PSYD30
CURRENT TOPICS IN
PERSONALITY PSYCHOLOGY
Prof. Marc A. Fournier

Focus for 2024: *Self-Discovery & Self-Directed Personality Development*

Seminar Times: Wednesdays from 13:00 to 15:00 in AC 332
Office Hours: Wednesdays from 10:00 to 10:00 on Teams
(Appointments with me can be scheduled via Quercus)
E-mail: marc.fournier@utoronto.ca

Prerequisites: PSYB30H3 (Introduction to Personality Psychology) and
[(PSYB01H3) or (PSYB04H3) or PSYB70H3] and
[PSYB07H3 or STAB22H3 or STAB23H3]
(Exclusion: PSY430H)

Textbook. McAdams, D. P. (2015). *The art and science of personality development*. New York: Guilford. (e-book available through Quercus)

Seminar Schedule

Week 1	04-Sept	Introduction & Overview
Week 2	11-Sept	Reviewing Personality Literature
Week 3	18-Sept	Chapter 1. In the Beginning…
Week 4	25-Sept	Chapter 2. The Actor Takes the Stage
Week 5	02-Oct	Chapter 3. The Problem of Self-Regulation
Week 6	09-Oct	Chapter 4. The Actor Grows Up
Week 7	16-Oct	Chapter 5. The Age 5-7 Shift
Week 8	23-Oct	Chapter 6. The Motivational Agenda
Week 9	06-Nov	Chapter 7. How Values Shape Agency
Week 10	13-Nov	Chapter 8. The Stories We Live By
Week 11	20-Nov	Chapter 9. Generative Lives, Redemptive Life Stories
Week 12	27-Nov	Chapter 10. The Sense of an Ending

Learning Objectives

The fundamental objective of this course is for you to acquire a more consolidated and reflective understanding of yourself through the lens of personality psychology. You will be asked to read and reflect upon an advanced undergraduate textbook on life-span personality development, contribute to the scholarly literature reviewed in that textbook through an oral presentation, and then apply what you learn from the course to your understanding of who you are as a person.

Components of Evaluation

    20%   In-Class Oral Presentation
    20%   Glossary of Terms
    60%   Final Paper

In-Class Oral Presentation. Students will all give one in-class presentation (using PowerPoint). We will schedule no more than three presentations per week, starting in the fourth week of class. Students should present for no less than 10 minutes and no more than 15 minutes. Each student should try to summarize the ideas and evidence presented in between one and three (interrelated) references that have been published since 2015 (i.e., the publication date of McAdams' textbook) in prominent peer-reviewed journals on a topic relevant to the chapter we are reading that week. The reference(s) presented should show how our understanding of some topic in that chapter has evolved since the textbook was published. Oral presentations will be worth 20% and graded on sufficiency, substance, and style (for more details, consult Presentation Guidelines.docx).

Glossary of Terms. To help prepare you for your end-of-term paper, which will require you to understand and use the terms and concepts we learn this semester, I would like you submit a two-page glossary, listing and defining all the key terms and concepts used in that week's reading. Submission can also include any questions that you would like answered in that week's class. These glossary entries should be submitted on Quercus by 11:59 pm the night before class (i.e., Tuesdays) during Weeks 3 to 12. These due dates are to ensure that you come to class prepared to contribute to that week's discussion. Note that I will not be formally grading these glossary entries, but rather reviewing them to ensure that you have made a good faith attempt to understand the assigned reading. You will receive 2% for each glossary entry you submit up to a total of 20%.

Final Paper. The capstone for this course will be a 2,500-word paper in which you organically synthesize what you have learned this term in PSYD30 about the *science of personality*, what you understand about *your personality*, and what directions in which you want to change and grow. You will be asked to reflect upon yourself as a dispositional *actor* (what are your central traits?); as an intentional *agent* (what are your current goals and core values?); and as an autobiographical *author* (what is your life story?). Your paper should demonstrate your knowledge of personality, convey what you know about your personality, consider what it means for you to be this person, and contemplate whether/how you might want to change. Papers will be worth 60% and graded on composition, exploration, and scholarship (for more details, consult Paper Guidelines.docx).

Policies & Procedures

Plagiarism Detection. Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (https://uoft.me/pdt-faq).

Writing Support. The Centre for Teaching and Learning (CTL) provides online resources, drop-in hours, one-on-one consultations, and writing workshops. For more information, please visit CTL's Academic Learning Support site at http://uoft.me/AcademicLearningSupport.

Academic Integrity. The University of Toronto treats cases of cheating and plagiarism very seriously and sanctions can be severe (e.g., zero in the course, suspension, or expulsion). The University's *Code of Behaviour on Academic Matters* outlines the actions that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment. On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Equity, Diversity, Inclusion. The University of Toronto is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. The University does not condone discrimination or harassment against any persons or communities.

AccessAbility-Related Accommodations. Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office (http://www.utsc.utoronto.ca/ability/) as soon as possible. AccessAbility Services staff (located in Room AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 or email ability.utsc@utoronto.ca for more information. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

The Use of Generative Artificial Intelligence (AI) Tools. Students may only use generative AI tools in this course as learning aids. Students should not use generative AI tools to prepare their in-class oral presentations or write their end-of term final papers.

Missed Term Work Policy. For missed term work due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

<u>Procedure:</u>

First, complete the Request for Missed Term Work Accommodations Form ("MTW Form"). Then, email *both* your MTW Form and Supporting Documentation to <marc.fournier@utoronto.ca> according to the instructions specified below. I will reply once I have received your documents.

Failure to adhere to any aspect of this policy may result in a denial of your accommodation request. If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, then you must repeat the MTW procedure to request additional accommodations.

As such, if you miss the due date for a make-up assignment, then you must submit another MTW form and supply documentation according to the "subsequent absences" column in the chart above. Please make it clear in your subject line that you are requesting a second accommodation.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documents required for a *first absence* in the term	Documents required for *subsequent absences* in the term	Deadline to submit MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	**2 BUSINESS DAYS AFTER** the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	**2 BUSINESS DAYS AFTER** the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	**10 BUSINESS DAYS IN ADVANCE** of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	**Contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed.		**PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE**
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		**10 BUSINESS DAYS IN ADVANCE** of the missed work
Religious Conflict	None required		

Notes:

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.

The following reasons are not considered to be sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments, work commitments. Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.

For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e., the absence cannot be submitted proactively or retroactively). If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.

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. Missed Final Papers are handled by the Registrar's Office and should be declared on eService.