Unit of Study Code: PSYC3015

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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:

Five tutorial quizzes (15%):
In weeks 5, 7, 8, 10 and 12 tutorials, there will be a 10-minute in-class quiz on the background reading for that tutorial. Students should read and understand the major issues of the paper before the tutorial. Quizzes will occur after class discussion and tutorial activities.

1. Week 5: Stanovk (1999)

Each quiz will be worth 3% of the total marks for this unit of study.

Assignment (35%):
Students will write a 2500 word empirical report. The report is due week 10, Monday 9th May by 4pm.

Examination (50%):
A 2 hour 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 individual differences
Display knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in personality and individual differences

Student learning outcomes:
- Ability to describe the different theories of personality, intelligence, and metacognition, (i.e., be able to define the key concepts in each theoretical model and outline how these concepts are related)
- Ability to evaluate the empirical evidence used to support these different theoretical models
- Understand the main findings in studies examining psychobiological and interpersonal theories of personality
- Understand basic principles of how personality and intelligence are assessed, including assessment development and test administration
- Understand the basic principles of how test scores are interpreted

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

Student learning outcomes:
- Understanding of the different methods used in individual differences research (including the psychometric and psycho-physiological approaches)
- To critically evaluate major theories and research findings in human cognitive abilities and personality
- To interpret statistical analyses and typical methodology used in the area

3: Communication skills in personality and individual differences
Communicate effectively in a variety of formats and in a variety of contexts

Student learning outcomes:
- Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
- Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing).
- Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.
4: Critical thinking skills in personality and individual differences
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 and educational psychology, evaluating the limitations of this translation into practice.

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

To assess this evidence, there will be five tutorial quizzes, a report, due on 9th May (week 10), 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 15% (3% for each of the five quizzes) and the report worth 35%.
TEXT

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:

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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**ASSIGNMENT**
Empirical Report: Response distortion and psychological testing
Metacognition
**READING + QUIZ:** Stankov, (1999)

**NO TUTORIAL**
**Library Research Session**

| 9 | 17 | Personality and Gender | CM | |
| 10 | 18 | Personality and Culture | CM | |
| 20 | 19 | Personality development and change across the lifespan | CM | |
| 21 | 20 | Introduction to positive psychology | CM | |
| 11 | 21 | Giftedness and genius | SK | |
| 12 | 22 | Sex differences in intelligence | SK | |
| 13 | 23 | Intelligence and personality in the educational sphere | SK | |
| 14 | 24 | Intelligence, aging and health | SK | |
| 15 | 25 | Personality, intelligence, and interests (PPIK model) | CM | |
| 16 | 26 | Applications of personality and intelligence tests Workplace | CM | |

**ASSIGNMENT DUE MONDAY**
Interpretations and misinterpretations of personality and intelligence
**READING + QUIZ:** Markus & Kitayama (1998)

CM = Carolyn MacCann; SK = Sabina Kleitman, NT = Niko Tiliopoulos

* Readings will be provided in lectures; There may be slight changes to the lecture and tutorial program 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.


Research and resource support for Psychology students

The University of Sydney Library has 12 libraries in different locations, on different subjects with different facilities. Fisher Library is where you will find the physical collection of most relevance to your Psychology studies. Fisher Library is located on Eastern Ave, Camperdown campus. We also have loads available online – find us at sydney.edu.au/library/.

You can contact your Psychology Faculty Liaison Librarian at library.psychology@sydney.edu.au. The Psychology Librarian is located at Badham Library, level 1, Badham Building, Science Rd, Camperdown Campus. You can phone 91141292 or send an email psychology.library@sydney.edu.au.

Psychology books in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection. Most of your required and recommended items will be here. Details of these can be located in the catalogue, you search for these at http://opac.library.usyd.edu.au/search/r.

Psychology subject guide

There is a comprehensive subject guide that includes links to psychology databases, internet resources, information on tests and measurements and more. Take a look at http://libguides.library.usyd.edu.au/psychology. You can also enrol in database sessions and EndNote classes.

Need a refresher after the long vacation?

Watch and listen to these online learning objects and get back up to speed with information literacy skills on topics such as research, essay writing and referencing. http://www.library.usyd.edu.au/skills/