PSY 236 (730): PERSONALITY PSYCHOLOGY

ONLINE: Summer Session One

Monday, May 12 – Friday, June 27, 2025

# COURSE BASICS

## Instructor: Lindsay Ackerman (she/her)

**Email:** [ackerm96@msu.edu](mailto:ackerm96@msu.edu)

**Please only email me through the regular MSU email instead of the D2L email, as sometimes these emails do not reach me.**

## Online Office Hours:

[Lindsay's Calendly Scheduler for PSY 236 Student Meetings](https://calendly.com/ackerm96-msu/psy-236-student-meeting)

You may request to meet with me over Zoom during any available day/time using the above Calendly link (I will only meet Mondays – Thursdays). You will receive an email confirmation for our meeting which will include the meeting Zoom link. Note that you will only be able to schedule meetings with at least 24 hours notice. This requires advance planning on your end, so please be diligent and schedule a meeting with me ahead of time. If you have a pressing situation and need to meet in less than 24 hours, email me directly (and explain why you cannot give 24 hour advance notice). If I am able to accommodate a meeting within 24 hours, I will—but I cannot promise I will be able to.

When emailing, use courteous and professional email etiquette:

* First, ask yourself this question: “Can this question be answered by looking in the syllabus or looking on the D2L course site?” **Always thoroughly search the syllabus and D2L before reaching out.**
* Use PSY 236 in the subject line. That makes it clear you are a student in this course asking a question and will help me prioritize your email.
* Proofread your e-mail and ensure you’ve provided the level of detail necessary. Is your question conveyed clearly? Did you provide all the information needed for me to help you? Would a screenshot be helpful?
* Be polite and use courteous formatting. This includes writing your email as an email, not as a text message—address me at the start of your email (e.g., “Hi Lindsay!”) and sign off with your full name. Use complete sentences and fully spell out words.

## About Me:

I am a second-year graduate student in the Social/Personality program within the Department of Psychology at MSU. My work primarily focuses on personality (traits, assessment, change) and self-evaluations. My current projects investigate factors (e.g., self-esteem) associated with volitional personality change, the genetic underpinnings of personality perception, self- versus other-reporting, construct overlap among self-evaluations, the stability of self-esteem and other well-being related outcomes, and how conceptualization and measurement of personality, personality change, and self-evaluations matter. I am very excited to teach this personality course for you all this summer! And always happy to talk personality/research if you ever want.

# USING THE SYLLABUS

This syllabus will provide you with an outline of the course as well as the information you will need to navigate through the semester, and your and my responsibilities. I reserve the right to make changes to the syllabus at any time. You are responsible for the information contained in this document so please read carefully; ignorance of something contained in this document will not be accepted as a reason for missing an assignment or any other potential issues in this class. **Please be sure to double-check the syllabus to see if it contains the answer to your question(s) before sending an email or coming to office hours.**

To find information in this document quickly, use the keyboard shortcut CTRL-F for PC or Linux or ⌘-F on Mac. As this is a summer class it moves quickly, so be sure to become familiar with the schedule and expected workload. I am looking forward to this class and I hope you are as well. Good luck!

# COURSE DESCRIPTION

Personality is an individual’s characteristic pattern of thinking, feeling, and behaving. We will study how personalities differ, how psychologists have studied them, and how they emerge and change over time. In addition to developing a solid foundation in these topics, we will tie personality theories to other areas of psychology.

# COURSE OBJECTIVES

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

1. Describe what personality is, understanding personality is complex and multiply determined.
2. Describe the strengths, weaknesses, and relationships between major personality theories. Learn to apply theories to understand and predict behavior.
3. Understand how personality is related to measurable and important outcomes.
4. Explain common research methods used in personality science.
5. Apply personality insights to one’s own life.
6. Use critical thinking to evaluate popular press/media and academic personality research literature.

# TIME ZONES AND COMMUNICATION

All times and due dates listed in this syllabus are for Eastern Daylight Time (also called EDT or EST). If you are taking this course in a different time zone, you will want to be aware of this and change your time zone to ET so that you do not miss any due dates/times. You can easily convert your time zone to ET using the [Time Zone Converter website](http://www.thetimezoneconverter.com/).

Communicate with me via email. I intend to respond within one business day (Monday – Friday from roughly 9:00am ET to 5:00pm ET). Just like you, I have a lot of other things going on in life. Thus, to be a whole person with time to pursue activities and interests outside of teaching and my graduate student responsibilities, I will refrain from responding to emails on weekends or evenings.

# COURSE DESIGN

The course will be held entirely online through the Desire2Learn (D2L) course management system here at MSU. There will be no face-to-face classes or tests. All assignments will be submitted via D2L, and all exams will be administered via D2L.

The course is divided into five sections, each with an exam at the end. On D2L, you will find a folder for each section that includes audio-recorded PowerPoint lectures as well as any supplemental materials, assignments, and exams for that section. More information about the class materials is provided below and a timeline is provided in the class schedule.

At the beginning of each lecture you will also be given goals. These goals are meant to help you pinpoint the main point of each lecture. In other words, they will tell you what the main thing you should learn from that lecture. Use these goals to help you review for exams.

Although it varies some from week to week and person to person, expect total work (including reading your textbook and other readings, listening to lectures, completing discussions, assignments, and exams) to require 15 hours or more of work every week. Be sure to use the course calendar below to plan ahead and ensure you leave yourself enough time to complete required coursework.

# COURSE WEBSITE AND ACCESS TO TECHNOLOGY

The course can be accessed by going to [the D2L website](http://www.d2l.msu.edu/). You will be asked to enter your MSU log-in and password. Look under the "My Courses" section and select PSY 236 to access all of the class materials. You will also turn in assignments and take your exams through this D2L site.

***Please be aware that technology failures will not be accepted as excuses for late or missing assignments or exams. Since we all know that technology can be temperamental, please allow yourself enough time to turn-in assignments and take exams, and alert me before deadlines if you have technical issues.***

This course requires a high-speed internet connection. It also requires various software programs to see/hear all of the course material. You need to be on a computer that allows downloads of free browser plug-ins so that you can watch movies and listen to lectures. This means that many public library computers are not appropriate unless you have verified that they have the necessary software. D2L is supported by most of the major internet browsers, including Mozilla Firefox, Internet Explorer, Google Chrome, and Safari. However, you should double and triple check that materials are accessible well in advance of assignment and exam due dates in case you experience technical difficulties.

If you do encounter a problem during a test or activity, **report it as soon as possible to the 24-hour MSU Help Line** at (844) 678-6200 or (517) 432-6200. They will log the problem and in turn, report it to me. Technical problems should be reported immediately (maximum within 6 hours). Keep the D2L help numbers by your computer in case there is a problem. Occasionally, there are planned service outages in order to update the software. These are reported in the "News" sidebar on the MSU D2L homepage and you should keep these in mind when scheduling your coursework. You can find a lot of helpful information at the [D2L Help Page](https://help.d2l.msu.edu/).

## Please follow these suggestions to prevent problems during your participation in this course:

1. Use a recommended browser, like Chrome or Firefox.
2. Clear your cache and cookies before starting a quiz (if you are unsure how to do this, a quick Google search on how to clear your cache and/or cookies on the type of browser you are using will help).
3. **Have D2L open only to the quiz browser**. If you have the course open in a second browser then you may have guest status in the exam browser and be logged in with your NETID in the other. Your quiz could end up with blank sections even after you enter data or it can skip questions.

# WORK LOAD

Because this course is completely online, you will need to make sure that you will have consistent access to the Internet throughout the course. Vacations don't fit in well with accelerated summer courses, regardless of whether they are face-to-face or online. Remember that each week of an accelerated session is equivalent to two weeks of a regular semester! If your internet plans fall through during a vacation, then you may miss turning in an assignment or taking a test. These sorts of problems will not be excused. Whether Summer Session courses fit with a Study Abroad program depends on the timing of the program and the availability of high- speed internet at the program site. **As with face-to-face classes, there will be no accommodations for exams or assignments due to conflicts with vacations and travel**. You will need to research your program and decided if it is feasible!

**This course is NOT self-paced,** so you will need to decide if a condensed 7-week summer course is feasible for you. There are due dates for course activities, assignments, and papers. Other than the fact that this course is online, it is structured much like a face-to-face class. I will make use of D2L’s calendar feature to help you keep track of these due dates. You can subscribe to it and it will export to the calendar application (e.g., Outlook, Google Calendar, iCalendar) you use automatically.If I change a due date, it will update in real-time on your calendar (though I would always communicate this with you over email and/or announcements as well). Follow the instructions on this [DePaul University Help Page](https://resources.depaul.edu/teaching-commons/teaching-guides/technology/desire2learn/tools/course-home/Pages/subscribing-to-a-calendar.aspx) to subscribe to the calendar.

The best way to be successful in this course is to keep track of the dates to keep pace with the course. Below is a list of resources that may be helpful for planning, organization, and time management:

* MSU’s Guide to Remote Access: [MSU Online Learning Resources](https://remote.msu.edu/learning/index.html)
* *Reduce distractions and gamify tasks:* [Forest App](https://www.forestapp.cc/) *and* [Habitica](https://habitica.com/static/home)
* *The Pomodoro Method (for studying):* [Pomofocus](https://pomofocus.io/)
* *Toodledo (for to-do list, outlining, notetaking):* [Toodledo](http://www.toodledo.com/)
* *Trello (for task management, to-do lists):* [Trello](https://trello.com/)
* *Time tracker per project:* [Toggl](https://toggl.com/)
* *For editing and grammar:* [Grammarly](https://app.grammarly.com/)

# PREREQUISITES

The only prerequisite for the course is Psychology 101. In other words, you should have a basic understanding of the major theoretical perspectives and influential findings in the broad field of psychology. You *do not* need to have prior knowledge about statistics or research methods. In the first section of the course, we will go over everything you need to know related to those topics in order to understand the research covered in the course.

# READINGS, LECTURES, & SUPPLEMENTAL MATERIALS

Required Text:

***The Personality Puzzle, 7th Ed.,* by David C. Funder, published by Norton.**

The textbook is NOT optional. There will be questions on the exams that are only covered in the textbook, and not in the online lectures. To do well in the course, it is absolutely necessary to do the assigned readings. The corresponding reading assignment from the textbook for each lecture is listed in the class schedule. You may use older versions of the textbook. However, this course is based on the seventh edition, so another version may have minor discrepancies with the course material.

## Online Lectures:

All the lectures for each of the sections will be made available in the appropriate folder on D2L. The lectures are PowerPoint presentations with audio narration and text transcripts. You will need access to speakers or headphones hear the audio. In general, each lecture corresponds to one textbook chapter, but some of the longer chapters are broken down into two or more lectures. You are encouraged to take breaks, complete assignments, or look up additional resources after viewing each lecture, rather than rushing through them all at once. As with the textbook reading, some exam questions may be drawn from material that was only covered in the lectures and not in the reading. Bottom line, you *must* do *both*!

The lectures were prepared and recorded by experienced graduate students under the supervision of Professor Rich Lucas. Dr. Lucas is a professor here at Michigan State University, as well as of one of the foremost researchers in the field of personality psychology and current Editor-in-Chief of one of the top academic journals in the field, *Journal of Personality and Social Psychology.* Dr. Lucas is also my doctoral/research advisor. So, I promise you that the lectures are expert descriptions of what is known about personality psychology. Although online lectures were recorded by previous instructors, I can (and want to!) answer any questions you may have or provide additional information you may want. I love talking personality psychology and am always exited to chat with students who are also interested.

## Supplemental Materials:

In addition to the textbook readings and online lectures, each section has supplemental material. Be sure to check the section folder in D2L for these materials. These materials may be short news articles, short video clips, etc. Regardless, you should read or view them and expect to see a few questions based on these additional materials on the exam for that section.

**For Further Exploration:**

Some sections in D2L have “For Further Reading” articles. These materials are provided if you are interested in further information on a topic discussed in the lectures. However, these are not required readings and their content will not appear on any exams, assignments, etc.

# COURSE ORIENTATION

Before you do anything in this class, you need to go through the Course Orientation folder on D2L. Complete all orientation items before proceeding to Section 1 content. The orientation includes a video, checklist, practice assignment dropbox, practice/introductory discussion post, entry survey, and orientation quiz. Completion of the orientation items are worth 5 points total (one for each: checklist, dropbox, discussin post, entry survey, orientation quiz).

# EXAMS

## Exam Dates and Times

There will be **five** exams. The dates for each exam are listed below in the class schedule. Each exam will be open for 24 hours starting at 5pm and closing at 5pm the following evening. Exam availability ends at 5pm—this means your exam should be done by 4:59:59pm, not just started by 5pm. **Please note that I may not be available address exam issue emails if you contact me close to 5pm**. Thus, I recommend you start well before the due date/time in case you run into any issues. Exam times are eastern daylight savings time (East Lansing, MI time), so be sure to convert to your time zone correctly! You can do that using this [Time Zone Converter website](http://www.thetimezoneconverter.com/).

## Exam Content and Grading

The exams will consist of 40 multiple choice or other objective questions. The exams will cover material from the corresponding part of the course: textbook readings, online lectures, supplemental materials, etc. The exam is open book and open note. However, all work must be completed on your own. The questions will be available all at once, therefore you can go back and change answers as necessary. Each exam will be worth 60 points, or 12%, of your final grade. The final will not be cumulative and will only cover material since the fourth exam.

## Exam Duration

**You will have 45 minutes to answer 40 questions for each exam**.So even though it is open book/note, you must know the material very well to finish in time. The exam will end **after 45 minutes or at the end of the time scheduled for the exam**, whichever comes first. For example: The exam ends Friday at 5pm. You realize at 4:30pm on Friday that you never took the exam. Unfortunately, to have the 45 minutes that are available for the exam, you *do* have to log in by 4:15pm. If you log-in at 4:30pm then you will have only 30 minutes to take the exam. You will be able to complete the entire exam, but you will only be graded on questions that are completed before time expires. Bottom line, **the exam is over at 5pm, regardless of when you logged on to take the exam.** This is why it is important that you convert the time to your own time zone! See the link above. And again, I may not be readily available right before 5pm on any given exam day to address last-minute emails, so set yourself up for success by not waiting until the last minute.

## Accessing Exams

You can access your exams in each section folder on D2L. Exams will only be accessible during the specified times in the syllabus. You must stay in the exam and not exit it at all. **You may not close the exam and come back to it later.** Do not go to folders in the course or different folders in D2L while taking your exam because that can cause technical problems. You should have your notes from these other pages downloaded. Similarly, **during a test, NEVER have D2L open in another browser** – D2L may register you as "*you*" in one browser and as a "*guest*" in the other. This can cause significant problems for you.

## Exam Feedback

After each exam, you will have the chance to review your answers and see what you got wrong. Review will start at 5pm two days after each exam ends and will remain available to you for 24 hours. After that, you will no longer be able to review your answers. If you have a dispute with an exam answer, there is a written complaint procedure. You must alert me **within 3 days** of receiving your exam score that you have a dispute.

## Exam Extensions

Extensions for exams will only be given under extreme circumstances, such as in the case of serious illness, or substantial personal or family loss. In either case, appropriate official documentation (e.g., doctor's excuse, death certificate, police report etc.) will be required. Medical certificates or physician's notes must include the statement "[your name] was unable to write the test on [date(s)] for medical reasons." This documentation must show that the physician was consulted on the day of the term test, or the next day. A physician's statement merely acknowledging a report of illness is *not* acceptable. You can submit this documentation via email with the subject line "PSY 236 Missed Exam Documentation." Extensions will only be granted if you provide documentation within 1 day prior or 1 day after the exam has been given.

Forgetting or not knowing are not extenuating circumstances. Completing work by the due date is part of your responsibilities as a student in this course. There are several resources to help you manage your time in this syllabus. Extensions will not be given for exams that have been forgotten. Further, personal travel, having to go to work, or lack of planning are also not acceptable reasons to receive an exam extension.

I want to be clear that I am not trying to make it difficult for you to get an extension for an exam. If you are seriously ill, injured, or have other serious issues that would interfere with an exam, I understand and want to make every effort I can to accommodate your situation. This requirement of official documentation for extensions is simply to ensure fairness and prevent abuse of this policy.

# PAPERS

## Paper Content and Grading

The paper assignments will require you to apply some principles from the class to phenomena that occur outside of the class. There will be **two** papers worth 50 points each, for 100 points total (10% of your final grade for each). Grades will be based on your completion of all parts of the assignment, as well as your success in clearly and thoroughly explaining your thoughts and related concepts. If you do not receive full credit for any paper, I will provide you with feedback to help you understand where points were deducted and what you can do to remediate these issues for future assignments.

## Accessing and Submitting Paper Assignments

Instructions and the assignment folders for each of the papers will be available in the D2L Assignments folder. Papers must be turned in to the D2L Assignments folder by the time and date specified on the schedule. Late papers will not be accepted. I will use Turnitin as a toolkit to judge your originality. For more details, read “Turnitin” section under **Academic Integrity** below.

# COURSE ACTIVITIES

## Course Activity Content and Grading

You will have the opportunity to participate in **four** course activities. These activities are designed to allow you some hands-on experiences with some of the concepts and tools we will talk about in class. Most of the activities will require you to reflect on an experience, so there is no right or wrong answer. Your grade will depend on whether you demonstrated completion of all parts of the activity as described in the instructions in a clear way. If you do not receive full credit for any activity, I will provide you with feedback to help you understand where points were deducted and what you can do to remediate these issues for future assignments. There will be four course activities worth 10 points each, or 40 points total (2% of your final grade for each).

## Accessing and Submitting Course Activities

Instructions and the assignment folders for each of the course activities will be available in the D2L Assignments folder. Course activities must be turned in to the D2L Assignments folder by the time and date specified on the schedule. Late activities will not be accepted.

# COURSE DISCUSSION

## Discussion Content and Grading

For each section of the course there will be a discussion question that you will be asked to respond to on a D2L discussion forum. There will also be a brief instructor-led video for you to watch which will supplement each discussion question prompt. Questions and videos will be about the material from the corresponding course section. There will be 5 course discussions worth 10 points each, or 50 points total (2% of your final grade for each). To receive full credit for the discussion, you must write your own response to the question and responses should clearly explain your thoughts and drive the discussion forward. Your discussion post should be 150-200 words. If you do not receive full credit for any discussion, I will provide you with feedback to help you understand where points were deducted and what you can do to remediate these issues for future discussions.

## Accessing and Submitting Discussions

Access to the discussion questions and corresponding discussion video will be available each section’s module within D2L. You must respond to the course discussion by the time and date specified on the schedule. Late discussion posts will not be graded.

# EXTRA CREDIT

Information about the extra credit is available in the "Extra Credit" folder on D2L. **You can only earn a maximum of 10 extra credit points between the below options**. This means you cannot consent to the research project and also complete 10 points worth of paper extra credit assignments. If you opt to consent to the research project, I will only grade up to four paper assignments (2 points research consent + 8 points paper assignments = 10 points extra credit total).

Do notrely on extra credit to save your grade. See me early in the term to improve your grades on assignments and exams if you are concerned.

## Research Consent

I am conducting a project related to learning outcomes in the online classroom. I would like to use data from our class together as a pilot for this project. Nothing additional is required of you beyond what you would typically do in class. You can earn **2 extra credit** **points** by consenting to release your course data for this project – data include metadata (e.g., what links you clicked in our D2L classroom, how many times you visited the class page, etc.) and grade data (for this class only, not any other courses). All data will be confidential and no identifiable information will be attached to the data. If you’d like to allow me to use your data, a link to the consent form (“Consent Form for Lindsay’s Project”) is available in the extra credit module on D2L. (Though I cannot reveal study aims/hypotheses now, when class is done, I will debrief those who participate to fill you in on what my research questions were and what I found. 😊) To earn the 2 points, you must complete the consent form by 5pm on Friday, June 27.

**Note that you must be 18 or older to consent to this research participation**. Thus, if you are under 18, please only complete the below extra credit paper assignment(s).

## Article Summaries

There is an additional extra credit assignment available on D2L which involves reading a short psychological research article and writing a summary of the article. You will get **2 extra credit points for each** satisfactory article summary. You may complete up to 5 article summaries for a total of 10 extra credit points. Note that if you consent to release your data for Lindsay’s project, that is 2 extra credit points – in this case, you can only complete up to 4 article summaries for 8 additional extra credit points (but 10 points in total between the two opportunities). Additional details regarding this extra credit opportunity is provided in D2L. This alternative extra credit is due to the D2L “Extra Credit Article Summary Dropbox” by 5pm on Friday, June 27.

# GRADING

Your final grade will be calculated by adding together the points that you earn on the course orientation, five exams, two papers, five course discussions, four activities, and extra credit.

|  |  |  |
| --- | --- | --- |
| Assignment/Exam | Possible Points | Percentage |
| *Course Orientation* | *5* | *1%* |
| *Exams (5)* | *300 (60 each)* | *60%* |
| *Papers (2)* | *100 (50 each)* | *20%* |
| *Course Activities (4)* | *40 (10 each)* | *8%* |
| *Course Discussion (5)* | *50 (10 each)* | *10%* |
| *Course Exit Survey* | *5* | *1%* |
| *(Extra credit)* | *(max. 10)* | *(max 2%)* |
| Total | 500 | 100% |

I will assign numerical grades based on the total number of points you earn according to the following scheme:

|  |  |  |
| --- | --- | --- |
| Grade Point | Points | Percentage |
| *4.0* | *450-500* | *90-100%* |
| *3.5* | *425-449* | *85-89.9%* |
| *3.0* | *400-424* | *80-84.9%* |
| *2.5* | *375-399* | *75-79.9%* |
| *2.0* | *350-374* | *70-74.9%* |
| *1.5* | *325-349* | *65-69.9%* |
| *1.0* | *300-324* | *60-64.9%* |
| *0.0* | *299 or less* | *59.9% or less* |

I will firmly adhere to these cut-offs. **Extra credit is the only way to increase your point total if you are close to a cut-off.** I will not negotiate grades with you, but I will do everything I can to help you put in the necessary work to achieve the grade you desire.

# COURSE CLIMATE

For this course to function optimally, we both have parts to play, and when we each do our part, everyone benefits. As the instructor, I promise to always do my very best to select interesting and thought- provoking course material. I will prepare course materials to the best of my abilities, and I will make decisions about the course according to the learning goals I have outlined here. I will act fairly, holding every student to the same high standard and providing equal opportunities for success.

As a student, you promise to:

* Participate diligently in the class and to always contribute to the best of your abilities.
* To never cheat or act dishonestly.
* Not ask me to grant you special privileges that are not available to the rest of your classmates, in order that I may adhere to my promise to be fair and just to all of you.
* Refrain from mocking, embarrassing, intimidating or mistreating fellow students in any way. We want an environment where everybody feels free to ask question and make comments which relate to the material. Do not discourage anybody from participating.
* Use mutual respect and civility in any communication with students and the instructor.

## Academic Integrity

*Article 2.3.3* of the *Academic Freedom Report* states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The Department of Psychology adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades;* the all-University Policy on *Integrity of Scholarship and Grades;* and Ordinance 17.00, Examinations. For extensive details see *SpartanLife: Student Handbook and Resource Guide* and/or the [Student Life and Engagement website](http://www.vps.msu.edu/SpLife/rule32.htm).

Examples of cheating in this course include:

* Having another student provide academic assistance or coaching during an online quiz or test.
* Having another person take a quiz or test for you.
* Sharing questions and answers with other students or online.
* Collaborating with other students on projects or assignments without my permission.

Unfortunately, as online courses have become more popular, online cheating has become more common. There are student-based websites that seem to foster and promote academic dishonesty. Please be advised that these sites are known to us instructors, and we are updated on their content on a regular basis by honest students and others concerned with academic integrity. You are not authorized to use any other student-based website to complete any course work.

Ignorance or misunderstanding of the honesty policy will not serve as an excuse for academic dishonesty. Scholastic dishonestly will be prosecuted to the fullest extent in the class. That means you get a 0.0 in the class and a letter is sent to the dean of your college and to the dean of the College of Social Sciences about the incident.

## TurnItIn

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, I will make a complete assessment and judge the originality of your work. All submissions to this course may be checked using this tool.

You should submit papers without identifying information included in the paper (e.g., name or student number). The D2L system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin. If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository.

In choosing to use Turnitin in our class, I have agreed to follow five guidelines. They are:

1. I will use Turnitin as part of a balanced approach to encourage academic integrity and foster student success.
2. I will openly disclose use of Turnitin in this course on the syllabus and at the time assignments are announced.
3. For a given assignment, I will use Turnitin for all papers.
4. I will make the final determination of originality and integrity.
5. To ensure privacy, I will ask students to remove identification (e.g., names and student numbers) from submissions.

If you have any questions about the use of Turnitin in this course, please bring them to my attention.

Additionally, the policy of this class is that you must be the creator of all work you submit for a grade. The use of others’ work or the use of intelligent agents, chat bots, or AI engines (see more in next section) to create your work is a violation of this policy and will be addressed as per MSU codes of conduct. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course, and may be reported to the Office of Academic Affairs and the Office of Student Affairs. See also the [Academic Integrity webpage](https://ossa.msu.edu/academic-integrity). Contact me if you are unsure about the appropriateness of your course work. Or, for examples of what constitutes plagiarism, you can review this [Indiana University plagiarism guide](https://wts.indiana.edu/writing-guides/plagiarism.html).

## Use of Artificial Intelligence (AI)

It is unreasonable for me to assume students will not, or enforce that students cannot, use generative AI tools (such as ChatGPT, DALL-E, etc.). These tools may be used for basic functions such as brainstorming, clarifying a lecture/reading concept, or checking grammar/formatting. However, AI may not be used to write any portion of your assignments nor may it be used during an exam. I have taken necessary precautions to increase the probability that AI responses to exam questions **will be incorrect**. As far as writing, AI resources are often unreliable and limited in scope, providing fictitious citations and incorrect information. Thus, you may not use or cite AI for any course assignments (including but not limited to activities, discussions, papers). Keep in mind that attempting to use AI responses to create your work is a violation of MSU policy, as these responses and thoughts are not your own (see prior section). **When in doubt about permitted AI usage, please ask me for clarification.** I will not penalize you for asking, and much prefer you work with me on this if you are unsure rather than you assume!

It is to your detriment to rely on AI for anything more than the aforementioned basic functions (brainstorming, clarifying concepts, checking grammar/formatting). Not only for the reasons outlined, but also because it impairs your ability to problem solve, think critically, and retain the information from the course. Relying on AI is a slippery slope—rely too much and you will need it for basic functions which you should be able to do on your own post-graduation. It will be apparent to future employers if you cannot operate independently from AI. Set yourself up for success now and impose limits/restrictions to your own AI usage.

# USEFUL ACADEMIC RESOURCES

**Office of Undergraduate Education**: The Office of Undergraduate Education provides Academic Success Workshops for MSU students who want to improve their academic performance. For more information visit the [Office of Undergraduate Education](https://undergrad.msu.edu/learning-experiences/academic-success-workshops) website.

**Writing Center:** Assists students in person and online with brainstorming, drafting, revising, and editing writing for courses across all disciplines. Consulting sessions are available on a walk-in, first-come, first served basis. You can learn more at the [Writing Center website](https://writing.msu.edu/about/resources/).

# OTHER IMPORTANT REMINDERS

## Accommodations for Disabilities

If you need special assistance for this course because of a disability, please contact the Resource Center for Persons with Disabilities (RCPD) to establish reasonable accommodations. More information can be found at [the RCPD website](https://www.rcpd.msu.edu/) or by calling (517) 884-7273 (TTY: 517-355-1293). Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. **Please present this form to me via email at the start of the term and/or two weeks prior to the accommodation date (test, assignment, etc.)**. Requests received after this date will be honored whenever possible.

## Honors Option

An honors option is not offered for this course.

## Observing a Major Religious Holiday

You may make up course work missed to observe a major religious holiday only if you make arrangements in advance with the instructor. You need to contact me at least two weeks in advance of the observance day to make these arrangements per the [Religious Observance Policy at MSU](https://reg.msu.edu/roinfo/notices/religiouspolicy.aspx).

## Participation in a Required Activity

To make up course work missed to participate in a required activity for another course or a university-sanctioned event, you must provide the instructor with **advanced notice** (at least one week prior to the exam/assignment due date) and **written authorization** from the faculty member or the other course of from a university administrator.

## Commercialized Lecture Notes

Commercialization of lecture notes and university provided course materials is not permitted in this course. In other words, you are not allowed to sell or post any lecture notes or other course materials without authorization from the instructor. Photographing lectures, slides, and/or recording of the lectures are also prohibited.

## Limits to Confidentiality

Please be aware that class materials are generally considered confidential pursuant to the University’s student record policies. However, all University employees, including instructors, cannot maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or health and safety considerations of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it:

* Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
* Allegations of sexual assault, sexual harassment, sexual misconduct, relationship violence, or stalking when they involve MSU students, faculty, or staff, and
* Credible threats of harm to oneself or to others.

These reports may initiate contact from a campus official who will want to talk to you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual or not. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the [MSU Counseling Center](https://caps.msu.edu/services/index.html).

# COURSE SCHEDULE

The Course Schedule is meant to provide a calendar overview of due dates. See the next page, Course Layout, for detail on readings and lectures for each section.

All due dates are at 5pm. **Remember, I will not always be available to respond to last-minute emails about assignment issues.** Plan ahead and plan accordingly. Do not wait until the last minute!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **1: Section 1** | **May 12**  First Day | **May 13** | **May 14** | **May 15** | **May 16**  Orientation Due 5pm |
| **2: Section 1/2** | **May 19**  Discussion 1 Due 5pm | **May 20**  Exam 1 Available 5pm | **May 21**  Exam 1 Due 5pm | **May 22** | **May 23** |
| **3: Section 2** | **May 26** | **May 27**  Discussion 2 Due 5pm | **May 28**  Course Activity 1 Due 5pm | **May 29**  Exam 2 Available 5pm | **May 30**  Exam 2 Due 5pm |
| **4: Section 3** | **June 2** | **June 3**  Paper 1 Due 5pm | **June 4** | **June 5**  Discussion 3 Due 5pm | **June 6**  Course  Activity 2 Due 5pm |
| **5: Section 3/4** | **June 9**  Exam 3 Available 5pm | **June 10**  Exam 3 Due 5pm | **June 11** | **June 12** | **June 13**  Course Activity 3 Due 5pm |
| **6: Section 4/5** | **June 16**  Discussion 4 Due 5pm | **June 17**  Exam 4 Available 5pm | **June 18**  Exam 4 Due 5pm | **June 19** | **June 20**  Paper 2 Due 5pm |
| **7: Section 5** | **June 23** Course Activity 4 Due 5pm | **June 24**  Discussion 5 Due 5pm | **June 25**  Exam 5 Available 5pm | **June 26**  Exam 5 Due 5pm  Exit Survey Available 5pm | **June 27** (Last Day)  Exit Survey Due 5pm  Extra Credit Due 5pm |

*Note.* **Nothing is due on weekends**, therefore Saturdays and Sundays are omitted from this calendar.

# COURSE LAYOUT

|  |  |  |  |
| --- | --- | --- | --- |
| **Section 1**  **Introduction to Basic Concepts & Research Methods (Weeks 1 and 2)** | | | |
| *Lecture* | *Topic* | *Reading* | *Supplemental Materials* |
| 1 | Introduction to Personality Psychology | Chapter 1 |  |
| 2 | Sources of Data | Chapter 2 |  |
| 3 a/b | Research Methods/Personality Assessment and Effect Size | Chapter 3 | Cohen, 1990 |
| **Section 2**  **Personality Traits (Weeks 2 and 3)** | | | |
| *Lecture* | *Topic* | *Reading* | *Supplemental Materials* |
| 4 | The Person-Situation Debate | Chapter 4 | Stanford Prison Experiment |
| 5 | Personality Judgments in Everyday Life | Chapter 5 |  |
| 6 | Using Personality Traits to Understand Behavior | Chapter 6 |  |
| 7 | Personality Traits | Chapter 7 |  |
| **Section 3**  **The Biological Approach (Weeks 4 and 5)** | | | |
| *Lecture* | *Topic* | *Reading* | *Supplemental Materials* |
| 8 | Anatomy & Physiology of Personality | Chapter 8 | DeYoung et al., 2010 |
| 9 a-c | Behavioral Genetics/Evolutionary Psychology | Chapter 9 |  |
| **Section 4**  **Psychoanalysis, Humanistic Theories, & Culture (Weeks 5 and 6)** | | | |
| *Lecture* | *Topic* | *Reading* | *Supplemental Materials* |
| 11 | Psychoanalysis | Chapter 11 |  |
| 12 a/b | Humanistic & Positive Psychology | Chapter 12 |  |
| 13 | Cultural Variation | Chapter 13 | Lee & Ashton, 2008 |
| **Section 5**  **Behaviorism, Cognitive Approaches, & Disorders (Weeks 6 and 7)** | | | |
| *Lecture* | *Topic* | *Reading* | *Supplemental Materials* |
| 14 | Behaviorism & Social Learning | Chapter 14 |  |
| 15 | Perception, Thought, Motivation, & Emotion | Chapter 15 | Hudson & Roberts, 2014 |
| 16 | The Self | Chapter 16 |  |
| 17 | Personality Disorders | Chapter 17 |  |