as a final variable in the theory, there would be a missing step (it wouldn't be entirely logical). Indeed, not all people who are peer pressured succumb to this pressure.
- **T**o help link together theory components, "if, then" statements may help. For example, you could say that if X happens, then this may lead to Y. And if that happens, then this may lead to Z. However, using "if, then" statements alone may not yield a good theory. The variables you are linking together must logically and clearly cohere. **Again, you will need more than just traits in your theories.**
- **EXAMPLE:** Using drinking alcohol as the behaviour, you might write about how the trait of gregariousness (a component of extraversion) leads to drinking alcohol (in the way it was defined). You could say that since people with high levels of gregariousness tend to be quite

social, they may also have more friends. If this is the case, then they may want to socialize more in public places. As bars are often a venue for people to socialize, this may represent one place that these individuals go. When there, these individuals may see others drinking; they may also have friends who start to drink heavily. If this occurs, they may experience peer pressure to drink (in the way it was defined). However, not everyone is susceptible to peer pressure. Thus, if drinking were to occur (as defined), those individuals implicated in the theory **must also** be susceptible to the peer pressure. *As you can see, it's not just the trait that leads to the behaviour; other variables also play a role.*

- Putting this together as if it were a pathway: If people are high gregariousness (Step 1), then this might lead to having more friends (Step 2) as gregarious people are social and outgoing. If this happens, then these individuals may go to bars with their friends as bars represent a common venue for people to socialize (Step 3). Accordingly, when at a bar with their peers, individuals high in gregariousness may begin drinking. If this occurs, and if their friends also happen to be heavy drinkers, then individuals who are high in gregariousness may feel pressured to drink more than they normally would (Step 4). If these individuals experience peer pressure to drink more *and* they are also susceptible to this pressure (Step 5), then this might lead to drinking alcohol in the way it was defined (Step 6).

Paragraph 4: 4.5 Points out of 20

- **Now, pick just ONE of your two theories.** Your task here is to write about what it would mean if THIS theory were actually true and thus accounted for ALL instances of the behaviour you defined in Paragraph 1. Of course, no theory will account for all instances of any behaviour; but, what if it did? What might his mean? Arguing from theory is a difficult, albeit critical, skill in psychology. This is not just repeating the theory – you'll want to address the issues outlined below.

A Guide To Providing Good Arguments From Theory in Paragraph 4:

- Please use the future tense in this paragraph, as you should be speculative here (i.e., say what it could or might mean if your theory were true). When writing this paragraph, first indicate which theory you are assuming to be one hundred percent true (and that accounts for every occurrence of your behaviour, as it was defined).
- **Next, and in order to effectively argue from theory, you must to effectively discuss ALL of the following (note there are 2 key questions to address for each of the theoretical, research, and real-world issues below):**
  - Theoretical Issues
    - What does it mean if your theory is 100% true? In other words, assume that your theory accounts for ALL instances of your behavior. Adopting this perspective, what would this conclusion logically suggest about the theory (and its components)?
    - What does this mean about the other theory (or any other theory)?
  - Research Issues
    - What might you expect research to indicate if the theory you chose to write about were 100% true (i.e., if your theory were researched, what are some of the findings you might expect)?
    - If the theory were true, what would you NOT expect research to indicate?
  - Real-world Implications/Applications

- What are the consequences associated with the theory and behaviour you wrote about? For instance, if the behaviour is positive (e.g., studying), what are the possible (& logical) outcomes that might come from people doing this? If it is negative (e.g., cocaine use), what are the possible (& logical) outcomes that might come from people doing this?
- Are there any real-world (and again, logical) implications stemming from your theory? So, if your theory leads to a positive behaviour, how can you go about promoting it? If your theory leads to a negative behaviour, how might you go about discouraging (and even stopping) the behaviour?

- EXAMPLE: Let's say you've now developed 2 theories leading to drinking (one being the gregariousness theory, above). Let's now assume you've picked the theory on gregariousness to focus on in this paragraph. **First, you'd need to state that this is theory you chose to write about.** From here, you'll want to address ALL of the above items. Keep in mind that it is not just the trait that leads to the behavior. **It is all of the components of your theory (not just one or two).** So, if all of the steps in the theory were to lead to all instances of drinking (in the way it was defined), what would this mean from a theoretical perspective (drawing on the above items)? What would it mean in terms of research implications (drawing on the above items)? And, what are some of the real-world implications that would stem from your theory?) (again, drawing on the above items). When coming up with ideas, keep in mind that it is the ENTIRE theory that leads to the behavior and you are assuming that this theory is the ONLY way for the behavior to happen.

Grammar/Style/Quality of Writing: 4.5 Points out of 20
- As with any paper in university, proper grammar, style and quality of writing (including, clarity, concision and good flow of ideas) are important; please refer to paper requirements (below) for additional information on grammar, style and writing.

RECAP OF PAPER EVALUATION

Paragraph 1:	4.0 Points
Paragraph 2:	3.5 Points
Paragraph 3:	3.5 Points
Paragraph 4:	4.5 Points
Grammar/Style/Quality of Writing:	4.5 Points
Total:	**20.0 Points**

Paper Submissions, Deadlines, & Late Policy

PAPER SUBMISSION & DEADLINE

- Everyone MUST submit papers via Dropbox
- **Your paper is due by the start of class (i.e., 8:30AM) on March 22.**
- Papers must reflect your own work. Please see University Policy section of syllabus regarding academic misconduct. Students are responsible for knowing this information.

LATE PAPERS

- **Papers received after the deadline (i.e., after 8:30AM on March 22) will receive a reduction of 10% per calendar day.**
- **After 5 calendar days, the grade received will be 0%.**
- **As the paper is assigned at the start of the term, extensions are not permitted. Please keep this in mind when scheduling time to work on your paper.**

Paper Requirements

PAPER LENGTH

- **The paper should be** approximately 4 DOUBLE-SPACED pages.
- The page limit does NOT include the title page
- **Do NOT add extra spaces between paragraphs (double spaced only throughout)**
- **Do not exceed 4-paragraphs, even if you have a paragraph that seems long.**
- **You do not need an introductory and/or closing paragraph (just the above 4 paragraphs)**
- **Do not use broad, philosophical introductory sentences** *(e.g., "People have consumed alcohol for centuries...." "People from all over the world engage in behaviors")*

PAPER FORMAT

- Please use 12-point font (**Times New Roman or Arial**)
- All margins MUST be 1-inch (2.54 cm)
- **There should be no headings in the paper (e.g., no headings for paragraphs).**
- **All papers must adhere to the 4-paragraph outlined above☐**
- **An APA Title Page is required (this is NOT part of the 4-pages noted, above); this should include:** title, name, student number, course name & number, running head. If you need to, consult an APA (6th Edition) manual to help.

WRITTEN STYLE

- Write in **third person only** (there should be NO first or second person at all)
- Papers are to be **formally written**. Psychology is a science so please write as such (no colloquial statements, no slang, no contractions, the paper shouldn't read like a story, etc.)
- Do not list the steps in your theories as steps this was done in the example above to illustrate different theory components
- **Please do not use past tense when writing your theories or arguing from theory in the final paragraph.** Since you are developing theories and arguing from one of them, you should be more speculative when you write. **Please use future tense here instead**.
- **You cannot use the above example (gregariousness theory) or an analogous one (e.g., changing the behavior but keeping the rest of the theory or slightly modifying a step or two to lead to drinking).**
- **All theories MUST reflect YOUR ideas (see below).**

USE OF CITATIONS
• **You CANNOT (nor do you need to) use references or outside material.** • As you are developing your own definition and theories, you do not need to consult outside material; thus, no references should be used in your paper.

Bonus Points: Brief Article Reflections

Over the course of the semester, each student will have the opportunity to earn up to 2 bonus points. All bonus points will be added to the final (overall) grade once it is computed. By no means is this mandatory (indeed, these are entirely optional).

INSTRUCTIONS:
- First, you will need to read a BRIEF article related to personality (these will also relate to some of the content covered in class). All articles will be posted on Courselink and will be available as of January 11 (our first lecture).

- From here, reflect on what you've read in the article and discuss your reaction to the article. The questions that follow are JUST SOME of the kinds of questions you can address. The goal here is to **think critically** about what you've read. A simple summary of the article without any reflection will not suffice. Likewise, making a point (e.g., indicating that an argument is weak) without explanation or context will not suffice.
  - Was the article content interesting? Why or why not?
  - Do you think the research or claims discussed make sense? Why or why not?
  - Do you think the research or claims have real-world applicability? Why or why not? How so?
  - What are the strengths or weaknesses of the arguments made in the article? Why was a particular claim especially strong or weak?

- Each reflection should be written in your own words and should be about 200 words; of course, you may exceed this.

Each reflection is worth 1%. You can write up to 2 reflections over the term. To access the articles, please go on Courselink and look under Content (Section entitled: "Bonus Points").

SUBMITTING YOUR REFLECTIONS:
- Reflections can be submitted any time from January 11 (our first lecture) until April 6th at 11:59pm (when classes conclude for the semester).

- Reflections MUST be submitted via Dropbox and MUST be submitted individually (i.e., 1 reflection per Dropbox folder).

- As this is a bonus assignment, NO extensions are permitted.

- Please use 12-point font (Arial or Times New Roman) and include your name and student

number on each reflection. Please use doc, docx, or .pages files (no PDF).

- You do not need a title page for these and APA style is not required for a bonus assignment.