

Course Syllabus

PSYD30: Current Topics in Personality Psychology

Department of Psychology, University of Toronto
Summer 2022

Class Time: Thursdays, 5:00 PM to 7:00 PM

Class Location: AA 204

Course Instructor: Dr. Mengxi Dong

Preferred Name & Pronoun: Vicki (she/her)

Email: vicki.dong@mail.utoronto.ca

Office Hours: Wednesdays, 1:00 PM to 2:00 PM via Zoom (see Quercus for details)

Course Description: Welcome to PSYD30 – Current Topics in Personality Psychology! In this course, you will learn about the three layers of personality (traits, goals, and life stories) and one of the ideal endpoints of personality development (i.e., wisdom). You will not only learn about the empirical findings associated with these personality constructs, but also gain hands-on experience with the measures that are commonly used to assess them. In the process, you will learn about common measurement methodologies in personality psychology (self-report, informant report, and performance measures) and issues with these methodologies. You will also have an opportunity to learn more about your personality by completing and scoring various measures yourself.

Prerequisites: PSYB30H3 and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]

Exclusion: PSY430H

Textbook: There is no required textbook for the course. Instead, academic (peer-reviewed) articles will comprise the required reading.

Learning Objectives

Through this course, you will be able to:

1. Understand constructs at the three layers of personality.
2. Know how personality constructs are commonly assessed.
3. Critically evaluate measures of personality and understand the limitations of each measurement approach.
4. Gather, understand, synthesize, and communicate scientific findings on personality change and how to cultivate it.

5. Gain a better understanding of your own personality and, should you wish to, apply your knowledge about personality change to cultivate change and/or growth.
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Evaluation

Reaction Papers (30%)

Before each lecture (except for the first lecture), you are to write a 1-page reaction paper (single-spaced) that demonstrates that you have read and reflected upon the assigned readings for that week. Please note that for the presentation weeks (Weeks 5, 7, 10, 12), you are expected to read only one of the readings listed, whereas for all other weeks, you are expected to read all of the listed readings. There is some freedom in the content of the reaction papers. For instance, you could connect what you have learned about that construct through the readings to your own experience completing the assignment for that week (see the following section on “Self-Assessment Assignments”). You could also write about your reflections on/reactions to one or a few specific points in the readings. In short, it is important for the reaction papers to demonstrate that you have done the necessary readings before coming to lecture, but I will leave the exact structure and contents of these papers up to you. The reaction papers will be graded holistically on their quality (60%: minimally acceptable, 70%: satisfactory for this level of study, 80%: very good, 90%: beyond expectations). There will be 11 reaction papers in the course; however, only the best 10 will count towards your course grade (3% each \times 10 = 30%). The reaction papers for each class should be submitted by midnight on the day before class (i.e., **by 11:59 PM on Wednesdays**).

Self-Assessment Assignments (12%)

One of the goals for this course is for you to gain first-hand experience completing and scoring a variety of personality measures. Through this, you will not only get a better understanding of the personality measures themselves but you will also gain a better understanding of yourself. To ensure that you benefit from this experience, therefore, this component of the course will be graded. Specifically, before each class, you will complete the personality measure of that week on your own time on the survey platform Qualtrics. To ensure anonymity, you will not enter any personally identifiable information on the surveys. However, as you will be graded on completion, you will need to upload a screenshot of your completed survey (please blot out your actual responses) by midnight the day before class (i.e., **by 11:59 PM on Wednesdays**). In sum, you will earn 1% for uploading the proof of completion and 1% for scoring your response in class, for a total of 2% for each self-assessment assignment (2% each \times 6 = 12%).

Presentation (23%)

After we have discussed each set of personality constructs, we will dedicate a class to reflect on and discuss how amenable these qualities are to change and how desirable qualities (i.e., those that can promote well-being) can be cultivated. There will be four

such discussion classes in the term and they will each begin with presentations by students. Specifically, you will be assigned to one of the four topics in the first class (please see the Course Schedule section for the specific topics). You will pick one of the readings listed for that topic and present it to the class, although you are welcome to find additional studies on the topic and incorporate them in your presentation (if you decide to do so, however, you must check with me to see if the additional studies you have found are high-quality sources of scientific information before you can include them in your presentation). The goal for this presentation is to understand and synthesize scientific literature on personality change and communicate what you have learned to the class. You are free to structure the presentation as you see fit; however, the presentations should be approximately 10 minutes in length. At the end of the 10 minutes, you should also be prepared to respond to questions from the class.

Final Paper (35%)

The final paper will be an organic synthesis of what you have learned about yourself, about the personality constructs, and about the potential to cultivate personality change. Unlike a typical research paper, this final paper will be more personal. Specifically, you will be writing about what you have learned about your traits, your level of self-knowledge, your goals, your personal narrative, and your wisdom. You will also reflect on what it means to have the personality that you (currently) do as well as how you would like to change it, if at all. In this process, you should be drawing knowledge from and citing personality literature. Your reference list should include at least 5 references and the references will be graded out of 5 points as part of the evaluation of your paper (35 points in total). Even though this is not a typical research paper, you are still required to follow the APA format where it applies (e.g., citation format). Your paper should be submitted through Quercus and *Ouriginal* (i.e., the plagiarism detection tool of the University of Toronto) **by 11:59 PM on August 10, 2022.**

Lateness Policy

For self-assessment assignments, late survey responses will not be accepted without a Missed Term Work form, as the completion of such assignments is critical for in-class activity and learning. Late proofs of completion of the surveys will therefore get a score of zero. If for some reason, you have to miss a class during which we score a personality measure, you can make up for the grade by scoring the measure yourself, following the scoring manual. For reaction papers and the final paper, a 10% penalty will be applied for every 24 hours after the due date. Individuals who miss their presentations will be required to submit a Missed Term Work Form in order to have their presentation rescheduled.

Centre for Teaching and Learning (CTL). Your performance in this class will depend upon your ability to communicate clearly and effectively. CTL supports student learning at any stage in the writing process, from planning an outline to polishing a final draft.

Their services include online resources, drop-in hours, one-on-one consultations, and writing workshops. For more information: <http://ctl.utsc.utoronto.ca/ctl/>

AccessAbility Services. The principal function of AccessAbility Services is to ensure that the policies, practices, procedures, and programs at UTSC are inclusive to ensure the equal access to students with disabilities. The office provides accommodations to students with a documented learning, physical, sensory, or mental health disability or medical condition. For more information: <http://www.utsc.utoronto.ca/~ability/>

Academic Integrity. The University of Toronto treats academic offenses very seriously. Offenders are caught and sanctions can be severe (i.e., a grade of zero, suspension, expulsion). Students are expected both to know and to follow the Code of Behaviour on Academic Matters. For more information: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

Course Schedule and Readings

Week	Date	Topic & Readings	Evaluation
1	May 12, 2022	Introduction and Overview 1. McAdams, D. P., & Manczak, E. (2011). What is a “level” of personality? <i>Psychological Inquiry</i> , 22(1), 40-44. https://doi.org/10.1080/1047840X.2011.544026	-
2	May 19, 2022	Commonly Used Measures of Personality 1. Dang, J., King, K. M., & Inzlicht, M. (2020). Why are self-report and behavioral measures weakly correlated? <i>Trends in Cognitive Sciences</i> , 24(4), 267-269. https://doi.org/10.1016/j.tics.2020.01.007 2. Hofstee, W. K. (1994). Who should own the definition of personality? <i>European Journal of Personality</i> , 8(3), 149-162. https://doi.org/10.1002/per.2410080302	<ul style="list-style-type: none"> • Reaction paper (3%)
3	May 26, 2022	Personality Traits 1. Ashton, M. C., & Lee, K. (2007). Empirical, theoretical, and practical advantages of the HEXACO model of personality structure. <i>Personality and Social Psychology Review</i> , 11(2), 150-166. https://doi.org/10.1177/1088868306294907 2. Thielmann, I., Moshagen, M., Hilbig, B., & Zettler, I. (2021). On the comparability of basic personality models: Meta-analytic correspondence, scope, and orthogonality of the Big Five and HEXACO dimensions. <i>European Journal of Personality</i> , p.89020702110267. https://doi.org/10.1177/08902070211026793	<ul style="list-style-type: none"> • Reaction paper (3%) • Self-assessment assignment (2%)

4	Jun 2, 2022	<p>Traits and Self-Knowledge</p> <ol style="list-style-type: none"> Vazire, S., & Solomon, B. C. (2015). Self- and other-knowledge of personality. In M. Mikulincer, P. R. Shaver, M. L. Cooper, & R. J. Larsen (Eds.), <i>APA handbook of personality and social psychology, Vol. 4. Personality processes and individual differences</i> (pp. 261–281). American Psychological Association. https://doi.org/10.1037/14343-012 	<ul style="list-style-type: none"> Reaction paper (3%) Self-assessment assignment (2%)
5	Jun 9, 2022	<p>Trait Change</p> <ol style="list-style-type: none"> Hudson, N. W., & Roberts, B. W. (2014). Goals to change personality traits: Concurrent links between personality traits, daily behavior, and goals to change oneself. <i>Journal of Research in Personality, 53</i>, 68-83. https://doi.org/10.1016/j.jrp.2014.08.008 Robinson, O. C., Nettle, E. E., Guo, J., Asadi, S., & Zhang, X. (2015). Goals and plans for Big Five personality trait change in young adults. <i>Journal of Research in Personality, 59</i>, 31-43. https://doi.org/10.1016/j.jrp.2015.08.002 Hudson, N. W., & Fraley, R. C. (2015). Volitional personality trait change: Can people choose to change their personality traits? <i>Journal of Personality and Social Psychology, 109</i>(3), 490-507. https://doi.org/10.1037/pspp0000021 Quintus, M., Egloff, B., & Wrzus, C. (2017). Predictors of volitional personality change in younger and older adults: Response surface analyses signify the complementary perspectives of the self and knowledgeable others. <i>Journal of Research in Personality, 70</i>, 214-228. 	<ul style="list-style-type: none"> Reaction paper – pick one of the listed readings (3%) Group presentation (23% for presenters)

		<p>https://doi.org/10.1016/j.jrp.2017.08.001</p> <p>5. Baranski, E. N., Morse, P. J., & Dunlop, W. L. (2017). Lay conceptions of volitional personality change: From strategies pursued to stories told. <i>Journal of Personality, 85</i>(3), 285-299. https://doi.org/10.1111/jopy.12240</p> <p>6. Miller, T. J., Baranski, E. N., Dunlop, W. L., & Ozer, D. J. (2019). Striving for change: The prevalence and correlates of personality change goals. <i>Journal of Research in Personality, 80</i>, 10-16. https://doi.org/10.1016/j.jrp.2019.03.010</p> <p>7. Hudson, N. W., Fraley, R. C., Chopik, W. J., & Briley, D. A. (2020). Change goals robustly predict trait growth: A mega-analysis of a dozen intensive longitudinal studies examining volitional change. <i>Social Psychological and Personality Science, 11</i>(6), 723-732. https://doi.org/10.1177/1948550619878423</p>	
6	Jun 16, 2022	<p>Goals</p> <p>1. Sheldon, K. M., & Kasser, T. (1995). Coherence and congruence: two aspects of personality integration. <i>Journal of Personality and Social Psychology, 68</i>(3), 531-543. https://doi.org/10.1037/0022-3514.68.3.531</p> <p>2. Sheldon, K. M. (2014). Becoming oneself: The central role of self-concordant goal selection. <i>Personality and Social Psychology Review, 18</i>(4), 349-365. https://doi.org/10.1177/1088868314538549</p>	<ul style="list-style-type: none"> • Reaction paper (3%) • Self-assessment assignment (2%)
Jun 23, 2022 – READING WEEK, NO CLASS			
7	Jun 30, 2022	Setting Better Goals and Becoming More Effective at Achieving Them	<ul style="list-style-type: none"> • Reaction paper – pick one of

		<ol style="list-style-type: none"> 1. Smyth, A. P., Werner, K. M., Milyavskaya, M., Holding, A., & Koestner, R. (2020). Do mindful people set better goals? Investigating the relation between trait mindfulness, self-concordance, and goal progress. <i>Journal of Research in Personality, 88</i>, 104015. https://doi.org/10.1016/j.jrp.2020.104015 2. Sheldon, K. M., Prentice, M., & Osin, E. (2019). Rightly crossing the Rubicon: Evaluating goal self-concordance prior to selection helps people choose more intrinsic goals. <i>Journal of Research in Personality, 79</i>, 119-129. https://doi.org/10.1016/j.jrp.2019.03.001 3. Werner, K. M., Milyavskaya, M., Foxen-Craft, E., & Koestner, R. (2016). Some goals just feel easier: Self-concordance leads to goal progress through subjective ease, not effort. <i>Personality and Individual Differences, 96</i>, 237-242. https://doi.org/10.1016/j.paid.2016.03.002 4. Milyavskaya, M., Nadolny, D., & Koestner, R. (2014). Where do self-concordant goals come from? The role of domain-specific psychological need satisfaction. <i>Personality and Social Psychology Bulletin, 40</i>(6), 700-711. https://doi.org/10.1177/0146167214524445 5. Sheldon, K. M., & Elliot, A. J. (1999). Goal striving, need satisfaction, and longitudinal well-being: the self-concordance model. <i>Journal of Personality and Social Psychology, 76</i>(3), 482-497. https://doi.org/10.1037/0022-3514.76.3.482 	<p>the listed readings (3%)</p> <ul style="list-style-type: none"> • Group presentation (23% for presenters)
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		<p>6. Judge, T. A., Bono, J. E., Erez, A., & Locke, E. A. (2005). Core self-evaluations and job and life satisfaction: the role of self-concordance and goal attainment. <i>Journal of Applied Psychology, 90</i>(2), 257-268. https://doi.org/10.1037/0021-9010.90.2.257</p>	
8	Jul 7, 2022	<p>Life Stories: Structure</p> <ol style="list-style-type: none"> 1. McAdams, D. P. (2008). Personal narratives and the life story. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), <i>Handbook of personality: Theory and research</i> (pp. 242–262). The Guilford Press. 2. McLean, K. C., Syed, M., Pasupathi, M., Adler, J. M., Dunlop, W. L., Drustrup, D., Fivush, R., Graci, M. E., Lilgendahl, J. P., Lodi-Smith, J., McAdams, D. P., & McCoy, T. P. (2020). The empirical structure of narrative identity: The initial Big Three. <i>Journal of Personality and Social Psychology, 119</i>(4), 920–944. https://doi.org/10.1037/pspp0000247 3. Reese, E., Haden, C. A., Baker-Ward, L., Bauer, P., Fivush, R., & Ornstein, P. A. (2011). Coherence of personal narratives across the lifespan: A multidimensional model and coding method. <i>Journal of Cognition and Development, 12</i>(4), 424-462. https://doi.org/10.1080/15248372.2011.587854 	<ul style="list-style-type: none"> • Reaction paper (3%) • Self-assessment assignment (2%)
9	Jul 14, 2022	<p>Life Stories: Content</p> <ol style="list-style-type: none"> 1. McLean, K. C., & Pratt, M. W. (2006). Life's little (and big) lessons: Identity statuses and meaning-making in the turning point narratives of emerging adults. <i>Developmental Psychology, 42</i>(4), 714– 	<ul style="list-style-type: none"> • Reaction paper (3%) • Self-assessment assignment (2%)

		722. https://doi.org/10.1037/0012-1649.42.4.714	
10	Jul 21, 2022	<p>Developing Life Stories & Becoming a Better Author of Your Story</p> <ol style="list-style-type: none"> 1. Singer, J., Rexhaj, B., & Baddeley, J. (2007). Older, wiser, and happier? Comparing older adults' and college students' self-defining memories. <i>Memory</i>, 15(8), 886-898. https://doi.org/10.1080/09658210701754351 2. McAdams, D. P., Bauer, J. J., Sakaeda, A. R., Anyidoho, N. A., Machado, M. A., Magrino-Failla, K., White, K. W., & Pals, J. L. (2006). Continuity and change in the life story: A longitudinal study of autobiographical memories in emerging adulthood. <i>Journal of Personality</i>, 74(5), 1371-1400. https://doi.org/10.1111/j.1467-6494.2006.00412.x 3. McLean, K. C., Dunlap, D., Jennings, S. C., Litvitskiy, N. S., & Lilgendahl, J. P. (2021). Stability and change in autobiographical reasoning: A 4-year longitudinal study of narrative identity development. <i>Journal of Personality</i>, 90(3), 343-356. https://doi.org/10.1111/jopy.12669 4. Habermas, T., & Reese, E. (2015). Getting a life takes time: The development of the life story in adolescence, its precursors and consequences. <i>Human Development</i>, 58(3), 172-201. https://doi.org/10.1159/000437245 5. Pasupathi, M., Fivush, R., Greenhoot, A. F., & McLean, K. C. (2020). Intraindividual variability in narrative identity: Complexities, garden paths, and untapped research potential. <i>European Journal of</i> 	<ul style="list-style-type: none"> • Reaction paper – pick one of the listed readings (3%) • Group presentation (23% for presenters)

		<p><i>Personality</i>, 34(6), 1138-1150. https://doi.org/10.1002/per.2279</p> <p>6. McLean, K. C., & Mansfield, C. D. (2011). To reason or not to reason: Is autobiographical reasoning always beneficial? <i>New Directions for Child and Adolescent Development</i>, 2011(131), 85-97. https://doi.org/10.1002/cd.291</p>	
11	Jul 28, 2022	<p>Wisdom</p> <ol style="list-style-type: none"> Grossmann, I., Weststrate, N. M., Ardelt, M., Brienza, J. P., Dong, M., Ferrari, M., Fournier, M. A., Hu, C. S., Nusbaum, H. C., & Vervaeke, J. (2020). The science of wisdom in a polarized world: Knowns and unknowns. <i>Psychological Inquiry</i>, 31(2), 103-133. https://doi.org/10.1080/1047840X.2020.1750917 Dong, M., Weststrate, N. M., & Fournier, M. A. (2022). <i>Thirty years of psychological wisdom research: What we know about the correlates of an ancient concept</i>. [Manuscript under review]. Department of Psychology, University of Toronto Scarborough. (pdf will be available on Quercus) 	<ul style="list-style-type: none"> Reaction paper (3%) Self-assessment assignment (2%)
12	Aug 4, 2022	<p>Becoming Wise</p> <ol style="list-style-type: none"> Grossmann, I., Dorfman, A., Oakes, H., Santos, H. C., Vohs, K. D., & Scholer, A. A. (2021). Training for wisdom: The distanced-self-reflection diary method. <i>Psychological Science</i>, 32(3), 381-394. https://doi.org/10.1177/0956797620969170 Glück, J., & Bluck, S. (2013). The MORE life experience model: A theory of the development of personal wisdom. In <i>The scientific study of personal wisdom</i> (pp. 75-97). Springer, Dordrecht. https://doi.org/10.1007/978-94-007-7987-7_4 	<ul style="list-style-type: none"> Reaction paper – pick one of the listed readings (3%) Group presentation (23% for presenters)

		<p>3. Grossmann, I., & Kross, E. (2014). Exploring Solomon's paradox: Self-distancing eliminates the self-other asymmetry in wise reasoning about close relationships in younger and older adults. <i>Psychological Science</i>, 25(8), 1571-1580. https://doi.org/10.1177/0956797614535400</p> <p>4. Huynh, A. C., Oakes, H., Shay, G. R., & McGregor, I. (2017). The wisdom in virtue: Pursuit of virtue predicts wise reasoning about personal conflicts. <i>Psychological Science</i>, 28(12), 1848-1856. https://doi.org/10.1177/0956797617722621</p> <p>5. Dorfman, A., Moscovitch, D. A., Chopik, W. J., & Grossmann, I. (2021). None the wiser: Year-long longitudinal study on effects of adversity on wisdom. <i>European Journal of Personality</i>, 08902070211014057. https://doi.org/10.1177/08902070211014057</p>	
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Department of Psychology Missed Term Work Policy, SUMMER 2022

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Note:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).

The email address to submit missed term work accommodation requests in **PSYD30** is:
utsc.psyd30@gmail.com

ILLNESS OR EMERGENCY accommodations:

For missed work due to ILLNESS OR EMERGENCY, complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **WITHIN 2 BUSINESS DAYS** of the missed work:
 - the [Request for Missed Term Work Accommodations Form](#)
 - *AND***
 - a screenshot of your Self-Declared Absence on ACORN

Note:

- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.

Note:

- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*

- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:

For missed term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Email the form to the course **email at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email the course email detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the [Request for Missed Term Work Accommodations Form](#).
 2. Email the form ***AND*** your **Accommodation Letter** to the course email specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that):
 1. **Contact your AccessAbility consultant** and have them email the course email detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor’s response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you’re able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a

[Verification of Illness Form](#) completed by your doctor AND the [Request for Missed Term Work Accommodations Form](#) to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* [Request for Missed Term Work Accommodations Form](#) and declare your extended absence on ACORN. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.