

**Personality
and Individual Differences 473
Spring term 2023
Credits: 3**

**Monday/Wednesday/Friday
10:20-11:20**

Instructor	Justyna Olszewska
e-mail	olszewsj@uwosh.edu
Office	Clow F026
Cognitive Lab	040 Clow basement
Office Hours <i>(Clow F026 or Cognitive Lab 040 Clow basement)</i>	M: 12:30 – 14:30 or/and by appointment and also online
Class meetings	M/W/F: 10:20-11:20 Sage 4221

Course description:

This course is designed to introduce students with theories of personality and individual differences, answer questions about what personality consists of and what are the most important forces that shape it. This course will also answer questions about what make each individual distinct from others. In addition, the course will look at methods psychologists utilize to assess personality and intelligence. My goals for this course are to help students in understanding:

- how much of human behavior is determined by biological/genetic make-up as opposed to our environment. In other words, are people are born like this or do they become what they are as they go through life?
- how much of human personalities are unique as opposed to being comprised of universal characteristics?
- to what extent does personality change and to what extent does it remains relatively stable
- do people have reliable sets of personality traits?
- what motivates us to do what we do?

Student Learning Outcomes:

At the end of this course students should be able to:

- discuss the problem of nature/nurture in shaping personality
- recognize and explain major terms in the field of personality and individual differences psychology
- define and describe major temperament and personality theories and show differences between them
- apply theories or findings to real world situations (practical context)
- measure certain traits and intelligence
- discuss findings in relation to different fields e.g., to cognitive psychology and processes such as attention, memory, imagery or problem solving

Text: Larsen, R. & Buss, D. M. (2012). *Personality Psychology, 6th ed.* McGraw Hill Education (or 7th edition)

Evaluation

Exams: There will be three exams throughout the semester and one presentation.

The three exams constitute 75% of your grade (25% each).

The first exam is scheduled for March 1th, the second is scheduled for April 7th, and the third will be given on May 12th. The exams will have an objective, multiple-choice format and will cover material from lectures, text readings, and articles given during the semester. Each exam will focus on material from the corresponding one-third of the course. Nevertheless, the exams assume the course is cumulative, and questions may require knowledge acquired earlier.

Missed Exams: It is not possible to devise make-up exams that are comparable to the actual exams and that will test you fairly if you miss an exam. Only in **extraordinary** circumstances for a well-documented reason a second option will be given if you miss an exam.

Presentations: There will be one presentation and it will constitute 25% of your grade: The presentation is required in order to successfully pass the class. In the first week, students will be divided into 7-8 (four to five people) groups. Each group will receive one topic to explore based on available literature and present either as a poster or as a regular power point presentation. I will grade based on how the topic will be presented and related to the material taught in class. Some students prefer exact directions while others prefer to be more independent therefore, I will try to adjust to all students' needs and specifics of these assignments (including potential topics) will be discussed individually with each group.

Weekly Discussion: Some classes will be run like a discussion section. During these classes, you will have an opportunity to review and discuss the material from the lectures and readings and to have your questions answered.

Expectations:

What students can expect from me: I take teaching seriously and devote a significant amount of time to teaching this course. You can expect that I will be helpful in and outside the classroom in order to help in your intellectual growth. I encourage you to see me or e-mail if you would like to talk about the course material, discuss study strategies, and everything else that is related to the course.

All students should take primary responsibility for their learning. I expect students to come to class on time and be prepared to participate actively and productively. Students are encouraged to ask questions in class, answer questions that I pose during lectures, and offer their own perspective and ideas. I expect students will be respectful to each other and to different ideas and perspectives. I also expect students to turn off/silence their cell phones (no texting) and keep them away for the entire class period. The use of any type of electronic equipment, not involved directly in a teaching process (smart phones, mp3 players, laptops, etc.) will cause deduction of 0.5% from a final grade. It is not recommended to use laptops during lectures unless you use them to make notes. However, remember that laptops have many distractors (internet, communicators, games, etc.), which may interfere in taking notes. I expect students to keep conversations with other students limited to before or after class. I also expect students to monitor their overall learning and performance in the course (I will give feedback, e.g., with quizzes) and to see me if they are concerned with their grade. This means that students are responsible for their grades. After each exam, I can go over every questions individually with students so please use this opportunity if necessary. I am available during my office hours as well as by appointment (see office hours section).

Classroom Courtesy

Please turn off all cell phones before class and keep them away for the entire class period. Every using of any type of electronic equipment, not involved directly in a teaching process (smart phones, mp3 players, laptops, etc.) will cause deduction of 0.5% from a final grade (except from taking notes). Please come on time to class. Sometimes I may start class with a surprise quiz therefore, I expect every student to be in class. Being late may result in not taking the quiz. Moreover, being late may interrupt in learning process of other students.

Academic Dishonesty:

Academic dishonesty of any sort will not be tolerated. The giving or receiving of assistance on any exam or the misrepresentation of someone else's work as own is considered as a cheating.

Course grading:

Final grade is composed of: **3 exams – 25% each and one presentation – 25% = 100%**

Grade	Max	Min	Grade	Max	Min
A	≤ 100%	> 93%	C+	≤ 80%	> 77%
A-	≤ 93%	> 90%	C	≤ 77%	> 73%
B+	≤ 90%	> 87%	C-	≤ 73%	> 70%
B	≤ 87%	> 83%	D	≤ 70%	> 60%
B-	≤ 83%	> 80%	F	≤ 60%	> ☹

Schedule of classes (subject to change with notice):

Part I (Week 1 – Week 7): The focus is on demonstrating fundamental theories of personality and temperament, and giving student base to explain their behavior.

Week 1: Introduction to Individual Differences. Historical Overview

Week 2: Methodological Advances in Differential Psychology

Week 3: Personality Traits and Inventories that Measure them. Part I

Week 4: Personality Traits and Inventories that Measure them. Part II

Week 5: Psychoanalytic Approach. Exam 1 (March 1th)

Week 6: Behavioral Approach to personality

Week 7: Psychopathology – Personality Disorders.

Part II: (Week 8 – Week 9): The focus is on demonstrating theories of intelligence

Week 8: History of Intelligence. The Intelligence Debate: Nature or Nurture?

Week 9: How Intelligence Affects Different Parts of Life: (e.g., education, job, health). Exam 2 (April 7th)

Part III: (Week 10 – Week 14): The focus will be on integrating all personality and intelligence theories to interpret behaviors. Students will have a chance to apply various theories they learned in real life situations. This part will contain students' projects/presentations.

Week 10: Individual Differences in Relation to Happiness and Well-being

Week 11: Individual Differences and Health

Week 12: Individual Differences and Antisocial Behavior

Week 13: Individual Differences, Personal Interests, Leadership

Week 14: Individual Differences and Cognitive Functioning. Final exam (May 12th)