
This course is intended to introduce students to both the foundations (theory) and findings (research) of personality psychology. This course is evidence-based, focusing on what psychologists have discovered about human personality. The course will provide a broad overview of the various domains or perspectives of personality research including dispositional, biological, intrapsychic, cognitive, social/cultural and adjustment domains. This course will also introduce students to personality assessment and re-search methods. Most importantly, there will be a focus on cutting edge research and developments in the understanding of personality, such as the widely accepted "Big Five" approach and gender differences in personality.

Winter 2023

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Upon successful completion of this course, you will be able to:

1. Identify key concepts and commonalities within the six major domains or schools of thought in understanding personality. Through doing this, students will appreciate the complexity of these different approaches.

2. Evaluate the strengths and weaknesses of

To acknowledge this traditional territory is to recognize its longer history



: Chapter 19 of the textbook (Larsen, Buss, King, & Ensley, 2020) is entitled Disorders of Personality.



2. To provide a comprehensive introduction to the scientific study of personality and the key themes therein.
 3. To respond to student questions and concerns – whether personally or through the broader teaching team – as promptly as possible.
 4. To use assessments that are flexible, fair, and that accommodate differences in student learning.
 5. To share my expertise and experience in personality psychology, and psychological science more broadly.
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As a student in Introduction to Personality, my main expectations for you are:

1. To approach the course material with in an open-minded and intellectually curious manner.
 2. To complete the textbook readings, RISE modules, and other assigned materials, and seek clar
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Throughout the course, I will post announcements to the class, including reminders of upcoming due dates, responses to frequent questions, corrections to broken links, etc. I encourage you to routinely check the Announcements section of the course homepage in onQ. To ensure that you receive these announcements promptly, I also recommend that you enable email notifications to your Queen's email address.

The teaching team contact information is located on the Homepage of the course (see "Teaching Team").

activities, assessments, and other course material.

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Course Engagement Activities		X	X	X	
Psychobiography Essay Part 1 (optional) - Statement of Rationale	X				

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Throughout the term, you will have the opportunity to engage in a number of CEA Exam Practice Activities. The purpose of these activities is to provide you with opportunities to engage with course content in various ways, interact with your peers, and to practice applying key concepts by answering novel questions that relate to a specific case study prompt. Each exam practice activity is designed to include prompts and questions similar to the types you may see on the midterm and final exams. Thus, this is an opportunity to practice answering these types of questions, and provides the added support of discussing answers with your peers.

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Throughout the term, there will be a series of multiple-choice quizzes (each containing 4-5 questions) organized through the onQ Quiz tool. The purpose of these CEA quizzes is for you to self-assess your retention of materials from the textbook, interactive course files, instructor videos and other course resources. Your performance on the CEA quizzes will help guide where you focus your review of materials as you progress through the course. You will have an unlimited number of attempts to complete each quiz, and unlimited time to do so.

Please see the Course Timeline for further details.

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You will complete a written assignment that involves conducting a mini psychobiography using one (1) theoretical approach to p s

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exam fee to your Solus account;

2. You may choose to write your exam(s) in-person on Queen's campus in Kingston where you will NOT be charged the additional \$100 exam fee

Students enrolled in at least one on-campus course are expected to write all their exams on-campus during the scheduled exam time.

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Selected assessments in this course will use remote proctoring provided by Examity, which is a third-party, cloud-based service that enables the completion of a proctored exam or test from an off-campus location, through onQ. This cloud-based proctoring solution was chosen as part of the approach to maintaining academic integrity when remote proctoring is required. Queen's has conducted an extensive privacy and security review of Examity and has entered into a binding agreement with terms that address the appropriate collection, use and disclosure of personal information in accordance with Ontario's privacy legislation. You should also take measures yourself to protect your information by keeping your NetID password and challenge questions private, closing all applications prior to starting an exam/test, and ensuring your device is updated and safeguarded against malware. For more information about remote proctoring, please see <http://www.queensu.ca/registrar/students/examinations/exams-ofðce-services/remote-proctoring>

If you registered to write online with Examity, all information pertaining to the technical requirements and preparation for writing online with Examity will be posted in onQ well in advance of your exam.

In order to become familiar with the authentication process and test out your technology, you will have a chance to take practice test to help prepare you for your proctored exam via Examity. There is no need to study for this test; it will focus on your general Queen's trivia knowledge and will not count towards your course grade.

Once the exam schedule has been finalized the exam date will be posted on your SOLUS account. The exam dates for each Term are listed on the Faculty of Arts and Science webpage under "Important Dates." Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week.

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and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the QSAS website to learn more about academic accommodations or start the registration process with QSAS by clicking [\\$FW9QXV](#) button at (.)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to the Visual Guide to Ventus for Students.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor and/or course coordinator. Please use the following contact information:

- Instructor/Coordinator name: Tara Karasewich
- Instructor/Coordinator email address: psyc.accom@queensu.ca

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. : Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.

2. : Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
 3. : Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
 4. : Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions.
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If you plan to travel, we strongly recommend that you