



PSYC 215: Theories of Personality (32634)

Psychology

Medgar Evers College

COURSE SYLLABUS

Instructor:	Di Yoong	Term:	Fall 2023
Office:	Virtual Office via Zoom	Class Meeting Days:	Mon/Wed
Phone:	N/A	Class Meeting Hours:	1:00 - 2:15 PM
E-Mail:	dyoong@gradcenter.cuny.edu	Class Location:	Online and Bedford Building RM 2023 (refer to schedule for in-person meetings)
Website:	Course Blackboard	Lab Location:	N/A
Office Hours:	Monday @ 215pm (Zoom)		

I. Welcome!

Welcome to PSYC 215: Theories of Personality! My goal as your instructor is to create a space where we can bring our full selves and acknowledge that our different knowledges and lived experiences will inform our engagement. I am excited to share space and look forward to building a learning community together.

II. University Course Catalog Description

The focus of this course is the critical examination of the major theoretical approaches to personality and a comparison of diverse methods to be utilized in assessing personality. Particular emphasis will be given to the relationship between theory and research, the meaning of theory compared to everyday observations, "trait" approaches to personality, and problems with eclecticism.

III. This course fulfills the following General Education Requirements:

Foundation Cluster Required Core General Knowledge Cluster Flexible Core

IV. Course Overview

We will be conducting a collaborative overview of psychological studies of human personalities and weave together contextualized presentations of classic theorists with critical perspectives and their relevance in our present. We will be engaging with multiple modalities of sources posted on Blackboard and reflecting on our learning journey as it relates to our own experiences of being human. As we learn about these theorists, we will also consider how they are situated within their societal, cultural, and political contexts and how that shapes their work. Through active reflection, we will consider the methodologies, interpretive strategies, and the ethical issues related to the psychology of personality, and the knowledge production behind it.

V. Course Objectives / Student Learning Outcomes (SLOs)

By the end of this course, students will:

- develop critical reading and thinking skills
- facilitate learning spaces with their peers
- develop a working knowledge of personality theories
- analyze psychological theories through a sociocultural and historical perspective
- understand how psychological principles and perspectives relate to daily life

VI. Course Prerequisites

ENGL 150 & PSYC 101/PSYC 150

VII. Course Credits

3 Credits

VIII. Required Texts and Materials

All required sources are available on Blackboard. Please refer to our course schedule for the due date of each material. Readings are due before each class meeting.

IX. Supplementary (Optional) Texts and Materials

If you would like to dive deeper into a topic, I recommend this open access textbook:

Kelland, M. (2022). [Personality theory in a cultural context](#). OpenStax CNX.

X. Basis for Final Grade

Assessment	% of Final Grade
In-class Activities and Participation	15%
Discussion Forums (5)	20%
Responding to Peers (5)	10%
Practicing Reflexivity	10%
Group Facilitation/Presentation	20%
Syllabus Project	25%

100%

Grading Scale (%)			
97 - 100	A+	77 - 77.9	C+
93 - 96.9	A	70 - 76.9	C
90 - 92.9	A-	67.1 - 69.9	D+
87.1 - 89.9	B+	63 - 67	D
83 - 87	B	60 - 62.9	D-
80 - 82.9	B-	0 - 59.9	F

XI. Grade Dissemination

Assignment feedback and grades will be posted on Blackboard.

XII. Course Policies: Grades

Late Work Policy: Extensions may be offered on a case-by-case basis. If you require an extension you must reach out to me at least 1 week before the due date unless it is an emergency. Late submissions may be penalized.

Extra Credit Policy: Extra credit opportunities will be announced via Blackboard.

Grades of "Incomplete": Incomplete may be offered on a case-by-case basis and will require a one-on-one discussion with me that must include a plan for completion with specific due dates.

Revision Policy: For most assignments, you will have multiple opportunities to revise and resubmit. The highest grade awarded will be your final grade. The last date for all submission is **12/18/2023 (Mon)**.

Group Work Policy: Group work is graded across two components: a group grade for the assignment and an individual grade based on peer review by group members.

XIII. Course Policies: Technology and Media

Email: I check my email once a day during the weekdays. Emails sent over the holidays and weekends will be read on the next working day. I usually respond between 24-48 hours after receiving your email. If I have not responded, you may send a follow-up message after 48 hours. Please include PSYC 215 and an appropriate subject line (e.g. PSYC 215: Appointment with you).

Blackboard: Our course materials and assignments will be hosted and submitted via Blackboard. All course announcements will also be made via Blackboard.

Zoom: As our class is a hybrid class, we will be using Zoom for our synchronous classes when we are not meeting in-person. The Zoom link is available on our class Blackboard.

XIV. Course Policies & Student Expectations

Disability Access: A comprehensively accessible college experience is assured for all students with disabilities.

Attendance Policy: Although there is not a formal attendance or punctuality policy for the course, please keep in mind that your grade is also dependent on quizzes and labs that will be completed during class. Therefore, it is in your best interest to attend class. Your understanding of the material will be facilitated if you attend each class session. You are responsible for obtaining all lecture notes, handouts, and assignments on the days that you miss.

Professionalism Policy: Proper decorum is expected of all students. This means behaving in a mature & respectful manner to your professor and the other students. If you arrive to class late, please do not be disruptive.

Academic Integrity Policy: Any student who violates the Academic Honesty Policy will be reported for academic misconduct. All written products should be your own work, type, prepared for this course, and conform to APA style, including a title page and complete reference section when appropriate. Students should not submit papers that have been written for prior or concurrent courses. Plagiarism is a serious offense, even if unintentional, and is subject to serious sanctions. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/>
Some Examples of Academic Dishonesty include: (a) cheating: the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. Fabricating

data (in whole or in part); (b) plagiarism: the act of presenting another person's ideas, research, or writings as your own; (c) "Multiple Submissions" or "Self-plagiarism": submitting the same or a similar paper for different courses without prior permission from instructors. Work done for one course and submitted to another refers to work previously submitted whether at this or any other institution. This includes work submitted if you need to repeat classes. Slightly altered work that has been resubmitted is also considered fraudulent; (d) Internet plagiarism: submitting downloaded term papers or parts of term papers, paraphrasing, or copying information from the internet without citing the source, and cutting & pasting from various sources without proper attribution.

The following are some examples of plagiarism:

- Copying another person's actual words without the use of quotation marks & footnotes attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework & laboratory assignments Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing, or copying information from the Internet without citing the source, & "cutting & pasting" from various sources without proper attribution.

XV. Available Support Services at Medgar Evers College

Accessibility and Accommodation Services: The Americans with Disabilities Act (ADA) Policies: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility and Accommodation Services (OAAS) or by contacting Anthony Phifer, Director; 718-270-5027; aphifer@mec.cuny.edu. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAAS. It is the student's responsibility to initiate contact with the office & to follow the established procedures for having the accommodation notice sent to the instructor. Medgar Evers College is accessible to students with disabilities and services can be requested by visiting the Office of Accessibility and Accommodation Services (B1024).

College Learning Center, Writing Center, and Academic Computing Labs: Please utilize these resources to aid and enhance your learning experience.

College Learning Center: "The Learning Center offers students a better understanding of their course work through individual and group tutoring. Computer stations are also available for students to work independently in certain subject areas." Visit them here: <http://www.mec.cuny.edu/the-learning-center/>

Writing Center: The Writing Center emphasizes formulating a thesis by organizing and developing ideas, documenting the American Psychological Association (APA) style, evaluating evidence, revising a paper, and writings specific to disciplines. Trained tutors work with students on conceptual and sentence level skills, rules of grammar and help them achieve greater eloquence and clarity in their writing. Do not hesitate to ask and do not put off your assignments. If you are having any difficulty, please speak to me as soon as possible so I can help with your writing for this course, however, if you need additional help, I strongly encourage you to utilize the Writing Center's expertise for your final paper (outlining, writing, and revising). Registered students can receive tutoring in reading & writing skills, critical reading, & the writing process. Students can apply for a weekly appointment with a tutor, use drop-in services during scheduled hours or attend workshops. For more information please visit: <http://www.mec.cuny.edu/academic-affairs/the-writing-center/>. For scheduling visit here: <http://mecwritingcenter.weebly.com/>

XVI. Important Dates to Remember

While I do not anticipate major changes, please be aware that the schedule may change at the discretion of the instructor. Changes will be announced via Blackboard.

The following dates may be useful to add to your personal calendar:

Last Day to Add/Drop Classes without W: **Aug 31st 2023 (Thur)**

Last Day to Drop Classes with a W: **Dec 11th 2023 (Mon)**

Week 7: **No class on Monday. Tuesday (10/10) follows Monday schedule.**

Final Project and Last Day for Revisions and Submission: **Dec 18th 2023 (Mon)**

XVII. Schedule

Week	Date	Read/Watch/Prepare	In-class	Assignments Due
In-person days are highlighted				Assignments are due 11:59pm
All online days are synchronous on Zoom. Please refer to our Blackboard for the link.				
1	Mon 08/28	Course Syllabus	Introductions and review of syllabus and course expectations	
	Wed 08/30	Pettigrew, T. F. & Cherry, F. (2012) The intertwined histories of personality and social psychology. In <i>The Oxford handbook of personality and social psychology</i> (pp. 14-32). Oxford Academic.		
2	Mon 09/04	College Closed.		
	Wed 09/06	McMartin, J. (2017). Introduction. In <i>Personality psychology : a student-centered approach</i> (2nd ed., pp. 3-12). Sage Publications.		
3	Mon 09/11	Ashmore, R. D. & Jussim, L. (1997). Introduction: Toward a second century of the scientific analysis of self and identity. In <i>Self and identity: Fundamental issues</i> . (pp. 3-19). Oxford University Press.		
	Wed 09/13	Mayer, J. D. (2017). Research in Personality Psychology. <i>Personality: A systems approach</i> (2nd ed., pp. 26-56). Rowman & Littlefield. Read pp. 26-39.		• Discussion Forums
4	Mon 09/18 (in-person)	Mayer, J. D. (2017). Research in Personality Psychology. <i>Personality: A systems approach</i> (2nd ed., pp. 26-56). Rowman & Littlefield. Read pp. 40-56.	Sign-up for Group Facilitation/Presentation	• Response
	Wed 09/20	Wertz. (2014). Qualitative inquiry in the history of Psychology. <i>Qualitative Psychology</i> 1(1), 4-16.		• Discussion Forums
5	Mon 09/25	College Closed.		• Response

	Wed 09/27	Barker, C. & Pistrang, N. (2021). Choosing a qualitative method: A pragmatic, pluralistic perspective. In P. M. Camic (Ed.) <i>Qualitative research in Psychology: Expanding perspectives in methodology and design</i> (2nd ed., pp. 27 - 49) American Psychological Association.		<ul style="list-style-type: none"> • Discussion Forums
6	Mon 10/02	Barenbaum, N. B. & Winter, D. G. (2008). History of modern personality theory and research. In O. P. John, R. W. Robins, & L.A. Pervin (Eds.) <i>Handbook of personality: Theory and research</i> (pp. 3-26). Guilford Publications.		<ul style="list-style-type: none"> • Response
	Wed 10/04	Allen, C. (2020). Sigmund Freud, Karen Horney, Nancy Chodorow: Viewpoints on psychodynamic theory In <i>The balance of personality</i> . Pressbooks.		<ul style="list-style-type: none"> • Discussion Forums • Group Facilitation/ Presentation
7	Mon 10/09	College Closed. Replacement day on Tuesday.		
	Tues 10/10	Stein, R. & Swan, A. B. (2019). Evaluating the validity of Myers-Briggs Type Indicator theory: A teaching tool and window into intuitive psychology. <i>Social and Personality Psychology Compass</i> 13(2). TED-Ed. (2020). Do personality tests work? - Merve Emre. [Video]. <i>Youtube</i> . https://www.youtube.com/watch?v=IN7Fmt1i5TI		<ul style="list-style-type: none"> • Response • Practicing Reflexivity
	Wed 10/11	Allen, C. (2020). Humanistic and existential theory: Frankl, Rogers, and Maslow. In <i>The balance of personality</i> . Pressbooks.	Introduce Syllabus Project assignment	<ul style="list-style-type: none"> • Discussion Forums • Group Facilitation/ Presentation
8	Mon 10/16 (in-person)	Hanley, S. J. & Abell, S. C. (2022). Maslow and relatedness: Creating an interpersonal model of self-actualization. <i>Journal of Humanistic Psychology</i> 42(4), 37-57.	Using the library database and evaluating sources	<ul style="list-style-type: none"> • Response
	Wed 10/18	American Women's College Psychology and McGrath, M. (n.d.) Allport - Trait theory. In <i>PSY321 Course Text: Theories of Personality</i> . Pressbooks.		<ul style="list-style-type: none"> • Discussion Forums • Group Facilitation/ Presentation

9	Mon 10/23	<p>American Women's College Psychology and McGrath, M. (n.d.) Cattell - Scientific approach to trait theory. In <i>PSY321 Course Text: Theories of Personality</i>. Pressbooks.</p> <p>American Women's College Psychology and McGrath, M. (n.d.) Eysenck - Dimensions of personality. In <i>PSY321 Course Text: Theories of Personality</i>. Pressbooks.</p>	Drafting Syllabus Project proposal	<ul style="list-style-type: none"> • Response
	Wed 10/25	<p>Babcock, S. E. & Wilson, C. A. (2020). Big Five Model of Personality. In B. J. Carducci & C. S. Nave (Eds.) <i>The Wiley Encyclopedia of Personality and Individual Differences: Personality Processes and Individual Differences</i> (Vol. 3, pp. 55-60). John Wiley & Sons.</p> <p>Pervin, L. A. (1994). A critical analysis of current trait theory. <i>Psychological Inquiry</i> 5(2), 103-113.</p>		<ul style="list-style-type: none"> • Discussion Forums • Group Facilitation/ Presentation
10	Mon 10/30	<p>Buss, D. M. (1997). Evolutionary foundations of personality. In R. Hogan, J. Johnson, S. Briggs, & S Briggs (Eds.) <i>Handbook of personality psychology</i> (pp. 317 - 344). Elsevier Science & Technology.</p> <p>Read pp. 327-244.</p>		<ul style="list-style-type: none"> • Response • Syllabus Project Proposal
	Wed 11/01	<p>Krueger, R. F. & Johnson, W. (2008). Behavioral genetics and personality: A new look at the integration of nature and nurture. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.) <i>Handbook of personality: Theory and research</i> (pp. 287 - 310). Guilford Publications.</p>		<ul style="list-style-type: none"> • Discussion Forums • Group Facilitation/ Presentation
11	Mon 11/06	<p>Greene, R. L. & Weiner, I. B. (2017). History of personality assessment.. In <i>Handbook of personality assessment</i> (2nd ed., pp. 1-14).</p>		<ul style="list-style-type: none"> • Response

	Wed 11/08	Morey, L. C. (1997). Personality diagnosis and personality disorders. In R. Hogan, J. Johnson, S. Briggs, & S Briggs (Eds.) <i>Handbook of personality psychology</i> (pp. 919 - 946). Elsevier Science & Technology. TED-Ed. (2019).How does the Rorschah inkblot test work? - Damion Searls. [Video]. Youtube. https://www.youtube.com/watch?v=LYi19-Vx6go		<ul style="list-style-type: none"> • Discussion Forums • Group Facilitation/ Presentation
12	Mon 11/13 (in-person)	Cervone, D. & Pervin, L. A. (2018). Personality in context: Interpersonal relations, culture, and development across the course of life. In <i>Personality</i> (14th edition, pp. 394-416). Wiley Global Education US.	Syllabus Project check-in	• Response
	Wed 11/15	Sabik, N. J. (2016). Digging deeper: Research practices and recommendations for exploring intersectionality and social and cultural influences on personality, identity, and well-being. In T. A. Roberts, N. Curtin, L. E., Duncan & L. M. Cortina (Eds.) <i>Feminist perspective on building a better psychological science of gender</i> (pp. 143 - 160). Springer.		• Discussion Forums
13	Mon 11/20	Arshad, M. & Chung, J. M. (2022). Practical recommendations for considering culture, race, and ethnicity in personality psychology. <i>Social and Personality Psychology Compass</i> , 16(2).		• Response
	Wed 11/22	No Class Scheduled.		
14	Mon 11/27	Bullard, A. (2005). The critical impact of Frantz Fanon and Henri Collomb: Race, gender, and personality testing of North and West Africans. <i>Journal of the History of the Behavioral Sciences</i> 41(3), 225-248.		
	Wed 11/29	McAdams, D. P., & Pals, J. L. (2006). A new Big Five: Fundamental principles for an integrative science of personality. <i>American Psychologist</i> , 61(3), 204 - 217		
15	Mon 12/04 (in-person)	Syllabus Project share-out!		
	Wed 12/06	Syllabus Project share-out!		

16	Mon 12/11	<p>Catch-up day OR</p> <p>Boyd, R. L., Pasca, P., and Lanning, K. (2020). The personality panorama: Conceptualizing personality through big behavioural data. <i>European Journal of Personality</i> 34(5), 599-612.</p>		
	Wed 12/13	Reading Day. No Class Scheduled.		
Finals	Mon 12/18	<ul style="list-style-type: none"> • Final revisions and submissions • Syllabus Project 		

XVIII. Project Assignments

Guidelines for Written Work

All written work must be double-spaced, 12-point Times New Roman or 11-point Arial/Helvetica, 1-inch margins, a reference page and citations in APA style. Please also make sure you do a grammar and spell check before submission. Refer to Purdue University Online Writing Lab (OWL)'s for APA formatting and style guide: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

Description of Assignments

DISCUSSION FORUMS (20%):

These forum posts are important in supporting your learning and help you engage with and process the course materials. **Beginning from 09/13 (Wednesday), you will make a total of 5 posts.** There are 10 weeks you can choose from to do your posts.

Posts should focus on the materials of the week and I encourage you to also consider how it connects with previous knowledges. Each post should reflect your understanding of the text and how it connects with your lived experiences. Your post can also consist of a question and additional context you looked up that is relevant to the point you noted and is constructive that helps you and/or your peers delve deeper into the reading or gain different understandings.

Posts can be submitted in written, audio, or video formats (minimum 100 words or 2 mins). Posts are due by 11:59 pm on Wednesdays and late posts will receive partial credit. If your post is not relevant or inappropriate, you may receive partial or no credit and be given the opportunity to make up for it.

RESPONDING TO PEERS (10%):

Responding to your classmates helps to facilitate the building of our learning community and our collective knowledge-making. You will be responding to the Wednesday forum posts from the week before. **The first response are due 10/02 (Monday) and you will make a total of 5 responses.** There are 10 weeks you can choose from to do your responses.

You are expected to respond to at least 1 of your classmate per week and your response should reflect your perspective, insights or ideas as it relates to their forum post. You may post further questions, comments, or answer questions raised by your classmates. Disagreements are common in learning communities and we will learn to do so in a considerate and respectful manner and take accountability for our words. Any derogatory or mean-spirited comments will be removed and will not count as your response. Your response must demonstrate thoughtful consideration and be substantive; a short reply or short comment like "I agree," "I disagree," or "Why?" does not count.

Responses can be submitted as written, audio, or video formats and should be at least 2-3 sentences long. Responses are due by 11:59 pm on Mondays and late posts will receive partial credit.

PRACTICING REFLEXIVITY (10%):

Throughout the semester you will be reading, watching, listening, and thinking about the various theories and perspectives in personality psychology. For your reflection, you will draw connections between the topics we address in class (theorists and theories and critical psychological concepts) and current events. **The reflection is due on 10/10 (Tuesday).**

The reflection should connect the readings and materials with your lived experiences. Consider why the readings are placed together and how each material connects. For example, do the authors perspective relate or do they suggest different approaches? How does their perspective inform your understanding of personality

psychology? Your entry should also consider how your positionality and socio-cultural locations (e.g. race, class, gender) shaped and influenced your thoughts and seek to balance your theoretical analysis with it. The reflection should not just be a description of the materials or just a recount of what you think and feel. It should begin with a clear line of thought and uses the examples (e.g. materials and discussions) to illustrate your reflections and an analytical approach. You may also include examples from your lived experiences, current events, and related media.

Entries should be at least 2-3 pages and are due by 11:59pm. Late posts will receive partial credit.

GROUP FACILITATION/PRESENTATION (20%):

Each group will lead one class session. This is an opportunity to dive deeply into the session's material, present on information beyond the assigned text, and shape the direction of our class discussion. You will **sign up for a presentation slot on 09/18 (Monday)** or you will be assigned to one. Each group will consist of 3-4 members. Presentations are 35 to 45 minutes total. Please upload your slides and presentation materials on Blackboard by the date of your presentation.

Grades are awarded in two components: a group component and an individual grade based on peer review by group members. Please refer to the guideline for the group facilitation and presentation specificities.

SYLLABUS PROJECT (25%):

Imagine that you are putting together a syllabus for this class, what topics might you want to introduce on personality psychology? For example, what topic do you think is important to our understanding of personality in the 21st century?

There are two components to this project. The first component is a short proposal on the topic of interest and the second component is a brief syllabus on how you would teach a class in personality psychology. **The syllabus project proposal is due on 10/30 (Monday). You will be sharing your syllabus project with the class on week 15 (12/04 and 12/06) with the final version due on 12/18 (Monday).**

Please refer to the guideline for the syllabus project specificities.

Grading Rubric

Grading rubric for practicing reflexivity, group presentation/facilitation, and syllabus project is available on the last page of the syllabus.

GUIDELINE FOR GROUP FACILITATION/PRESENTATION (Total: 20%)

Presentations are 35 to 45 minutes total. Please upload your slides and presentation materials on Blackboard by the date of your presentation.

Group presentation (15%):

Presentations will be **35 to 45 minutes** total. Each presentation should include:

- i. A brief biography of the authors of our assigned reading.
 - i. For example, where are your authors based at and what have they been researching on/publishing that makes them an authority on the text that we read?
- ii. A brief biography of the theorists that are referred to in our readings. Instead of a dry recall of their CV, I encourage to find out more about who they are as a person with their quirks and interests, strange and otherwise. Who they are outside of being a psychologist can help us better understand their contribution to personality psychology.
 - i. For example, you may come to find out that your theorist is also an artist, which may suggest a perspective to how they theorize about personality traits like creativity
- iii. Introduce the social and political climate of your theorist, as an adult and as a child. Aim to elevate aspects of your theorist's society that relates to your theorist's ideas about personality.
 - i. For example, if your theorist was caught in the war, how might that shape their approach to what is important in studying personality?
- iv. Introduce the personality theory your theorist is known for in detail. Our assigned readings are a great start but I encourage you to explore further/the original studies that are cited.
- v. Critiques and noteworthy points. What are the strengths of the theory? What are some of the gaps that may cause you to hesitate to apply it today?
 - i. For example, if the theory was created based on the observation of a specific population, does it limit its applicability to those outside of the population?
- vi. Consider the ethics of the theory. For example, how might we apply a theory of a controversial figure? Does the application of the theory perpetuate the stereotypes or have a limited perspective on folk and communities at the margins?
- vii. Share a current social issue/event that you think your theorist/theories can help to explain.
- viii. Create and share 3 questions that will further the conversation and direction of your presentation. Your group will facilitate the discussion that follows from your questions. Please make sure your questions are framed to facilitate discussion rather than a comprehension-based or questions that lead to a "agree/disagree" and "yes/no/it depends" response, that is they should be questions that help to generate further discussion that cannot be simply answered in a few words.
 - i. Example of a discussion-based question: How does understanding the perspective of XX's life help us consider their theory's applicability to our current moment, such as in the rise of violence against marginalized groups?
 - ii. Example of a limited question: Do you think that XX theorist's work is still relevant to our contemporary moment?

Individual report and peer review (5%):

By **end of the day of the facilitation/presentation**, please submit your *individual* presentation report. Your report should consist of a short paragraph (3-4 sentences) describing your role and contribution to your group's presentation. You will also submit a group effort analysis rating for each member in your group.

Group Effort Analysis Rubric

When submitting your peer-review report, please indicate the number of category each member fulfills under "Awesome," "Admirable," and "Insufficient." Please provide a short explanation if the insufficient category is checked. Please be prepared that I may also reach out to you for clarification.

The rubric is also available on Blackboard as a separate document.

	Awesome	Admirable	Insufficient
Attendance and punctuality at meetings	Present and punctual at all meetings/ lectures and communicated if any extenuating circumstances or irregularity occurred.	Member present and on time at most meetings/lectures. When absence necessary, often informed team members and worked to resolve issues associated with absence.	Member frequently absent or late, and did not inform or contact team about absence or tardiness.
Preparedness for meetings	Came prepared for all meetings with ideas/questions to discuss.	Most of the time prepared prior to meeting time with ideas/questions to discuss.	Did not prepare prior to class/group meeting.
Ability to listen to ideas/concerns of others	Helped develop an atmosphere in the group where everyone's ideas and concerns are heard by modeling patient and active listening.	Patiently and actively listened to ideas and concerns of others most of the time.	Did not listen to or attempted to ignore ideas or concerns of others. Consistently dominated or withdrew from discussions.
Ability to cooperate and/or compromise	Welcomed discussion and critique of ideas and worked to create supportive, cooperative positive environment. When necessary, worked to overcome negative, competitive group dynamics.	Worked cooperatively most of the time and compromised to help group achieve goals.	Practiced competitive, uncooperative group behaviors that inhibited the group from achieving goals.
Participation in project planning	Contributed meaningfully and participated in all discussions anticipated future needs of the group, and took initiative in monitoring group progress.	Most of the time made an attempt to understand the assignment and participates in the discussion.	Member did not actively participate in discussion and did not contribute to group progress.

Member	Awesome	Admirable	Insufficient
<i>e.g. Tom Jerry</i>	<i>2</i>	<i>2</i>	<i>1 - Did not contribute to group discussion, facilitate, or took notes.</i>

GUIDELINE FOR SYLLABUS PROJECT (Total: 25%)

Imagine you are the instructor for this course, Theories of Personality. Personality psychology is broad and diverse and our current syllabus introduces a small part of what is out there. Knowing what you know now about personality psychology, what would you add to the course syllabus? What topics are important to the lay person, students, researchers, and scholars of personality psychology today? What current issue impacts the kind of research available and how does it relate to your topic? How does race, class, gender, sexuality, and other identities influence the theories that are available and the scholars that could publish on the work?

For this project, you will be submitting a proposal for a class in personality psychology and a brief syllabus on how you would teach it. Submissions can take on any modality (e.g. a word document, a slide deck, a video, a zine). Written submission should be a word document (.doc, .docx) or a PDF. Non-written formats should be in PDFs and/or a common audio/video format (e.g. .mp3, .mp4).

Syllabus Project Proposal (10%) - Due: 10/30

Your proposal should and consist of:

- i. the topic, direction, and theme that you are interested in pursuing and why
- ii. a research plan that consists of the keywords and databases you use
- iii. 1 annotated bibliography of a peer-reviewed article that reflects your topic of interest
- iv. a current issue that is informing your topic selection
- v. a suggested class activity that you would like to use to engage students with the topic
- vi. a suggested modality for your final brief syllabus (e.g. a video, a word document, a zine)

Final Brief Syllabus (15%) - Due: 12/18

Your final brief syllabus should consist of a description of your topic and why, an annotated bibliography of 2 peer-reviewed articles, a multimedia source, and a class activity. Your brief syllabus can take on any modality (e.g. a word document, a slide deck, a video, a zine, a social media account). For non-written formats, please convert files to PDFs and/or a common audio/video format (e.g. .mp3, .mp4). For the final project, I encourage you to connect with your project creatively and consider a medium that best represent the kind of course that you would like to teach.

Components of the brief syllabus:

- i. the description of the topic that builds on your proposal and incorporates the provided feedback. You should also address how your topic adds to/address the gaps in our syllabus.
- ii. annotated bibliography of 2 peer-reviewed articles. You may use the annotated bibliography entry from your proposal. These would be the readings that you would assign your students to read that reflects your topic. The format and an example of an annotated bibliography entry is available below.
- iii. a multimedia source that you would introduce in class that would support your students understanding of the topic.
- iv. a description of a class activity. You can build on the activity you suggested in your proposal.
- v. expected goals and outcomes of the class: What would students learn from taking this class?

Syllabus project share-out:

This share-out is an informal and casual exchange where we will be celebrating the work and labour of putting together our syllabus. From your classmates and peers, we will learn and hear about the different topics and research that folx are interested in and find important to personality psychology today. Each person would have 5-10 minutes to share their project with the class.

Annotated bibliography:

Each entry should have:

- i. an APA citation of your source
- ii. your summary of the source's main argument and key ideas (150 - 200 words)
- iii. your summary should be written in your own words and avoid the use of long quotes
- iv. 2 - 3 sentences that connects your source to the topic you chose
- v. why is this source useful to your chosen topic?
- vi. what does this source inform us about your chosen topic?

Example of an annotated bibliography entry:

Bem, S. L. (1981). Gender schema theory: A cognitive account of sex typing. *Psychological Review*, 88(4), 354–364.

Summary: In this paper, Bem proposes gender schema theory to understand the process of gender development. She suggests that sex typing, which is the process that male and female is transformed to masculine and feminine based society's cultural norms, is derived through gender schemas. She also suggests that gender schemas are important to self-concepts. A schema functions as a way for new information to be processed and clustered in a structural and meaningful way. Schemas also demonstrates an individual's biases which guides their perception. Gender schema leads to the ways folx organize their own self-concept. Bem suggests that rather than a single gender schema, two distinct gender schemas are produced distinguished by male and female. These schemas serve to regulate our gender at an individual level. Through conducting two studies, Bem demonstrates the link between self-concept and gender schema, and how sex-typed individuals identified faster with congruent attributes and slower for incongruent attributes when compared to non-sex-typed individuals. This strong desire to define our self-concepts through gender schemas biologically based priority over other schemata and society's demands on the "functional importance of gender dichotomy" (p. 362) for which almost every aspect of life is build on the dichotomy. This renders gender schemas more cognitively available than other (non-sex-based) schemas.

Connection to topic: This approach continues to inform contemporary work on gender development within psychology and continues to hold a substantial influence in the field's approach even when considering non-binary forms of gender development. Understanding this theoretical model will connect to how it is utilized and translated in/through media sources (new and traditional).

Grading Rubric for Practicing Reflexivity, Group Facilitation/Presentation, and Syllabus Project

	Outstanding (82.5-100)	Good (70-82)	Getting There (60-69)
Content (30)	Clearly describes all required content delineated in assignment description	Describes most of required content but missing some pieces of assignment	Missing large sections of required assignment portions
Engage in considered and critical analysis (25)	Thoughtful, critical examination of a broad range of evidence to address chosen topic. Course materials ground the analysis.	Analysis is more descriptive than analytical and only casually references course materials	Analysis is descriptive and only barely draws upon course materials.
Consideration of socio-political contexts for chosen material (15)	Demonstrated critical analysis of the contexts to inform project process and future directives	Demonstrated consideration of context but analysis only marginally informs research process and evidence chosen	Only casual attention to context and how these contextual factors can inform all phases of the research process is addressed
Positionality (10)	Continued awareness of positionality in regards to stages of research process and subsequent implications	Demonstrated positionality but lacks critical thought of implications of positionality	Parking lot approach to positionality without further critical analysis and application to research process
Attentive to overall process (10)	Demonstrated reflexivity in process through detailed description of decision-making process, not just outcomes	Limited demonstration of reflexivity and more focus placed upon results and outcomes of research	Over-reliance on outcomes and results of research without thoughtful inclusion of process and reflection
Mechanics (10)	Creative and innovative thought. High quality, well-organized, appropriately cited work.	Well-written and cohesive work overall. Minor errors or missed citations.	Adequate work haphazardly presented with several errors or inappropriate citations.