PSYC2014 – Personality & Intelligence I

Unit of Study Code: PSYC2014

Coordinator: Dr Niko Tiliopoulos
Office: Room 448, Brennan MacCallum Building
Phone: 9356 9223
E-mail: niko.tiliopoulos@sydney.edu.au

Teaching staff: Dr Fiona Hibberd
Office: Room 451, Brennan MacCallum Building
Phone: 9351 2867
E-mail: fiona.hibberd@sydney.edu.au

Dr Carolyn MacCann
Office: Room 449, Brennan MacCallum Building
Phone: 9351 4236
E-mail: carolyn.maccann@sydney.edu.au

Associate Professor Fiona White
Office: Room 426, Brennan MacCallum Building
Phone: 9351 3246
E-mail: fiona.white@sydney.edu.au

Teaching fellow: Ms Caroline Fielden
E-mail: cfie7276@uni.sydney.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

Credit point value: 6 Credit Points

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

Assessment:

1. CLASSWORK
   A. 2000-word essay (35% of total mark)
      Due Date: Monday Sept 3 (Week 6)
   B. Minor assessment, in-class quiz (15% of total mark)
      Due Date: Week 13

2. EXAMINATION:
   2 hr. exam, consisting of multiple-choice and a written component (50% of total mark)

School of Psychology procedures regarding assignment submissions, late penalties, special consideration/extension applications, etc:


Textbook:


Additional reading material will be placed on the course’s blackboard page and in the Reserve section of the library.
UNIT OF STUDY DESCRIPTION

General description: The main aim of this course is to introduce students to a number of influential theories in personality and intelligence. Students will be exposed to some conceptual analysis and will be expected to gain an understanding and be able to examine critically the various theories covered. Furthermore, students will be introduced to key topics in the scientific study and assessment of individual differences (Psychometrics) in personality and intelligence. The course will cover both conceptual (e.g. validity and reliability) and applied (e.g. Factor Analysis) elements of statistical psychometric inference.

Specific Graduate Attributes & Student Learning Outcomes for Personality & Intelligence I
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 essay and in the final examination.

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

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 & Intelligence I
Understand, apply and evaluate basic research methods in Personality & Intelligence, 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) 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 & Intelligence I
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 & Intelligence I
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 & Intelligence I
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 & Intelligence I
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 & Intelligence.
(ii) Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
(iii) Understand major areas of applied Personality & Intelligence.
(iv) Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.
<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</td>
<td>Introduction to the course</td>
<td></td>
<td>Hibberd</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Psychodynamic theories I: The foundations of psychoanalysis in Freud’s theories of hysteria &amp; psycho-sexual development</td>
<td>No tutorial</td>
<td>Hibberd</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Psychodynamic theories II: Dreams as wish-fulfillments; recent evidence</td>
<td></td>
<td>Hibberd</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Psychodynamic theories III: Unconscious processes: first &amp; second topographies; evidence of defence mechanisms</td>
<td></td>
<td>Hibberd</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Psychodynamic theories IV: The concept of drive: Intra-psychic conflict; recent evidence</td>
<td></td>
<td>Hiberd</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Psychodynamic theories V: Key differences between classical psychoanalysis &amp; contemporary object relations theory</td>
<td></td>
<td>Hiberd</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Psychodynamic theories VI: Recent conceptions of narcissism and the superego</td>
<td></td>
<td>Hiberd</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>Psychodynamic theories VII: Humour</td>
<td></td>
<td>Hiberd</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>Behavioural theories: Watson</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>Behavioural theories: Skinner</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>Social Cognitive theory (i): Bandura</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>Social Cognitive theory (ii): Bandura</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>Humanistic theories: Maslow</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>Humanistic theories: Rogers</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>Differential Psychology: Applied Individual Differences</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>Personality &amp; Intelligence assessment I: Tests &amp; Measurements</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>Personality &amp; Intelligence assessment II: Basic concepts in measurement</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>Personality &amp; Intelligence assessment III: Validity &amp; reliability I</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>Personality &amp; Intelligence assessment IV: Validity &amp; Reliability II</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>Personality &amp; Intelligence assessment V: Factor Analysis I</td>
<td>A psychometric assessment of freedom of speech</td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>Personality &amp; Intelligence assessment VI: Factor Analysis II</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>Personality &amp; Intelligence assessment VII: Putting it all together</td>
<td>“Love me tender”; A factor-analytic example</td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>23</td>
<td>23</td>
<td>Traits theories of personality: Introduction</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>24</td>
<td>24</td>
<td>Humanistic Traits theories: Allport</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
</tbody>
</table>

**Study Vacation: Monday 25 September to Friday 28 September**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Lecture</th>
<th>Lecture topic</th>
<th>Tutorial</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>25</td>
<td>The lexical approach to personality traits I: Cattell &amp; the 16PF</td>
<td>Trading on Traits</td>
<td>-</td>
</tr>
<tr>
<td>26</td>
<td>26</td>
<td>The lexical approach to personality traits II: The Big-5, Part I</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>27</td>
<td>27</td>
<td>The lexical approach to personality traits III: The Big-5, Part II</td>
<td></td>
<td>Tiliopoulos</td>
</tr>
<tr>
<td>28</td>
<td>28</td>
<td>Introduction &amp; history of intelligence</td>
<td></td>
<td>MacCann</td>
</tr>
<tr>
<td>29</td>
<td>29</td>
<td>Models of intelligence I: The psychometric approach</td>
<td></td>
<td>MacCann</td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>Models of intelligence II: Alternative approaches</td>
<td></td>
<td>Fielden</td>
</tr>
<tr>
<td>31</td>
<td>31</td>
<td>Creativity</td>
<td></td>
<td>Fielden</td>
</tr>
<tr>
<td>32</td>
<td>32</td>
<td>Emotional intelligence</td>
<td></td>
<td>Fielden</td>
</tr>
<tr>
<td>33</td>
<td>33</td>
<td>Nature &amp; nurture in intelligence I: Nature</td>
<td></td>
<td>Fielden</td>
</tr>
<tr>
<td>34</td>
<td>34</td>
<td>Nature &amp; nurture in intelligence II: Nurture</td>
<td></td>
<td>Fielden</td>
</tr>
<tr>
<td>35</td>
<td>35</td>
<td>Sex differences in intelligence</td>
<td></td>
<td>MacCann</td>
</tr>
<tr>
<td>36</td>
<td>36</td>
<td>Race differences in intelligence &amp; the concept of test bias</td>
<td></td>
<td>Fielden</td>
</tr>
<tr>
<td>37</td>
<td>37</td>
<td>Applications of personality &amp; intelligence I</td>
<td>2nd assessment</td>
<td>MacCann</td>
</tr>
<tr>
<td>38</td>
<td>38</td>
<td>Applications of personality &amp; intelligence II</td>
<td></td>
<td>MacCann</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 blackboard page and in the **Reserve** section of the library.
Who to contact

• Academic queries regarding:
  
  o Lecture content: The lecturer that delivers the lecture
  
  o Tutorial content: Your tutor
  
  o Assessment content: The assessment setter
  
  o General pedagogical queries:
    
    ▪ (Start of semester to 07 October): Dr Niko Tiliopoulos niko.tiliopoulos@sydney.edu.au
    
    ▪ (08 October to end of semester): Dr Fiona Hibberd fiona.hibberd@sydney.edu.au

• Administrative queries regarding:

  o Tutorial class changes: Go to The School of Psychology Admin Counter, Brennan-MacCallum Room 325; 12noon – 4:30pm Mon-Fri.
  
  o Library issues: The psychology librarian: library.psychology@sydney.edu.au
  
  o Assignment submissions: read:

  
  o Special Consideration / Extensions: read:

  
  o IMPORTANT: The above website answers most questions regarding the School’s procedures for student administration. Email enquiries concerning information which is readily available via online sources may not be answered

• Miscellaneous course queries: Ms Caroline Fielden cfie7276@uni.sydney.edu.au
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

• University of Sydney – Syllabus of Senior Psychology 3, 2012 page 6that 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.
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/

Matthew Davis is the Faculty Liaison Librarian for Psychology. Matthew is available to help you find and use library resources for your assignments or research. You can email him at library.psychology@sydney.edu.au or phone on 9351 3629. The Psychology Librarian is located at Badham Library, level 1, Badham Building, Science Rd, Camperdown Campus.

Psychology books in high demand

The 2 hour collection is located on Level 3 of Fisher Library. Most of your required and recommended items from the reading lists will be here. You can find a list of your required readings in the catalogue by searching under your Unit of Study code. Some material in the list is also available to read online.

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 free research, database and EndNote training classes on this site.

Need a refresher after 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/