PSYCH 341 - Personality

Winter 2014

Section 001: 341 MARB on  T Th from 8:00 am - 9:15 am

Course Information

Description

This is a course about personality theory and research. Personality deals with what it means to be human, what makes people similar to and different from each other, how and why people think, feel, and act the way they do, and other sorts of related issues. Some of the other sections of this course offered in our department focus primarily on personality theory, whereas this course will be a mix of personality theory and current research on personality. If you are mostly interested in theoretical issues, you may prefer taking another section (such as from Dr. Brent Slife).

Materials

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<th>Price (new)</th>
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Attendance Policy

Attendance is required. I do not take attendance. But, I give credit for in-class writing assignments which essentially reward attendance. You do not need to inform me if you miss class or need to leave early from class. If you miss class for a legitimate reason, go online and look at the lecture slides, find the In-Class Activity in the Power Point, type up the activity, and email it to one of the TAs,
with the justification for your absence. If they feel the absence was unavoidable, they will award you credit.

Learning Outcomes

1. Identify and distinguish personality theories

Students will identify and distinguish the major personality theories of psychology.

Measurement: Multiple choice/Short essay.

2. Contemporary research and applications

Students will identify and give examples of contemporary research or applications of these theories.

Measurement: Multiple choice/Short essay.

3. Theoretical assumptions

Students will identify the theoretical assumptions that underlie these personality theories.

Measurement: Multiple choice.

4. Practical and religious implications

Students will articulate some of the practical and religious implications of these theories.

Measurement: Essay assignments.

Grading Scale

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<tr>
<th>Grades</th>
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<tr>
<td>A</td>
<td>94%</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<tr>
<td>B+</td>
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Grading Policy

Grades are based on the percentage of the total possible points a student earns. The total points possible may not end up being exactly as indicated in the Point Breakdown; regardless, your grade will be based on how many of those possible points you earned. In borderline cases I will give students the benefit of the doubt if they have faithfully attended class, participated in class discussions and activities, and completed assignments.

Teaching Philosophy

As a teacher, my goals are to instill in students an interest in the course content, build their critical thinking skills, help them gain an understanding of basic course material, and help them become competent applying course concepts to scientific and real-world settings. I love teaching because when I accomplish these goals, students’ lives change. My teaching goals are achieved by focusing on the following objectives:

First, I establish an atmosphere conducive to student learning. I do this by responding positively and respectfully to student comments, using humor, and making students feel like colleagues in the learning experience. This not only makes learning more enjoyable for students, but also significantly increases student involvement in class. Learning is more effective when it is interactive; thus, greater student participation leads to greater learning.
Second, I help students realize the scientific and real-world application of course content, particularly the importance it has to them personally. This way the course content will be useful to them wherever they go in life. I accomplish this objective by carefully selecting compelling and often humorous examples that straightforwardly convey the course concepts. Often they are practical examples that build on students’ prior knowledge and experiences, which greatly facilitates their understanding of even difficult course concepts. Additionally, students are more motivated to learn material when they see why it is important.

Third, I provide students opportunities to develop the ability to apply course concepts to new situations. I find that this leads to deeper understanding, increased retention, and expanded ability to independently apply course concepts outside of class. These opportunities come in the form of in-class exercises (e.g., group and class discussions, individual and group writing activities, and problem solving) as well as homework assignments, quizzes, research papers, and extra-credit opportunities.

Fourth, I work to foster in students the ability to think critically about information and issues they encounter in their own lives that are relevant to course material. To help them acquire these skills, I first demonstrate critical thinking to them during class lectures and discussions. In addition to demonstrating these skills, I allow students to practice critical thinking independently and in groups. I am continually experimenting with different ways to promote critical thinking skills through discussions, in-class activities, and assignments. Critical thinking abilities, when developed, have broad application, and can significantly impact individuals’ lives.

Assessments

Readings

Assigned readings are given on the course schedule for each day of class. To encourage you to read them guide you in doing so, I will provide a study guide for the readings for each day of class. The study guides will provide a list of key
terms you should learn, as well as key questions you should be able to answer. Additionally, there will two things you will need to type up on the last page, and then submit online on Learnins Suite prior to the start of class. First, you will report on how much of the readings you read. Second, you will write brief paragraphs summarizing the readings. Details will be included in each study guide.

**In-class Writing Activities**

Each day of class you will be given the opportunity to participate in a short writing activity designed to help you better learn and be able to apply the course material. Each of these activities will be worth one point, and will typically be graded based on completion. These will also provide a reward for class attendance. If you miss class for a legitimate reason, go online and look at the lecture slides, find the In-Class Activity in the Power Point, type up the activity, and email it to one of the TAs, with the justification for your absence. If they feel the absence was unavoidable, they will award you credit.

**Application Activities**

In lieu of a course paper, you will be given a number of application activities to complete to help you interact with and apply the course concepts. The instructions for each activity will be uploaded onto the schedule for the day they are assigned, and then corresponding due dates will be provided a few days later. There will probably be about one activity per week.

**Exams**

There will be three exams. They will include a mix of question types. They will be comprehensive in the sense that they will draw on all the material from the course up to that point (e.g., for Exam 2 you might be asked to compare a theory from that exam period to one from the first exam period), although they will focus on the terms, theories, and research areas for that particular exam period. They will all be administered in the Testing Center on the dates mentioned in the course schedule page.
Instructor/TA Info

Instructor Information

Name: Sam Hardy
Office Location: 1040 SWKT
Office Phone: 801-422-7138
Email: sam_hardy@byu.edu

TA Information

Name: Rebekah Schaerr
Office Location: Moral Personality Lab 1063 SWKT
Office Hours: Tue 9:00am-10:00am
Email: bschaerr@gmail.com
Name: Rachael Davies
Office Location: Moral Personality Lab 1063 SWKT
Office Hours: Thu 11:00am-12:00pm
Email: rachaeldavies8@gmail.com

Assignments

Assignment Description

Study Guide: Personality Theories
Due: Thursday, Jan 09 at 8:00 am

In-Class: Personality Theories
Due: Thursday, Jan 09 at 8:00 am

Study Guide: Psychodynamic Freud (Structure, Process)
Due: Tuesday, Jan 14 at 8:00 am

In-Class: Psychodynamic–Freud (Structure, Process)
Due: Tuesday, Jan 14 at 8:00 am
In-Class: Psychodynamic—Freud & Erikson (Development, Change)

Due: Thursday, Jan 16 at 8:00 am

Study Guide: Psychodynamic—Freud and Erickson (Development, Change)

Due: Thursday, Jan 16 at 8:00 am

Application Activity 1

Due: Thursday, Jan 16 at 8:00 am

Study Guide: Beyond Freud

Due: Tuesday, Jan 21 at 8:00 am

In-Class: Psychodynamic—Beyond Freud (Adler, Jung, Horney, Object Relations)

Due: Tuesday, Jan 21 at 8:00 am

In-Class: Behaviorism—Classical Conditioning (Watson, Pavlov)

Due: Thursday, Jan 23 at 8:00 am

Study Guide: Behaviorism—Classical Conditioning

Due: Thursday, Jan 23 at 8:00 am

Application Activity 2

Due: Thursday, Jan 23 at 8:00 am

In-Class: Behaviorism—Operant Conditioning (Skinner)

Due: Tuesday, Jan 28 at 8:00 am

Study Guide: Operant Conditioning

Due: Tuesday, Jan 28 at 8:00 am

In-Class: Phenomenological—Rogers (Structure, Process, Development, Change)

Due: Thursday, Jan 30 at 8:00 am
Application Activity 3

Due: Thursday, Jan 30 at 8:00 am

Study Guide: Phenomenological--Rogers

Due: Thursday, Jan 30 at 8:00 am

In-Class: Phenomenological--Beyond Rogers (Maslow, Humanism, Existentialism, Self Psychology)

Due: Tuesday, Feb 04 at 8:00 am

Study Guide: Phenomenological--Beyond Rogers

Due: Tuesday, Feb 04 at 8:00 am

Study Guide: Phenomenological--Contemporary

Due: Thursday, Feb 06 at 8:00 am

Application Activity 4

Due: Thursday, Feb 06 at 8:00 am

In-Class: Bandura

Due: Thursday, Feb 06 at 11:59 pm

In-Class: Allport

Due: Tuesday, Feb 11 at 11:59 pm

Exam 1

Due: Wednesday, Feb 12 at 9:00 pm

In testing center

Study Guide: Cognitive Theory--Kelly (Structure, Process)

Due: Thursday, Feb 13 at 8:00 am
In-Class: Maslow/Rogers

Due: Thursday, Feb 13 at 11:59 pm

Study Guide: Cognitive Theory—Kelly (Development, Change)

Due: Thursday, Feb 20 at 8:00 am

Application Activity 5

Due: Thursday, Feb 20 at 8:00 am

In-Class: May

Due: Thursday, Feb 20 at 11:59 pm

Mid-Course Student Eval

Due: Monday, Feb 24 at 11:59 pm

Study Guide: Trait Theories—Early (Allport, Eysenck, & Cattell)

Due: Tuesday, Feb 25 at 8:00 am

In-Class: Kelly

Due: Tuesday, Feb 25 at 11:59 pm

Application Activity 6

Due: Thursday, Feb 27 at 8:00 am

Study Guide: Trait Theories—Contemporary (Five Factor Model; Structure, Process)

Due: Thursday, Feb 27 at 8:00 am

In-Class: Buddhism

Due: Thursday, Feb 27 at 11:59 pm

Study Guide: Trait Theories (Five Factor Model; Development, Change)

Due: Tuesday, Mar 04 at 8:00 am
Application Activity 7

Due: Thursday, Mar 06 at 8:00 am

Study Guide: Social Cognitive Theory—Bandura, Mischel (Structure, Process)

Due: Thursday, Mar 06 at 8:00 am

In-Class: Trait/Social Cog

Due: Thursday, Mar 06 at 11:59 pm

Study Guide: Social Cognitive Theory—Bandura, Mischel (Development, Change)

Due: Tuesday, Mar 11 at 8:00 am

In-Class: Neuroscience

Due: Tuesday, Mar 11 at 11:59 pm

In-Class: Evolutionary

Due: Thursday, Mar 13 at 11:59 pm

Exam 2

Due: Saturday, Mar 15 at 9:00 pm

In testing center

Study Guide: Biological Foundations—Evolution

Due: Tuesday, Mar 18 at 8:00 am

In-Class: Cultural

Due: Tuesday, Mar 18 at 11:59 pm

Study Guide: Biological Foundations—Genetics

Due: Thursday, Mar 20 at 8:00 am

Application Activity 8
Due: Thursday, Mar 20 at 8:00 am

In-Class: Developmental

Due: Thursday, Mar 20 at 11:59 pm

Study Guide: Biological Foundations—Neuroscience

Due: Tuesday, Mar 25 at 8:00 am

In-Class: Christian/LDS

Due: Tuesday, Mar 25 at 11:59 pm

Application Activity 9

Due: Thursday, Mar 27 at 8:00 am

Study Guide: Culture and Personality

Due: Thursday, Mar 27 at 8:00 am

In-Class: Relationality

Due: Thursday, Mar 27 at 11:59 pm

Study Guide: Relationships (Abstractionist vs. Relational)

Due: Tuesday, Apr 01 at 8:00 am

In-Class: Unconscious

Due: Tuesday, Apr 01 at 11:59 pm

Study Guide: Agency (Automaticity, Implicit/Explicit Attitudes, Dual Process Models)

Due: Thursday, Apr 03 at 8:00 am

Application Activity 10

Due: Thursday, Apr 03 at 8:00 am

In-Class: Positive
Due: Thursday, Apr 03 at 11:59 pm

**Study Guide: Theistic Approaches (Religion & Spirituality)**
Due: Tuesday, Apr 08 at 8:00 am

**In-Class: Self-Determination**
Due: Tuesday, Apr 08 at 11:59 pm

**Study Guide: Self-Change**
Due: Thursday, Apr 10 at 8:00 am

**In-Class: Self-Change**
Due: Thursday, Apr 10 at 11:59 pm

**General Conference**
Due: Tuesday, Apr 15 at 11:59 pm

**MLF Poster**
Due: Tuesday, Apr 15 at 11:59 pm

**Semester Student Eval**
Due: Tuesday, Apr 15 at 11:59 pm

**Exam 3 (Final)**
Due: Wednesday, Apr 23 at 9:00 pm

In testing center.

**Point Breakdown**

<table>
<thead>
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<tr>
<td>In-class writing</td>
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<td>Application Activities</td>
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### Schedule

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<th>Column 1</th>
<th>Column 2</th>
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<tr>
<td>T -</td>
<td>Introduction to Course; Research Methods</td>
<td>Readings:C&amp;P - Chap 2 study-guide_methods_W14.docx Download Lecture</td>
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<td>Jan 07</td>
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<td>Personality Theories</td>
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<td>Psychodynamic – Freud</td>
<td>Readings:C&amp;P - Chap 3 (pp. 70-99)</td>
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<td>(Structure, Process)</td>
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<td>Behaviorism – Classical Conditioning</td>
<td>Readings:C&amp;P - Chap 10 (pp. 352-371)</td>
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<td>Behaviorism – Operant Conditioning</td>
<td>Readings:C&amp;P - Chap 10 (pp. 371-387)</td>
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<td><strong>Th Jan 30</strong></td>
<td>Phenomenological – Rogers (Structure, Process, Development, Change)</td>
<td>Readings:C&amp;P - Chap 5, Chap 6 (pp. 193-205)</td>
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<td>Phenomenological – Beyond Rogers (Maslow, Humanism, Existentialism, Self Psychology)</td>
<td>Readings:C&amp;P - Chap 6 (pp. 205-207, 210-217, 219-226)</td>
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<td><strong>Th Feb 06</strong></td>
<td>Phenomenological – Contemporary Psychology</td>
<td>Readings:C&amp;P - Chap 6 (pp. 207-210, 217-219) Csikszentmihalyi_11_Positive Psychology.pdf Download Deci_09_self-determination-theory.pdf Download</td>
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<td>C&amp;P - Chap 11 (pp. 390-413)</td>
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<td>Cognitive Theory – Kelly</td>
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<td>Feb 24</td>
<td><strong>Trait Theories</strong> – Early (Allport, Eysenck, &amp; Cattell)</td>
<td><strong>Readings:</strong> C&amp;P - Chap 7</td>
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<td>Feb 25</td>
<td><strong>Trait Theories</strong> – Contemporary (Five Factor Model; Structure, Process)</td>
<td>Application Activity 6</td>
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<td><strong>Readings:</strong> C&amp;P - Chap 8 (pp. 262-278, 283-300) McCrae &amp; Costa <em>08_five-factor-theory.pdf</em> Download</td>
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<td><strong>Trait Theories</strong> – Contemporary (Five Factor Model; Development, Change)</td>
<td><strong>Readings:</strong> C&amp;P - Chap 8 (pp. 279-283), Chap 14 (pp. 520-525) McAdams <em>06_how-personality-develop.pdf</em> Download</td>
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<td>Th 06</td>
<td><strong>Social Cognitive Theory</strong> – Bandura, Mischel (Structure, Process)</td>
<td><strong>Readings:</strong> C&amp;P - Chap 12 (pp. 428-449), Chap 13 (pp. 468-486), Chap 14 (pp. 517-520)</td>
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<td><strong>T</strong>&lt;br&gt;Mar 11</td>
<td>Social Cognitive Theory – Bandura, Mischel (Development, Change)</td>
<td>C&amp;P - Chap 12 (pp. 450-463), Chap 13 (pp. 486-505), Chap 14 (pp. 531-537)</td>
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<td>Exam 2 Review</td>
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<td><strong>Ma</strong>&lt;br&gt;Mar 18</td>
<td>Biological Foundations – Evolution</td>
<td>C&amp;P - Chap 9 (pp. 302-323)</td>
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<td><strong>Th</strong>&lt;br&gt;Mar 20</td>
<td>Biological Foundations – Genetics Application</td>
<td>C&amp;P - Chap 9 (pp. 323-336)</td>
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<td>Biological Foundations – Neuroscience</td>
<td>C&amp;P - Chap 9 (pp. 336-349)</td>
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<td>Culture and Personality Application</td>
<td>C&amp;P - Chap 14 (pp. 525-531) Heine_09_personality-universal-culturally-specific.pdf Download</td>
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<td><strong>T - Apr 15</strong></td>
<td><strong>Final Exam Review</strong></td>
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<td><strong>Th - Apr 17</strong></td>
<td><strong>Final Exam Preparation Day</strong></td>
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<td><strong>F - Apr 18</strong></td>
<td><strong>Final Exam</strong></td>
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University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-
2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

**Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.