

Syllabus for PSYCO 333: Theories of Personality  
Section A1  
Fall 2014

**Instructor:** Jennifer Passey, Ph.D.

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*Office Hours:* Mondays from 3:00pm–5:00pm and Thursdays from 2:00pm-4:00pm (see office hours policy below)

*Website:* <http://www.ualberta.ca/~jpassey/>

*Course Website:* Go to eClass, accessible on the University main page

**Class Location:**

BSM 145

**Class Times:**

MWF 2:00Pm-2:50pm

**Required Texts:**

Funder, D. C. & Ozer, D. J. (2010). *Pieces of the Personality Puzzle: Readings in Theory and Research* (Fifth Edition). W. W. Norton & Company; New York, NY.

*Note: Students will be required to purchase and read one additional book for their group reading project (see section below), but should not purchase any of those books until the instructor has assigned the groups and topics.*

**Prerequisites:**

PSYCO 104 or SCI 100, PSYCO 105, and one of PSYCO 223, 239, or 241. Students who have not completed these prerequisites will not be given credit for completing PSYCO 333.

***Students who have previously completed PSYCO 233: Personality or PSYCO 305 Special Topics: Personality will not be permitted to take this class.***

**Course Description and Objectives:**

This course is an introductory survey including representative theoretical points of view and research relevant to the major problems of the study of personality. In addition to examining the research methods used in empirical investigations of personality, we will cover several different theoretical approaches to or perspectives on the study of personality. The approaches (i.e., paradigms) we will consider include the dispositional, biological, psychoanalytic, neo-analytic, learning, phenomenological, and cognitive self-regulation perspectives. This course will also cover current empirical investigations into the nature and function of personality, the influence of culture, the influence of personality on behavioral and mental health problems, and how the personality concepts described in the lectures and text may (or may not) be reflected in real world examples.

Hopefully, by the end of the term you will have the skills to (1) identify, describe, and compare/contrast the core theoretical approaches (i.e., paradigms) involved in the study of personality, (2) interpret, critically evaluate, and discuss scientific research on personality, (3) create new research questions in this area of research, (4) clearly and concisely communicate

scientific results to others through summaries and literature reviews using APA-style, and (5) apply the findings from the personality literature to understanding experiences from your daily life, and in creating your own predictions about behavior.

**Lecture Schedule\*:**

Three 50-minute lectures are scheduled for each week. The purpose of the lectures is not to repeat the material covered in the text. In my lectures I will be variously introducing, clarifying, and elaborating on material about personality, much of it in the text but not all. I will also be using class activities, demonstrations, video clips, as well as examples from recently published research, real life applications, and projects conducted at universities across Canada to supplement the text material. **All of this material, in addition to the material in the text, assignment readings, and lecture notes is eligible to be covered on the exams.**

If a student misses lecture for any reason, they are strongly encouraged to not only print and review the lecture notes, but also to a) meet with another student to go through the notes and catch up on any supplemental material not included in the notes, and b) to attend office hours with the instructor to go over any questions or to clarify anything regarding the missed lecture. **Lecture time is limited, so you will be responsible for a great deal of the information in the text on your own.** Just because it hasn't been explicitly covered in lecture doesn't mean that it won't be on the exam. Many students will find it helpful to complete the readings from the text before attending lecture. The outline for the course, including the midterm dates and chapters of the text covered each week is as follows:

Dates	Lecture #s	Topics	Readings; Assignments
Sept. 3 <sup>rd</sup>	1	Orientation to the course	-
Sept. 5 <sup>th</sup> – 12 <sup>th</sup>	2-5	Introduction to the Study of Personality and Research Methods	Part 1 (pgs. 2-53)
Sept. 15 <sup>th</sup> – 22 <sup>nd</sup>	6-9	The Trait Approach	Part 2 (pgs. 54-118 only); <b>Group reading project topic preferences submitted on eClass by Sept. 22<sup>nd</sup></b>
Sept. 24 <sup>th</sup> – 29 <sup>th</sup>	10-12	Biological Approaches	Part 3 (pgs. 146-189 only); <b>Textbook chapter topic preferences submitted on eClass by Sept. 24<sup>th</sup> and Assignment #1 due Sept. 29<sup>th</sup></b>
Oct. 1 <sup>st</sup>	-	<b>Test #1</b>	Covers lectures 1-12
Oct. 3 <sup>rd</sup> – 15 <sup>th</sup>	13-17	The Psychoanalytic Approach	Part 4 (pgs. 246-257, and pgs. 280-317 only); <b>Textbook chapter plan due Oct. 15<sup>th</sup></b>
Oct. 13 <sup>th</sup>	-	<b>Classes cancelled (Thanksgiving)</b>	-
Oct. 17 <sup>th</sup> – 22 <sup>nd</sup>	18-20	Psychoanalysis After Freud	Part 4 (pgs. 258-279 only); ; <b>Assignment #2 due Oct. 22<sup>nd</sup></b>
Oct. 24 <sup>th</sup>	-	<b>Test #2</b>	Covers lectures 13-20
Oct. 27 <sup>th</sup> - 31 <sup>st</sup>	21-23	Humanistic and Positive Psychology	Part 5 (pgs. 318-357, and pgs. 382-395 only)
Nov. 3 <sup>rd</sup> - 7 <sup>th</sup>	24-26	Learning and Motivation	Part 7 (pgs. 490-536 only)
Nov. 10 <sup>th</sup>	-	<b>Classes cancelled (Fall Term Class Break)</b>	-

Nov. 12 <sup>th</sup> – 17 <sup>th</sup>	27-29	The Self	Part 7 (pgs. 537-563 only)
Nov. 19 <sup>th</sup> – 21 <sup>st</sup>	30-31	Personality Pathology	Part 7 (pgs. 564-586 only); <b>Group reading project reports and media files due Nov. 21<sup>st</sup></b>
Nov. 24 <sup>th</sup> – Dec. 1 <sup>st</sup>	-	Group Project Presentations	-; <b>Assignment #3 due Dec. 1<sup>st</sup></b>
Dec. 3 <sup>rd</sup>	-	<b>Test #3</b>	Covers lectures 21-31

\* The instructor reserves the right to make changes to this outline as the course progresses.

### Web Content:

Additional information for the course will be available on the web through eClass at <https://eclass.srv.ualberta.ca/portal/>. The web content will consist of lecture notes and an electronic discussion area for course questions. The lecture notes will be posted by 11:00 pm the night before each lecture at the latest. Students should keep in mind that the posted lecture notes will be incomplete on purpose to encourage class attendance. **That is, some of the definitions, descriptions, and examples discussed during class will not appear in the posted notes. In addition, descriptions of the class activities, demonstrations, and video clips (and how they are relevant to the course material) will also not be posted.** Therefore, although students are encouraged to print and read the lecture notes before attending class if they wish, these activities will not be a sufficient alternative for attending class.

The discussion board is intended only as a forum for posting questions and discussing topics related to the PSYCO 333 course material. Messages pertaining to inappropriate topics like mark changes, course complaints, or subjects unrelated to PSYCO 333 content will be deleted, and if those messages are deemed harassing, abusive, or insulting, disciplinary action will be taken. Because students' questions tend to be similar, **students are asked to please post questions on the eClass message board rather than emailing the instructor or TA directly.** The course instructor will check the board regularly and will respond to the questions there. This way everyone in the class has access to the same information. Of course, students who have questions or concerns related to their grades or their ability to meet the requirements of the course should email these private messages to the instructor, or better yet discuss them with the instructor during office hours.

Unless otherwise advised of a scheduled absence by the course instructor, all queries posted on the message board will, at the very least, be acknowledged within 1 working day. **If students do email questions that could have been posted on the message board instead, their email will be returned unanswered or you will be directed to the message board for the reply.** The posted questions should be as specific as possible so that an appropriate response can be made quickly. Students who post vague, nonspecific, or otherwise unclear questions or comments (e.g., "I don't understand what personality is?") will be encouraged to attend office hours. **Students are encouraged to check the message board regularly!** and to read through their syllabus and lecture notes before posting their questions to determine whether they can find the answer on their own. The questions posted by other students and the responses will likely be very helpful, and posting questions that that already been asked/answered will only waste the time of the instructor, T.A., fellow students, and the person posting the question. Please note: Posting a question multiple times or sending multiple email inquiries to the instructor or the T.A. will not result in the message being responded to more quickly; this will only result in irritation for the instructor/T.A.

***Note on email etiquette:* In writing any email to either the instructor or the TA the student will be required to include the following information if they desire a response:**

1. The **student's first and last name**.
2. Their **student ID number**
3. The **course number**.

**Failure to include this information may result in the email going unanswered.** The instructor teaches more than one course and is not going to memorize the CCIDs for all of her students. Not including this information makes it very difficult to get back to students in a timely fashion (aside from the fact that not including your name in an email is very rude and disrespectful to the recipient).

Furthermore, any emails (anonymous or otherwise) sent either to the instructor or the TA that are aggressive, hostile, or harassing in nature will be reported to the Associate Chair of the Undergraduate Program in Psychology, Pete Hurd, and will be investigated for violations of the Student Code of Conduct. Any students found to be in violation of the code will be disciplined accordingly. If you have comments or concerns about the class, you are encouraged to see the instructor in person, make such comments on the course evaluations at the end of the term, or to see the Associate Chair.

**Evaluation:**

Tests	3 tests (see weighting below)	50%
Assignments	Total (best 2 of 3)	20%
Group reading project	Group assignment and presentation	10%
Textbook chapter section	Final paper	20%
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GRAND TOTAL		100%

**Tests (worth 50%):**

**Students are responsible for all lecture, text, assignment reading, and eClass material. In addition, any content covered in a demonstration/activity completed in class, or in any videos played in class is eligible to be covered on the exams.** Thus, attending class is essential to success in this course. Attending the review sessions held during class before each test would also be in the student's best interests. The instructor will not answer questions regarding what content the students should focus on for the tests. All material listed above is eligible for testing. It is up to the students to decide what they should spend more time reviewing.

Previous tests for this course will not be made available to the students. However, there are several resources available to the students for assistance in preparing for the tests. They are as follows:

1. Opportunities to ask questions before, during, and after class, or to post them on eClass.
2. Weekly office hours for the instructor.
3. "Test Your Knowledge Questions" given during each lecture. The instructor will pose several of these questions to the students during lecture and provide the answers. Students will be given time to copy down these questions if they wish. These questions cover material that the instructor considers to be key concepts, and tend to cover material that will be tested on the tests.
4. A list of key questions that the students should be able to answer from the lecture material regarding each lecture section (e.g., The Trait Approach) will be available on eClass. These questions (or the answers to them) may appear as components of the questions on the tests.

5. The assignments will also give the students an indication of some of the material that the instructor may test.

Each of the three tests will be 50 minutes long and will consist of 50 multiple choice questions. The weighting of the tests will be as follows: the two best test grades for each student will be worth 20% each and the lowest test grade will be worth 10%. Examples of potential multiple choice questions are attached to this syllabus. The tests will not be cumulative. That is, they will only cover the lectures and course material in the weeks before that test; thus, Test #2 will only cover material covered since Test #1. The emphasis of the tests will be on conceptual and application questions. Students should know the material in three ways: (a) understand the technical language; (b) be able to word it in ordinary language; and (c) be able to recognize it in the real world. Students should also be able familiar with the names of the key researchers in the area, and be able to link these researchers to the theories and studies with which they are associated.

### **Assignments (worth 20%):**

Students will complete **2 of a possible 3 written assignments**. The assignments will each be marked out of 10 points each, and the marks for the best 2 assignments for each student will be averaged and worth 20% of the final grade. Because the lowest grade of the 3 assignments will be dropped, this means that students will be permitted to miss 1 assignment (for whatever reason) without it affecting their grade. It also means that if they receive a poor grade on 1 assignment, they will have the opportunity to do better by completing the 3<sup>rd</sup> assignment. Students who fail to submit assignments early on and then encounter a legitimate medical or other problem later will suffer for their earlier decisions to not submit assignments. Obviously, the best approach is to write three assignments as soon as possible. **Students will not be allowed to drop a mark because they did poorly on the assignment.** If they write and submit an assignment, it counts. No exceptions.

For each assignment, students will complete the assigned readings and respond to a series of questions posted on the course website (see the course website for further details). **Assignments must be saved as an .rtf document, a .doc document or a .docx document. Assignments submitted in other formats will not be graded.** It is your responsibility to ensure that your assignment has been submitted in one of the approved formats. The format of the assignments will be 3 double-spaced pages, with Times New Roman 12 pt font, and 1 inch margins (and 1 point will be deducted from the assignment total for failing to follow these instructions). Students are not required to include references; however, they should be sure to refer to specific readings in their answers. **Students who go over the page limit will lose marks!** Students who go over the page limit by 100 words or less will have 1 point deducted (e.g., lose 1 point out of 10; even for going over by only 1 word). Likewise, students who go over the page limit by 101-200 words will have 2 points deducted, and so on.

Students will submit their assignments through the appropriate assignments function on the course website. The instructor will go over how to submit these assignments during class, and instructions can be found on the course website. **It is the student's responsibility to ensure that they know how to submit these assignments. Due dates for these assignments can be found on the lecture outline, and on the calendar on the course website. Assignments must be submitted by 11:55pm on the given due date. A late penalty will be applied to the assignments such that 2 points will be deducted off the total for each day late.** These

assignments should be graded within 1 week of submission, and these grades will appear on the course website. If students have questions about their assignments and how they have been graded, they should see the instructor during office hours.

### **Group Reading Project:**

As a team of 3-4, students will read and review one of the following books on personality written for a lay audience:

1. *The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom* by Jonathan Haidt (2006)
2. *Mindset: The New Psychology of Success* by Carol S. Dweck (2006)
3. *The Narcissism Epidemic: Living in the Age of Entitlement* by Jean M. Twenge and W. Keith Campbell (2009)
4. *Quiet: The Power of Introverts in a World That Can't Stop Talking* by Susan Cain (2012)
5. *Willpower: Rediscovering the Greatest Human Strength* by Roy F. Baumeister and John Tierney (2011)

Early in the term (see course outline), students will submit their preferences for the book they would like to read, and the instructor will randomly assign them to groups. To complete this project each group will: a) read their assigned book, b) plan and perform a 4-minute audio or video review of the book (details provided on eClass), and c) submit a 3-page typed, double-spaced report answering a set of questions about their particular book. The group review may be completed as a radio or television program reviewing the book or interviewing the author (be creative!), but must cover specific questions about the book content and the authors' ability to convey research information to the intended audience. The group review (audio or video file) and written report will be due by **11:55pm on Friday November 21<sup>st</sup>**. Students will include with the report a link to the review posted online, or submit the media file on a flash drive or DVD to the instructor in class. All reviews will be played in random order during class time at the end of the term, and all group members must be present during that class in order to receive full marks. The instructor's combined evaluation of the report and the review will be worth 7% of the final grade in the course, and will be the same for all group members. Individual student contributions to the group assignment will be assessed by all fellow group members and will be worth 3% of the final grade.

### **Textbook Chapter Section (worth 20%):**

For the final paper students will learn and write about a specific issue in the personality literature. Imagine the following:

Dr. Walter Mischel is going to add a chapter to a new textbook titled *Current Issues in Personality*. He is soliciting contributions from students for sections to be included in that chapter, but since space is limited, he can't accept them all. Your job is to convince him that your section ought to be included, first in a letter that you write to him, and second, with the quality of your contribution.

You may choose to do this assignment on your own or with one other student in the class. In a nutshell, you must produce a letter to Dr. Mischel and a section for a chapter in the textbook, complete with pictures, text boxes, and definitions, as necessary. The topic for the textbook chapter section will come from a list provided by the instructor, and will be chosen by late January. Students will submit a typed **1-page plan** (worth 10% of the textbook chapter grade) of

their textbook chapter topic through the appropriate assignment submissions tool on the course website by **11:55pm on October 15<sup>th</sup>**. The textbook chapter and letter to Dr. Mischel will be submitted through the course website by **11:55pm on Wednesday December 10<sup>th</sup>**. Further details regarding the plan, letter, and textbook chapter will be provided by the instructor on the course website.

**Grades:**

Final grades will be reported using letter grades. Final grades will be determined after combining scores for all components of the course into a percentage total for each student. **This is not a curved course.** These percentages will then be converted into letter grades based on the following conversion system (which is based on previous sections of the course taught by this instructor):

Distribution of Grades in Undergraduate Courses												
Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% grade range	≥95	90-94.9	85-89.9	80-84.9	75-79.9	71-74.9	67-70.9	63-66.9	60-62.9	55-59.9	50-54.9	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0

Cutoffs may be adjusted downward so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores. This means that the table reflects the *minimum* grade you will receive (e.g., with a final grade of 65%, you would receive *at least* a C). Test, assignment, group project and final paper grades will be posted under “Grades” on eClass, and the class average, standard deviation, and percentiles will be posted for each exam on the discussion board. None of the tests will be passed back to the students. Should students wish to see their test they may view it with the TA during the test viewings (to be scheduled at a later date).

**Additional Considerations:**

Office Hours: The instructor welcomes and encourages students to attend office hours. **Appointments will only be made with students who cannot attend office hours.** If your class schedule prevents you from attending the scheduled office hours, you should a) log on to Bear Tracks and go to your schedule, b) hit ALT and Prt Scr, and paste the page into a Word document, and then c) attach that document to the email requesting a meeting.

Students should feel free to ask questions during class and/or immediately before or after it. If students are having trouble understanding the lecture material, please see the instructor well in advance of the exams. **The instructor and T.A. both want all students to do well and learn the material in this course, but they can do little to help people who do not take the initiative, and waiting until the last minute will not be a wise strategy.**

Specialized Support and Students with Disabilities: Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, mental or physical health are advised to contact Specialized Support and Disability Services (SSDS) in SUB as soon as possible. It is possible both to get help with note taking and/or to get extra time for writing examinations. Students registered with SSDS who will be using accommodations in the classroom,

or who will be writing tests through SSDS, are required to provide a "Letter of Introduction" to the instructor as soon as possible.

Students who write tests with accommodations at SSDS should be cognizant of their deadlines and regulations. Failing to meet these deadlines or follow these procedures will most likely result in SSDS being unable to provide the necessary space and/or services required. In these situations, the department of Psychology does not have the resources to provide disability-related exam accommodations, and students will be invited to write their tests with their peers during the allotted time in the assigned room.

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email: [ssdsrec@ualberta.ca](mailto:ssdsrec@ualberta.ca); Phone: 780-492-3381; WEB: [www.ssd.ualberta.ca](http://www.ssd.ualberta.ca)).

***Absence From Class or Tests, and Missed Work:*** Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the "attendance and participation" component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

**Note:** In this course, students are allowed to miss a certain number of assignments, and still earn 100% (i.e., an A+) in the course (see those specific sections of this syllabus for details). In addition, students are given the option of handing in assignments and the final paper late and taking the appropriate penalty (see assignment and final paper sections of this syllabus for the late penalty). **These procedures are in place to take care of various circumstances that students might find themselves in** (including, but not limited to, adding the class late, illness, forgetfulness, computer issues); **that is, students have been accommodated for these circumstances in advance.** Now unfortunately, if you miss more than the allowed number of assignments then it will start to affect your grade, and I am afraid that I cannot accommodate you more than this. There has to be a minimum amount of work that everyone is responsible for completing in order to achieve the same grade/credit for this course. To offer further accommodation would be unfair to the other students in the class.

Students are expected to write all tests as scheduled; see the course outline above for the dates. **There will be no make-up tests. If a test is missed due to a serious medical condition, the weight of the test will be transferred to the other two tests** (i.e., the other two tests will each be worth 25%). For this to happen, the instructor must be contacted **within 48 hours** of the scheduled test. Failure to do so will result in a grade of zero being applied to the missed test.

**Missing a significant portion of the course work will result in a "1" being applied to your final letter grade on your transcript** (e.g., a student may receive a C1, indicating that they received a C and missed significant course work). This notation will be applied to the grades of any students who meet any of the following criteria:

1. Have an unexcused absence from any of the tests, and/or
2. Fails to complete at least 1 of the 3 assignments, and/or
3. Fails to submit the Final paper, and/or
4. Fails to participate in the Group Reading Project.

***Re-Marking:*** If you believe that an error was made in grading one of your assignments, you must discuss it with the instructor (NOT the TA), whose decision will be final. Any requests for



reviewing or remarking any assignments must be received before the end of the last day of classes (i.e., by 5pm on December 3<sup>rd</sup>). Any requests for reviewing or remarking any tests must be received before the due date of the final paper (i.e., by 5pm on December 10<sup>th</sup>).

*Classroom Etiquette:* Students are expected to behave appropriately during lecture, reflecting respect for the instructor and their classmates. Frequent talking or other disruptions will not be tolerated. Students should feel free to ask questions during class, but those who wish to discuss the lecture material (or other topics) with their classmates should make arrangements to do so outside of class time. Students who talk loudly or excessively during class with either a) be called on to ask questions regarding the lecture or text material, or b) be asked to leave the lecture. Students are expected to turn off all cell phones, pagers, blackberry and music devices during class time so as not to disrupt or annoy the class. Students should not resume the use of these devices until they have left the lecture theatre. Use of laptop computers will be permitted for the purpose of note taking. **Note:** Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

*Academic Integrity:* **“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx> ) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”**

*Learning and Working Environment:* The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

1. Discuss the matter with the person whose behaviour is causing concern; or
2. If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Associate Chair, or Chair of the department.

For additional advice or assistance regarding this policy students may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/> ). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110> .

*Plagiarism and Cheating:* All students should consult the ‘Truth-In-Education’ handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of plagiarism and its consequences when detected. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

Writing Assistance: Any student experiencing difficulties, or requiring extra assistance for written assignments of any kind, is encouraged to make use of the resources available through the University of Alberta's Centre for Writers in Assiniboia Hall (for a complete list of available services and tutors please see <http://www.c4w.arts.ualberta.ca/Default.aspx>).

*Policy about course outlines can be found in Section 23.4(2) of the University Calendar.*

### Sample Multiple Choice Questions:

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

- 1) When non-psychologists use the term personality, they generally refer to \_\_\_\_\_ whereas when personality psychologists use the term, they generally refer to \_\_\_\_\_.
  - A) specific traits of particular people; concrete concepts about personality
  - B) specific traits of particular people; abstract concepts about personality
  - C) concrete concepts about personality; specific traits of particular people
  - D) generic ideas about things everyone has in common; specific traits of particular people
  
- 2) The view that human nature incorporates a set of internal pressures that compete and conflict with each other reflects which approach to the study of personality:
  - A) phenomenological perspective
  - B) psychoanalytic perspective
  - C) dispositional perspective
  - D) learning perspective
  
- 3) In studies of drug effects on introverts, they:
  - A) were less responsive to stimulants and depressants than were extraverts
  - B) needed more of a stimulant to reach a given level of arousal than did extraverts
  - C) needed more of a depressant drug to reach an index of "unalertness" than did extraverts
  - D) none of the above