

## PSYC\*2740, Course Outline: Winter 2025

### General Information

**This course is offered using the Face-to-Face format. The course has set day, time, and location of class. There are no virtual lectures or recorded lectures.**

**Course Title:** Personality Psychology

**Course Description:** This course covers major theoretical and empirical contributions to the field of Personality Psychology, with an emphasis on applied issues and real-world implications of research. For example, we will discuss how personality plays a role in employment settings, relationships, stress, health, disease, mental illness, self-injury, and suicide. This will be accomplished through readings, lecture material, and in-class exercises. Over the term, you will also have the opportunity to apply your own ideas in the development of personality theories. You are encouraged to think critically about course content and issues discussed during lectures.

**Credit Weight:** 0.5

**Academic Department (or campus):** Psychology (University of Guelph, Main Campus)

**Semester Offering:** Winter, 2025

**Class Schedule and Location:** Tue & Thu 11:30AM – 12:50PM in Rozanski (ROZH) 101

### Instructor Information

**Instructor Name:** Dr. Stephen P. Lewis

**Instructor Email:** [stephen.lewis@uoguelph.ca](mailto:stephen.lewis@uoguelph.ca)

**Office Location:** 3001, MacKinnon Extension.

**Office Hours:** Tuesdays from 1:30pm to 2:30pm and by appointment (please email).

### GTA Information

GTA Name: TBD

GTA Email: TBD

GTA office location and office hours: TBD

## Course Content

### Specific Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. Identify and delineate major personality trait theories and taxonomies.
2. Identify and delineate research approaches (correlational, experimental, case studies) used to study personality.
3. Identify issues related to reliability, validity, and measurement in personality assessment.
4. Identify and delineate 6 domains of human knowledge (dispositional, biological, psychoanalytic, cognitive-experiential, socio-cultural, and adjustment) in the context of personality.
5. Identify real-world implications of personality research in each domain of knowledge (e.g., how personality may affect health and mental health).
6. Develop a unique and specific operational definition for a voluntary human behaviour.
7. Develop two distinct and unique personality theories to logically account for a voluntary human behaviour.
8. Explain theoretical, empirical, and real-world implications (arguments) that would stem from a personality theory being completely true (i.e., accounting for ALL instances of a voluntary human behaviour).
9. Write a paper a clear and coherent paper presenting: a unique operational definition for a voluntary behaviour, logical personality theories, and sound arguments.

The above learning outcomes align with those of the Department of Psychology [outcome level in parentheses]:

- Learning Outcomes 1-5 correspond to **Critical & Creative Thinking - Depth and Breadth of Understanding**:
  - Demonstrates knowledge of key concepts in psychology, and integrates that knowledge across disciplinary and sub-disciplinary boundaries [Introduce, Reinforce].
- Learning Outcomes 6-7 correspond to **Critical & Creative Thinking – Creativity**:
  - Involves the ability to adapt to situations of change, to initiate change and to take intellectual risks [Introduce].
- Learning Outcome 8 corresponds to **Critical & Creative Thinking - Problem Solving**:
  - A process in which one works through a series of operations to come to a conclusion [Introduce].
- Learning Outcome 9 corresponds to **Communicating - Written Communication**:
  - The ability to express one’s ideas and summarize theory and research through a variety of writing styles. [Introduce, Reinforce].

**Lecture Content:**

- Below, please find an overview of lecture content, required readings, and key dates.
- Lecture slides will be posted on Courselink by 5PM on the day prior to each lecture.

<b>DATE</b>	<b>READINGS</b>	<b>CONTENT COVERED</b>
January 7	NA	Course Overview + Paper Review
January 9	Chapter 1	Personality Psychology: An Introduction
January 14	Chapter 2	Personality Assessment, Measurement & Research Design
January 16	Chapter 3	Traits & Trait Taxonomies
January 21	Chapter 4	Theoretical & Measurement Issues in Trait Psychology
January 23	Chapter 5	Personality over Time: Stability, Change, & Coherence
January 28	Chapter 6	Genetics & Personality
<b>January 30</b>	<b>MIDTERM 1</b>	
February 4	Chapter 7	Physiological Approaches to Personality
February 6	Chapter 9	Psychoanalytic Approaches to Psychology
February 11	Chapter 10	Psychoanalytic Approaches: Contemporary Issues
February 13	Chapter 11	Motives & Personality
<b>WINTER BREAK: Feb 17 to 21 – NO CLASSES</b>		
February 25	Chapter 12	Cognitive Topics in Personality
February 27	Chapter 13	Emotion & Personality
<b>March 4</b>	<b>MIDTERM 2 (NON-CUMULATIVE)</b>	
March 6	NA	Review of Paper + Serial Killer Biography
March 11	Chapter 14	Approaches to the Self
March 13	Chapter 15	Personality & Social Interaction
March 18	Chapter 16	Sex, Gender, & Personality
<b>March 20</b>	Chapter 17	Culture & Personality <b>**PAPERS DUE BY 11:59PM**</b>
March 25	Chapter 18	Stress, Coping, Adjustment, & Health
March 27	Lecture Slides	Personality & Mental Illness
April 1	Chapter 19	Personality Disorders
April 3	Lecture Slides	Self-injury, Suicide, & Personality
<b>April 21</b>	<b>Final Exam: (NON-CUMULATIVE) 2:30PM – 4:30PM, LOCATION TBA</b>	

**Course Assignments and Tests:**

Exam/Assignment	Date Scheduled/Due	Weight	Learning Outcomes
Midterm 1	January 30, in class	25%	1, 2, 4, 5
Midterm 2	March 4, in class	25%	2, 3, 4, 5
Paper	March 20, 11:59PM via Dropbox	20%	6, 7, 8, 9
Final Exam	April 21, 2:30PM - 4:30PM, Location TBA	30%	4, 5

**Final exam weighting: 30%:** The location of our final exam will be posted online (via WebAdvisor) later in the term. Please refer to [Examination Regulations](#) for more information.

**Course Resources****Required Text**

**Title:** Personality Psychology: Domains of Knowledge About Human Nature 3<sup>rd</sup> Canadian Edition

**Authors:** Larsen, Buss, & King

**Publisher:** McGraw-Hill

**Year of Publication:** 2023

**Cost of Text:** As outlined below, there are a few options to choose from. This includes two eBook options and a hardcopy option; if you choose the hardcopy option, you are welcome to use a second-hand text if you like. Each of the following options is available at the UoG Campus Bookstore. Please note that prices in other locations/other websites may differ. Students can choose that works best for them, but all students are responsible for content in the above text.

**eBook - Option 1**

This eBook option grants you access to the text for 180 days. After this time, you would no longer have access to the text. However, this would grant you access for the entirety of the W'25 semester and thus the duration of our course.

**Cost:** \$66.50

**Link:** <https://www.campusebookstore.com/link/?id=bf60783a-ed41-4da9-9005-33291c10a1d2>

**eBook - Option 2**

This eBook option grants you perpetual access to our text (you would thus have lifetime access)

**Cost:** \$111.50 (Listed in the bookstore as "alternative format")

**Link:** <https://www.campusebookstore.com/link/?id=3fab450-b9c9-46c2-a7cb-6e4f1ad353a7>

**Hardcopy**

As some students prefer to not use an eBook, a printed version of the text is also available.

Cost of Option 3: \$130.75 (new) or \$98.25 (used); listed as 'Alternate Format' in the bookstore.

## Course Policies

- **Course Updates and Announcements:** Course updates and announcements will be posted on Courselink; please check regularly.
- **Lectures:** Classes follow a lecture/discussion format with discussion questions and in-class activities. They are designed to review, compliment, and augment text material. Some material presented in lectures will NOT be covered in the textbook and vice versa.
- **Students are responsible for text AND lecture material:** You are encouraged to integrate text/lecture material; class attendance will facilitate an understanding of course material. It is highly recommended that you keep pace with the assigned readings in order to participate in class discussions and to prepare for exams.

### **General Information for Midterms & Final Exams**

- All exams (i.e., midterms and final) will assessed using multiple-choice questions.
- No text, notes, or other class material will be permitted at any point testing.
- Midterms & the Final Exam will cover text AND lecture material.

### **Specific Midterm Exam Information**

- Midterm 1 is on January 30 and Midterm 2 is on March 4.
- You will have the entire class time to complete your midterms.
- Each midterm will comprise 60 questions; each midterm is worth 25%.
- Midterms cover material up to **AND INCLUDING** the last lecture before that midterm.
- Midterm 2 is non-cumulative (i.e., it will not cover Midterm 1 material).
- However, keep in mind that material builds throughout the term; what we cover early in the term facilitates understanding of newer material.

### **Specific Final Exam Information**

- Our final exam is on April 21 from 2:30PM - 4:30PM. It is non-cumulative. However, it is longer than the midterms as it covers ALL material since Midterm 2.
- The final will comprise 80 questions and is worth 30%

### **In-Class Exam Reviews**

- We will do reviews for midterms & the final at the end of the class prior to each exam. This will involve coverage of exam material and practice questions.

**Grading Policies:** [Undergraduate Grading Procedures](#)

**Course Policy regarding use of electronic devices and recording of lectures:** Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **Important Information about Missed Exams and Papers**

### **Missed Midterm Examinations**

When a midterm is missed, contact Dr. Lewis via email. Consistent with University Policy, students who miss a midterm must provide an original copy of appropriate documentation. Reasons for a missed midterm can be found through the link below (University Policies: Academic Consideration). With appropriate documentation, a make-up exam session will be scheduled and invigilated by a TA. Without appropriate documentation, you will receive a grade of 0% on that exam. If you know you will miss a midterm ahead of time, please contact me in advance. I am usually very understanding of extenuating circumstances.

### **Missed Final Examinations**

According to University policy, final exams are rescheduled via Academic Counselling. Hence, you should contact them directly should you not be able to write the final exam. Please be sure to review your exam schedule prior to making travel arrangements for the end of term; travel does not constitute a reason for missing a final exam according to University Policy.

### **Papers**

All students are required to submit a paper no later than 11:59PM on March 20 via Dropbox. Paper requirements are in the course outline under "Additional Course Information."

## **University Policies**

### **Disclaimer**

Please note that a revision of the format of course offerings, changes in classroom protocols, and academic schedules is occasionally required. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules.

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration: [Academic Consideration, Appeals and Petitions](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of

detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

### **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

### **Student Feedback Questionnaire**

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is Friday April 4, 2025. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)

## Additional Course Information

### Personality Papers – Detailed Description and Instructions

#### Overview

For this paper, you will learn to develop **your own** theories in order to account for a behaviour of your choosing; from here, you will *argue from* one of these theories. **Lecture 1 and Chapter 1 of your text contain information that might be useful when developing a theory and many of our class discussions may help spur ideas. There is also a paper review session on March 6 during class time. Finally, your TAs will hold office hours to help with papers, as will Dr. Lewis. You are encouraged to use these opportunities as you work on your paper.** When writing the paper, you will learn to: a) operationally define a voluntary human behaviour, b) apply critical thinking and develop personality theories to explain or account for that behaviour and, c) argue from one of the theories (as described below) by critically discussing implications for the theory should it be 100% true (explained further below).

#### Help For Papers

All students will be assigned a TA. This way, you will have two people (Dr. Lewis and your TA) to contact about your paper should you have questions. We will also have a paper review session on March 6 (in class). Assigned TAs will be confirmed and posted on Courselink during the week after the course add-period (i.e., once course enrollment is confirmed).

#### Paper Drafts

Due to the size of our class, paper drafts will NOT be reviewed. However, you are encouraged to ask questions and run your ideas by Dr. Lewis and your assigned TA. We are **always happy** to answer questions and help guide your paper if you are having difficulty with it. You may also use the library resources to help with your writing (e.g., to get help with grammar, clarity, organization). The library has many helpful resources that are free for all UoG students.

### Guide to Starting Your Paper

#### First, pick a behaviour

- Choose a **voluntary** human behaviour. Non-voluntary acts (e.g., yawning, laughing) **cannot** be the focus of your paper. Similarly, you **cannot** write about the absence of an explicit act – that is not doing something (e.g., avoiding situations, procrastinating). **Only voluntary (i.e., intentional) acts are permitted.**
- Mental illnesses (e.g., anorexia), emotions (e.g., sadness), and thoughts (e.g., doubting oneself) are not behaviours and **cannot** be the focus of your paper. However, if you wanted to use a clinical topic in your paper, you could write about a behavior associated with mental illness (e.g., hoarding, binge-eating, purging). If you choose to do this, be sure to take focus away from the mental illness and keep the focus on the behaviour.
- **If you have questions about your paper topic, please ask Dr. Lewis, or your assigned TA.**
- You do NOT need to write about something personal or a behavior with which you can directly relate. However, you are encouraged to pick something that interests you. For example, you might be interested in running, painting, shopping, or doing yoga. Maybe you're interested in a more clinical behaviour such as self-injury, drug use, drinking,



gambling, or binge eating. It can be anything at all – **and not just these examples**. Writing about something mundane (e.g., having a bowl of cereal in the morning) may not lend itself to critical thinking and the development of unique (and good!) theories. In short, using a mundane act may make your task more difficult than necessary.

**After selecting a behavior, ALL papers must adhere to the following 4-paragraph format. It is okay if some paragraphs are long. You cannot write more than 4-paragraphs/pages.**

#### **Paragraph 1: 4 Points out of 20**

- In the first paragraph, provide **your own specific** operational definition for your chosen behaviour. This is an important skill to develop in psychology. Indeed, researchers need to have a *very clear and specific definition* for a topic of interest. Thus, avoid being broad and be **VERY SPECIFIC** with your definition. Not only should your definition be specific, it must be **your own** (it cannot be from another source). To make your definition specific, you will need to address various features of the behavior – these MAY include how often it occurs, how long it lasts, where it occurs, etc. The nature of features you will need to consider required critical thinking and will vary on the behaviour you select. In the end, the more specific/precise you are, the better the definition.
- **EXAMPLE:** If you selected drinking alcohol for your paper, you would need to go beyond saying that that your behaviour is “drinking alcohol.” Rather, you would *narrowly define* drinking alcohol so that others know **exactly** what you mean. **Again, the key is to be specific and to make the definition your own.** Using this example, you would want to address various features of the behavior. So, you would want to consider the following questions: How much alcohol is consumed exactly (e.g., 1 drink, 6 drinks, or 12 drinks...the number you choose is up to you but be specific)? Exactly how often does it occur (e.g., daily, monthly)? What type of alcohol (e.g., beer, liquor or wine)? In what contexts does it occur (e.g., at a pub, at home)? By addressing various features of your behavior and narrowing your focus, you will have a specific and clear definition.
- **The more specific you are, the better quality your definition, and the easier it will be to develop good theories.**
- **You should not focus on consequences of the behavior (e.g., what it leads to) or reasons for the behavior (e.g., why it is done) at this stage of the paper. As you’ll see, these are covered later.**

#### **Paragraphs 2 and 3: 3.5 Points each out of 20 (Total = 7)**

- **Here, pick TWO DISTINCT personality traits.** *There is a list of trait-adjectives on CourseLink to help if you get stuck.* However, this list is far from exhaustive; there are literally thousands of possible trait-adjectives from which to choose (don’t worry, you don’t have to know them all!). If you are unsure whether you have selected a trait, please contact Dr. Lewis or your assigned TA.
- From here, you will use one trait in Paragraph 2 and the other in Paragraph 3. The objective in each paragraph is to discuss how the trait works to explain or account for the behaviour you selected and defined in Paragraph 1. It is insufficient (and incorrect) to say that the trait alone leads to or causes the behaviour. As we will discuss in class, no one trait *causes* behaviour. Rather, traits work with other variables/factors to lead to behaviours. By putting the trait together with different variables/factors to explain how YOU think the

behaviour could occur, you are developing theories. Your task is to develop 2 **DISTINCT** theories – one for Paragraph 2, the other for Paragraph 3. Thus, the factors in each theory should not overlap at all (aside from the behavior, of course).

- It may help to think of your theory as a pathway. Here, the destination is the behavior. The trait is just one of several different steps along the path to the behaviour. So, if you are making 2 theories, think of them as two different paths to the same destination.
- Many theories will begin with the trait (as in the example, below). However, this is not necessary. Some theories will have the trait implicated later in the theory (such that other variables precede the trait). This is perfectly fine; what you do depends on your ideas. It is also okay to use more than 1 trait in either (or both) of your theories. However, if you do this, you'll want to make sure you avoid overlap. For example, if you used gregariousness and impulsivity in your first theory, you would not use either trait (or similar traits) in your next theory. Bear in mind that theories will also require more than just traits.

### A Guide to Writing Good Theories:

- **Theories need to apply to multiple people.** Avoid referring to one individual when writing your theories. Instead refer to *people* or *individuals* when writing your theories. Theories for this paper should apply to more than one person - otherwise you have a case study.
- **Theories must be based on your ideas; no outside sources or references can be used.**
- **Good theories must be clear and coherent.** Theories should logically outline how the behavior you defined in Paragraph 1 occurs. Thus, readers should be able to clearly see how different variables (including your trait) work together to lead to the behaviour. For instance, in the example below, if there was no “susceptibility to peer pressure” as a final variable in the theory, there would be a missing step (it wouldn't be entirely logical). Indeed, not all people who are peer pressured succumb to this pressure.
- To help link together theory components, “if, then” statements may help. For example, you could say that *if X happens, then this may lead to Y*. And *if that happens, then this may lead to Z*. However, using “if, then” statements alone may not yield a good theory. The variables you are linking together must logically and clearly cohere. **Again, you will need more than just traits in your theories.**
- **EXAMPLE:** Using drinking alcohol as the behaviour, you might write about how the trait of gregariousness (a component of extraversion) leads to drinking alcohol (in the way it was defined). You could say that since people with high levels of gregariousness tend to be quite social, they may also have more friends. If this is the case, then they may want to socialize more in public places. As bars are often a venue for people to socialize, this may represent one place that these individuals go. When there, gregarious individuals may see others drinking; and, they may have friends who start to drink heavily. If this occurs, they may experience peer pressure to drink (in the way it was defined in Paragraph 1). However, not everyone is susceptible to peer pressure. Thus, if drinking were to occur (as defined in Paragraph 1, those individuals implicated in the theory **must also** be susceptible to the peer pressure. *So, as you can see, it's not just the trait that leads to the behaviour. Indeed, other variables must also play a role.*
- Putting this together as if it were a pathway: If people are high gregariousness (Step 1), then this might lead to having more friends (Step 2) as gregarious people are social and outgoing. If this happens, then these individuals may go to bars with their friends as bars represent a common venue for people to socialize (Step 3). Accordingly, when at a bar with

their peers, individuals high in gregariousness may begin drinking. If this occurs, and if their friends also happen to be heavy drinkers, then individuals who are high in gregariousness may feel pressured to drink more than they normally might in other settings (Step 4). If these individuals experience peer pressure to drink *and* they are also susceptible to peer pressure (Step 5), then this might lead to drinking in the way it was defined (Step 6).

- Keep in mind this is just an example. Your theory may have fewer steps or components. Again, these are your unique theories so there is bound to be variability.

#### **Paragraph 4: 4.5 Points out of 20**

- **Now, pick just ONE of your two theories.** Your task here is to write about what it would mean if THIS theory were actually true and accounted for ALL instances of the behaviour you defined in Paragraph 1. Of course, no single theory will account for all instances of any behaviour. For our paper though, what if your theory actually did? What might this mean? Arguing from theory is a difficult, albeit critical, skill in psychology. This is not just repeating the theory – you need to address the issues outlined below.

#### **A Guide to Providing Good Arguments from Theory in Paragraph 4:**

- **You must use the future tense in this paragraph** as you should be speculative here (i.e., say what it **could** or **might** mean if your theory were true).
- When writing this paragraph, first indicate which theory (of the 2 you developed) you are assuming to be one hundred percent true, and thus accounts for every occurrence of your behaviour (again, as it was defined in Paragraph 1).
- **Next, and to effectively argue from theory, you must discuss ALL of the following. Please note there are 2 key questions to address for each of the theoretical, research, and real-world issues below:**
  - Theoretical Issues
    - What does it mean if your theory is 100% true? In other words, assume that your theory accounts for ALL instances of your behavior. Adopting this perspective, what would this conclusion logically suggest about the theory (and its components)?
    - What does this mean about the other theory (or any other theory)?
  - Research Issues
    - What might you expect research to indicate if the theory you chose to write about were 100% true (i.e., if your theory were researched, what are some of the findings you might expect)?
    - If the theory were true, what would you NOT expect research to indicate?
  - Real-world Implications/Applications
    - What are the consequences associated with the theory and behaviour you wrote about? For instance, if the behaviour is more positive (e.g., studying), what are the possible (& logical) outcomes that might come from people doing this? If it is more negative (e.g., cocaine use), what are the possible (& logical) outcomes that might come from people doing this?
    - Are there any real-world (and again, logical) implications stemming from your theory? So, if your theory leads to a positive behaviour, how can you go about promoting it? If your theory leads to a negative behaviour, how might you go about discouraging (and even stopping) the behaviour?

- **EXAMPLE:** Let's say you've now developed 2 theories leading to drinking (one being the gregariousness theory, above and the other quite different -- perhaps grounded in trait anxiety). Let's now assume you've picked the theory on gregariousness to focus on in this paragraph. **First, you'd need to state that this is theory you chose to write about.** From here, you'll want to address ALL of the above items. Keep in mind that it is not just the trait that leads to the behavior. **It is all of the components of your theory (not just one or two).** So, if all of the steps in the theory were to lead to all instances of drinking (in the way it was defined), what would this mean from a theoretical perspective (drawing on the above items)? What would it mean in terms of research implications (drawing on the above items)? And, what are some of the real-world implications that would stem from your theory? (again, drawing on the above items). When coming up with ideas, keep in mind that it is the ENTIRE theory that leads to the behaviour and you are assuming that this theory is the ONLY way for the behavior to happen.

### **Grammar/Style/Quality of Writing: 4.5 Points out of 20**

- As with any paper in university, proper grammar, style and quality of writing (including, clarity, concision and good flow of ideas) are important; please refer to paper requirements (below) for additional information on grammar, style and writing.

<b><u>RECAP OF PAPER EVALUATION</u></b>	
Paragraph 1:	4.0 Points
Paragraph 2:	3.5 Points
Paragraph 3:	3.5 Points
Paragraph 4:	4.5 Points
Grammar/Style/Quality of Writing:	4.5 Points
<b>Total:</b>	<b>20.0 Points</b>

### **Paper Submissions, Deadlines, & Late Policy**

#### **PAPER SUBMISSION & DEADLINE**

- Everyone **MUST** submit papers via Dropbox
- **Your paper is due by the start of class (i.e., 11:59PM) on March 20.**
- Papers must reflect your own work. Please see University Policy section of syllabus regarding academic misconduct. Students are responsible for knowing this information.

#### **LATE PAPERS**

- **Papers received after the deadline (i.e., after 11:59PM on March 20) will receive a reduction of 10% per calendar day.**
- **After 5 calendar days, the grade received will be 0%.**

## Paper Requirements

### PAPER LENGTH

- **The paper should be** approximately 4 DOUBLE-SPACED pages.
- The page limit does NOT include the title page.
- **Do NOT add extra spaces between paragraphs (double spaced only throughout)**
- **Do not exceed 4-paragraphs, even if you have a paragraph that seems long.**
- **You do not need an introductory and/or closing paragraph (just the above 4 paragraphs)**
- **Do not use broad, philosophical introductory sentences** (e.g., “People have consumed alcohol for centuries....” “People from all over the world engage in behavior”)

### PAPER FORMAT

- Please use 12-point font (**Times New Roman, Arial, Calibri or Aptos**)
- All margins **MUST** be 1-inch (2.54 cm)
- **There should be no headings in the paper (i.e., no headings for your paragraphs).**
- **All papers must adhere to the 4-paragraph outlined above.**
- **Papers must address all components of the 4 paragraphs, above.**
- **An APA Title Page is required (this is NOT part of the 4-pages noted, above); this should include:** title, name, student number, course name & number, running head. If you need to, consult the most recent version of the APA manual.

### WRITTEN STYLE

- Write in **third person only** (there should be NO first or second person at all)
- Papers are to be **formally written**. Psychology is a science, so please write as such (no colloquial statements, slang, or contractions -- the paper should not read like a story)
- Do not list the steps in your theories as steps (e.g., Step 1, Step 2). This was done in the example above to illustrate different theory components.
- **Please do not use past tense when writing your theories or arguing from theory in the final paragraph.** Since you are developing theories and arguing from one of them, you should be more speculative when you write. **Please use future tense here instead (e.g., what could be or what might happen)**
- **You cannot use the above example (gregariousness theory) or an analogous one (e.g., changing the behavior but keeping the rest of the theory or slightly modifying a step or two to lead to drinking).**
- **All theories MUST reflect YOUR ideas (see below).**

### USE OF CITATIONS

- **You CANNOT (nor do you need to) use references or outside material.**
- As you are developing your own definition and theories, you do not need to consult outside material; thus, no references should be used in your paper.

## **Plagiarism & Turnitin.com**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.