# PSYC3015
## Personality and Intelligence II

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<tr>
<th>Unit of Study Code:</th>
<th>PSYC3015</th>
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                     | Phone: 9351 4236  
                     | E-mail: carolyn.maccann@sydney.edu.au |
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                       | Phone: 9036 9223  
                       | E-mail: niko.tiliopoulos@sydney.edu.au |
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                     | Phone: 9036 9403  
                     | E-mail: helen.paterson@sydney.edu.au |
|                     | Dr Sabina Kleitman  
                     | Office: Room 441 Brennan MacCallum Building  
                     | Phone: 9036 7703  
                     | E-mail: sabina.kleitman@sydney.edu.au |
| Format of Unit:     | 2 x 1 hour lectures/week x 13 weeks  
                     | 1 x 2 hour tutorial/week x 10 weeks  
                     | 1 x 2 hour Library Research/Study x 2 weeks |
| Credit Point Value: | 6 Credit Points |
| Prerequisites:      | PSYC (2014 or 2114) plus one other Intermediate Psychology Unit from PSYC (2011 or 2111), PSYC (2012 or 2112), PSYC (2013 or 2113) |
| Assessment:         | **Classwork:**  
                     | 2 Tutorial quizzes based on lecture and tutorial content (including readings), in weeks 8 and 13, worth 10% each of the total marks for this unit of study – 20% (see tutorial outline).  
                     | In addition, as part of the course requirement, students will write a 2000 word report (30%). The report is due week 9, Monday May 3rd by 4p.m.  
                     | **Examination:**  
                     | A 2 hours examination, consisting of short-answer and/or multiple choice questions, is worth 50% of the total marks for this unit of study.  
                     | **Evaluation of teaching and learning:**  
                     | Date: Week 13 of the semester  
                     | Type: Questionnaire |
Unit of study general description:
The aim of this unit of study is to provide students with an overview of the different areas of research and practice in personality, intelligence, and individual differences. Students will be exposed to a wide variety of different theoretical models of personality intelligence, metacognition, and emotional intelligence and encouraged to critically evaluate these theories based on the supporting research evidence. The methods of conducting and evaluating individual differences research will also be a focus of the course. Students will be encouraged to take multiple perspectives, evaluating theories of personality and intelligence from a research, practice, and policy point-of-view.

Graduate Attributes and Student Learning Outcomes for Intelligence and Intelligence II:
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 laboratory report/ essay, tutorials quizzes, and in the final examination.

1: Knowledge and Understanding of Personality and Intelligence II
Display basic knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in personality and individual differences

Student learning outcomes:

a. Ability to describe the different theories of personality, intelligence, metacognition, and emotional intelligence (i.e., be able to define the key concepts in each theoretical model and outline how these concepts are related)
b. Ability to evaluate the empirical evidence used to support these different theoretical models
c. Understand the controversies in the history of intelligence and personality, and the impact that these controversies have had on subsequent research and practice.
d. Understand the main findings in studies examining psychobiological and interpersonal theories of personality
e. Understand basic principles of how intelligence is assessed, including assessment development and administration
f. Understand the basic principles of how test scores are interpreted

2: Research Methods in Personality and Intelligence II
Understand, apply and evaluate basic research methods in personality and individual differences, including research design, data analysis and interpretation, and the appropriate use of technologies.

Student learning outcomes:

a. Understanding of the different methods used in individual differences research (including the psychometric and psycho-physiological approaches)
b. To critically evaluate major theories and research findings in human cognitive abilities and personality
c. To interpret statistical analyses and typical methodology used in the area (including the systematic review and meta-analysis paradigms for summarising research findings)
3: Critical Thinking Skills in Personality and Intelligence II
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.

Student learning outcomes:

a. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
b. Evaluate the quality of information, including differentiating empirical evidence from speculation.
c. Evaluate issues and behaviour using different theoretical and methodological approaches.
d. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.
e. Evaluate the ethical, practical and social consequences of intelligence and personality testing.
f. Reflect on how theoretical models of personality and intelligence can be translated into real world settings such as workplace, educational, and forensic psychology, evaluating the limitations of this translation into practice.

4: Communication Skills in Personality and Intelligence II
Communicate effectively in a variety of formats and in a variety of contexts

Student learning outcomes:

a. Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
b. Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing).
c. Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.

5. Evidence of learning:
In accordance with the assessment procedures for Psychology 3, meritorious performance in this unit of study will involve:

a. Demonstrating a sound understanding of the conceptual aspects of theories of personality, intelligence, metacognition, emotional intelligence, and similar constructs, and
b. Reading the recommended references in order to further this understanding, and
c. Demonstrating an ability to question and critically evaluate the various theories and findings by applying the knowledge acquired

Satisfactory performance in this unit will involve:

a. A broad understanding of each of the theories and approaches covered, and
b. Some reading of the recommended references in order to further this understanding

To assess this evidence, there will be two tutorial quizzes in weeks 8 and 13, a report, due on 3rd May (week 9), and an exam of two hours duration, covering the teaching outcomes listed above. The exam will be worth 50% of the total marks for this unit, the quizzes 20% (10% for each quiz) and the report worth 30%.
There is no “set” text for this unit of study. Specific readings will be provided in lectures.

Background revision reading for the course: PSYC2014 lecture materials, and set text:

The following sources are recommended reading for those interested in gaining a more “in-depth” understanding of the subject matter of this unit:


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:
http://www.usyd.edu.au senate/policies/Plagiarism.pdf
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.

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<tr>
<th>Plagiarism</th>
<th>More than 50% plagiarised</th>
<th>Unit Coordinator ensures that the student receives no marks for submitted work and requests a resubmission for a mark of zero</th>
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<tbody>
<tr>
<td>PLAGIARISM</td>
<td>Less than 50% plagiarised</td>
<td>Tutor/marker ignores plagiarised section(s) and marks remainder of submitted work, plus 10% penalty</td>
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<tr>
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<td>L</td>
<td>Lecture Topic</td>
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<td>Introduction and review of traits approach to personality</td>
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<td>2</td>
<td>3</td>
<td>Psychophysiological approaches to personality I</td>
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<td>3</td>
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<td>Personality &amp; Psychopathology</td>
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<td>4</td>
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<td>Personality in non-human animals</td>
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<td>Interpersonal aspects of personality</td>
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<td>Personality and forensic psychology</td>
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<td>Cultural approaches to personality</td>
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<td>Personality, religiosity and spirituality</td>
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<td>13</td>
<td>Review and extension of the psychometric approach to intelligence</td>
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<td>Methods and meaning in intelligence testing</td>
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<td>8</td>
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<td>NO LECTURE – ANZAC DAY</td>
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<td>16</td>
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<td>Metacognition I</td>
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<td>17</td>
<td>19</td>
<td>Gender differences in intelligence</td>
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<td>20</td>
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<td>Exceptional abilities: Giftedness, talent, and genius</td>
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<td>21</td>
<td>Intelligence and personality in education and the workplace</td>
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<td>Intelligence and health</td>
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<td>Creativity and expertise</td>
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<td>The development and enhancement of intelligence</td>
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<td>13</td>
<td>25</td>
<td>Social and emotional abilities I</td>
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<td>26</td>
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<td>Social and emotional abilities II</td>
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* Readings will be provided in lectures; There may be slight changes to this based on how the course progresses.
Tutorial Readings

You will need to obtain the tutorial readings from the Sydney University library, and read them prior to your tutorial. Book chapters will be available in electronic format in the library reserve section. You can download the journal articles from the e-journals.


THE UNIVERSITY OF SYDNEY LIBRARY

http://www.library.usyd.edu.au/

The University of Sydney Library is a distributed system of 14 libraries with a collection of over 5 million items. Fisher Library is located on Eastern Avenue, Camperdown Campus. Fisher Library has the most resources relevant to Psychology.

Poppy Prezios is your Psychology Faculty Liaison Librarian. You can find her at Badham Library Ground Floor, Badham Building Science Rd, Camperdown Campus. You can phone her on 0434 606 913 or email at p.prezios@library.usyd.edu.au.

Psychology books in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection. Most of the required and recommended items will be here. Details of items required can be located in the catalogue.

http://opac.library.usyd.edu.au/search/r

Psychology Guide

includes links to Psychology databases, internet resources, information on tests and more.

http://libguides.library.usyd.edu.au/psychology

Finding items on your reading lists

Your reading lists will contain different styles of citations, depending on the type of publication. The link below will take you to help on finding items on your reading list.