



UNIVERSITY OF
CALGARY

Department of Psychology

Psychology 501.25 (S01)

Advanced Topics in Individual Differences and Personality

Fall 2011 – Course Outline

Instructor:	Kibeom Lee	Lecture Location:	SH288
Phone:	403-210-9469	Lecture:	TTh 12:30-1:45
Email:	kibeom@ucalgary.ca		
Office:	A220		
Office Hours:	By appointment		

Course Description and Goals

In this course, we will evaluate critically some issues and controversies prominent in research in individual differences and personality. Specific topics include current thinking related to personality traits, intelligence, creativity, vocational interests, and so on. Topics also include various issues in industrial and organizational psychology. Readings, discussion and presentations will be an integral part of the course. A major paper will be required.

Prerequisites

Psyc 312 – Experimental and Quantitative Methods for Psychology, and consent of the Department. Note: Normally restricted to Psychology Honours students.

Required Texts

None

Readings

There will be no assigned readings for this course. Students should do their own literature review for the topics chosen and this literature review will be the basis for their class presentations and term papers. One week before the presentation, students will be required to provide the reference of the article to the instructor. This article must be electronically available from our library so that other students can download it for the class. Students will be expected to read the articles presented by other students.

Evaluation

Class Presentation (30%):

Every student is required to deliver a 50 to 60-minute lecture on the topic of his or her choice, which will be followed by class discussion and questions (10 to 20 minutes). As such, in total, 70 minutes will be given to each student instructor. This is a fairly long presentation, so think about doing some exercises, and showing video clips that are engaging and educational. The presentation should include an informative overview of the topic and discussion of at least two “burning” issues within the chosen topic. Specifically, students should address at least two

issues that have been controversial or unresolved in terms of ethical, scientific, or practical matters, explain the nature and current status of these controversies, and draw some conclusions if they are willing to do so. Materials presented in seminars should be accurate and informative. In addition, it is also important to maintain audience attention by facilitating their participation.

Term-Paper (50 %):

Students must prepare a manuscript in accordance with Publication Manual of the APA (5th ed.). Typing instructions (all copy must be double-spaced) and instructions on preparing tables, figures, references, and abstracts appear in the Manual.

(1) Review of literature: 25%

This is a written paper that includes a review of the research literature of your choice (i.e., the same topic that you presented in your seminar). This paper should not exceed 7 pages (double spaced, one-inch margin) plus a title page, references and any figures.

(2) Research Proposal Section: 25%

The research proposal section of your term-paper will follow your review of the literature in the area of your seminar topic. Based on your reading of the literature, you will develop some hypotheses and design a study that could address them. Your study may be either experimental or correlational. The proposed research can be conducted in the future in collaboration with the instructor or another faculty member, ultimately aiming at producing published articles.

Your research proposal should include the following sections: Introduction, Method, Analysis, and Predictions:

- The Introduction should describe the specific issue(s) and problem(s) that your study addresses, including why your study is important. The introduction will conclude with a statement of your specific hypotheses.
- The Method section should present details about how your study will be done: what sort of subjects you will use and where will these be obtained; what measures you will be using; the procedure; and instructions that subjects will be given.
- The Analysis section should describe quite generally the statistical procedures that you will use to evaluate your hypotheses. Specific statistical tests do not have to be mentioned; instead use general terms.
- The Predictions section should describe the results you anticipate, and how these results will resolve, or at least address, the issues or problems you described in your Introduction. You should also consider the implications of results that run counter to your predictions, should these occur.

The length of your research proposal is less important than the completeness with which you describe your study. Some studies could conceivably be described in 5 or 10 pages; more complex designs, or studies employing multiple measures or requiring several testing sessions, may require additional length.

Participation (10%):

As this is a senior seminar class, students are expected to prepare for and participate in class discussion. Effective participation involves both quality and quantity of responses. Students will be expected to complete the readings before class. It may be useful as students read the articles/textbook to think about comments or questions that arise and also integrating between the material and issues. Participation also includes listening to what others are saying respectfully.

Presentation Critiques (10 %):

In order to engage the audience during the paper presentations and to learn how to give and receive constructive feedback, students will complete short assessments of the individual class presentations (form to be posted on Blackboard or to be brought to the class). These assessments will be looked over by the instructor to ensure that the comments are constructive and the individual assessing the presentation made an attempt to provide useful critiques.

For all assignments: Missed or late assignments/presentations without proper documentation will receive 0%. Students should contact the instructor as soon as they know they will need an accommodation. Late assignments WILL NOT be accepted. Emailed assignments will not be accepted.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due Date
T Sep 13	Lecture begins. Organization
R Sep 15	Individual differences, Personality, and I/O Psychology - Introduction
T Sep 20	Individual differences, Personality, and I/O Psychology - Introduction
R Sep 22	Individual differences, Personality, and I/O Psychology - Introduction
T Sep 27	Individual differences, Personality, and I/O Psychology - Introduction
R Sep 29	Individual differences, Personality, and I/O Psychology - Introduction
T Oct 4	Individual differences, Personality, and I/O Psychology - Introduction
R Oct 6	Individual differences, Personality, and I/O Psychology - Introduction
T Oct 11	Individual differences, Personality, and I/O Psychology - Introduction
R Oct 13	Student Presentation

T Oct 18	Student Presentation
R Oct 20	Student Presentation
T Oct 25	Student Presentation
R Oct 27	Student Presentation
T Nov 1	Student Presentation
R Nov 3	Student Presentation
T Nov 8	How to write a proposal
R Nov 10	Reading week—No Lectures
T Nov 15	Student Presentation
R Nov 17	Student Presentation
T Nov 22	Student Presentation
R Nov 24	Student Presentation
T Nov 29	Student Presentation
R Dec 1	Student Presentation
T Dec 6	Student Presentation
R Dec 8	Conclusion

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: Phone: 403-220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Sep 23rd, 2011**. Last day for registration/change of registration is **Sep 26th, 2011**. The last day to withdraw from this course is **Dec 9th, 2011**.