

Personality Theory
PSYCO 333, B1
Winter 2021

Instructor: Jamin Blatter, Ph.D.

Office: BS P-343

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put *Psyco 333* or *Personality in the subject*

somewhere and see email policy below)

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put *Psyco 333* or *Personality in the subject*

somewhere and see email policy below)

Class location: online via e-class (asynchronous delivery)

Class time: asynchronous delivery, but see class schedule and due dates below

Course website: accessible through e-class on the University homepage

Required text and other materials:

Carver, C. S., & Scheier, M. F. (2016). *Perspectives on personality* (8th ed.). Boston: Pearson.

Students must have access to a computer/laptop/tablet and the Internet (including YouTube) to access course materials, complete assignments, quizzes, and exams.

Technology Requirements/Recommendations for Remote Learning:

For an optimal online learning experience, please review the University guidelines for [Technology for Remote Learning](#). If a student has any questions or concerns about these requirements/recommendations, it is highly recommended that they contact the instructor at the beginning of term.

Course prerequisites:

PSYCO 104 or SCI 100, and PSYCO 105 (or equivalent approved by the Psychology department), and one of PSYCO 223, 239, or 241. Students who have not completed these prerequisites will not be given credit for completing PSYCO 333.

Note: Not open to students with credit in PSYCO 233 or PSYCO 305 (Special Topics: Personality). It is the responsibility of the student to ensure they have the appropriate prerequisite(s) for the course. [Faculty of Arts]

Course description and learning objectives:

The objective of this course is to provide an introduction to perspectives on personality psychology, highlighting the most influential theories and research in the field. As such, this course is designed to provide an in-depth treatment of psychological theories of personality. In addition to examining the research methods used in empirical investigations of personality, the course will explore a range of perspectives (or theoretical approaches) regarding personality and human nature. Among these perspectives of personality are the trait, psychoanalytic, neo-analytic, learning, and humanistic approaches. In addition, this course will examine in detail important individual differences in the field of social and personality psychology, such as narcissism, attachment styles, self-esteem, and self-control, to name but a few. Finally, this course will also cover current empirical investigations into the nature and function of personality as well as personality disorders, the influence of culture, the influence of personality on mental and physical health, and how the personality concepts described in the lectures and readings may (or perhaps may not) be reflected in real world examples (see class schedule below for a complete list of topics covered).

Hopefully, by the end of the term you will have the skills to (1) identify, describe, and compare/contrast the core theoretical approaches (perspectives; paradigms) and concepts 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, and (4) apply findings from the personality literature to understand experiences from your daily life, and create your own predictions about behavior.

Please note: In this course, we will discuss several examples of social behavior that may be unpleasant and/or controversial (e.g., aggression, deception, rape, objectification, abortion, child abuse, and so forth). Additionally, discussions of the theories and empirical research may challenge your pre-existing beliefs about social behavior. Some students might find these topics or discussions uncomfortable or anxiety provoking. Nevertheless, all students will be responsible for all required topics, lectures, readings, assignments, and activities. I encourage concerned students to review the readings and slides in advance, so that they can anticipate the presentation of material they find discomforting.

Lecture:

This is primarily a lecture-based course, and as such, lectures will be pre-recorded and provided on e-class. The purpose of the lectures is not to repeat the material covered in the text. Instead, I will be introducing, clarifying, and elaborating on material about personality and human nature, some of it in the text, but not all. I may also use activities, demonstrations, video clips, as well as examples from published research, and real life applications to supplement the text material. **All of this material, in addition to the material in the text, readings, and lecture notes, is eligible to be covered on the quizzes and exams.**

The power point slides will be posted to accompany the lectures, but these slides may be incomplete. That is, some of the definitions, descriptions, and examples discussed during the lectures may not appear in the posted notes. In addition, descriptions of activities, demonstrations, and video clips (and how they may be relevant to the course material) will also not be posted. Allowing access to the slides is used to facilitate and supplement note taking, not eliminate it. Therefore, although students are encouraged to print and read the lecture notes if they wish, these activities will not be a sufficient alternative for the lectures. I will not simply administer the completed lecture slides via email if a student asks. Therefore, completed lecture slides will not be given out for any reason.

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 the lecture does not mean that it won't be on the quiz or exam. Many students will find it helpful to complete the readings from the text before listening to the lectures. The tentative outline for the course, including due dates and chapters of the text covered each week is as follows:

Schedule & Assigned Readings*:

<u>Days</u>	<u>Week # & Due Dates</u>	<u>Topics Covered</u>	<u>Chapters from Text & RAs</u>
Jan. 11 th – 15 th	1	Introduction & Research Methods	1 & 2
Jan. 18 th – 22 nd	2	Research Methods; Trait Perspective, Needs, & Motives	3 RA #1 (Ch. 1-3) Due Jan. 21st
Jan. 25 th – 29 th	3	Trait Perspective	4 & 5 RA #2 (Ch. 4-5) Due Jan. 28th
Feb. 1 st – 5 th	4 Assignment #1 Feb. 1st	Sociobiology, Evolution, & Personality; Psychoanalytic Perspective	6 (pgs. 75-85) RA #3 (Ch. 6) Due Feb. 4th



Feb. 8 th – 12 th	5	Psychoanalytic Perspective; Neo-Freudians & Psychosocial Theories	8 RA #4 (Ch. 8) Due Feb. 11th
Feb. 15 th – 19 th	-	Reading Week	-
Feb. 22 nd – 26 th	6 Assignment #2 Due Feb. 22nd	Neo-Freudians & Psychosocial Theories	9 RA #5 (Ch. 9) Due Feb. 25th
Mar. 1 st – 5 th	7	Learning Perspective	10 RA #6 (Ch. 10) Due Mar. 4th
Mar. 8 th – 12 th	8	Terror Management Theory; Humanistic & Positive Psychology	11 RA #7 (Ch. 11) Due Mar. 11th
Mar. 15 th – 19 th	9 Assignment #3 Due Mar. 15th	Humanistic & Positive Psychology; Special Topic: Self-Control	-
Mar. 22 nd – 26 th	10	Special Topic: Self-Control; Cognitive Perspective (The Self)	12 RA #8 (Ch. 12) Due Mar. 25th
Mar. 29 th – Apr. 2 nd	11	Cognitive Perspective (The Self); Self-Regulation Perspective	13 RA #9 (Ch. 13) Due Apr. 1st
Apr. 5 th – 9 th	12 Assignment #4 Due Apr. 5th	Self-Regulation Perspective; Mental & Physical Health	14
Apr. 12 th – 16 th	13 Term Project Due Apr. 12th	Mental & Physical Health	RA #10 (Ch. 14) Due Apr. 15th
-	-	Final Exam Wednesday, April 21st 9:00-12:00 on e-class	Cumulative: Includes all assigned material

***This is a tentative schedule and may be subject to change. The instructor reserves the right to make changes to this schedule as the course progresses. Any changes made to the chapters/topics covered will be announced to the class.**

Note: RA in this table refers to the Reading Assessment quizzes for the chapters and topics to be completed by the indicated due date by 11:55 pm. All due dates/deadlines refer to mountain standard time. See below for more information.

Important dates:

See the current Calendar for the [Academic Schedule, Dates, and Deadlines](#), which include the Registration Add/Drop deadline and Withdrawal date.

Final exam (see learning objectives 1, 2, and 4):

Students are responsible for all lecture, text, assigned readings, and course material. In addition, any content covered in a demonstration/activity, or in any videos is eligible to be covered on the exams. Thus, listening to the lectures and taking notes is essential to success in this course.

The instructor will not answer questions regarding what content the students should focus on for the

exam. All material listed above is eligible for testing. It is up to the students to decide what they should spend more time reviewing.

The final exam is worth 35% of the final grade and will be 3 hours long. The final exam will be cumulative and will therefore cover material from the entire course. The final exam will be written and consist entirely of short and long answer questions. The emphasis of the exam will be on conceptual, definitional, and application questions. Students should know the material in three ways: (1) understand the technical language, (2) be able to word it in ordinary language, and (3) be able to recognize and apply it to the real world. Students should also be familiar with the names of key researchers in the area, and be able to link these researchers to the theories and studies with which they are associated. Sample questions will be posted on e-class prior to the exam.

The Final Exam is scheduled by the University exams office, and has a tentative date of Wednesday, April 21st at 9:00 am (**note: students must verify the date and time on Bear Tracks when the Final Exam Schedule is posted**). Students will not be allowed to begin an exam after it has been in progress for 30 minutes. The exam will be open note and open book, but you are not allowed to use another person(s) or any online services to complete the exams. Any students found violating the exam policies (and thus the [Code of Student Behavior](#)) will be submitted to the Dean for disciplinary review. See Calendar information on [Conduct of Exams](#) for more information.

Notes on open-book exams: Open book exams emphasize higher order skills instead of relying on memorization. The questions will require students to do things with the information, rather than summarize or rewrite it. Most of the weight of the exam will be placed on knowledge, comprehension, and critical thinking, rather than just recall. Examples of higher order skills include:

- *Applying: Using information in new situations (e.g. particular task, scenario, or problem).*
- *Analyzing: Examining different concepts, and making connections or distinctions between them.*
- *Evaluating: Making judgments (e.g., critiquing a theory, or defending a decision).*
- *Creating: Producing a new or original work (e.g., designing a new study, or formulating a theory).*

Remember: Even though the exam is open-book, you **do** need to study! Don't underestimate how long it takes to locate the information you need in your notes. Bringing too much information to write the exam will hinder your retrieval of the necessary knowledge. We recommend creating a cheat sheet(s) of material you would like to be able to use during the exam. This content won't answer potential questions, but will be needed to construct the answers.

Missed exams:

For an excused absence where the cause is religious belief, a student must contact the instructor within two weeks of the start of Fall or Winter classes to request accommodation for the term (including the final exam, where relevant). In all cases, instructors may request adequate documentation to substantiate the student request. Deferral of term work or tests is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behavior.

In addition, students are expected to take the final exam as scheduled (see above for tentative date). Students have access to their final exam schedule through Bear Tracks and on the Registrar's website well in advance. Multiple exams and/or closely scheduled final exams are not valid excuses for a deferral of one or more final exams.

A student who cannot take the final exam due to incapacitating illness, severe domestic affliction, or other compelling reasons must apply for a deferral through their Faculty Office since that exam is scheduled during the Final Examination Period. Students who failed at the start of the term to

request exam accommodations for religious beliefs are expected to follow the normal deferral process. Such an application must be made to the student's Faculty Office within two working days of the missed examination and must be supported by appropriate documentation or a Statutory Declaration (see Calendar for information on [Attendance](#)). Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of facts to gain a deferred examination is a serious breach of the Code of Student Behavior.

If a student is granted a deferral for the Final Exam (with a valid reason), the deferred exam will be cumulative, and will consist entirely of short and long answer questions. The deferred examination will be held on May 21st at 2:00 pm on e-class.

Students should refer to the Calendar information on [Conduct of Exams](#) for more information.

Reading assessment quizzes (*see learning objectives 1, 2, and 4*):

Students will complete 8 of 10 possible reading assessment quizzes over the course of the term. These quizzes will make up 25% of the final grade. These quizzes consist of 15 multiple choice questions regarding the material covered/assigned in the textbook chapters, lectures, videos, etc. for each section of the course (e.g., Chapter 10 and the corresponding lecture on the Learning Perspective). The material including the textbook chapter(s) and lecture section(s) to be covered will be specified for each quiz on e-class, so be sure to read the instructions and prepare accordingly.

Students will complete these quizzes through the appropriate "Quizzes" function on e-class. Once the student has begun the quiz, they will have 20 minutes to complete it. Students will only be allowed one attempt per quiz. Due dates for these quizzes can be found on the lecture outline on e-class (as well as the class schedule above). Quizzes must be completed and submitted by 11:55 pm on the given due date. Each quiz will be available (or open) at least one week before the due date, allowing ample time for completion (e.g., the first quiz is due on Thursday, January 21st, and will be available no later than the Thursday of the previous week, January 14th). Late quizzes will not be accepted for any reason. Any late quizzes (i.e., submitted after 11:55 pm on the due date) will automatically be granted a grade of zero.

Instructions for how to complete the quizzes can be found on e-class. It is the student's responsibility to ensure that they know how to access and complete these assignments, and that they do so by the due date. Quizzes will be graded out of 15 points (1 point per question). If students have questions about their performance on these quizzes they should contact the instructor. Because there are 10 quizzes, but students are only responsible for doing 8, this means that students can miss 2 quizzes (for whatever reason) without their grades being affected. It also means that if students receive a poor score on a quiz, they will have the opportunity to make it up by completing the additional quizzes, and therefore not have that poor score count towards the final grade. Thus, the best 8 quiz scores for each student will be counted towards this 25% portion of their final grade.

Assignments (*see learning objectives 1, 2, 3, and 4*):

Students will complete 3 of a possible 4 written assignments that may be based on lecture material, online videos, podcasts, and/or readings from the literature. For each assignment, students will complete assigned readings, watch videos, and/or complete small tasks, and then respond to a series of questions posted on e-class (i.e., the class website). The assignments will each be graded out of 10 points, and the scores for the best 3 assignments for each student will be averaged and worth 20% of the final grade. Because the lowest grade of the 4 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 4th 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 complete three assignments as soon as possible. Students will not be allowed to redo an

assignment because they did poorly on it. If they complete and submit an assignment, it counts. No exceptions.

Students will submit their assignments through the appropriate assignments function on the course website, and instructions for how to submit assignments can be found on the course website. If you are unsure about how to submit an assignment, you are encouraged to contact the instructor well before the due date. **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 class schedule on the course website. Assignments must be submitted by 11:55 pm 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.** The assignments will be posted to e-class at least 1 week prior to their respective due dates. Thus, students are encouraged to submit assignments well before the due dates. These assignments should be graded within 2 weeks of submission, and these grades will appear on the course website. If students have questions about their assignments, they should contact the instructor.

Term project (see learning objectives 1 and 4):

As part of a term project (worth 20% of the final grade), students will work independently to create a recorded presentation (i.e., including audio) to demonstrate their knowledge and mastery of the course material. Students will be given options for how to approach the term project, but the goal will be to compare/contrast and discuss key aspects of several different perspectives/theories/concepts in personality and/or apply the course material to daily life. For the project, you will be expected to prepare a presentation (e.g., PowerPoint) to guide your discussion, and you should feel free to be creative. Further instructions and information about the term project will be provided on e-class. Term projects will be due by April 12th at 11:55 pm. For each day late, 20% will be deducted from your project and projects will not be accepted after April 17th at 11:55 pm. It is the student's responsibility to ensure that they know how to submit these assignments. If you have questions about the term project, you should contact the instructor well in advance of the due date.

Grading:

Quizzes:	25%		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. These percentages will then be converted into letter grades based on the following conversion system*:
Assignments:	20%		
Term Project:	20%		
Final Exam:	35%		
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Total:	100%		

*Note: There is no possibility of a reexamination in this course.

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
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

***Note:** This is not a curved course and this table contains an approximate guideline for the course. However, the instructor reserves the right to adjust this table to correspond to University-suggested ranges and assign appropriate grades based on relative performance (i.e., the instructor reserves the right to

revise grade cutoffs for the conversion of percentage grades to the equivalent letter grade). Cutoffs may be adjusted so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores, and will reflect your performance in relation to the rest of the class.

Exams, assignments, and quiz grades will be posted under “My Grades” on e-class. Exams will not be passed back to the students. Grades are unofficial until approved by the Department and/or Faculty offering the course.

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 exams, and/or
2. Fails to complete the term project and/or
3. Fails to complete at least half of the reading assessment quizzes and/or
4. Fails to complete at least one of the assignments

Re-Grading: If you believe that there is a grading error for one of your quizzes, tests, or assignment questions, you must complete a Re-grading Request Form (available on the course website) where you will have an opportunity to outline the perceived error and refer to any evidence (e.g., reference to a statement from the readings, or a particular lecture slide). Students will submit completed forms via email to the instructor (NOT the TA) whose decision will be final (e.g., **there is no guarantee that submitting a form will result in an increase in score, and may actually result in a decrease if an error is found**). Any requests for reviewing or re-grading any questions on quizzes, assignments, or tests must be received before the end of the last day of classes (i.e., by 5:00 pm on April 16th).

Additional considerations...

Office hours and email:

Students are welcomed and encouraged to ask questions via email. If you are having trouble understanding the course material, please contact the instructor well in advance of the exams. Waiting until the last minute is an unwise strategy, as I am unable to help those students that do not take the initiative.

Also, a note about emailing questions: **Students are encouraged to read through their syllabus and lecture notes before asking their questions to determine whether they can find the answer on their own before emailing the instructor or TA.** Also, the instructor will answer only brief and succinct questions regarding material via email. If your question is even somewhat intricate/complex, **or if you have more than a couple of questions**, please set up a meeting for office hours. Questions sent via email should also be as specific as possible, so that an appropriate response can be given quickly. Students who email vague, nonspecific, complex, or otherwise unclear questions or comments (e.g., “I don’t understand what personality is”) will be encouraged to set up a meeting with the instructor.

Additionally, it would be useful for students to be clear about what specific aspect of the material they do not understand. So, rather than emailing something vague (e.g., “I don’t understand what personality is”) students should first tell me what you know about the topic and then ask your specific question. This policy will result in the ability of the instructor to respond to all students in a timely manner as well as not waste my time or yours providing information about things you already understand.

Note on email etiquette: In writing any email to the instructor or TA, students 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/name**
4. If requesting a meeting, **at least 2 time windows you would be available to meet.**

Failure to include this information may result in the email going unanswered. The instructor teaches more than one course, so not including this information makes it very difficult to get back to students accurately and in a timely fashion (aside from the fact that not including your name – or a greeting – in an email is disrespectful to the recipient).

For a bonus point on the final exam, send the instructor an email by January 25th, 2020 at 11:55 pm following the guidelines listed in this syllabus (e.g., including the course number/name, a greeting, your name, etc.). Include either a “fun fact” about yourself or something that you’d like me to know (e.g., are you in a different time zone, working full time, caring for a family member(s), etc.).

Any emails (anonymous or otherwise) sent to the instructor or TA that are disrespectful, aggressive, hostile, or harassing in nature will be reported to the Associate Chair of the Undergraduate Program in Psychology, Cor Baerveldt, 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. Disrespectful behavior (including emails) will not be tolerated.

Absence from class or exams, 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 the instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the sections of the University Calendar regarding [Attendance](#) and [Examinations](#).

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 quizzes and assignments, and still earn 100% (i.e., an A+) in the course (see those specific sections of this syllabus for details).

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.** Unfortunately, if you miss more than the allowed number of quizzes, assignments, or exams, then it will start to affect your grade, and 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. Therefore, extensions or additional accommodations for missed work will not be granted beyond that already outlined for each course component.

Classroom etiquette:

Students are expected to behave appropriately in their courses reflecting respect for the instructor and their classmates. This includes virtual environments and platforms. **Inappropriate behavior will not be tolerated.**

Recording and/or distribution of course materials:

Note: Audio or video recording, digital or otherwise, 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.** Student or instructor content, digital or otherwise, created and/or used within the context of the course 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 content author(s). **This includes uploading course content to third party websites.**

STUDENT RESPONSIBILITIES...

Guidelines for Respectful Online Engagement:

“Students from many different backgrounds participate in courses at the University of Alberta. Sexist, racist, homophobic comments and other inflammatory remarks are not conducive to learning in our courses, and absolutely are not permitted. All participants are governed by the [Code of Student Behaviour](#). Be mindful when discussions involve controversial topics or issues, and consider the possibility that members of our community have themselves experienced some of these issues and/or very different realities because of these issues. Participate in a respectful and considered manner.

If you are witness to or the target of abusive or offensive behaviour in any course, please inform your instructor immediately. You may also contact the Psychology Undergraduate/Graduate Advisor, Associate Chair of Undergraduate/Graduate, or Chair.”

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 Behavior](#) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offense. Academic dishonesty is a serious offense and can result in suspension or expulsion from the University.

All students should consult the [Academic Integrity website](#) for clarification on the various offences. If you have any questions, ask your instructor.

All forms of dishonesty are unacceptable at the University. Any offense will be reported to the Associate Dean of the Faculty, who will determine the disciplinary action to be taken. See the [Academic Discipline Process](#). Sanctions range from a grade of zero for an exam or paper in question, with no opportunity to replace the grade or redistribute the weights, to a disciplinary failing grade with a period of suspension or expulsion from the University of Alberta.

Academic honesty:

All students should consult the information provided by the [Student Conduct and Accountability Office](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general. If in doubt about what is permitted in this class, ask the instructor.

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. See the [Academic Discipline Process](#). Before unpleasantness occurs, consult the appropriate resources and also discuss this matter with any tutor(s) and with your instructor.

STUDENT RESOURCES:

COVID-19 Updates:

Updates pertaining to university-related activities can be found on the [COVID-19 Information website](#).

Student Services and Resources:

General information about various services, including academic, financial, health, safety, and career development, can be found on the website for [Current Students](#).

Accessibility resources (AR) (1-80 SUB):

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. AR promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage. Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Students who take exams with accommodation are responsible for meeting the required AR deadlines and regulations. Consequently, scheduling exam accommodations in accordance with AR deadlines and procedures is essential, and adherence to procedures and deadlines is required for U of A to provide accommodations.

Failing to meet AR regulations will likely result in AR being unable to provide the necessary services required. Should this happen, students will be invited to take their exams with their peers during the allotted time.

Students registered with AR who will be using accommodations in the classroom are required to provide a "Letter of Introduction" to the instructor as soon as possible. Students are encouraged to make an appointment with the instructor to discuss any required accommodations. Those students who need accommodated exams must provide the instructor with an "Exam Instructions & Authorization" form one week prior to each exam.

Academic success centre (1-80 SUB):

[The Academic Success Centre](#) provides professional academic support to help students strengthen their academic skills and achieve their academic goals. Individual advising, appointments, and group workshops are available year round in the areas of Accessibility, Communication, Learning, and Writing Resources. Modest fees apply for some services.

The centre for writers (1-42 Assiniboia Hall):

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

First Peoples' House:

[The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

Health and wellness support:

There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the student ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

LEARNING AND WORKING ENVIRONMENT:

The Department of Psychology, Faculty of Arts, and Faculty of Science are 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, harassment and violence of any kind. It does not tolerate behavior that undermines that environment. This includes virtual environments and platforms.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Final note (disclaimer):

Any errors (typographical or otherwise) in this Course Outline are subject to change and will be announced to the class. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

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