

#42374 PSY 4480: Theories of Personality 3 Credit Hours**Instructor:** Dr. Kate Rogers**Phone & Email:** 423-425-4276; kate-rogers@utc.edu *please check the syllabus before sending an email**Office Hours & Location:** T: 4:30-5:30, W: 2:30-3:30, R: 1:30-3, or by appointment; CSOB 370**TA:** Joe Pigue**Email:** DCL393@mocs.utc.edu**Office Hours & Location:** M: 10:30-12; CSOB 364**Course Meeting Days, Time, and Location:** Tuesday & Thursday, 3:05-4:20, Fletcher 110**ABOUT THE COURSE**

What makes you, you? Can you trust those BuzzFeed quizzes about personality? Can you change your personality? These are just a few of the questions that we will address in this course. This course will provide you with a broad introduction to theory, methods, and research in the scientific study of personality psychology. Personality refers to the patterns in individual's ways of behaving, thinking, and feeling, and the psychological mechanisms that drive these patterns. This course is organized around four primary questions: How do we know who a person is?; How can we describe differences between people?; Why are people different?; What do these differences affect?

Course Catalog Description: Survey of basic theories of personality including the psychoanalytic, sociocultural, factor analytic, the biosocial, and the phenomenological.

Course Student Learning Outcomes: Upon successful completion of this course, you will be able to:

1. describe research methods within personality
2. apply theory and research from personality psychology to yourself and others
3. discuss personality assessment techniques
4. compare and contrast diverse theoretical approaches to personality
5. recall key contemporary research findings related to personality

Course Prerequisites: 6 hours of psychology or department head approval

COURSE MATERIALS/RESOURCES

Textbook: Larsen, R. J., & Buss, D.M. (2013). *Personality Psychology: Domains of Knowledge About Human Nature* (5th ed.). New York: McGraw-Hill. Note: It is not recommended that you use older editions of the textbook, as the material may not be the same across editions, but you can use a physical copy of the textbook or the ebook, whichever is better for you. *A copy of the textbook is on course reserve in the library for your use.* Additional materials associated with the textbook can be found at: http://connect.mheducation.com/class/4480_f17

Journal Articles:

- Funder, D. C. (2012). Accurate Personality Judgment. *Current Directions in Psychological Science*, 21(3), 177–182. doi:10.1177/0963721412445309.
- McAdams, D. P., & McLean, K. C. (2013). Narrative identity. *Current Directions in Psychological Science*, 22(3), 233-238. doi:10.1177/0963721413475622.
- Paulhus, D.L. (2014). Toward a Taxonomy of Dark Personalities. *Current Directions in Psychological Science*, 23(6), 421-426. doi:10.1177/0963721414549187.

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>.

Technology Requirements: You need access to a computer with a reliable internet connection to complete this course. Test your computer set up and browser for compatibility with UTC Learn at <http://www.utc.edu/learn/getting-help/system-requirements.php>.

Technology Skills Required: You need to know how to use UTC Learn, MOCSNet email, Microsoft Word, and know how to download .pdfs.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Component	COURSE EVALUATION				Due Date(s)
	Percent of Final Grade				
	A	B	C	D	
Exams	72%	57%	57%	45%	9/21; 10/24; 11/30
Review Quizzes	20%	15%	15%	11%	Tuesdays (see details)
Miscellaneous In-class Assignments	8%	8%	8%	8%	
Learning Reflections	---	20%	---	18%	See details
Active Learning Papers	---	---	20%	18%	9/19; 10/19; 11/28
Research Extra Credit	3%	3%	3%	3%	

Choose your own adventure (details regarding grading options): I have designed this course to provide with a variety of opportunities to learn this materials and different methods to demonstrate your knowledge. Since this is a 4000 level course, I expect that you know yourself well enough to determine how you can best demonstrate your understanding of the course material. As such, you get to choose how you be evaluated. You can decide that Option A is the best path for you (perhaps you have a tendency to forget assignments or turn them in late) – that’s cool, go with Option A. Alternatively, you may decide that Option B or C is the best path for you (perhaps you know that you have test anxiety) – that’s cool, you can demonstrate your knowledge in the Learning Reflections or the Active Learning Papers. Finally, you may decide Option D is the best path for you (perhaps you want the opportunity to gain a lot of self-knowledge and you enjoy writing) – that’s cool, you can complete both the Learning Reflections and Active Learning Papers. Before you decide, be sure to review the assignment details, the due dates, and consider your personal strengths and weaknesses. *Choose wisely – once your decision is made, there is no turning back.* **To indicate your choice, you will complete the following survey:** https://utk.co1.qualtrics.com/jfe/form/SV_eL2HhZioL7i7xIP **by 8/25 at 5pm. If you fail to complete the survey then you will have chosen Option A.**

Exams (3): The three exams are non-cumulative and equally weighted. Any material covered in lecture (verbally or on slides), handouts, the textbook, or assigned readings may appear on the exam. **This means that to do well in the class you will need to attend class, take notes, and read the textbook.** I will post sample questions to help you prepare for the exams 1 week before the exam. Additionally, prior to each class I will post learning objectives (LOs) and they will be included in each powerpoint. These LOs are your study guide for the exam and by providing them for each class session, you are able to complete your study guide throughout the semester instead of only just before the exam. All exams will be 1 hour and 15 minutes long and held during class time. Note we will not be using the university scheduled final exam period.

Review Quizzes (11): You learn and retain information better through frequent testing (e.g., Roediger & Karpicke, 2006) and spacing out your practice sessions (Benjamin & Tullis, 2010). As such, at the start of each Tuesday class session that does not have an exam or immediately follow an exam, you will have a short, low stakes, review quiz covering material from the previous class sessions. Any material covered in lecture (verbally or on slides), handouts, or related readings may appear on the quiz. There will be a total of 11 multiple choice quizzes, each worth 10 points. Your grade for this portion of the course will be determined by adding up your total points earned across all the quizzes and dividing by 90 (i.e., you can miss 20 questions (2 entire quizzes) and still earn 100%). **If you are absent or late, you will earn a 0 for that quiz.** Given that you can miss 20 questions without penalty, **there will be no make-up quizzes.**

Miscellaneous In-class Assignments: Engaging with material is associated with better learning and retention (e.g., Cherney, 2008; Yoder & Hochevar, 2005) therefore we will occasionally spend time in class working on brief assignments such as worksheets or generating examples. Some will be completed individually, some with partners, or small groups. Some of these will require you to have access to your textbook during class, these days are noted in the syllabus. These assignments will always be completed during class and will not require work outside of class time. Each assignment will be graded, but your lowest grade will be dropped. The average of these assignments will be worth 8% of your overall grade. Since your lowest grade is dropped, **there will be no make-up assignments.**

OPTIONAL EVALUATION COMPONENTS

Learning reflections: Active engagement with material helps you learn and retain it (e.g., Cherney, 2008; Yoder & Hockevar, 2005). Active engagement can take many specific forms that can help you learn, such as creating your own concrete examples (Rawson, Thomas, & Jacoby, 2014) and elaborating on your understanding of course material by asking yourself questions about it as you study (McDaniel & Donnelly, 1994; Wong, 1985). To encourage your engagement with the material, you will post brief reflections on UTCLearn. Each learning reflection is worth up to 2 points. There are two types of learning reflections: *overall course reflections* (8 points total) and *class reflections* (24

points total). The overall course reflections have specific due dates at the beginning and end of the semester. **The class reflections must be submitted by 5pm the day following the class session you are reflecting on** (e.g., a reflection on class session 8/24 is due 8/25 by 5pm). Since you will have 26 opportunities to earn your 24 points for class reflections, **no late assignments will be accepted**. Your grade for this portion of the course will be determined by adding up your total points earned across all the reflections and dividing by 32 (**see page 6 for full assignment details**). It is your responsibility to submit your reflections in a form that I can open (not corrupted, not in pages, etc), if I am unable to access a submission, you will earn a 0 for that reflection.

Active Learning Reflection Papers (3): Active engagement with material helps you learn and retain it (e.g., Cherney, 2008; Yoder & Hockevar, 2005) and it can be particularly helpful to apply the material to yourself (Symons & Johnson, 1997). To encourage your engagement with the material, you will complete one active learning reflection paper (ALR) per exam and will turn it in during the class session directly before the exam. You will be choose between two options for each exam (e.g., you can decide whether to complete 1a OR 1b). Each paper is equally weight. For specific details see pages 7-10 of the syllabus. Late papers will be penalized 20% for each day late. **Papers more than 5 days late will not be accepted.**

Extra Credit: You can earn up to 3% extra credit toward your grade by participating in research studies via SONA or by completing a library writing project. If you decide to participate in SONA, the following conversion is used: 1 SONA credit = .5% therefore, 6 SONA credits = 3%. If you decide to complete the library project, you will write a 1 page (double spaced) summary of a recent empirical article relevant to the course using appropriate APA citations. Specifically, you will find an article published in either the *Journal of Personality and Social Psychology*'s "Personality Processes and Individual Differences" section OR the *Journal of Research in Personality*. The article must be at least 10 pages in length, include collected data, and published between 2015 – 2017. Each appropriately completed summary is worth 1%. You can submit your papers any time during the semester by placing them in my mailbox in the State Office Building. Papers emailed or submitted after **10am December 6th** will not be accepted.

Grading Scale: A = 100-90%; B = 89.99-80%; C = 79.99-70%; D = 69.99-60%; F = below 60%

COURSE EXPECTATIONS & POLICIES

WHAT I EXPECT OF YOU

Attendance & Participation Policy: Your participation is a valuable part of the classroom experience and I will make every effort to create a classroom environment in which you feel comfortable discussing your ideas and questions. I will also do my best to include a variety in class activities to allow you opportunities to participate in different ways. When you miss class, you miss important course content and we miss your unique contributions to the class session. If you miss a class, I strongly suggest that you obtain notes on the material from a classmate.

Missed Exams: If you know in advance that you will have to miss one of the exams, let me know immediately and well before the exam. Make-up exams will only be permitted if the absence is excused and supporting documentation (e.g., a doctor's note) is provided. **You must contact me within 24 hours** of the missed exam unless medically impossible. The make-up will be scheduled as soon as possible (within 1 week of original exam date) and at my convenience. Finally, make-up exams may not be the same as the exam taken in class.

Office Hours: You are encouraged to stop by office hours if and when you have any questions or concerns regarding the class, psychology, graduate school, etc. Please keep in mind, it is difficult for me to know if you have a question about material if you do not ask me. I cannot help you, if you do not let me know that you need it. If you cannot make the scheduled office hours please make an appointment via email.

Email: Emails should be written in a professional manner and include your first and last name. I will strive to respond to emails within **48 hours during normal business hours** (Monday – Friday, 9-5). Note that this means emails received less than 48 hours prior to an exam or assignment may not receive a response, please plan accordingly. Emails regarding course content should include no more than one question and should also clearly state your current understanding of the topic, which I will then confirm or correct. If you have multiple questions or a question that requires a lengthy response, these are best answered during office hours. **To ensure your email will be answered please follow these steps: (1) include an appropriate greeting, (2) a sign off that includes your name, (3) course number in the subject line (emails without the course number often end up in my junk mail folder), and (4) ask a question that cannot be answered by reading the syllabus.**

If you are unsure about the proper format of your email, you are encouraged to use the following template:

Subject Line: PSY 4480 Five Factor Model Question

Dr. Rogers,

I'm a little confused about neuroticism and emotional stability. I think they are the same trait, is that correct?

Thank you for your time,
Jane Doe

Communication: Please check your UTC email and UTC Learn on a regular basis (i.e., at least once a day). Class announcements will be made through UTC Learn and email. UTC email is the official means of communication between instructor and student at UTC.

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. Please note that during exams you may be asked to move without explanation due to the possible misconduct of a classmate in an adjacent seat.

Policy for Late/Missing Work: It is in your best interest to submit your work on time, see notes in specific assignments listed above for details.

Grade changes: In line with university policy, grades are based upon student performance and grade appeals are not based upon "a student's individual needs or circumstances; students do not have the right to appeal a grade because of their health, anxiety, family circumstances or other such circumstances" (p. 10, UTC Student Handbook 2015-16). Emails requesting grade changes or "bumps" are inappropriate and will not be answered.

WHAT YOU CAN EXPECT OF ME

Participation: I value your participation and I will make every effort to create a classroom environment in which you feel comfortable discussing your ideas and questions. I will also do our best to include a variety in class activities to allow you opportunities to participate in different ways and provide you with space and time to do so. Additionally, I will always treat you with respect.

Syllabus changes: There may be minor changes to the syllabus during the term based on student interests and class discussions. You will be notified of these changes ASAP and no changes will be instituted that dramatically affect your ability to properly prepare for an assignment (e.g., adding extra readings the week of an exam). Any changes to the syllabus schedule will be announced in class and will also be noted on the course website.

Email: I will strive to respond to emails within **48 hours during normal business** hours (Monday – Friday, 9-5). Note that this means emails received less than 48 hours prior to an assignment may not receive a response, please plan accordingly.

Availability: I will be available to you during the office hours listed above, as well as before class and after class. If these times do not work for you, I will also be available by appointment. If you wish to make an appointment, please email with me with 3 different dates/times that will work for you.

Arrange for and provide feedback: I will attempt to provide you with feedback as promptly and with as much detail as possible. To that end, I will strive to provide feedback on assignments within one week.

RESOURCES FOR SUCCESS

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

- Procrastination Tips (podcast) <http://iprocrastinate.libsyn.com/>
- Tips for learning & studying <http://www.learningscientists.org/blog?category=For+Students>
- Psi Chi (International Honors Society) <http://www.utc.edu/psychology/psichi/index.php>
- Undergraduate Research Journal <http://www.utc.edu/psychology/mps/index.php>
- 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/>

(TENTATIVE) COURSE CALENDAR/SCHEDULE

Date	Topic	Readings	Assignments <i>(L&B = textbook)</i>
<i>How Do We Know Who A Person Is?</i>			
8/22	Welcome	Syllabus	
8/24	Science of Personality	Ch. 1 & 2	bring: L&B, "Wks 1"
8/29			
<i>How Can We Describe Differences Between People?</i>			
8/31	Traits & Taxonomies	Ch. 3	bring: L&B, "FFM Wks"
9/5			
9/7	Dark Side of Personality	Paulhus	
9/12	Dispositions over time	Ch. 5	
9/14			bring: "DoT Wks"
9/19	Catch up & Review		ALR 1
9/21	EXAM 1	Ch. 1-3, 5, Paulhus	
<i>Why Are People Different?</i>			
9/26	Biology	Ch. 6 & 8	
9/28			
10/3	Unconscious	Ch. 10 & 11	bring "Freud Wks"
10/5			
10/10			
10/12	Narrative Approach	McAdams & McLean	Completed "Narrative Wks"
10/19	Catch Up & Review		ALR 2
10/24	EXAM 2	Ch. 6, 8-11, McAdams	
10/26	Experience	Ch. 13 & 14	
10/31			bring: L&B, "Emotion Wks"
11/2			
<i>What Do These Differences Affect?</i>			
11/7	Social Interactions, Relationships, & Forming Impressions	Ch. 15 & Funder	
11/9			
11/14	Stress, Coping, Health, & Disorders	Ch. 18 & 19	
11/16			
11/21			bring L&B, "Disorders Wks"
11/28	Wrap Up & Review		ALR 3
11/30	EXAM 3	Ch. 13-15, 18-19, Funder	

Aspects of this syllabus were inspired by Drs. Catherine Rawn (UBC) and Michael Souza (UT).

LEARNING REFLECTION DETAILS

OVERALL COURSE REFLECTIONS (4 points each, 8 total)

You must answer each question below in 500-1000 words.

Course reflection 1: Due 8/25 by 5pm

- 1) What are your goals for this course? Why are these goals important?
- 2) How will your course goals help you reach your educational and career goals?
- 3) What personal behaviors/attitudes may help and/or hinder you in reaching your course goals?

Course reflection 2: Due 12/4 by 5pm

- 1) How well did you meet your course goals? Why do you think you were successful (or not)?
- 2) What do you think would have improved your learning experience in this course? Specifically, what could you have done to improve your learning?
- 3) What advice would you give future students regarding this course?

SPECIFIC CLASS REFLECTIONS (2 points each, 24 total)

You can choose which 1-2 questions to use for reflection, but at some point you must complete an answer from each of the three groups. Indicate which prompt you are responding to (i.e., A2; B3). If you fail to answer a question from each of the groups, you will be deducted 2 points from your total. Remember these are due by 5pm following the class session and should be 300-600 words.

Questions

- 1) How have you been preparing for quizzes and exams? Do you think your study habits are successful? How do you know? How can you improve on your learning?
 - A** 2) What have you learned in class that you have actively sought more information about outside of class? How did you find more information? What did you learn?
 - 3) What did you not understand from class today? What steps will you take to ensure that you understand the content before being tested on it?
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- 1) What did you learn in class today that you could apply to your life? How? Do you plan to use this knowledge in the future?
 - B** 2) How does this material connect with other material in this course (e.g., perspectives on similar topics, methods/insights, impact on your life)?
 - 3) How could you design a study to explore an interesting question from class today?
 - 4) How will knowledge you've gained in this class help you reach your career goals? Be specific.
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- 1) What did you find most interesting? Why? How could you explain this information to someone?
 - 2) What surprised you today? Why was it surprising? Do you think other people would it surprising?
 - C** 3) What did you learn about yourself through class? How will this self-insight impact you?
 - 4) What did you learn that you can use to help you understand other people? Who? How? Can you think of specific ways in which it will help you?
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RUBRIC: The reflections will be graded for content and clarity.

- 2 pts: thorough, explicitly and concretely answers a question above, on topic and connected to course materials, insightful, clear writing, meets format requirements
- 1 pts: related to class; somewhat superficial reflection; writing may lack some clarity; somewhat vague links to course materials
- 0 pts: not clearly related to class material; not clearly related to question prompt; grammar/spelling issues make it difficult to understand; does not meet format requirements; not completed; late

ACTIVE LEARNING REFLECTION PAPERS

PURPOSE & OVERVIEW

You learn and retain material better when you actively engage with it (e.g., Cherney, 2008; Yoder & Hochevar, 2005) and applying information to yourself can be a useful way of engaging in with the material (Symons & Johnson, 1997). As such, these low-stakes assignments will give you the opportunity to engage with the material by applying concepts from class to your own life and through self-reflection. For each exam, you will complete one of the two possible assignments. That is, you can complete either 2a OR 2b. **You must complete three total assignments.** Each assignment is equally weighted. Each assignment requires you to complete an activity where you apply concepts from class to your own life and then you will reflect on your experience using your knowledge from class.

DIRECTIONS

Each ALR paper will consist of two parts: 1) an activity and 2) reflection. The activities will vary, but the reflections will always be 4-5 questions that you complete reflecting on your activity and the course material.

Activities: For each activity, you will need to submit to me a physical copy of the activity unless otherwise noted. Be sure you review the activities well before the due date to make certain you have enough time to complete it.

Reflection: After you have completed the activity, you will reflect on your experience. For each reflection, you will write **2-4 paragraphs for each question.** Your reflection papers should be double-spaced and follow APA style guidelines (e.g., Times New Roman, size 12 font, 1” margins, no contractions). Each reflection will require you to complete a series of questions and it is your responsibility to answer every question in a clear, coherent manner.

Reflections that are not typed will not be accepted.

GRADING

Component	Criteria			Points
	Excellent: High standards met	Satisfactory: Needs some work	Unsatisfactory: Needs a lot of work	
1. Successful completion of the activity				/9
2. Application of course material: clear understanding of course material, concrete & specific details for connections, use of course material to support statements & ideas				
Q1 – Q4				/12
3. Thorough, insightful, creative reflection				/3
4. Appropriate writing style & format				
Well-written: clear, concise, grammatical, logical structure & flow; no typos or spelling errors				/2
Meets format requirements				/1

A papers: completed activity; reflection demonstrates firm understanding of course material; concrete & specific details for connections to course material & your life; uses course material to support statements; each question thoroughly addressed; appropriate use of relevant terms; well-written & coherent; meets APA format standards

B papers: completed activity; reflection demonstrates accurate understanding of course material; some concrete details for connections to course material & your life; lacked some clarity & depth of A papers; each question addressed; appropriate use of relevant terms; meets APA format standards; generally well-written & coherent with minor issues

C papers: completed activity; reflection demonstrates accurate understanding of course material, though not sufficiently or clearly; ideas were not as well developed or detailed as B papers; ideas tended to be more superficial &/or not as coherent; rambled without a clear point; did not address every question; multiple spelling or grammatical issues; multiple issues with APA style formatting

D papers: did not complete activity; badly misrepresents course material; ideas not well-developed; did not address every question; did not meet length requirements; not coherent; multiple spelling or grammatical issues; multiple issues with APA format standards

F papers: did not complete activity; significantly shorter than length requirements or did not follow assignment directions, plagiarism, etc. **no reason this should occur**

Aspects of these assignments were inspired by Dr. Sara Branch (HWSC)

OPTION A

Activity: You will complete a series of exercises that will provide you with information about your personality. First, take a picture of a living space that you have primary control over (e.g., bedroom, dorm room) and describe what type of impression you think a person would form of you based on this image (you should use terms you learned in class such as traits in the FFM). Next, please complete the following personality questionnaire: <http://www.personal.psu.edu/~j5j/IPIP/ipipneo120.htm>. Finally, go to the following website <https://personality-insights-livedemo.mybluemix.net/> and write 500 words about your past week and your goals – be sure to include every day experiences, thoughts, and responses. For successful completion of this activity, you will submit the picture of your living space along with your personality ratings and your results from the two websites. ***PRO TIP: print your results in size 10 font, single spaced, on both sides of the paper – save the trees and your money!**

Reflection: Once you have completed your activity, you will answer the following questions drawing on your knowledge from the course and the related terms:

1. What did you find most surprising about these results? Why?
2. Compare and contrast your results from each of these methods – to what extent were your results similar? To what extent were there differences? Why do think the similarities and differences you see occurred?
3. Which of these three methods do you think best captured your personality, why?
4. What do you think these approaches failed to capture about your personality? What method could be used to learn more about those aspects of your personality not captured?

OPTION B

Activity: Choose an aspect of your personality that you would like to improve upon; perhaps you would like to be more extraverted or conscientiousness. Based on the aspect of your personality that you would like to change, identify 2-3 relevant behaviors that you will actively change for **72 hours**. During the three days, use the “**ALR 1B worksheet**” to keep track of how successful you are in these changes and you should complete at least 20 behaviors. You will submit your completed worksheet along with your reflection below. *Note:* I recommend keeping this sheet with you when possible and updating it frequently, as your memory will not be as reliable if you wait until the end of the day or the end of three days.

Reflection: Once you have spent 3 days changing and recording your behavior, you will discuss your experience. Specifically, drawing on your knowledge from the course and the related terms, you will discuss the following:

1. What personality trait did you decide to work on and why?
2. Why did you choose the specific behaviors you chose and how are the behaviors you chose relevant to that aspect of personality?
3. What was it like to try to make these changes? (Things to consider when reflecting on your experience: Did you find it difficult or easy? Did the behaviors become automatic or tiring? Was it enjoyable? Did you notice any impact on your emotions or stress levels?)
4. Do you think you changed your personality? Why or why not? What could you do to make these into long term changes?

OPTION A

Activity: Construct your family tree or pedigree including at least three generations (your generation, your parent's generation, and your grandparent's generation). Examples and directions for constructing your pedigree are posted on the course website under "**ALR 2A example**". Once you have completed your pedigree, you will need three copies – one for extraversion, conscientiousness, and neuroticism. On each copy, you will rate every individual's level of that trait (to the best of your knowledge) as high, medium, or low. You will submit all three pedigrees along with your reflection. *Note: your pedigrees can be hand drawn or computer generated – just make sure they are neat and clear.*

Reflection: Once you have created your pedigrees, you will discuss your family history drawing on your knowledge from the course and the related terms. Be sure to support your answers with course materials and specific components of your pedigree.

1. Considering your pedigrees for each trait, what patterns do you see? You might consider similarities across traits, across people, etc.
2. What evidence do you see of the genetic influence for each trait? How can you tell it's genetic and not environment?
3. What evidence do you see of environmental influences for each trait? How can you tell its environment and not genetic? What evidence could be used to examine shared and non-shared environment influences?
4. Across these three traits, who are you most and least similar to? Where do you think these similarities and differences come from?

OPTION B

Activity: You will complete a portion of a Guided Autobiography. The specific instructions and prompts are on the course website ("**ALR 2B Worksheet**"). You can type your responses or handwrite them. Please make sure to label each answer clearly (i.e., include the prompt title as the header for the paragraph(s)). *Note: when completing this be sure your answers satisfy the following three conditions: you would tell me the information in person, you would tell a cop, and you would tell your grandparents. If you it does not satisfy those conditions please reconsider your story. ☺*

Reflection: Once you have completed your autobiography, you will reflect on your story drawing on your knowledge from the course and the related terms. Be sure to connect your answers with course materials and specific components of your story.

1. Was it difficult or easy to answer each part? That is, did you have a difficult time coming up with an answer, have difficulty choosing a specific story, or was it clear for each question?
2. To what extent do your answers reflect agency? And communion? Explain why and which specific aspects of agency and communion are visible in your story (i.e., specifically link aspects of your stories to the various components of agency and communion and provide rationale).
3. If an individual were to read your story, what motive(s) would be apparent to them? Why? Specifically indicate what parts of your story indicate the motive(s).
4. If an individual were to read your story, what levels of the five factor model traits would be apparent to them? Why? Specifically indicate what parts of your story indicate the level for each trait.

OPTION A

Activity: Please create two separate online profiles – one for your current self and one for your ideal self. You can create these profiles using an online social network (e.g., Facebook), some other program (e.g., Pages), or doing it by hand (e.g., paper and pencil). Any option is fine, but you must be able to share your profiles with me. Each profile needs to include: a photo, description of your interests/hobbies, occupation, personality, values, and goals.

Reflection: Once you have constructed your profiles, you will compare them. Specifically, drawing on your knowledge from the course and the related terms, you will discuss the following:

1. What are the defining features of each self? How similar/different is your current self from your ideal self?
2. What factors have influenced the development of each self?
3. How do the similarities/differences between the selves influence you?
4. Higgins (1987, 1997, 1999) argues that self-guides have motivating properties, how is your ideal-self related to your goals in life?

OPTION B

Activity: Think about the last time you experienced a stressor, perhaps you had a major exam in a course, a paper due, a fight with a friend, a break-up, etc. Draw out each of the personality-health models and examine your stressful event at each stage, you can use pen and paper or a computer to create your models. You will submit your completed models along with your reflection.

Reflection: Once you have created your models, you will reflect on their utility in understanding your example of personality-health interactions. Specifically, drawing on your knowledge from the course and the related terms, you will discuss the following:

1. What made this event a stressor for you? How successful were you in dealing with the event?
2. How did your personality influence how you coped with this event?
3. If you are faced with a similar event in the future, what steps could you take to decrease your stress and improve the outcome?
4. There is not necessarily one best way of modeling personality-health relationships. Based on your specific situation, which model do you think best captures your personality-health outcome? Why?