PSYC3015
Personality and Intelligence II

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: Six tutorial quizzes (15%):
In weeks 5, 6, 8, 10, 11, and 13 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.
Each quiz will be worth 2.5% of the total marks for this unit of study.

Assignment (35%)
Students will write a 2000 word systematic review. The systematic review is due week 10, Monday 14th 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:
a. 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)
b. Ability to evaluate the empirical evidence used to support these different theoretical models
c. Understand the main findings in studies examining psychobiological and interpersonal theories of personality
d. Understand basic principles of how personality and intelligence are assessed, including assessment development and test administration
e. 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:
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

3: Communication skills in personality and individual differences
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.
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 six tutorial quizzes in weeks 5, 6, 8, 10, 11 and 13, a systematic review, due on 14th 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% (2.5% for each quiz marks) and the systematic review worth 35%.
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:


<table>
<thead>
<tr>
<th>W</th>
<th>L</th>
<th>Lecture Topic</th>
<th>Lecturer</th>
<th>Tutorial Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>5 March</td>
<td>Welcome and Introduction</td>
<td>NT</td>
<td>No tutorial</td>
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<tr>
<td>7</td>
<td>19 March</td>
<td>Review and extension of psychometric theories</td>
<td>CM</td>
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<tr>
<td>2</td>
<td>12 March</td>
<td>Emotional intelligence as a new construct</td>
<td>CM</td>
<td>Emotional intelligence</td>
</tr>
<tr>
<td>14</td>
<td>3 March</td>
<td>Intelligence and mental speed</td>
<td>CM</td>
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<tr>
<td>3</td>
<td>19 March</td>
<td>Psychological testing: methods and pitfalls</td>
<td>LG</td>
<td>Intelligence and cognitive complexity</td>
</tr>
<tr>
<td>4</td>
<td>16 March</td>
<td>Intelligence and gender</td>
<td>SK</td>
<td>ASSIGNMENT Q&amp;A Session</td>
</tr>
<tr>
<td>5</td>
<td>28 March</td>
<td>Intelligence and personality in the educational sphere</td>
<td>SK</td>
<td>Systematic Review</td>
</tr>
<tr>
<td>4</td>
<td>14 March</td>
<td>Applications of personality and intelligence in the workplace</td>
<td>SK</td>
<td>Gender and Intelligence</td>
</tr>
<tr>
<td>6</td>
<td>1 April</td>
<td>Intelligence, aging and health</td>
<td>SK</td>
<td>READING + QUIZ: Wittmann (2005)</td>
</tr>
<tr>
<td>7</td>
<td>23 April</td>
<td>Personality and gender</td>
<td>LG</td>
<td>Personality and Intelligence Tests in the Workplace: READING + QUIZ: Schmidt &amp; Hunter, 1998</td>
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<tr>
<td>8</td>
<td>25 April</td>
<td>Revision of the traits approach</td>
<td>NT</td>
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<tr>
<td>9</td>
<td>30 April</td>
<td>Psychophysiological approaches to personality I</td>
<td>NT</td>
<td>Big Five VERSUS Big Three</td>
</tr>
<tr>
<td>10</td>
<td>11 April</td>
<td>Personality development and change across the lifespan</td>
<td>LG</td>
<td>READING + QUIZ: Costa &amp; McCrae (1992) and Eysenck (1992)</td>
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<tr>
<td>11</td>
<td>2 April</td>
<td>Applications of personality and intelligence in the workplace</td>
<td>SK</td>
<td></td>
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<tr>
<td>12</td>
<td>28 March</td>
<td>Personality and gender</td>
<td>LG</td>
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<tr>
<td>13</td>
<td>9 May</td>
<td>Personality and health</td>
<td>NT</td>
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<tr>
<td>14</td>
<td>16 May</td>
<td>Personality and psychopathology</td>
<td>NT</td>
<td></td>
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<tr>
<td>15</td>
<td>22 April</td>
<td>Personality and interests</td>
<td>LG</td>
<td></td>
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<tr>
<td>16</td>
<td>2 May</td>
<td>Psychophysiological approaches to personality II</td>
<td>NT</td>
<td></td>
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<tr>
<td>17</td>
<td>7 May</td>
<td>Personality and health</td>
<td>NT</td>
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<tr>
<td>18</td>
<td>14 May</td>
<td>Interpersonal theories of personality</td>
<td>NT</td>
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<tr>
<td>19</td>
<td>11 May</td>
<td>Evolutionary theories of personality</td>
<td>NT</td>
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<tr>
<td>20</td>
<td>21 May</td>
<td>Personality, religiosity and spirituality</td>
<td>NT</td>
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<tr>
<td>21</td>
<td>23 May</td>
<td>Giftedness and genius</td>
<td>SK</td>
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<tr>
<td>22</td>
<td>28 May</td>
<td>Metacognition I</td>
<td>SK</td>
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<tr>
<td>23</td>
<td>30 May</td>
<td>Metacognition II</td>
<td>SK</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>4 June</td>
<td>Applied and complex decision-making</td>
<td>SK</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>6 June</td>
<td>Intelligence and Metacognition within the educational sphere</td>
<td>SK</td>
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CM = Carolyn MacCann; LG = Leo Gabales, NT = Niko Tiliopoulos, SK = Sabina Kleitman

* 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.

FROM WEEK 5 ON, EACH TUTORIAL READING WILL ALSO HAVE A BRIEF IN-CLASS QUIZ


Academic Dishonesty and Plagiarism

1. It is your responsibility to know what academic dishonesty and plagiarism are. Here is the link to the University's policy:


   Make sure that you understand what counts as academic dishonesty and the various types of plagiarism. The Library's http://www.library.usyd.edu.au/skills/‘Plagiarism and Academic Honesty’ program will help.

2. Note that:

   i) the School of Psychology will penalise all submitted work that is plagiarised.

   ii) Students should note that all assignments (including group projects) will be run through similarity detecting software. This software detects similarities between (a) your assignment and both print and online sources, and (b) assignments submitted by other students, from both current and previous years. If similarities are found, they will be investigated so as to determine the nature of the plagiarism. See Part 5 of the University’s policy.

Avoiding plagiarism – key points

• Plagiarism is a serious offence and may result in failure in the course. Even where students are completing an exercise together, each student must submit separate written work. Incorporation of any material from another student’s assignment is regarded as plagiarism.

• In writing essays or reports to meet coursework requirements, you should use your own words. In some contexts (e.g., theoretical research) it is appropriate to use an occasional quotation. This should be indicated in the conventional way by enclosing the passage within quotation marks and by providing a precise (page number) reference for the source of the quote. In many contexts, especially reports of empirical work, quotations are best avoided.

• “Using your own words” means that you should not borrow from the writing of others – whether from fellow students or published authors. For example, it is not acceptable to base an essay on text from various sources that you have then edited to some degree – even if you cite these sources. First of all, there is the ethical issue arising from the dishonesty of presenting as your own work something which is essentially the work of others. In addition, there are good educational reasons for avoiding this, even where you feel that someone else has expressed some idea far more clearly than you could. One reason is that you must learn to express yourself clearly in writing; like most other skills, this only comes with practice. Another, is the failure to understand information or ideas at all thoroughly if all you have done is reproduce (with some editing) what someone else has written about the topic.

• When you express in your own words what you have learned from various sources, you should cite each source. The standard convention for most written work in psychology is to list references at the end of your essay or report, rather than, for example, to use footnotes. To express some idea without giving a citation implies that it is your own idea. Therefore, if it is in fact an idea obtained from someone else, this needs to be acknowledged. Listing a set of sources implies that you have read them all. Therefore, you should list as references only those you have actually
read. If you are depending on a secondary source, then make this clear, e.g., ... salivary conditioning (Pavlov, 1927; cited in Mazur, 1998).

• The points made here also apply to non-textual material. For example, graphs or tables of data included in a report should be your own work and not copied from others. Very occasionally you may need to ‘quote’ a figure from some other source; if you do so, you should make its origin quite clear.

• In general, avoid letting other students use your work for any kind of assessment. On the rare occasion where this may be appropriate, make sure that the other student acknowledges your contribution as the original author.

• In some cultures, students show their respect for a teacher by copying what the teacher has said or written. In Australian University education, copying a teacher (even if paraphrasing) is plagiarism if the source is not cited.

• With regard to coursework based very closely on the work of others, the School of Psychology’s policy is as follows:

Criteria for marking any piece of submitted coursework include meeting the requirement that the student has used his or her own words in writing it. Similarly, any non-textual content should be the student’s own work. Where, on occasion, a quotation is appropriate, it should be indicated as such by being placed within inverted commas and followed by a page reference to the original source. If a piece of coursework submitted for assessment is very closely based on the work of others, it will receive a low mark, even if the sources are properly cited.
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.

Matthew Davis is your Psychology Faculty Liaison Librarian. You can find him at Badham Library Ground Floor, Badham Building Science Rd, Camperdown Campus. You can phone him on 9351 3629 or email at library.psychology@sydney.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.