

PPE3003

Course Syllabus

Personality Psychology

Personality psychology is the scientific study of personality, which your textbook defines as “An individual’s characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms – hidden or not – behind those patterns.” During the course, we will work to understand how researchers have come to understand the personality construct, including what leads to personality, how personality differs across people, and what personality differences predict.

Credit Hours: 3

Instructor Contact Information

Instructor	Dr. Colin Smith
Email	colinsmith@ufl.edu (mailto:colinsmith@ufl.edu)
Office Hours	By appointment only (please use Canvas mail tool to schedule a meeting)
Office Location	Virtual, using Zoom Conferences

For questions about course content, your grade, or other personal issues, use the Canvas mail tool. Expect a response within 24-48 hours.

Please see the [Contact Instructor \(https://ufl.instructure.com/courses/543558/pages/contact-instructor\)](https://ufl.instructure.com/courses/543558/pages/contact-instructor) page for information on course teaching assistants.

Course Objectives and/or Goals

By the end of this course, you will be able to:

1. Analyze the leading theoretical perspectives in personality psychology.
2. Explain basic research methodology involved in personality studies.
3. Explain the importance of individual differences in understanding human behavior.
4. Examine the relationship between personality and society.
5. Explain and analyze the role of the self in personality theory.
6. Apply psychological theories through reflective and collaborative discussion with peers.

Course Requirements

Required Textbook

David C. Funder (2024), *The Personality Puzzle*, 9th ed.

Our textbook is available through UF All Access, the University of Florida's digital course materials program. Please go to the [UF All Access page \(https://www.bsd.ufl.edu/allaccess/\)](https://www.bsd.ufl.edu/allaccess/) for more information.

Prerequisites

PSY2012, General Psychology

Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the internet and related equipment (cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations that students should review before starting their program.

Minimum Technical Skills

To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

Materials/Supply Fees

There is no supply fee for this course.

Use of Artificial Intelligence (AI)

Any and all use of machines that emulate human capabilities (ChatGPT, Stable Diffusion, DALL-E, etc.) to perform assignments or other works in the course is not permitted.


General Course Policies

Attendance and Participation


The 100% online, asynchronous course is organized in 12 modules that correspond to chapters of the textbook. You will complete one module during most weeks of the semester; there will be an introductory module during the first week and no module during the final partial week.

To complete a module, you should read the assigned reading and watch the recorded lecture assigned to that module. After reading the chapter and completing the videos and activities, you should respond to the writing prompt, interact with the discussion forum, and take the end-of-module quiz. It is essential that you keep current with the course; don't wait until Friday and Sunday deadlines! Put simply, this course should be part of your daily life throughout the semester.

Late Assignments and Make-Up Work

Late coursework is not accepted unless you have an emergency that leaves you unable to participate in the course for at least four days. This is a good reason to do your work early rather than waiting until the last minute to complete your assignments. Making up late assignments will only be granted for university-approved reasons and must include proper documentation as per [university guidelines](http://bit.ly/1SKNa3L%20)  (<http://bit.ly/1SKNa3L%20>). Because you may do your work at any point during a given week, the documentation must state clearly that you were unable to participate for at least five days.

I urge you to go somewhere with a reliable internet connection to do your work. Quizzes cannot be restarted once you have seen the test items. "Internet trouble" or "Canvas isn't working" are not acceptable excuses for late work. You have at least five days between when the module opens and when assignments are due.

Any requests for make-ups due to technical issues **must** be accompanied by the UF Computing [Help Desk](https://it.ufl.edu/helpdesk/)  (<https://it.ufl.edu/helpdesk/>) correspondence. You **must** email me within 24 hours of the technical difficulty if you wish to request a make-up.

Grade Disputes

You will have one week (including weekends) after a grade has been posted to dispute your grade. Grade disputes will not be considered after that date. If you want to dispute a grade, you will need to write a paragraph explaining the dispute clearly (i.e., what item or question are you referring to, in what module) and a paragraph explaining why you believe your answer is correct. Then send a private email with this information to your TA. Please note that the TAs will consider your case, but they are not required to change your grade simply because you believe you are right. You may always email me if you cannot resolve the issue with your TA; however, it is rare, if ever, that I will overturn a TA's decision.

I take this one-week dispute deadline very seriously; please do not contact me during the last week of the semester to dispute earlier grades in an attempt to raise your final score. Also, the grade cutoffs are real and non-negotiable.

Return of Graded Assignments

I will make every effort to have each assignment graded and posted within **one week** of the due date.

Student Evaluations

You are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Guidance \(https://gatorevals.aa.ufl.edu/students\)](https://gatorevals.aa.ufl.edu/students) on how to give feedback in a professional and respectful manner is available. You will be notified when the evaluation period opens and can complete evaluations through the email you receive from GatorEvals, in your Canvas course menu under GatorEvals, or via the [GatorEvals \(https://ufl.bluera.com/ufl\)](https://ufl.bluera.com/ufl) site. [Summaries \(https://gatorevals.aa.ufl.edu/public-results/\)](https://gatorevals.aa.ufl.edu/public-results/) of the course evaluation results are available to students.

Course Questions

If you have a question about the course, please proceed in the following order:

1. Check the course syllabus and the course questions discussion forum to see if the information is already there.
2. If you can't find an answer at the above places, post your question to the course questions discussion forum with a meaningful heading (e.g., "Due date for open response items" or "Question about cognitive dissonance"). **Do not post about** your grades, make-up assignments, or other private matters on the discussion board.
3. If you do not receive a response, you may then ask a teaching assistant during their office hours or use the Canvas email feature. Questions about grades should go to the graduate teaching assistant.

4. I am happy to answer any questions or address any concerns that cannot be resolved by the graduate teaching assistant. Please email me using the Canvas email feature and confirm in your email that you have already consulted with the graduate teaching assistant.

Note on Response Times

Whether you email or post a question on the course questions discussion forum, please allow **24 hours** for a response. Questions posted over the weekend might not receive a response until Monday. Please use the Canvas email feature to contact your TA and instructor.

Course Assignments

This **100% online, asynchronous** course is organized in 12 modules that correspond to chapters of the textbook. You will complete one module during most weeks of the semester; there will be an introductory module during the first week and no module during the final partial week.

To complete a module, you should read the assigned reading and watch the recorded lecture assigned to that module. Then, you should respond to the writing prompt, interact with the discussion forum, and take the end-of-module quiz. It is essential that you keep current with the course; don't wait until the Friday and Sunday deadlines! Put simply, this course should be part of your daily life throughout the semester.

Introductory Discussion

During the first week of class, you should write an Introductory Post. This post is so that you can get to know some of the other people in your class. This should be a couple of sentences long; you should say something about who you are, why you're taking this course, and your interests outside of class. If you prefer, you may upload a video introducing yourself. You should also respond to at least two of your classmates' posts. This assignment is worth 4 points (2 points for your initial post and 1 point for each of your responses).

Introductory Discussion Rubric			
Criteria	Ratings		Pts
Initial Post	2 pts Acceptable to Strong Provides a substantive, well-written initial post that is thoughtful, reflective, and fulfills the prompt requirements.	0 pts Unacceptable or Incomplete Fails to provide a substantive, well-written initial post that is thoughtful, reflective, and fulfills the prompt requirements.	2 pts
Response to Peer #1	1 pts Acceptable to Strong Provides a thoughtful and constructive response to a peer's post.	0 pts Unacceptable or Incomplete Fails to provide a thoughtful and constructive response to a peer's post.	1 pts
Response to Peer #2	1 pts Acceptable to Strong Provides a thoughtful and constructive response to a peer's post.	0 pts Unacceptable or Incomplete Fails to provide a thoughtful and constructive response to a peer's post.	1 pts
			Total Points: 4

Reflections

Each week, beginning in Module 1, you will be asked to write a short response to a question about the content of the module. These questions are intended to get you to incorporate the material you're learning about in class into your own life. If you feel that the question is too personal, or if you do not have an experience from your own life to use as an example, you may use an example from the media (e.g., television, movies, books) or an example that happened to a friend. These are not essay-length assignments: Usually, a single paragraph consisting of 5-6 sentences is enough to adequately answer the question (for point of reference, this paragraph you're reading right now is 6 sentences long). These are due by the end of the module week (11:59 pm on Sundays). Each of these responses is worth 3 points toward your final grade, for a total of 36 points.

Reflection Rubric			
Criteria	Ratings		Pts
Understanding of Concepts	1 pts Acceptable to Strong Demonstrates clear understanding of the personality psychology concept(s) from the prompt; connects ideas to course material.	0 pts Unacceptable or Incomplete Does not demonstrate understanding of the prompt or course content; response may be off-topic or missing.	1 pts
Critical Thinking & Personal Insight	1 pts Acceptable to Strong Offers meaningful reflection or analysis; thoughtfully connects prompt to personal experience or real-world examples.	0 pts Unacceptable or Incomplete Lacks critical analysis or insight; response is overly simplistic or superficial.	1 pts
Clarity & Writing Quality	1 pts Acceptable to Strong Writing is clear and well-organized; few to no errors; meets the recommended length (around 5–6 sentences).	0 pts Unacceptable or Incomplete Writing is unclear, disorganized, or contains significant grammar or spelling errors; does not meet the recommended length.	1 pts
			Total Points: 3

Quizzes

There will be a graded 25-item quiz at the end of each module. These quizzes are mostly multiple choice, with a matching item from time to time. Items come from the course material (i.e., textbook and lectures). The quizzes are timed (25 minutes), and you must allot yourself enough time to complete the quiz before it closes. If you are still taking it at 11:59 pm, it will close on you automatically and submit your quiz as is. Each of these quizzes will be worth 25 points (for a total of 300 points).

Discussion Forum Posts

Because this course does not meet in person, the discussion forum provides us with a way to have a conversation about the week's coursework. Each week, you will be asked to post to the discussion about that week's topic. Your initial post must be completed **by** 11:59 pm on Friday in order to give your classmates time to respond. In addition, you will need to respond to two posts by classmates each week. Your responses to your classmates must be posted by 11:59 pm on the Sunday night ending the week. Your initial post is worth 1 point, and each of your two responses is worth 1 point (3 points total each week). You will complete one Discussion Forum Post during each week, thereby leading to a total of 36 points allotted to this assignment.

Note on Discussion Due Dates

Although the assignment is due in Canvas on Sunday night, the initial post must be made by **Friday** night. This tends to be one of the more confusing aspects of the course in the first couple of weeks, so keep the deadlines in mind.

Your post each week should relate to the course material for the module specified in the course schedule. Beyond that, the content of your post is up to you. The idea is to write initial posts (i.e., the one that is due on Friday) that are likely to get a discussion started. Often, the way this works best is by relating a concept in the lecture or textbook to an example from your own life. This should not be difficult given the content of the course! Your post does not have to be all that long; 3-4 sentences is often enough for your initial post, though you're welcome to write more if you'd like.

You will also need to respond to two of your classmates' posts. Your responses should also be 1-2 short paragraphs in length. The idea is to continue the discussion by engaging with the initial posts and/or your classmates' responses. You can expand on a point that has been made or explain why you disagree. Please be very careful to always be civil in disagreement, as many of the topics we cover in this course can be contentious and/or emotional. At times, you will disagree with each other—that is healthy; disrespect for each other is not.

In addition to the content of your posts, your ability to appropriately engage in discussion will be reflected in your grade. Posts are graded on whether we feel you interacted meaningfully with the module's material. Additionally, responses to your classmates' posts consisting of things like "Me too" or "I agree" are not considered enough to gain a point. You must show evidence of having thought about their post.

Discussion Rubric			
Criteria	Ratings		Pts
Initial Post	1 pts Acceptable to Strong Provides a substantive initial post of 4-6 sentences that is thoughtful, reflective, and helps to open discussion. The post is well-written and engages meaningfully with the course material.	0 pts Unacceptable or Incomplete Fails to provide a substantive, fully developed initial post. The post may be too poorly written or not contain any substance that could lead to discussion.	1 pts
Response to Peer #1	1 pts Acceptable to Strong Provides a thoughtful and constructive response of 3-5 sentences to a peer's post. The response contributes meaningfully to the discussion, asks questions, offers insights, or provides additional evidence or examples.	0 pts Unacceptable or Incomplete Fails to provide a constructive, fully developed response to a peer's post, or the response does not meaningfully contribute to the discussion.	1 pts
Response to Peer #2	1 pts Acceptable to Strong Provides a thoughtful and constructive response of 3-5 sentences to a peer's post. The response contributes meaningfully to the discussion, asks questions, offers insights, or provides additional evidence or examples.	0 pts Unacceptable or Incomplete Fails to provide a constructive, fully developed response to a peer's post, or the response does not meaningfully contribute to the discussion.	1 pts
			Total Points: 3

Psychology Research Experience

In order to fulfill this aspect of the course, you have the choice of participating in 20 credits (10 hours) of research studies (Option 1) or writing critical analyses of four scientific articles (Option 2). This is worth 20 points toward your final grade. The details about this are included at the end of the syllabus. It is possible to earn partial credit. For Option 1, you earn points at the rate of 1 point per research credit; for Option 2, you earn points at the rate of 5 points per paper. You may choose either option, but you may not combine them (i.e., you cannot write two papers and do 10 research credits). For more information, see the [Research Participation Assignment \(https://ufl.instructure.com/courses/543558/pages/research-participation\)](https://ufl.instructure.com/courses/543558/pages/research-participation) page.

☒ Course Grades

Your final grade will be calculated based on your assignment grades. Your final course grade will reflect how many total points (out of 400) you accumulate.

Course Points

Assignment Categories	Points	Percentage
Introduction	4	1%
Quizzes	300	75%
Writing Prompts	36	9%
Discussion Forums	36	9%
Research Participation	24	6%

Grading Scale

At the end of the semester, all grades will be rounded up to the next full point. For example, 361.3 would become 362.

Grade	Grade Points
A	372 or higher
A-	360-371
B+	348-359
B	332-347
B-	320-331
C+	308-319
C	292-307
C-	280-291
D+	268-279
D	252-267
D-	240-251
E	239 or less

See the [current UF grading policies](#) 

(<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>) for more information.

Each module lasts for one calendar week. Each week begins on Monday and ends on Sunday. (More specifically, the week begins at 12:00 am, separating Sundays and Mondays.) All times are Eastern.

- Monday 12:00 am: Module opens
- Before Friday 11:59 pm: Submit initial post to discussion forum
- Before Sunday 11:59 pm: Submit two responses to discussion forum posts of your classmates, writing prompt, and end-of-module quiz

Module	Dates	Topic
0	August 21-24	Orientation
1	August 25-31	The Study of the Person
2	September 1-7	Personality Data and Assessment
3	September 8-14	Evaluating Research and Assessment
4	September 15-21	Persons, Situations, and Personality Judgement
5	September 22-28	Traits and Types: The Big Five and Beyond
6	September 29-October 5	Personality Stability, Development, and Change
7	October 6-12	The Anatomy and Physiology of Personality
8	October 20-26	Evolution and Genetics: The Inheritance of Personality
9	October 27-November 2	Humanistic and Positive Psychology
10	November 3-9	Cultural Variation in Experience, Behavior, and Personality
11	November 10-16	Personality Processes: Learning, Cognition, Motivation, and Emotion
12	November 17-23	The Self: What You Know About You

University Academic Policies and Resources

To support consistent and accessible communication of university-wide student resources, please review the web page with the academic policies and campus resources:

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/> ➞

[\(https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/\)](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/)

Help With Technical Difficulties

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at:

- **UF Help Desk** ➞ <http://helpdesk.ufl.edu>
- 352-392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should email me within 24 hours of the technical difficulty if you wish to request a make-up.

Netiquette and Communication Courtesy

It is important to recognize that the online classroom is, in fact, a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

When communicating online:

- Treat the instructor respectfully, even via email or other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you are unsure, use Mr. or Ms.
- Don't refer to a professor by their first name unless specifically invited.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.

- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Times New Roman and use a size 12 or 14-point font.
- Avoid using the caps lock feature, AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) .
- Be cautious when using humor or sarcasm, as tone is sometimes lost in an email or discussion post, and your message might be taken seriously or be construed as being offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

When you send an email to your instructor, teaching assistant, or classmates:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click “Reply All.”
- Be sure that the message author intended for the information to be passed along before you click the “Forward” button.

When posting on the discussion board in your online class:

- Check to see if anyone has already asked your question and received a reply before posting to the discussion board.
- Remember your manners and say please and thank you when asking for something from your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond, summarize all posts for the benefit of the class.
- When posting:
 - Make posts that are on-topic and within the scope of the course material.
 - Be sure to read all messages in a thread before replying.
 - Be as brief as possible while still making a thorough comment.
 - Don’t repeat someone else’s post without adding something of your own to it.
 - Take your posts seriously. Review and edit your posts before sending them.
 - Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point.




- If you refer to something that was said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.
- Always give proper credit when referencing or quoting another source.
- If you reply to a classmate's question, ensure your answer is correct; don't guess.
- Always be respectful of others' opinions, even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Do not write anything sarcastic or angry; it always backfires.
- Do not type in ALL CAPS; if you do, IT WILL LOOK LIKE YOU ARE YELLING.

When attending a Zoom class or meeting:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Ensure the background is not distracting or something you would not want your classmates to see.
 - When in doubt, use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it.
 - Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below: .

- Adobe
 - [Adobe Privacy Policy](https://www.adobe.com/privacy/policy.html)  [\(https://www.adobe.com/privacy/policy.html\)](https://www.adobe.com/privacy/policy.html)
 - [Adobe Accessibility](https://www.adobe.com/accessibility.html)  [\(https://www.adobe.com/accessibility.html\)](https://www.adobe.com/accessibility.html)
- Enghouse Video (Mediasite Streaming Video Player)
 - [Enghouse Video Privacy Policy](https://www.enghousevideo.com/privacy-policy)  [\(https://www.enghousevideo.com/privacy-policy\)](https://www.enghousevideo.com/privacy-policy)

- [Enghouse Video Accessibility Policy](https://www.enghousevideo.com/accessibility-policy) ↗ (https://www.enghousevideo.com/accessibility-policy)
- Instructure (Canvas)
 - [Instructure Privacy Policy](https://www.instructure.com/policies/privacy) (https://www.instructure.com/policies/privacy)
 - [Instructure Accessibility](https://www.instructure.com/canvas/accessibility) (https://www.instructure.com/canvas/accessibility)
- Microsoft
 - [Microsoft Privacy Policy](https://privacy.microsoft.com/en-us/privacystatement) ↗ (https://privacy.microsoft.com/en-us/privacystatement)
 - [Microsoft Accessibility](https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1%3aprimar2) ↗ (https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1%3aprimar2)
- YouTube (Google)
 - [YouTube \(Google\) Privacy Policy](https://policies.google.com/privacy) ↗ (https://policies.google.com/privacy)
 - [YouTube \(Google\) Accessibility](https://support.google.com/youtube/answer/189278?hl=en) ↗ (https://support.google.com/youtube/answer/189278?hl=en)
- Zoom
 - [Zoom Privacy Policy](https://zoom.us/privacy) ↗ (https://zoom.us/privacy)
 - [Zoom Accessibility](https://zoom.us/accessibility) ↗ (https://zoom.us/accessibility)

Disclaimer

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class's learning opportunities. Such changes, communicated clearly, are not unusual and should be expected.

