

#27951

PSY 5960R: Personality

3 Credit Hours

Instructor: Dr. Kate Rogers**Phone & Email:** 423-425-4276; kate-rogers@utc.edu**Office Hours & Location:** T: 3-5pm, R: 10-11:30am, or by appointment; CSOB 370**Course Meeting Days, Time, and Location:** Monday 2-4:30, CSOB 3457

About the Course

Personality psychology is the scientific study of an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms—hidden or not—behind those patterns. Personality psychology is a large and diverse field and we unfortunately cannot cover all of the topics that are important/controversial/fascinating. Given that, the particular topics covered in this course certainly reflect my own biases and interests in the field and those of the students (since you voted!). This course will acquaint you with personality psychology broadly with a heavy dose of interpersonal perception and we will survey and discuss a variety of classic and contemporary readings in personality psychology. I want this course to be as useful and relevant for you as possible and to that end, I have incorporated several opportunities for you to develop and practice the skills necessary to be a successful scholar.

Course Catalog Description: Detailed examination of current issues in personality, developmental and/or social psychology.

The primary goals of this course are (1) to familiarize you with classic personality theory and research with an emphasis on traits and interpersonal perception and (2) improve your ability to think like a (personality) researcher – both creatively and critically. In addition, this course will help you develop a number of important skills: working collaboratively, reading efficiently, writing concisely, and discussing research findings articulately.

Course Prerequisites: Admission to a Psychology master's program or approval of the graduate instructor.

Course Materials/Resources

Course Website: Access course materials at <http://www.utc.edu/learn/>. Log in using your utcID and password. If you need help with UTC Learn, see <http://www.utc.edu/learn/student-resources/index.php>.

Course Requirements & Evaluation

- 1) **Class Participation (15% of grade):** Discussion is a central component of this class. It is therefore very important that you attend class and participate actively. *You may be absent (physically or mentally) from one class session without penalty; each additional absence not cleared by me ahead of time will result in a one-step drop in this component of your grade.* Also, note that open discussion in this course requires that everyone feel comfortable talking about sensitive issues; treating anyone in the class with disrespect will have a highly detrimental effect on the participation component of your grade.
- 2) **Discussion questions (15% of grade):** Each week, you must submit two discussion questions by **Sunday at 2pm** via the course website. These discussion questions should be thoughtful responses to the reading, not requests for clarification (see the end of the syllabus for more tips and guidelines). You do not need to write DQ for the week you serve as facilitator, and you may skip handing in DQ **once** during the semester without penalty, after that your grade for this component will drop one-step for each missed DQ. DQ posted after 2pm the Sunday prior to class will be marked as a 0 for that week.
- 3) **Class facilitation (15% of grade):** Once during the semester you will serve as a class facilitator, you may or may not end up with a partner (see Info Sheet at the end of the syllabus for additional guidelines). When signing up for facilitation, please keep in mind your schedule for the semester – if you know you will be out of town at a conference, do not sign up for that date. You are expected to facilitate class on the day you have signed up for, no excuses. Failure to facilitate on your chosen date will result in a 0 for this portion of your grade.

- 4) **Idea papers (20% of grade):** You will write 3 brief idea papers (2-3 pages each, APA style). In each paper, you should propose a study or series of studies related to that week's topic. To generate these studies, you may want to think about (a) an unresolved or overlooked question related to the week's topic, (b) a connection between the week's topic and your own research interests, or (c) a connection between the week's topic and other articles you've read in this course or another course. In each paper, you should briefly introduce the question or hypothesis (tying it to the course readings and any other relevant literature), describe your proposed study and expected results, and identify the broader conclusions that could be drawn from your results. You can choose which weeks to write these papers, but **you must submit your first paper by February 13th**. Whenever you write a paper, you should bring 2 copies with you to class (one to submit to me and one to keep for discussion) and be prepared to share your idea with your classmates, who will help you refine it. **No late idea papers will be accepted.** *Please allow yourself enough time for any potential printing issues.* Your grade for this component will drop by one letter for each idea paper you fail to submit. Note that you will expand upon one of these papers for your research project proposal.
- 5) **Research project proposal (35%):** Writing a grant proposal involves idea generation, critical examination of existing literature, provision and reception of constructive feedback, creativity in designing paradigms and operationalizing variables and writing (and rewriting) your ideas. This proposal will also provide with you the opportunity to integrate the work we have discussed in the course with your own program of research. Given the goals of scholarly skill development and research integration, I want you to write a paper that articulates the conceptual basis for an empirical study or set of empirical studies designed to test one or more novel hypotheses (relating to our course's focus on understanding the psychological science of personality). Please describe in detail the actual methods that these studies will employ and also provide at least one graph or table of expected results. Because this is a project proposal, it should "sell" the reader on the importance of the research objectives, on the soundness of the methods used, and on the overall contribution that the research project will make to scholarship in the psychological sciences. Also, because this proposal provides me with a means of evaluating your performance in this class, you should strive to write a proposal that amply demonstrates your ability to thoughtfully integrate the topics we have discussed with your own program of research. Please keep in mind that your proposal should not duplicate work you have previously submitted or are currently working on (e.g., thesis proposals, etc). The main body of the grant proposal should be 10-15 pages, double-spaced (that doesn't include references, abstract, or title page) and written in APA style. **A draft of your paper is due in class on April 24th and your final paper is due April 28th by 5pm. Late papers will be deducted 10% for each day late.**

Grading Scale: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = below 60%

Course Expectations & Policies

Attendance & Participation Policy: This course is designed to be experiential, involving demonstrations, discussions, class activities and writing, and regular feedback. Much class time will be based on discussion, reflection, and practicing our scholarship and presentation skills. Success in this class depends upon your active participation. Please come to every class on time and prepared to participate in your learning. Bring a pen, paper and an open mind, you may also want to bring the readings and/or any notes you took on them to class for reference. If you must miss class, you must notify the instructor as soon as possible before that class period. You are responsible for obtaining missed notes and important announcements. You will not be able to regain participation points for unexcused missed classes.

Electronics: You will learn more by being actively engaged in the course and discussion (e.g., Cherney, 2008; Yoder & Hockevar, 2005). Multitasking is not as effective as we like to think (e.g., Uncapher, Thieu, & Wagner, 2016; Burak, 2012; Strayer, Watson, & Drews, 2011) and multitasking makes it difficult, if not impossible, to be fully engaged in the course. Additionally, self-regulation and resisting temptation is hard (e.g., Anderson, 2009; Baumann & Kuhl, 2005; Hunt, Turner, Polatjko, Bottari, & Dawson, 2013) as such, electronic devices that may divert your attention and/or your classmates' attention (e.g., laptops, tablets, phones, etc) are not allowed during class. Finally, if all of that were not reason enough, while it is unlikely you will take copious amounts of notes, you do learn and retain information more when you take notes by hand (Mueller & Oppenheimer, 2014). You may use a computer if you need it for your teaching portion of class facilitation.

Academic Honesty: Do not engage in cheating or plagiarism when completing your work for this class. If you do, you will fail this course and be subject to university sanctions.

Policy for Late/Missing Work: see notes in specific assignments listed above

Useful Resources

Communication: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis (**daily**). If you have problems with accessing your account, contact the Help Desk at (423) 425-4000.

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties, which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Veterans Services Statement: The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-affairs/>. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of Veteran Student Programs and Services directly at 423.425.2277. **THANK YOU FOR YOUR SERVICE.**

Helpful Student Information

- Time Management Tips <http://www.arc.sbc.edu/time.html>
- Procrastination Tips (podcast) <http://iprocrastinate.libsyn.com/>
- General Psychology Topics (podcast) <http://www.thepsychfiles.com/>
- APA Style Tips <https://owl.english.purdue.edu/owl/resource/560/01/>

Want to learn more about your personality?

- <http://www.utpsyc.org/>
- <http://www.yourpersonality.net/>
- <http://www.outofservice.com/>

Course Calendar/Schedule

| Week | Date | Topic | Facilitator(s) |
|------|------|--|--------------------|
| 1 | 1/9 | Welcome! | ----- |
| 2 | 1/16 | No Class - MLK | |
| 3 | 1/23 | What is personality? | Trevor & Mary |
| 4 | 1/30 | What are traits? | Amanda M. |
| 5 | 2/6 | Why does personality matter? | Ashley & Alex R. |
| 6 | 2/13 | How is personality related to behavior? | Candyce & Cameron |
| 7 | 2/20 | How does personality develop and change across the lifespan? | Jacob |
| 8 | 2/27 | What is the role of personality in the workplace? | Brooke & Meredyth |
| 9 | 3/6 | How does personality influence interpersonal interactions? | KC |
| 10 | 3/13 | No Class – Spring Break | ----- |
| 11 | 3/20 | How can we examine the accuracy of impressions? | Erin |
| 12 | 3/27 | What influences impressions? | Sally |
| 13 | 4/3 | What are the consequences of impressions? | Allix |
| 14 | 4/10 | Who is the Good Judge? | Daniel & Amanda W. |
| 15 | 4/17 | Do we know how others’ see us? | Jessica H. |
| 16 | 4/24 | What is the future of personality psychology? | ----- |

*indicates required reading; others are supplementary and only required the week you lead class

Week 1: January 9 – Welcome!

Week 2: January 16 – MLK

Week 3: January 23 – What is personality?

*Funder, D. C. (2001). Personality. *Annual Review of Psychology*, 52, 197-221.

*McAdams, D. P. (1995). What do we know when we know a person? *Journal of Personality*, 63, 365-396.

*Swann, W.B., Jr. & Seyle, C. (2005). Personality psychology's comeback and its emerging symbiosis with social psychology. *Personality and Social Psychology Bulletin*, 31, 155-165.

Barenbaum N. B. & Winter, D. G. (2008). History of modern personality theory and research. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of Personality: Theory and Research* (3rd ed pp 159-181). New York: Guilford.

Fleeson, W. (2004). Moving personality beyond the person-situation debate: The challenge and opportunity of within-person variability. *Current Directions in Psychological Science*, 13, 83-87.

Week 4: January 30 – What are traits?

*Ashton, M. C. & Lee, K. (2007). Empirical, theoretical, and practical advantages of the HEXACO model of personality structure. *Personality and Social Psychological Review*, 11(2), 150-166.

*Fleeson, W., & Jayawickreme, E. (2015). Whole trait theory. *Journal of Research in Personality*, 56, 82-92.

*John, O. P., Naumann, L. P., & Soto, C. J. (2008). Paradigm shift to the Big Five trait taxonomy: History, measurement, and conceptual issues. In John, O. P., Robins, R. W., & Pervin, L. A. (Eds.), *Handbook of Personality Theory and Research* (pp. 114-158). New York: Guilford.

Block, J. (1995). A contrarian view of the five-factor approach to personality description. *Psychological Bulletin*, 117, 187-215.

DeYoung, C. G., Quilty, L. C., & Peterson, J. B. (2007). Between facets and domains: 10 aspects of the Big Five. *Journal of Personality and Social Psychology*, 93, 880-896

Furnham, A., Richards, S. C., & Paulhus, D. L. (2013). The Dark Triad of personality: A 10 year review. *Social and Personality Compass*, 7/3, 199-216.

Week 5: February 6 – Why does personality matter?

*Damian, R. I., Su, R., Shanahan, M., Trautwein, U., & Roberts, B. W. (2015). Can personality traits and intelligence compensate for background disadvantage? Predicting status attainment in adulthood. *Journal of personality and social psychology*, 109(3), 473-490.

*Ozer, D. J. & Benet-Martinez, V. (2006). Personality and the prediction of consequential outcomes. *Annual Review of Psychology*, 57, 401-421.

*Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological Science*, 2, 313-345.

Hampson, S. E., Goldberg, L. R., Vogt, T. M., & Dubanoski, J. P. (2006). Forty years on: Teachers' assessments of children's personality traits predict self-reported health behaviors and outcomes at midlife. *Health Psychology*, 25(1), 57-64.

Hirsh, J. B., DeYoung, C. G., Xu, X., & Peterson, J. B. (2010). Compassionate liberals and polite conservatives: Associations of agreeableness with political ideology and moral values. *Personality and Social Psychological Bulletin*, 36(5), 655-664.

Heckman, J. J., & Kautz, T. (2012). Hard evidence on soft skills. *Labour Economics*, 19, 451-464.

Week 6: February 13 – How is personality related to behavior?

- *Gosling, S. D., Augustine, A. A., Vazire, S., Holtzman, N., & Gaddis, S. (2011). Manifestations of personality in online social networks: Self-reported Facebook-related behaviors and observable profile information. *Cyberpsychology, Behavior, and Social Networking*, 14(9), 483-488.
- *Holtzman, N. S., Vazire, S., & Mehl, M. R. (2010). Sounds like a narcissist: Behavioral manifestations of narcissism in everyday life. *Journal of Research in Personality*, 44(4), 478-484.
- *Sherman, R. A., Rauthmann, J. F., Brown, N. A., Serfass, D. G., & Jones, A. B. (2015). The independent effects of personality and situations on real-time expressions of behavior and emotion. *Journal of Personality and Social Psychology*, 109(5), 872-888.
- *Snyder, M. (1983). The influence of individuals on situations: Implications for understanding the links between personality and social behavior. *Journal of Personality*, 51(3), 497-516.
- Markey, P. M., Markey, C. N., & Tinsley, B. J. (2004). Children's behavioral manifestations of the five-factor model of personality. *Personality and Social Psychology Bulletin*, 30(4), 423-432.
- Mehl, M. R., Gosling, S. D., & Pennebaker, J. W. (2006). Personality in its natural habitat: manifestations and implicit folk theories of personality in daily life. *Journal of personality and social psychology*, 90(5), 862-877.
- Yarkoni, T. (2010). Personality in 100,000 words: A large-scale analysis of personality and word use among bloggers. *Journal of research in personality*, 44(3), 363-373.

Week 7: February 20 – How does personality develop and change across the lifespan?

- *Damian, R. I., & Roberts, B. W. (2015). The associations of birth order with personality and intelligence in a representative sample of U.S. high school students. *Journal of Research in Personality*, 58, 96-105.
- *Hudson, N. W., & Fraley, R. C. (2015). Volitional personality trait change: Can people choose to change their personality traits? *Journal of Personality and Social Psychology*, 109(3), 490-507.
- *Jackson, J. J., Thoemmes, F., Jonkman, K., Lütke, O., & Trautwein, U. (2012). Military training and personality trait development: Does the military make the man, or does the man make the military? *Psychological Science*, 23(3), 270-277.
- *Soto, C. J., & Tackett, J. L. (2015). Personality Traits in Childhood and Adolescence Structure, Development, and Outcomes. *Current Directions in Psychological Science*, 24(5), 358-362.
- Caspi, A., Roberts, B. W., & Shiner, R. L. (2005). Personality development: Stability and change. *Annual Review of Psychology*, 56, 453-484.
- Roberts, R. W., & DelVecchio, W. F. (2000). The rank-order consistency of personality traits from childhood to old age. *Psychological Bulletin*, 126, 3-25.
- Ludtke, O., Roberts, B. W., Trautwein, U., & Nagy, G. (2011). A random walk down university avenue: Life paths, life events, and personality trait change at the transition to university life. *Journal of Personality and Social Psychology*, 101, 620-637.

Week 8: February 27 – What is the role of personality in the workplace?

- *Cohen, T. R., Panter, A. T., Turan, N., Morse, L., & Kim, Y. (2014). Moral character in the workplace. *Journal of Personality and Social Psychology*, 107(5), 943-963.
- *Hogan, R. (2005). In defense of personality measurement: New wine for old whiners. *Human Performance*, 18(4), 331-341.
- *Johnson, M. K., Rowatt, W. C., & Petrini, L. (2011). A new trait on the market: Honesty-humility as a unique predictor of job performance ratings. *Personality and Individual Differences*, 50, 857-862.
- *Solomon, B. C., & Jackson, J. J. (2014). The Long Reach of One's Spouse Spouses' Personality Influences Occupational Success. *Psychological science*, 25(12), 2189-2198.

O'Boyle, E. H., Jr., Dorsyth, D. R., Banks, G., C., & McDaniel, M. A. (2012). A meta-analysis of the Dark Triad and work behavior: A social exchange perspective. *Journal of Applied Psychology, 97*, 557-579.

Woods, S. A., Lievens, F., De Fruyt, F., & Wille, B. (2013). Personality across working life: The longitudinal and reciprocal influences of personality on work. *Journal of Organizational Behavior*.

Week 9: March 6 – How does personality influence interpersonal interactions?

*Back, M. D., Baumert, A., Denissen, J. J., Hartung, F. M., Penke, L., Schmukle, S. C., ... & Wrzus, C. (2011). PERSOC: A unified framework for understanding the dynamic interplay of personality and social relationships. *European Journal of Personality, 25*(2), 90-107.

*Cuperman, R., & Ickes, W. (2009). Big five predictors of behavior and perceptions in initial dyadic interactions: Personality similarity helps extraverts and introverts, but hurts "disagreeables". *Journal of Personality and Social Psychology, 97*(4), 667-684.

*Kurzius, E., & Borkenau, P. (2015). Antecedents and consequences of mimicry: A naturalistic interaction approach. *European Journal of Personality, 29*(2), 107-124.

Shoda, Y., LeeTiernan, S., & Mischel, W. (2002). Personality as a dynamical system: Emergence of stability and distinctiveness from intra and interpersonal interactions. *Personality and Social Psychology Review, 6*(4), 316-325.

Leikas, S., Lönnqvist, J. E., & Verkasalo, M. (2012). Persons, situations, and behaviors: Consistency and variability of different behaviors in four interpersonal situations. *Journal of personality and social psychology, 103*(6), 1007-1024.

Saucier, G. (2010). The structure of social effects: Personality as impact on others. *European Journal of Personality, 24*(3), 222-240.

Week 10: No class – Spring Break

Week 11: March 20 – How can we examine the accuracy of impressions?

*Borkenau, P., & Leising, D. (2016). A More Complete Picture of Personality: What Analyses of Trait Profiles Have Told Us About Personality Judgment—So Far. *Current Directions in Psychological Science, 25*(4), 228-232.

*Funder, D. C. (1995). On the accuracy of personality judgment: a realistic approach. *Psychological review, 102*(4), 652-670.

*Kenny, D. A. (1991). A general model of consensus and accuracy in interpersonal perception. *Psychological Review, 98*(2), 155-163.

Biesanz, J. C. (2010). The social accuracy model of interpersonal perception: Assessing individual differences in perceptive and expressive accuracy. *Multivariate Behavioral Research, 45*(5), 853-885.

Rogers, K.H. & Biesanz, J.C. (2015). Knowing versus liking: Separating normative knowledge from social desirability in first impressions of personality. *Journal of Personality and Social Psychology, 109*(6), 1105-1116.

Week 12: March 27 – When and why are impressions accurate?

*Ambady, N., Hallahan, M., & Rosenthal, R. (1995). On judging and being judged accurately in zero-acquaintance situations. *Journal of Personality and Social Psychology, 69*(3), 518-529.

*Borkenau, P., Mauer, N., Riemann, R., Spinath, F. M., & Angleitner, A. (2004). Thin slices of behavior as cues of personality and intelligence. *Journal of personality and social psychology, 86*(4), 599-614.

*Connelly, B. S., & Ones, D. S. (2010). An other perspective on personality: meta-analytic integration of observers' accuracy and predictive validity. *Psychological bulletin, 136*(6), 1092.

*McDonald, J. S., & Letzring, T. D. (2016). Judging personal values and personality traits: Accuracy and its relation to visibility. *Journal of Research in Personality, 65*, 140-151.

- Gosling, S. D., Ko, S. J., Mannarelli, T., & Morris, M. E. (2002). A room with a cue: Personality judgments based on offices and bedrooms. *Journal of Personality and Social Psychology*, 82(3), 379-398.
- Hall, J. A., Gunnery, S. D., Letzring, T., Carney, D. R., & Colvin, C. R. (2016). Accuracy of Judging Affect and Accuracy of Judging Personality: How and When Are They Related?. *Journal of personality*.
- Wall, H. J., Taylor, P. J., Dixon, J., Conchie, S. M., & Ellis, D. A. (2013). Rich contexts do not always enrich the accuracy of personality judgments. *Journal of experimental social psychology*, 49(6), 1190-1195.

Week 13: April 3 – What are the consequences of impressions?

- *Biesanz, J. C. & Human, L. J. (2010). The cost of forming more accurate impressions: Accuracy-motivated perceivers see the personality of others more distinctively but less normatively than perceivers without an explicit goal. *Psychological Science*, 21(4), 589-594.
- *Human, L.J., Sandstrom, G.M., Biesanz, J.C., & Dunn, E.W. (2013). Accurate first impressions leave a lasting impression: The long-term effects of accuracy on relationship development. *Social Psychological and Personality Science*, 4, 395-402.
- *Letzring, T. D. (2014). Observer judgmental accuracy of personality: Benefits related to being a good (normative) judge. *Journal of Research in Personality*.
- *Neff L. A., Karney B. R. (2005). To know you is to love you: The implications of global adoration and specific accuracy for marital relationships. *Journal of Personality and Social Psychology*, 88, 480–497.
- Lackenbauer S. D., Campbell L., Rubin H., Fletcher G. J. O., Troister T. (2010). The unique and combined benefits of accuracy and positive bias in relationships. *Personal Relationships*, 17, 475–493.
- Selfhout M., Denissen J., Branje S., Meeus W. (2009). In the eye of the beholder: Perceived, actual, and peer-rated similarity in personality, communication, and friendship intensity during the acquaintanceship process. *Journal of Personality and Social Psychology*, 96, 1152–1165.

Week 14: April 10 – Who is the good judge?

- *Chun, J. S., Ames, D. R., Uribe, J. N., & Higgins, E. T. (2016). Who do we think of as good judges? Those who agree with us about us. *Journal of Experimental Social Psychology*.
- *Hall, J. A., Goh, J. X., Mast, M. S., & Hagedorn, C. (2015). Individual Differences in Accurately Judging Personality From Text. *Journal of Personality*, 84(4), 433-445.
- *Letzring, T. D. (2008). The good judge of personality: Characteristics, behaviors, and observer accuracy. *Journal of Research in Personality*, 42(4), 914-932.
- *Rogers & Biesanz (*under review*). Reassessing the Good Judge of Personality
- Davis, M. H., & Kraus, L. A. (1997). Personality and empathic accuracy. In W. J. Ickes (Ed.), *Empathic accuracy* (pp. 144-168). New York, NY, US: Guilford Press.
- Srivastava, S., Guglielmo, S., & Beer, J. S. (2010). Perceiving others' personalities: Examining the dimensionality, assumed similarity to the self, and stability of perceiver effects. *Journal of personality and social psychology*, 98(3), 520-534.
- Wood, D., Harms, P., & Vazire, S. (2010). Perceiver effects as projective tests: What your perceptions of others say about you. *Journal of Personality and Social Psychology*, 99(1), 174-190.

Week 15: April 17 – Do we know ourselves and how others' see us?

- *Bollich, K., Rogers, K.H., & Vazire, S. (2015). Knowing more than we can tell: People are aware of their biased self-perceptions. *Personality and Social Psychology Bulletin*, 41(7), 918-929.
- *Carlson, E. N., Vazire, S., & Furr, R. M. (2011). Meta-insight: Do people really know how others see them? *Journal of Personality and Social Psychology*, 101, 831-846.
- *Solomon, B. C. & Vazire, S. (2016). Knowledge of identity and reputation: Do people have knowledge of others' perceptions? *Journal of Personality and Social Psychology*.

*Vazire, S., & Carlson, E. N. (2011). Others sometimes know us better than we know ourselves. *Current Directions in Psychological Science*, 20, 104-108.

Vazire, S. (2010). Who knows what about a person? The self-other knowledge asymmetry (SOKA) model. *Journal of Personality and Social Psychology*, 98(2), 281-300.

Vazire, S., & Mehl, M. R. (2008). Knowing me, knowing you: The accuracy and unique predictive validity of self-ratings and other-ratings of daily behavior. *Journal of Personality and Social Psychology*, 95(5), 1202-1216.

Week 16: April 24 – What is the future of personality psychology?

*Benet-Martínez, V., Donnellan, M. B., Fleeson, W., Fraley, R. C., Gosling, S. D., King, L. A., Robins, R. W., & Funder, D. C. (in press). Six visions for the future of personality psychology. In M. L. Cooper & R. J. Larsen (Eds.), *Handbook of Personality Processes and Individual Differences*. Washington, DC: APA Press.

Note: bring a draft of your research proposal to class to discuss with your peer reviewers

Discussion Question Guidelines & Tips

- 1) In forming discussion questions, you may want to challenge the conclusions drawn by authors, consider implications of the findings, or relate the readings to other topics.
- 2) Try to come up with an interesting question that can stimulate a scientific discussion. If you are raising an abstract idea or an objection to a reading, make sure to provide a concrete example so that people can more easily understand your perspective.
- 3) Have a clear question in mind for each posting. If you are not sure of the point that you are trying to raise, then it is unlikely that anyone else will get it.
- 4) You are welcome to ask questions of clarification, but these do not count as your discussion questions. I may call you out if you post a question that is inane, incoherent, or inappropriate! Do not free associate or otherwise waste our time with your postings.
- 5) Your discussion questions need to be unique – do not duplicate someone else’s or rephrase the same discussion questions each week. That being said, you can build on someone else’s question.

Facilitation Guidelines Sheet

Here is what you will do as a facilitator during each part of class:

- 1) *Teaching recommended material (30-45 mins):* Your job in this part of class is to teach your classmates the material covered in the recommended readings. You may do this in whole or in part through lecture, but I would STRONGLY encourage you to incorporate creative or interactive teaching methods as well, such as:
 - a. Doing a demonstration that will allow your classmates to experience a psychological phenomenon discussed in the readings
 - b. Having your classmates complete a mini version of a study from the reading in class.
 - c. Showing a brief (<5 mins) video clip that highlights a key concept
 - d. Finding out some fun facts about study authors, interesting media coverage of the article, or back story about it (researchers’ websites are a great source for this!)
 - e. Staging a mock debate/fight that captures a debate in the literature
 - f. Anything else you can think of—interpretive dance, diorama, whatever...
- 2) *Leading discussion (~90 mins):* Your job in this part of class is to facilitate (not dominate) class discussion of the readings. You will call on your classmates to read their own discussion questions in the order you determined ahead of time. Discussion does not have to be limited to the original list of DQ’s and may shift toward issues that come up class, but it is your job (with possible nudging from me) to decide when discussion wanders too far astray from the key issues.

Note: You should reserve the last 20-30 minutes of class for discussion of idea papers.

Here is the preparation you will need to do before facilitating:

- 1) **Right after the class preceding your facilitation:** See me briefly for initial discussion of possible approaches and to arrange a meeting time.
- 2) **Well before facilitation:** Read all of the required and supplementary articles, and then meet with your partner (if necessary) to discuss how to teach the recommended material and how to lead the discussion session.
- 3) **The day before facilitation:** Read through your classmates’ discussion questions, and figure out how to organize them. Then, see me to go over your plans for the class; these meetings will normally be held on Mondays.
- 4) **More than 15 minutes before facilitation:** Create a document that contains your classmates’ questions in the order we decided upon (note that at least one question from everyone should be included). Make copies for everyone.