### PSYC 2014 – Personality & Differential Psychology

**Unit of Study Code:** PSYC2014

**Coordinator:**
- **Dr. Niko Tiliopoulos**
  - Office: Room 448, Brennan MacCallum Building
  - Phone: 9036 9223
  - E-mail: nikot@psych.usyd.edu.au

**Other teaching staff:**
- **Dr. Damian Birney**
  - Office: Room 449, Brennan MacCallum Building
  - Phone: 9351 4236
  - E-mail: damianb@psych.usyd.edu.au

- **Dr. Alan Craddock**
  - Office: Room 440 Brennan MacCallum Building
  - Phone: 9351 3353
  - E-mail: alanc@psych.usyd.edu.au

- **Dr. Fiona White**
  - Office: Room 426, Brennan MacCallum Building
  - Phone: 9351 3246
  - E-mail: fionaw@psych.usyd.edu.au

**Format of unit:**
- 3 x one-hour lectures/week x 13 weeks (Monday, Wednesday, Thursday)
- 1 x one-hour tutorial/week x 12 weeks
- 13 x two-hour field/library research, culminating in a 1500w essay & 1500w research report

**Credit point value:** 6 Credit Points

**Prerequisites:** 12 credit points of First Year Psychology including PSYC 1001 & PSYC 1002

**Assessment:**
1. **CLASSWORK:**
   - A. 1500 word essay (25% of total mark)
     - Due Date: Monday September 1 (Week 6)
   - B. 1500 word research report (25% of total mark)
     - Due Date: Monday, 20 October (Week 12)

2. **EXAMINATION:**
   - 2 hr. exam, consisting of 90 multiple-choice questions (50% of total mark)

*TEACHING & LEARNING COMMITTEE POLICY:* All pieces of students' written assessments are to be submitted on-line to ensure that plagiarism detection software can be implemented.

**Textbooks:** Both of the following textbooks are essential course reading material:

*Additional reading material will be placed on the course’s WebCT page and the Fisher Reserve as necessary*
UNIT OF STUDY DESCRIPTION

General description: PSYC 2014 is made up of two conceptual components: Theories of Personality and Differential Psychology. The general aim of the Personality component is to introduce students to a number of influential theories of personality. Students will be exposed to some conceptual analysis and expected to examine critically the various theories covered. The general aim of the Differential Psychology component is to introduce the key topics in individual abilities and group differences. Students are expected to gain an understanding about the major theories of Personality and Intelligence, associated assessment and research methods, and the traditional areas of group differences.

Specific Graduate Attributes & Student Learning Outcomes for Personality & Differential Psychology
This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally.

Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

The following graduate attributes and student learning outcomes will be developed through lectures, tutorial and assessment activities in particular. They will be assessed primarily in the report, essay, and in the final examination.

1. Knowledge and Understanding of Personality & Differential Psychology
Display basic knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in Personality & Differential Psychology

Student learning outcomes:

(i) To stimulate an interest in the contribution of personality and differential psychologists to the understanding of the individual, their attitudes, motives, behaviour, and thought across the lifespan, and the foundations of differential group differences.
(ii) Ability to describe, explain and evaluate research studies and theories in the area of personality and differential psychology.
(iii) Ability to describe the course of personality and intelligence development, their foundations, function, and consequences.

2. Research Methods in Personality & Differential Psychology
Understand, apply and evaluate basic research methods in Personality & Differential Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Student learning outcomes:

(i) To develop a critical understanding of the major methods of research and assessment in these areas.
(ii) To critically assess the major theories and research findings in these areas.
(iii) To interpret statistical analyses.
(iv) Use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs.
(v) Design and conduct basic studies to address psychological questions: Frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.

3. Critical Thinking Skills in Personality & Differential Psychology
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve related problems.

Student learning outcomes:

(i) Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
(ii) Evaluate the quality of information, including differentiating empirical evidence from speculation.
(iii) Evaluate issues and behaviour using different theoretical and methodological approaches.
(iv) Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.
(v) Demonstrate a capacity for higher-order analysis, including the capacity to identify recurrent patterns in human behaviour.
4. Values in Personality & Differential Psychology
Value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity.

Student learning outcomes:

(i) Recognise and respect social, cultural, linguistic, spiritual, and gender diversity.
(ii) Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication).
(iii) Exhibit a scientific attitude in critically thinking and learning about human behaviour, and in creative and pragmatic problem solving.
(iv) Be able to recognise and promote ethical practice in research and academic correspondence.
(v) Promote evidence-based approaches to understanding behaviour, motivation, and thought.

5. Communication Skills in Personality & Differential Psychology
Communicate effectively in a variety of formats and in a variety of contexts.

Student learning outcomes:

(i) Write a standard research report and essay using American Psychological Association (APA) structure and formatting conventions.
(ii) Write effectively in an essay and research report formats, and for a variety of purposes (e.g., informing, arguing).
(iii) Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion) and for various purposes.
(iv) Collaborate effectively, demonstrating an ability to: Work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

6. Learning and the Application of Personality & Differential Psychology
Understand and apply psychological principles to personal and interpersonal issues.

Student learning outcomes:

(i) To develop an awareness of the applications of the theories and research findings in Personality & Differential Psychology.
(ii) Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
(iii) Understand major areas of applied Personality & Differential Psychology.
(iv) Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.

7. School of Psychology Plagiarism Policy information for Students
Plagiarism is NOT permitted.

(i) Are you sure you know what plagiarism is?
Please refer to the University policy on plagiarism:

(ii) The School of Psychology will penalise all submitted work that is plagiarised.

(iii) The School of Psychology is using software to detect all forms of plagiarism.

PLAGIARISM

More than 50% plagiarised

Less than 50% plagiarised

Unit Coordinator ensures that the student receives no marks for submitted work and requests a resubmission for a mark of zero

Tutor/marker ignores plagiarised section(s) and marks remainder of submitted work, plus 10% penalty
## SYLLABUS

### Personality & Differential Psychology (PSYC2014)

<table>
<thead>
<tr>
<th>Wk</th>
<th>Lecture</th>
<th>Lecture topic</th>
<th>Tutorial</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 (28-July)</td>
<td>Personality Theories: Review &amp; Application</td>
<td>No tutorial</td>
<td>Craddock</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Psychodynamic Theory &amp; Counselling I</td>
<td></td>
<td>Craddock</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Psychodynamic Theory &amp; Counselling II</td>
<td></td>
<td>Craddock</td>
</tr>
<tr>
<td>2</td>
<td>4 (04-Aug)</td>
<td>Psychodynamic theories I: The origins of Freud’s theory</td>
<td>Catharsis, abreaction, emotion and symptoms</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Psychodynamic theories II: Freud &amp; the unconscious</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Psychodynamic theories III: Freud &amp; dreams</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td>3</td>
<td>7 (11-Aug)</td>
<td>Psychodynamic theories IV: Jung</td>
<td>Primary and secondary process thinking, paraaphrases and objectivity</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Psychodynamic theories V: Erikson</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Radical behaviourism I: Watson</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td>4</td>
<td>10 (18-Aug)</td>
<td>Radical behaviourism II: Skinner</td>
<td>Overdetermination psycho-sexual development, regression and fixation</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Social cognitive theory I: Bandura I</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Social cognitive theory II: Bandura II</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td>5</td>
<td>13 (25-Aug)</td>
<td>Humanistic theories of personality I: Maslow</td>
<td>Transference, structural and topographical models of mind</td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Humanistic theories of personality II: Rogers</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Differential Psychology: Applied Individual Differences</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>6</td>
<td>16 (01-Sept)</td>
<td>Personality &amp; Intelligence assessment I: Tests &amp; Measurements</td>
<td>The scientific status of psychoanalysis</td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Personality &amp; Intelligence assessment II: Basic concepts in measurement</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Personality &amp; Intelligence assessment III: Validity</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>7</td>
<td>19 (08-Sept)</td>
<td>Personality &amp; Intelligence assessment IV: Reliability</td>
<td>Introduction to the differential assignment</td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Personality &amp; Intelligence assessment V: Factor Analysis</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Personality &amp; Intelligence assessment VI: Measuring Personality</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>8</td>
<td>22 (15-Sept)</td>
<td>Traits theories of personality I</td>
<td>A psychometric assessment of freedom of speech</td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Traits theories of personality II</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Humanistic traits theory of personality: Allport</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>9</td>
<td>25 (22-Sept)</td>
<td>The lexical approach to personality traits I</td>
<td>“Love me tender”: A factor-analytic example</td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>The lexical approach to personality traits II</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Critical conceptual assessment of personality theories</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
</tbody>
</table>

**Study Vacation:** Monday 29 September to Friday 3 October

<table>
<thead>
<tr>
<th>Wk</th>
<th>Lecture</th>
<th>Lecture topic</th>
<th>Tutorial</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>(06-Oct)</td>
<td>Public Holiday (Labour Day)- No lecture / tutorial</td>
<td>Trading on Traits</td>
<td>Birney</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Theories of Intelligence</td>
<td></td>
<td>Birney</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Approaches and issues in measuring intelligence</td>
<td></td>
<td>Birney</td>
</tr>
<tr>
<td>11</td>
<td>30 (13-Oct)</td>
<td>Heritability of intelligence</td>
<td>The Flynn Effect</td>
<td>Birney</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Group differences in intelligence I</td>
<td></td>
<td>Birney</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>Group differences in intelligence II &amp; Emotional Intelligence</td>
<td></td>
<td>Birney</td>
</tr>
<tr>
<td>12</td>
<td>33 (20-Oct)</td>
<td>Knowledge &amp; Intelligence</td>
<td>Practical Intelligence</td>
<td>Birney</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>Differential theories of expertise: Ericsson</td>
<td></td>
<td>Birney</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>Differential theories of expertise: Sternberg</td>
<td></td>
<td>Birney</td>
</tr>
<tr>
<td>13</td>
<td>36 (27-Oct)</td>
<td>Practical Intelligence &amp; Wisdom</td>
<td>Creative Intelligence</td>
<td>Birney</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>Personality &amp; Intelligence in education and the workplace</td>
<td></td>
<td>Birney</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>Summary &amp; course revision</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
</tbody>
</table>

**NB.** The exact content and/or order of the lecture and tutorial topics may change if necessary. Lecture or otherwise relevant study material will be posted on the course’s WebCT page or in the Fisher reserve.